**Principal’s Report**

**Staff Development Day**

Last week’s Staff Development Day was an excellent opportunity for us to deepen our understanding of how we can meet the needs of a wide range of students within our classes. As you may be aware from the media there has been a long term trend of a gradual increase in the number of people in our society who are dealing with different disabilities, and it is important that we are able to reflect and adjust our practices as a school to ensure that every child is receiving the education that they need. We were very fortunate to have a number of people from the Regional Student Support Team working with us on that day as it allowed us to instantly tap into their expertise, experience and knowledge. We have identified a number of things that we will continue to follow up on as we develop our strategies for supporting and accommodating the needs of all students.

**Nationally Consistent Collection of Data on School Students with Disabilities (NCCDSSWD)**

This year our school is participating in a national census of students with disabilities. This census began in South Australian schools in 2013 and by the end of this year all schools in the state will be included. One of the challenges faced by governments is difficulty in knowing the extent of disability across the country as each state uses different definitions to determine support funding, and historically this has been the only data collected. The NCCDSSWD (yes, I know, Governments love acronyms) asks schools to look at their entire student population and identify all of those who meet the criteria for a disability under the Disability Discrimination Act. This includes physical, social/ emotional, cognitive and sensory disabilities, and information collected over the last two years as part of this census suggests that this is about 1 in 5 students in South Australia. As well as establishing whether a student meets the criteria under the Disability Discrimination Act, we are also asked to provide evidence about the level of support that the student needs in order to access the school curriculum on the same basis as all other students. Many students need no special accommodations, some are addressed through our usual high quality teacher practices, some require simple changes (such as being placed at the front of the class so they can see the board more easily) and others require more extensive adjustments to curriculum, timetable and facilities. This data is confidential and as a school we intend to use it to ensure that we are monitoring all of our students to ensure that we are providing the best possible program. If you have any concerns about your child being included in this data collection, please contact me at the school.
Principal’s Report Cont...

A personal note
At the end of this year I will have been Principal at Tintinara Area School for five years, and so I have reached the end of my initial contract here. After much thought and discussion I have decided that the time has come to move closer to my children so that I can be more involved in their lives as they grow through their teenage years, and so will not be reapplying for my position. We all know how rumours work in small towns so I have decided to make this public knowledge now so that Governing Council has clear air in which to set the future direction of the school, rather than allowing any uncertainty over my future to distract us from our goals. I do not yet know what my role in 2016 will be, but I do know that I will be in a school somewhere as either a teacher, leader or Principal. I have immensely enjoyed my time here and have learnt a lot, and I am very proud of what we have achieved together. My decision is driven by the needs of my own children, and I trust that all of us can understand why I am making this change.

The process for appointing a new principal is led by the Education Director for our Partnership – Mr Stan Hagias. Some of the background work has already been undertaken by Governing Council and I expect that the position will be advertised in the next few weeks, with applications due shortly after the next school holidays and a decision made by early September. This will allow plenty of time for a smooth transition.

Stuart Killo

Breakfast Club
Breakfast Club has been running a week now and is fast becoming the place to hang out before school on a Monday, Wednesday and Friday. All who attend seem to really enjoy the chance to choose their breakfast and then sit around chatting with their friends. A community spirit is building with smiles and chatter all around the Home Economics Room tables. So come along; eat, chat, listen to music and make new friends! We look forward to seeing you there.

Mrs Duffy

2015 School Photos
MSP Photographer – Frank Monger – will be visiting our school on Wednesday 22nd July for our annual School Photo session. Envelopes for ordering will be received at the school by the end term and will be sent home to all families as soon as they are arrive.

Lost Property
There are many plastic lunch containers, jumpers, jackets, water bottles, hats etc in the front office that are not labelled waiting for their owners to come and pick them up. If your child has misplaced anything along the way, can you please come and have a look and collect what may be yours from the office ASAP. The amount of items here would equate to quite a lot of money if they had to be replaced every time a child left them behind at the school.

A timely reminder to PLEASE label ALL your child’s clothing, containers and water bottles so they are returned to them if they’re left behind in a classroom or playground!
R-6 Social
Reminder that the Junior School Social will be taking place in the Stadium
Wednesday 17th June
3:30-5:30pm
Entry cost is $2 which includes a packet of popcorn and a glass of cordial.
The theme is Pirates and Princesses
There will be other food available - $2.00 chocolate bars and $1.00 for extra popcorn.
Students will not be allowed to leave the stadium until their parent is there to pick them up, or if a note is received from the parent prior to the event. If you need to pick your child up before 5:30, please contact Mrs Vandeleur prior to the Social to organise.
Look forward to seeing all the R-6 students there in costume on the 17th!
Mrs Vandeleur

Learning Journeys
Learning journeys will occur on Wednesday the 1st July 2015 (week 10).
Families, friends and community members are welcome to come in and discover what each class has been learning about this term.
The schedule is as below:
Lesson 3 (10:50am-11:30am) - Year 1/2 Class Deirdre
Lesson 4 (11:30am-12:15pm) - Preschool Michelle
Lesson 5 (12:15pm-1:00pm) – Reception/Year 1 Class Nerida and Mark
LUNCH- 1:00pm-1:15pm Picnic - You are welcome to bring a packed lunch to share with your child during this time.
1:15-1:40pm - Play time - Please feel free to stay for a coffee or a cup of tea with our staff members. If younger siblings are at school please remember that it is your responsibility to look after them.
Lesson 6 (1:40-2:25) - Year 3/4 Class Jacqui and Julianne
Lesson 7 (2:25-3:10) - Year 5/6 Class Karen
We hope you come along and enjoy the experience!
Michelle, Mark, Nerida, Deirdre, Julianne, Jacqui, and Karen
Festival of Music Choir Solo Audition

On Thursday 4th June I went to Adelaide to audition for a soloist part in the Festival of Music Concert which is held at the Festival Theatre in September. The solo part that I auditioned for was Ederlezi which is a song that the Gypsy’s used to sing.

We arrived at Fulham Gardens Primary School (where the auditions were taking place) quite early for my audition, so I thought we had a long time to wait and be prepared, but when we entered the auditorium they called me up straight away, I didn’t even get to sit down! This meant I didn’t get to mentally prepare myself, so I felt even more nervous.

The ladies who were listening to my audition were Robyn Filmer (who was previously from Tintinara), and Deb Hepworth. They were very nice and gave me a lot of really good tips.

Thank you to my Choir teacher Mrs Wandel for teaching me and putting my name up for this audition, and to my Mum and my Nana for taking me to Adelaide for the audition.

Libby Miell

Knock Out Netball

On Tuesday 2nd June Shauna Chaplin, Brooke Finn, Gema Harvey and Sophie Myer travelled to Unity College to compete in a netball competition. In the Open team (Year 10-12) netballers were selected from Coomandook, Tintinara and Karoonda to represent the Upper South East. Brooke, Gema and Shauna were selected in this team. The 8/9 competition included Meningie, Tintinara and Karoonda with Sophie Meyer being selected for this team.

The Open team competed against Unity, Murray Bridge High School and Keith schools. Unfortunately they lost to each of these sides but coming away from the competition having learnt new skills and having a better appreciation for the game of netball.

The 8/9s competed against Keith, Unity, Coomandook, Oakbank and Birdwood schools. They had one win against Coomandook by 8 goals. The girls improved with each game and it was a great experience for them to play netball with girls from other schools.

Thank you to Miss Collins and Mrs Hood for giving up time to help us and improve our netball. Well done to all involved and best of luck for next year!

Shauna Chaplin

SAPSASA Cross Country

On Thursday 4th June, Charlton Manning, Isaac Kennett, Darcy Connor and Mitchell Tonkin went to Oakbank to compete in the SAPSASA State Cross Country Carnival. Everyone had a fun day, and was successful and happy with the positions they came. The results were:

Charlton (12 Year Old Boys): 115 out of 158
Isaac (10 Year Old Boys): 156 out of 183
Mitchell (10 Year Old Boys): 161 out of 183
Darcy (10 Year Old Boys): 147 out of 183

I would like to thank all parents/caregivers for taking their children to this event.

Charlton Manning
2015 SAPSASA Netball Photos

2015 SAPSASA Football Photos
Deep Creek Bushwalking Journey

On Wednesday 10th of June to Friday 12th of June the Outdoor Education students from Tintinara, Karoonda and Keith Area School travelled down to Deep Creek Conservation Park just outside of Cape Jervois. The students involved included Brooke Finn, Peggy, Gema and Joel Harvey, Marijo Richards and Joy Omega. The students embarked on a challenge which wasn’t familiar to them. They were required to bushwalk carrying all of their equipment for 3 days. Initially there were some nerves from the students, not because of the walking but because they were meeting people for the first time. After having lunch and making some new friends the students were underway on their journey. Navigation was an important part of the camp and within the first 4km they had already gone in the wrong direction but before too long they were back on track. The moral was high but this wasn’t going to last forever for some of the students. They had a steep decent which led to a beautiful waterfall where a much needed break was taken. After the steep descent the next challenge was upon them and what goes down must go up. The Wednesday afternoon consisted of a very steep incline which the students battled with. To their credit they persevered and made it to Trig Campground where they were to retire for the night. There were some sore and tired bodies and yet they still had to prepare dinner using their cooking skills. Brooke had a creative menu plan and on the first night it consisted of tortillas with beef, lettuce and tomatoes. The freezing cold conditions made it uncomfortable but a small fire helped relieve this. To take their mind of the cold, Mr Lamont (Keith PE Teacher) had some brain teasers which enthralled the students. Marijo was a part of a very exciting story guessing game that kept the students (and teachers) entertained for a long time.

The students woke up to a very frosty morning and they knew that this day was going to be one of the hardest. They prepared their rucksacks and minds for the next part of their journey. The pace early was fast and the students had games to entertain themselves while walking. The lunch break was taken at Eagle Waterhole campsite which had a small shelter and table. They then travelled towards the coast to a small secluded cove to admire the scenery. This was half way of the days walking and they had to start travelling back to the campsite of the previous night. The walking was quite reasonable until the final hill that was almost a sheer cliff face. Students completed this hill at their own pace and everyone made it back safe and sound. If they weren’t tired the night before they were definitely tired on the second night. Once again the students made dinner and were entertained by some campsite games and a warm fire.

On the final day everyone knew they didn’t have too far to go and there was relief on some of the faces. The final day was the most picturesque of the three days, walking over hills along the coast line. They travelled through Deep Creek Cove and across the water as the tides were low. The final trek was up a steep incline to Tapanappa Lookout and then a leisurely stroll to the bus.

It was a great effort by all of the students and they learnt a lot; like not packing 10 litres of water, wearing in new boots, closing tents so native fauna cannot get in and ensuring they have enough food.

They challenged themselves in many ways, climbing up steep cliff faces and walking across rocky terrain. Overall they walked over 25km.

By Chris Gregory
Outdoor Education
The Curse of the Good Girl

Written and prepared by Michael Auden
Centre for Leadership in Education
www.askunclemike.com

Girls struggle under the curse of the good girl. The good girl curse involves:

- The pressure to be nice all the time.
- To be friends with everyone.
- Unreasonably selfless.
- Modest
- And perfect at everything they do.

The pressure to be these things is impossible to live up to. Girls will never actually be any of these things. As a result, many girls are constantly feeling self-critical. The curse of the good girl also stops girls from taking healthy risks, and they often can’t express their needs and their feelings.

Parents, learn the ways your daughter uses body language to express herself.

Many mothers are also victims of the curse of the good girl. You may be dealing and struggling with the same pressures to be everything to everyone. The perfect mother!

The harder your daughter tries to be nice, to do the right thing, the more she will feel that she is failing in these pursuits. The harder she tries, the more she will feel that she is not good enough.

Girls should not have to live like that. A lot of girls and mothers have to deal with the symptoms of the curse of the good girl. Trying hard to be all these ‘good’ things takes you away from who you really are. You can’t be yourself if you are trying to be all these things - you’re trying to be that good girl.

Part of being yourself is saying how you feel. Telling people how you feel is a good way to be yourself. A loving parent is going to respect a girl’s feelings even if you don’t agree with them.

Parents, use emotion words around your daughter. You will build her emotional vocabulary. When you use emotion words, you give her permission to do the same. You are also training her by exposing her to those words.

Ask her how she is feeling. When she says, “I feel fine” push her a little bit. “Are you fine happy? Or are you fine sad,” tell me what is actually going on for you.” Parents, try to push past fine and good.

As much as possible try to validate your daughter’s feelings. You need to be the voice in your daughter’s life, affirming her emotional experience. That doesn’t mean you have to agree with her feelings. It is tempting to try get your daughter feeling another way or to deny her feelings. It is tempting to give advice to feel another way, or to stop feeling the way that she does. To build her emotional intelligence let her know that it is OK to feel what she is feeling.
School News

About Your Son’s Learning Styles
Written and prepared by Michael Auden
Centre for Leadership in Education
www.askunclemike.com

What Are Learning Styles?
Everyone gathers information about the world through three sensory receivers: visual (sight), auditory (sound), and kinesthetic (movement). Some people rely most on visual cues, others prefer auditory input, and still others learn best through movement. Educators refer to these differences as learning styles. Learning style entails how a person best takes in, understands, and remembers information. In most children, one sense is usually more finely tuned and influential for learning than the others.

Assessing Learning Styles
So how do teachers identify students’ learning types? Only ten to fifteen percent of schools use formal tests to determine learning styles. I would like to see these percentages increase and the information added to students’ permanent records. Most teachers, however, especially in primary school, observe their students closely to determine learning styles. Then they use learning styles strategies that individualize instruction to take advantage of each student’s learning type.

Find Your Son’s Learning Style
It’s not hard to figure out a child’s dominant learning style. Does your child have a primarily visual learning style?

• Visual learners are watchers
  Visual learners are watchers. As babies, they are often drawn to lights, colours, and movement. They revel in colourful toys and piles of picture books. Visual learners enjoy and learn easily from pictures, handouts, videos, and films. In school, they can learn science principles by watching a science experiment rather than having to conduct the experiment themselves.

• Auditory learners are listeners
  Auditory learners are listeners. They learn to talk early and, as toddlers, enjoy listening to tapes and playing musical instruments. Auditory learners are talkative. They like to read aloud, recall commercials word for word, and do tongue twisters. In school, they memorize maths facts much more easily in a song or poem than from flash cards.

• Kinesthetic learners are hands-on types
  Kids who love taking things apart to see how they work are kinesthetic learners. As babies, kinesthetic learners are in constant motion, their movements are well coordinated, and they are anxious to crawl and walk as quickly as possible.
  In a classroom, kinesthetic learners can be fidgety. They’ll often be the first to volunteer to do something — anything — active. They want to do an experiment not watch it or read about it.

Schooling at the high school level favours auditory learning. But students whose dominant learning style is visual or kinesthetic can improve their auditory learning skills. They can also incorporate many study techniques that draw on their learning-style strengths. The first step to taking best advantage of any child’s learning style is to identify and learn about it.
Adult Fiction:
- Time of death
  Mark BILLINGHAM
- Second life
  S.J. WATSON
- McKellan’s run
  Nicole HURLEY-MOORE
- Friday on my mind
  Nicci FRENCH
- Piranha
  Clive CUSSLER
- Set in stone
  Ros BAXTER
- The homestead girls
  Fiona McARTHUR
- The drowned boy
  Karin FOSUM
- At the water’s edge
  Sara GRUEN
- The beachside guest house
  Vanessa GREENE
- The reluctant vigilante
  Yancy MILLER
- Solitude Creek
  Jeffery DEAVER
- Quicksand
  Steve TOLTZ
- The book of Aaron
  Jim SHEPARD
- Coming rain
  Stephen DAISLEY
- The truth and other lies
  Sascha ARANGO
- The other darkness
  Sarah HILARY
- The Narrowboat girl
  Anne MURRAY
- All the light we cannot see
  Anthony DOERR
- What she left
  T.R. RICHMOND

Large Print:
- Perfect match
  Fern MICHAELS
- The liar
  Nora ROBERTS

Non Fiction:
Biographies:
- Hope: a memoir of survival
  Amanda BERRY
- American sniper
  Chris KYLE
- Bloodhound: searching for my father
  Ramona KOVAL

Cookery:
- Casseroles & curries
  The Australian Women’s Weekly

Agriculture:
- Sharing the good earth: 175 years of influence and vision
  The Royal Agricultural & Horticultural Society of South Australia Inc.

Internet Design:
- Web design with HTML5
  Colleen van LENT

Relationships:
- Red flags: how to spot frenemies, underminers, and toxic people in every part of your life
  Wendy L. PATRICK, PhD

Gardening:
- How to grow practically everything: 100s of Australian gardening projects

Parenting:
- Spotless baby
  Shannon LUSH

Building:
- Be your own builder: how to design and build your own home
  Keith ‘The Blockinator’

Gardening:
- How to grow edibles in containers: good produce for small spaces
  Fiona HILL

Short stories:
- Australian farming families: inspiring true stories of life on the land
  Deb HUNT

Teen Fiction:
- Lullaby
  Bernard BECKETT
- Charlie, presumed dead
  Anne HELTZEL
- Hunter’s moon
  Sophie MASSON
- On track
  Kathryn APEL
- Pieces of sky
  Trinity DOYLE
- The sound of whales
  Kerr THOMSON
- If you were me
  Sam HEPBURN
- Troll Mountain
  Matthew REILLY
- Wrath
  Anne DAVIES

Children’s Picture Books:
- Soon
  Timothy Knapman
- The man with messy hair
  Pamela ALLEN
- Puff the magic dragon
  Peter YARROW
- Grug and his music
  Ted PRIOR
- Ten little dinosaurs
  Mike BROWNLow
- Let’s play
  Alborozo
- You are (NOT) small
  Anna KANG
- The fox in the library
  Lorenz PAULI
- Snow day
  Sam USHER
- I can swim a rainbow
  Kim Michelle TOFT
- The cow tripped over the moon
  Tony WILSON
- I don’t like snakes
  Nicola DAVIES
- Line up, please!
  Tomoko OHMURA
- My name is Lizzie Flynn
  Claire SAXBY
- There’s a bear on my chair
  Ross COLLINS
- B is for bedtime
  Margaret HAMILTON
- Outside
  Libby HATHORN
- Shine a story about saying goodbye
  Trace BALLA

Board Books:
- Small smaller
  Corina FLETCHER

Children’s Fiction:
- Avengers: age of Ultron
  Marvel
- Going bush with Grandpa
  Sally MORGAN
- Soon
  Morris GLEITZMAN
- Coco Banjo is having a Yay Day
  N. GEMMELL
- Ophelia and the marvellous boy
  Karen FOX

Mates:
- Cyclone fever
  Sally MORGAN
Children’s Non Fiction:
Biographies:
Banjo Patterson Allan DFRUMMOND

Inventions:
Inventions that could have changed the world...but didn’t Joe RHATIGAN
Genius! The most astonishing inventions of all time Thames & Hudson

Climate Change:
Guarding Eden: champions of climate action Deborah HART

History:
Our past: Convicts Charles HOPE

Curiosities:
The book of amazing incredible fantastic facts Charles HOPE

Poetry:
Silly squid: poems about the sea Janeen BRIAN

Craft:
A little bit crafty Frankie Magazine

Pets:
A kid’s guide to keeping chickens Melissa CAUGHEY

Clothing:
Where do clothes come from? Chris BUTTERWORTH

Farming:
The tractor book: the definitive visual history DK

War:
Meet...Weary Dunlop Claire SAXBY
World War II: The definitive guide DK

Body:
The really gross body book Emma DODSON

TV on DVD:
Downton Abbey: Season 5
Call the midwife. Season 4

Future of library services in the Coorong District Council

We are committed to continuing to provide our community with a library service that embraces new technologies and meets local needs.

Council commenced this discussion through a community survey to identify what our community wants from a public library service.

Council will also be facilitating focus groups for you to participate in around the council area.

Have your say...

The focus group for Tintinara and Coonalpyn residents will be held at the

Tintinara Coonalpyn Community Library
Wendt Tce Tintinara

Wednesday 24 June 2015
10:00 am

Everyone welcome

Morning tea provided
Cleaning Position  
Expression of Interest

Southern Cross Cleaning (SA) Pty Ltd invites expressions of interest from individuals interested in employment as a part-time cleaner.

Location: Tintinara Area School  
Hours: 15hrs/wk;  
Monday-Friday 3pm - 6pm  
Commencement: 20/07/15  
*DCSI Criminal History Assessment required before commencement of employment

Contact: Hazel Ireland  
Mobile: 0448 169 464  
Email: hazeli@southernxcleaning.com.au

Murray Mallee Community Transport Scheme News

The Murray Mallee Community Transport Scheme (MMCTS) is a central point of contact regarding transport for people living within the Council regions of The Coorong, Southern Mallee and Karoonda East Murray who are transport disadvantaged. Fees and strict eligibility criteria applies.

The role of MMCTS is to provide information on transport services within the region, coordinate and broker transport services and provide transport as a last resort where no other transport is available in the region and where resources are available.

If you are:
• unable to access public transport due to distance, mobility or availability of services, AND  
• unable to drive yourself, AND  
• unable to access another person to transport you.

Please contact us on 8572 4288 to discuss how we can help you.

Want to know more about us or what is available within your region? Please visit our website: www.murraymalleetransport.com.au

Better To Do Something Imperfectly Than To Do Nothing Flawlessly

-Robert H. Schuller
Are you aware that our eye catching Craft and Information Centre has helped to put Tintinara firmly on the tourist map?

Every year, hundreds of travellers visit Heart of the Parks. They experience a friendly and informative stop over, and spend thousands of dollars on our locally made, baked, sewn and grown crafts and produce. This is outside money which bolsters our local economy.

Unfortunately, the old original member group is just that - growing older by the day. To maintain our valuable 7 day a week opening times, we NEED an infusion of volunteers & new members.

VOLUNTEERS are asked to do one day of duty in the shop every six weeks (or more if they like!), they get to meet lots of interesting new people, and help to keep people aware of TINTINARA.

By becoming a MEMBER, you also have a commercial outlet to sell your handmade crafts and produce. It’s a great way to help fund your passion and a fantastic way to support your local community!

CAN YOU HELP?

Drop in at the shop, any day between 10am-4:30pm to register your interest with the member on duty; ring the shop on 8757 2220; or email our secretary at inniskillan@activ8.net.au for a copy of our members information pack.

Any reliable help would be greatly appreciated, and will help us to maintain our valuable 7 day a week open status for our customers!
BUS TRAVEL ABSENCE NOTIFICATION

Please fill in and return to the school Front Office when changes to normal travel arrangements are made.

Student/s Name/s: ________________________________ Bus Route: __________________

Date of absence/s: _____/_____/______ to: ____/____/____ AM PM BOTH (please circle relevant time)

Parents/Caregivers please note: Bus Drivers will need to be notified directly of morning absences as well.

Changes to normal travel (eg different bus route, travelling with another student, etc): ________________________________

For students that wouldn’t normally utilise buses (eg live under 5km from School) and have a need to use one of the routes throughout the year (eg sleepovers, sporting commitments etc) permission will need to be sought from the Principal PRIOR to travel taking place.

Parent/Caregiver Name: ____________________________

Date: ____/____/____ ______________________________________________________________________________

OFFICE USE: _______________________________________________________________________________________

[Office Notified: ______________________________________________________________________

Changes made: ____________________________________________]

NOTIFICATION OF STUDENT ABSENCE

Student Name: ________________________________ Year Level: ________________

Homegroup Teacher: ____________________________

Date of Absence/s: On _____/_____/______ or up to and including _____/_____/_______

Reason for Absence: ________________________________________________________________

______________________________________________________________

Parent/Caregiver name: ____________________________ Date: ____/____/____

Parent Signature: ___________________ [Teacher Signature: ___________________

Please fill in and return to the school with your child/ren prior to absence or on their return to class.

If there is a planned absence of a period which is of more than two school days, please obtain an ED175 (Application for Exemption) form from the Front Office to be filled in prior to leave happening. Thank you.

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Parent/Caregiver Name: ____________________________

Date: ____/____/____ ______________________________________________________________________________

OFFICE USE: _______________________________________________________________________________________

[Office Notified: ______________________________________________________________________

Changes made: ____________________________________________]

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Student Name: ________________________________ Year Level: ________________

Homegroup Teacher: ____________________________

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Reason for Absence: ________________________________________________________________

______________________________________________________________

Parent/Caregiver name: ____________________________ Date: ____/____/____

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