

Miranda Public School



Term 2 / Week 2
30 April 2021



Kookaburra Gazette

Dates to remember

Term 2 2021	
3-5-2021	AED Data collection begins (Kindergarten students)
5-5-2021	Year 5 Enrichment program begins at Port Hacking High School
7-5-2021	Winter PSSA sport begins
10-5-2021	Zone Cross Country
11 to 21 May	NAPLAN online for Year 3 and 5 students
19-5-2021	K-2 excursion to Symbio Zoo
15 to 17 June	Student led conferences
24-6-2021	Reports to parents
25-6-2021	Last day of term
Term 3 2021	
12-7-2021	Staff development day
13-7-2021	First day of Term 3 for students

Welcome Back to Term 2.

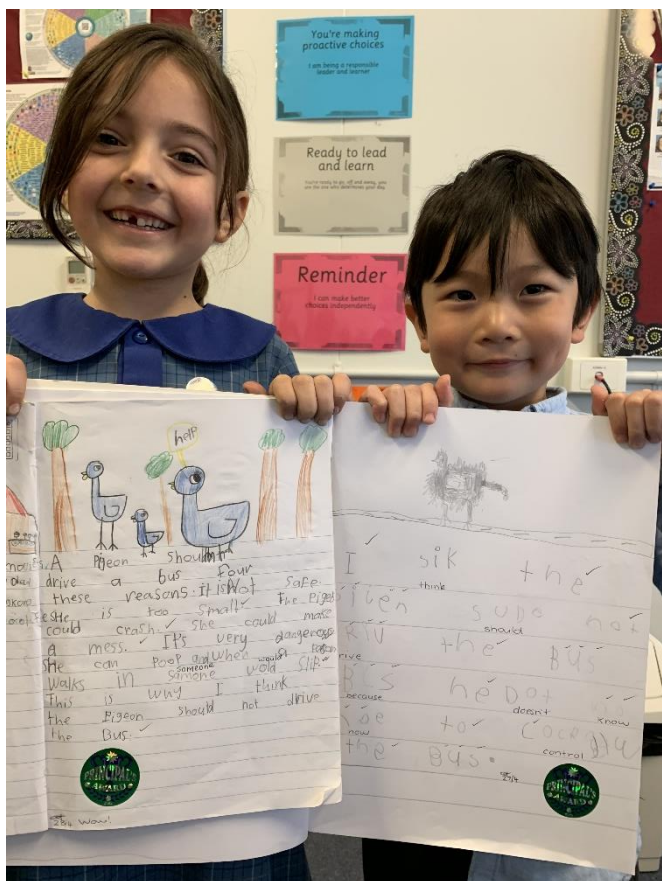
Thank you for your great feedback and support in developing our School Improvement Plan and Annual Report for 2020. Both of these documents can be accessed on our school's website under the "About our school" and then "School planning and reporting" tabs:

School Improvement Plan 2021-2024 <https://s3-ap-southeast-2.amazonaws.com/doe-nsw-schools/plan-report/2021/2574/2021-2024> [Miranda Public School SIP.pdf](#)

2020 Annual Report <https://s3-ap-southeast-2.amazonaws.com/doe-nsw-schools/annual-report/2020/2574/2020> [Miranda Public School Annual Report.pdf](#)

Our School Improvement Plan is exactly that – a plan for improvement. Your children are important to us and we want to ensure that we are delivering the best learning and wellbeing experiences possible. We have a learning culture in our community where we trial new programs and strategies, evaluate these and adapt or make changes to improve, and celebrate our successes.

During Term 2, we are trialling K-6 morning playgrounds and K-6 morning assemblies and exploring opportunities for students in cross-stage classes to play with classmates during the breaks. We are also developing a consistent approach to managing behaviour with all students (K-6) using common language and agreed expectations, underpinned the *7 habits of Leader in Me*.



Lea and Lucas in K/1J shared their expositions about why pigeons should not drive buses. They raised a lot of points and used descriptive sentences.

Professional Learning

During our Term 2 staff development day, our teaching staff used the National Literacy Progressions and PLAN2 to evaluate student writing. This information (data) was then used to inform their programming with learning intentions and success criteria (LISC) to help students improve their writing with appropriate, planned descriptive feedback.

Over the course of the term our students will be getting used to getting and receiving explicit feedback about their writing and practise talking about what they are doing well and how they can improve. In doing this, we help our students make connections between our academic learning with our personal learning from the 7 habits of *Leader in Me*.

In Week 9, you will be invited to attend student led conferences and your child will show you some samples of their work and talk about their learning goals. The students are still getting used to using these skills and they will appreciate your encouragement.

This week, myself and four of our executive leaders attended our second session of the *3 Rivers 4 Learning* project with a leading educational researcher, Ann McIntyre. During the day we examined evidence informed practice to assist our inquiry into how to lead teachers in using formative assessment expertly to maximise learning for all of our students in writing.

Kindergarten Library Visit



Kindergarten students began the first of a series of visits to Miranda Public Library where they engaged in stories with Miss Jane, one of the talented librarians. If you are new to the area, Miranda Library is conveniently located next to the school in Wandella Road.

Staffing

Mrs Karen Shehata retired at the end of the school holidays after more than three years as the Director Educational Leadership (DEL) for the Port Hacking Network and we welcome our new DEL, Mr Peter Rouse visited the school on Monday morning and he enjoyed meeting with many of our students and staff.

Congratulations to Mrs Holt who was awarded with a certificate for her devotion and commitment to public education. Mrs Holt has served the students of Department of Education schools for forty years and all of the students and staff at Miranda PS are privileged to know her and work with her.

Attendance

"Every day counts and there is no 'safe' threshold for absences" – Hancock et al., 2013

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



Please read the flyer at the back of this newsletter for more information, tips and advice for parents about attendance procedures.

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight
 = **4** weeks  = Over **1** year missed

1 day per week
 = **8** weeks  = Over **2.5** years missed

education.nsw.gov.au

Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...

they miss days per year

5 mins per day  = **3** days 

30 mins per day  = **18** days 



Patterns of lateness can have a serious impact on your child's education.

education.nsw.gov.au

COVID Restrictions

The response to COVID restrictions varies between schools because each school's response to the Department of Education's guidelines is based on each school's unique context. As a community, we also need to understand that the guidelines can change very quickly.

Currently, parents/carers are welcome to enter the school grounds before and after school to drop off and pick up their children. This is based on the understanding that parents/carers comply with social distancing from each other, teachers and other students. They also need to leave when the morning assembly song begins. If you are invited to planned events, use the uniform shop or enter buildings to attend parent/teacher interviews or meetings, you need to sign in at the office and use the COVID app.

As a school we are looking at different ways to hold events for our school community, while complying with the DoE's guidelines. We want to include parents as much as possible, however, social distancing means that we will not always have space available to invite parents and visitors into the school for whole school events. Thank you for your understanding.

Student Invoices

Thank you to those families who have managed to pay their statement of account for student resources and extra curricular activities, which was emailed out recently.

For those families still to pay, please be aware that we are happy for you to pay your accounts over a period of weeks or terms, if you are finding it difficult to pay in one payment. Please contact Mrs Williams, in the school office, if you would like to discuss this.

AED Census

The Australian Early Development Census (AEDC) measures how children have developed by the time they start school. The AEDC looks at groups of children, not individuals. This survey is conducted in Term 2 with students in Kindergarten, beginning on 3 May 2021.

With four sets of data collected every three years since 2009, valuable trend data is used to help governments and communities design programs and policies that better meet the needs of children and families. Teachers of children in kindergarten use the Australian version of the Early Development Instrument (AEDI), which measures children across five areas of development. These areas are closely linked to children's overall health, education and social outcomes as they mature into adults:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school based)
- communication skills and general knowledge.

NAPLAN

During Week 4 and 5 of Term 2 (10th – 21st May 2021), students in Year 3 and Year 5 will be completing their NAPLAN assessments. With the exception of the Year 3 writing test, students will be completing these assessments online. The *NAPLAN Online 2021* guide for parents has been attached for your information.

NAPLAN is just a group of tests and the results are not recorded on our student's school reports. The purpose of NAPLAN is to help the school celebrate our successes and clarify, along with our other school data, where we can improve our teaching and learning.

You can set your child up for success by encouraging your child to do the best that he or she can. Let them know that some of the questions may be from higher stages and it is ok if they cannot answer them all. Help them relax, give them quality food to eat and plenty of sleep at night.

Premier's Reading Challenge

The PRC student site is available again this year! Students can search for books to read, add books to their reading logs, and track their progress throughout the challenge. The challenge opens on March 2. You can find the site at <https://online.det.nsw.edu.au/prc/studentExperience.html#/> and there is a [useful help video available](#) to demonstrate how the site works.

K-2 Students will complete their challenge as a part of Library lessons each week. The K-2 student reading logs will be registered and updated by Mrs. Leavold. Certificates will be distributed to students with end of the year reports.

Year 3-6 students are welcome to register and participate in the challenge. They are responsible for their own PRC reading logs. Please see Mrs Leavold if you need any assistance getting started. All entries should be completed by August. Please refer to the website for detail.

School Cross Country Carnival

On Thursday and Friday this week we held our cross country carnival on what turned out to be a warm sunny day. The students all agreed that they had a really enjoyable day and we need to congratulate all of them on their participation and excellent behaviour. We also need to thank all of the parents who assisted by helping out as course marshals or working on the P&C's pop up canteen, that was superbly organised by Mrs Hicks.

We need to acknowledge Mr Williams, Mr Richardson, Mr Wooley and Miss McMillan for their outstanding and smooth organisation, complemented by our dedicated teachers, SLSOs and office team who, as always combined their efforts to ensure the students had an enjoyable day.

Congratulations to Green House for winning this year's carnival.

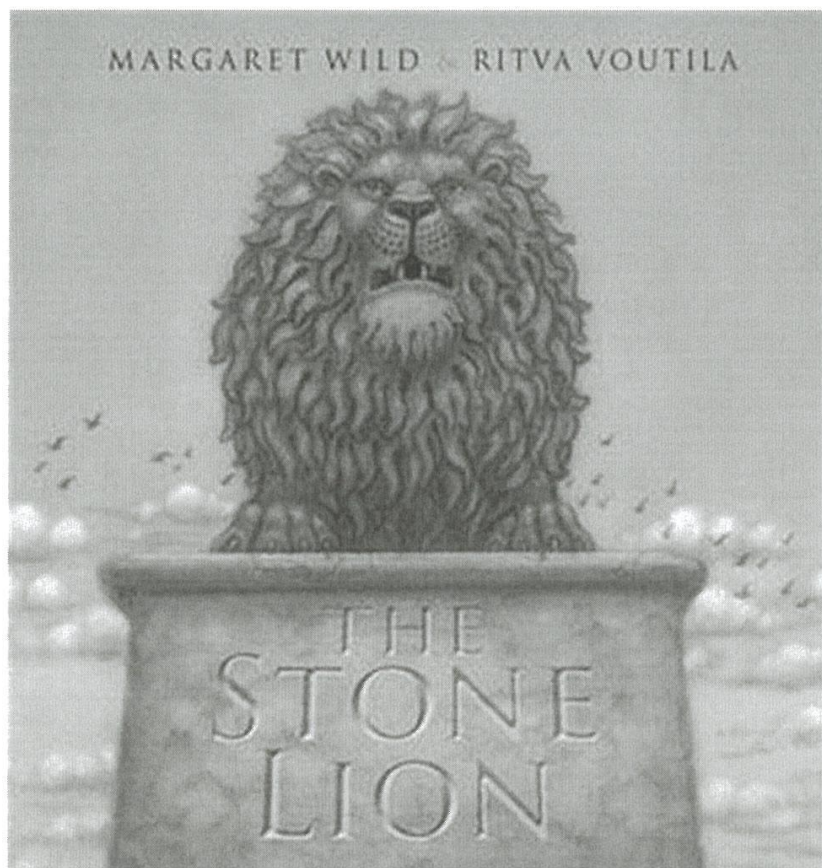






The Stone Lion - Imaginative Writing Task
By Isabelle

The lion, that was stone no more, gazed out the frosted window. Then he frowned. His face was flushed. Majestic birds flew with the wind, squirrels roamed in the whiteness. Sarah and her baby brother were safe and it was time to go. The Stone Lion stared down and felt his paws being paralysed. He was becoming stone again. Afraid. Worried. He attempted to return to his pedestal but moved his head slightly. He wanted to see the beautiful, blasting forest. Suddenly, the snow covered the window like a jacket. He was devastated because it was the only beautiful view he could see the forest from. He rushed back to his ordinary pedestal and realised it would be his last time to feel as warm as the sun.



The Stone Lion - Imaginative Writing Task
By Eesa

The stressed lion looked out the window. Panic filled the lion's body. A feeling he never had felt. He saw Sara and her baby brother, then noticed the bitter cold snow. It covered them in freezing cold snowflakes. The colour of Sara and the baby's skin faded to a light blue. The Stone Lion looked around in a flash as snow completely covered Sara and her brother and the building. Outside the window, he saw a squirrel dashing into a hole in the ground. In the far distance, he saw a building capped with snow as well as a snow covered clock tower. He had to act quick to save the children before it was too late.

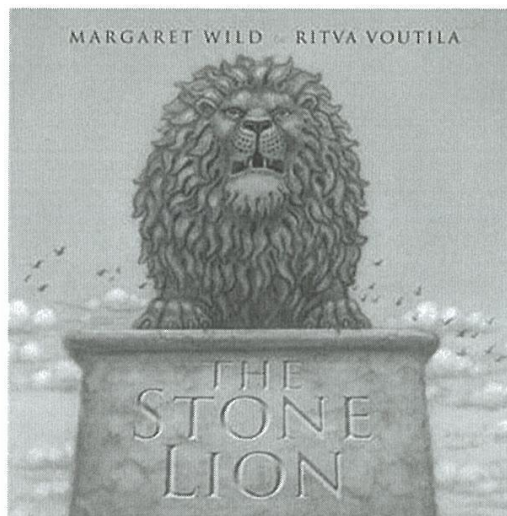




The Stone Lion - Imaginative Writing Task

By Orto

After the lion saved Sara and her baby brother,
He looked out from the frosty window in the library. The city was covered
with white snow. He felt lonely, worried and afraid. He was afraid that he'd
turn into a stone in the library but he didn't know when he was going to turn
into a stone.



Suddenly, his paws began turning into stone. The lion was turning into a
stone. He knew what he needed to do next. He knew where he belonged.



The Stone Lion - Imaginative Writing Task

By : Kira

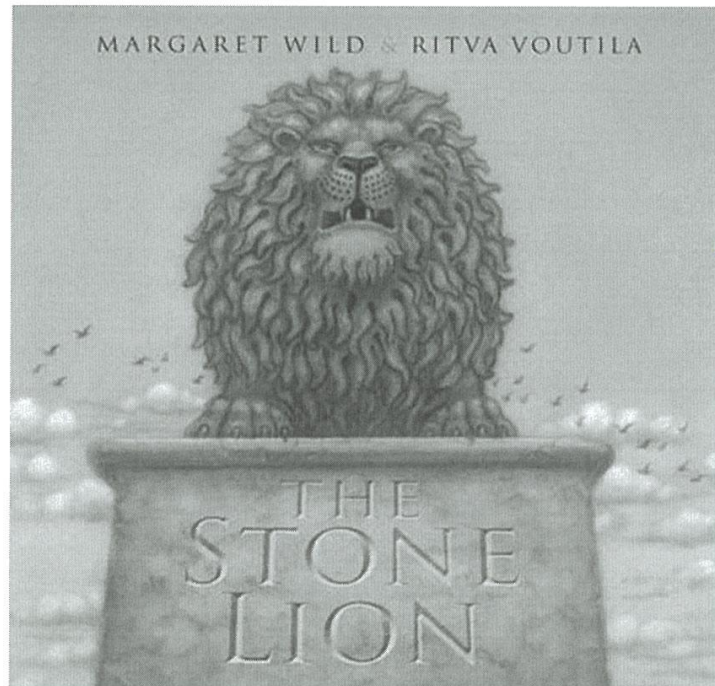
The bright library full of interesting old books.
Far in the heavy snow, the dark buildings stood.

Near the rough bricks, the cold lion roared.

Confused. Worried. Afraid.

The little rabbit jumped through the beautiful tunnel, as slow as
a snail.

The happy birds flew near the glistening light.



The Stone Lion - Imaginative Writing Task
By Brock

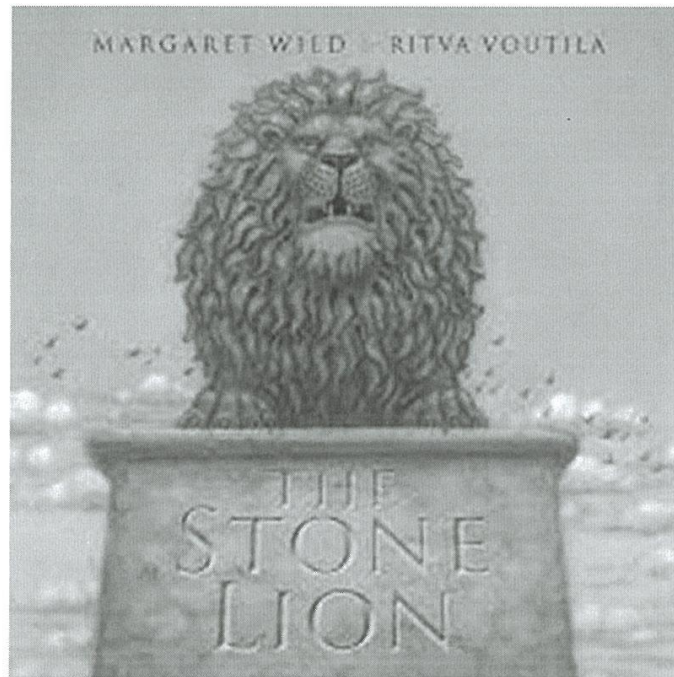
Have you ever seen a stone lion come alive before? I haven't. So there was a girl called Sarah. She would go to this lion every day. One day, it was snowing hard and Sarah and her baby brother went to the lion. The lion became alive and put them inside the library. Lonely. Worried. Afraid. He felt afraid because he could turn back to stone in the library. It was snowing that hard, all you could see was the witness from the snow. The lion couldn't run or jump in the park like he wanted to because it was covered in snow. The clock tower was ticking down before he would turn into stone again. Do you think he would have the opportunity to be alive again? There were birds flying past shaking cold in the air.





The Stone Lion - Imaginative Writing Task
By Amelia

The Stone Lion- stone no more, looked out into the cold, snowy night, longing to leap, jump and run. Although, his muscles were tightening. The library was filled with books. Many, many books. It was a warm safe place to hide from the icy outside. The many aisles of books were neatly organised. The windows were frosted over with ice. The weak bricks of the buildings reflected off the ice. Stone Lion was cold. Lonely. Afraid. The pale white snow was creating a blanket covering the grass. The ancient buildings were disguised by a cover of whiteness. Would the Stone Lion see the day of leaping, running, jumping, or even feeling again?





Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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NSW Department of Education and Communities



WAR

As the poppies were swaying,
The soldiers were praying,
I'll come back,
I'll come back,
Even though their hands were numb,
They loaded their guns,
They wanted to hide,
But their mouths were wide,
What they were doing was unexpected.

By Sophia Kacanic

War is not what they thought it would be

Men were laughing, having fun and games.
They were sent to war and they were ready for the adventure of their lives.

The men jumped into boats and paddled away.

They arrived at a beach and grabbed their guns.
"BANG!" bullets were flying at them.
Falling in despair.

Men fought hard and men lost lives.
Men came home shocked and devastated.

This war was the opposite of what they expected.

By Justin Oyagi

War is not what they thought it would be

Soldiers thought that going to war would be like going on holidays,
but when they got there it was nothing like they imagined.
Thousands and thousands of people died every single day serving our country.
Families worrying that their son, dad, brother or uncle would not come home.
Families getting the letter that their person died is just miserable.
I could never think of how hard that would be.

By Imogen Olsen



War is nothing like they could have imagined

The battlefield was like nothing they imagined.
There were missiles whizzing everywhere
and bombs exploding under people.
Sorrow was spreading and many were killed.
Blood fell on the pale yellow sand, tainting it burgundy.
War is not what it looks like.

By Mathew Gargan

Stage 3 Debating Team

Good luck to our Stage 3 Debating Team who will be off to their first debate in Week 3 against Cronulla South Public School.



5/6W Imaginative Writing Task

Using Margaret Wild's, 'The Stone Lion, we explored language features the author used to engage readers, to then apply to our own writing. We used an image from the story (see below) to write a descriptive paragraph and attempted to include the following features to make our writing interesting and entertaining:

- sentence variation (different lengths of sentences)
- noun groups
- prepositional phrases
- interesting/sophisticated word choices
- similes and metaphors



After writing our first draft, we reread our writing several times to check that we included as many of the language features. We also swapped our work with a buddy so they could give us feedback on what they liked about our writing and how we could improve. We then improved on our writing by adding in language features missing and applying the feedback from our peers.



The Stone Lion stared out the window with sadness and depression. He waited for the blazing sun to appear and disintegrate the frosty snow. He waited to be free. Eventually he would be out of isolation, roam around and be happy. But he was also concerned about Sara and her brother.

By Nathaniel

Staring out the icy window was the Stone Lion. He badly wanted to run, leap, prance and move outside. He couldn't because it was snowing. But he had to hurry. He was turning back into stone. He wished every night to be able to move, one more time.

By Landon

The bright library full of interesting old books.
Far in the heavy snow, the dark buildings stood.
Near the rough bricks, the cold lion roared.
Confused. Worried. Afraid.

The little rabbit jumped through the beautiful tunnel, as slow as a snail.
The happy birds flew near the glistening light.

By Kira

The lion, that was stone no more, gazed out the frosted window. Then he frowned. His face was flushed. Majestic birds flew with the wind, squirrels roamed in the whiteness. Sarah and her baby brother were safe and it was time to go. The Stone Lion stared down and felt his paws being paralysed. He was becoming stone again. Afraid. Worried. He attempted to return to his pedestal but moved his head slightly. He wanted to see the beautiful, blasting forest. Suddenly, the snow covered the window like a jacket. He was devastated because it was the only beautiful view he could see the forest from. He rushed back to his ordinary pedestal and realised it would be his last time to feel as warm as the sun.

By Isabelle

The ancient library stood still and lonely in the middle of the town. Soft snow piled up around it, creating the building a gigantic jacket. The library was more than 50 years old. The bricks were rusty and worn. The windows were almost opaque. Snow fell on the window sills and a thick wall of ice grew on the right side of the building, reflecting the unique town behind it. The bushes were frosty and leafless. The birds were fleeing the whiteness. A tiny squirrel scuttled away. The lonely Stone Lion stood in the heart warming library. The colourful fiction books of the library stood out in the cold background. He gazed outside. Worried. Afraid. Thinking about what to do next, the clock that was reflected on the ice wall ticked in the silence. Would he save Sara's brother or go and do what he longed for?

By Emily

Resting in the cosy, stale library, the lion felt queasy and scared. He gazed through the frosty window, watching the snow fall to the ground, making a huge blanket. The library reflected on the ice. The lion wanted to see more. He walked out of the library surprised by a huge gush of snow. He instantly felt his paws freeze and start to become numb. What would he do next?

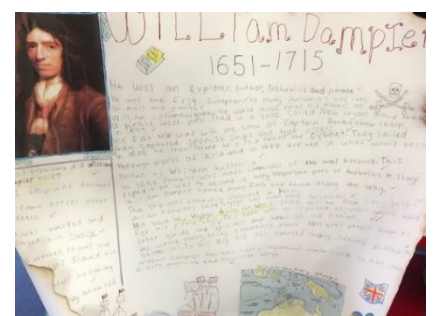
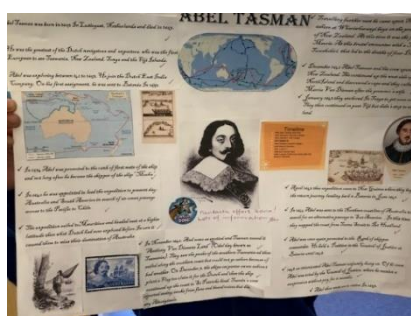
By Bailey

The stressed lion looked out the window. Panic filled the lion's body. A feeling he never had felt. He saw Sara and her baby brother, then noticed the bitter cold snow. It covered them in freezing cold snowflakes. The colour of Sara and the baby's skin faded to a light blue. The Stone Lion looked around in a flash as snow completely covered Sara and her brother and the building. Outside the window, he saw a squirrel dashing into a hole in the ground. In the far distance, he saw a building capped with snow as well as a snow covered clock tower. He had to act quickly to save the children before it was too late.

By Eesa

Stage 2 History Assignments

During Term 1 the students in Stage 2 were given the task to research a famous explorer as part of their history and library learning. They were able to present their information in any format they liked, with students choosing to share their findings on posters, google slides, written reports, photos, dioramas and even a short film. Here are a few examples of the fantastic learning. Great job Stage 2!





Multi-Sport Monday

with

1/2G & 1/2W



The KS vet practice is open for business!

We have been helping lots of sick and injured pets in our Investigative play area this week.



We use the X-ray machine to help us find out what's wrong.



The animal patients are very well cared for at the KS Vet.



Our vets use special equipment to help the animals.



Customers fill out forms to help the vets know what is wrong with the animals.



**Mother's Day is on
Sunday 9th May 2021**



To celebrate Mother's Day we have some **great prizes** to spoil your Mum, Step Mum, Foster Mum, Grandmother, God Mother, Aunty or Special Lady!



**Your P&C are selling Raffle Tickets
Tue 20 April – Fri 07 May 2021**

Mother's Day Raffle

1 for \$2.00 / 3 for \$5.00 / 10 for \$10.00

PRIZES WILL BE DRAWN ON FRIDAY 7TH MAY @ 2.00PM

Please write name/class/phone on the ticket stub & return with money to the school office.

Share & sell to your family / friends / neighbours / colleagues!

Who wouldn't LOVE these prizes?

- Nutrimetics Gift Basket (Valued at \$150.00) by Robyn A (Kindy Mum)
- Shire Cleaning Ladies (Valued at \$110.00): 1 x 2 Hour Cleaning Service
- Fruitezy Miranda: 3 x \$25.00 Vouchers & Flowers valued at \$25.00
- Styles Studio Hair Designers: 1 x \$100.00 Voucher
- Fair Beauty Miranda: 1 x \$50.00 Voucher
- Chargrill Chicky: 2 x \$20.00 Dining Vouchers

Table Linen & Napkin Gift Set
And much more!



Shire
CLEANING
Ladies

Special Thank You to our Local Sponsors!



nutrimetics

**And Miranda Public School
Families / Community**



For more tickets / information / donations, please contact Jessica on 0422 865 300

Australian Early Development Census

School newsletter (external)



Playing our part to build a national picture of child health

In early 2021, our school, along with thousands of others across the country will begin preparations for the fifth Australian Early Development Census (AEDC).

The AEDC gives us a national picture of the development, health and wellbeing of children in their first year of full-time school. Since 2009, the census results have helped communities, schools and governments plan services and develop better policies to target support for children and families.

Children don't miss any class time, and parents/carers don't need to supply schools with any new information for the census. The AEDC gives us data at a school and community level - it isn't an assessment of individual children.

Some teachers have also noticed that completing the assessments made them more aware of the needs of individual children and the class as a whole and that the census results are useful in planning for transitions to Year 1 and developing class programs.

Participation in the AEDC is voluntary. Parents/carers don't need to take any action unless they choose not to include their children in the census.

To find out more about the census and how communities are using the data to help children and families visit the AEDC website: www.aedc.gov.au.

If you have any questions, you can contact Mrs Kellie Shields via the school office.



KIDSCAPE

**FOR CHILDREN IN YEAR 2-6
2nd TERM 2021**

FRIDAY 30th APRIL

Movie night on the BIG screen!!!!!! (G or PG)

Bring a pillow and come dressed in your onesie or pj if you like

Time: 5.30pm – 8.30pm!!!!!!

Where: At the church

Cost: \$5.00 dinner, drinks, dessert and lolly bag.

Please bring your friends



FRIDAY 14th MAY

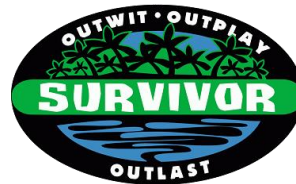
“ Survivor”

Time: 5.30pm – 7.30pm

Where: At the church

Cost: \$5.00 for dinner, drinks and dessert.

Please bring your friends



Friday 28th MAY

“ A Minute to Win it”

Time: 5.30-7.30pm

Where: At the church

Cost: \$5.00 for dinner, drinks and dessert

Please bring your friends



FRIDAY 11th JUNE

Fun and Games

Time: 5.30-7.30pm

Where: At the church

Cost: \$5.00 dinner, drinks and dessert



FRIDAY 25th JUNE

Movie night on the BIG screen!!!!!! (G or PG)

Bring a pillow and come dressed in your onesie or pj if you like

Time: 5.30-8.30pm!!!!!!

Where: At the church

Cost: \$5.00 for dinner, drinks, dessert and lolly bag

Please bring your friends



If you have any questions please give us a ring. Nico & Frederika Olthof 0419 619 642 or 0431 975 7

DON'T FORGET!!!!!!*Sunday School each Sunday morning at 9.30am

**MIRANDA CONGREGATIONAL CHURCH
Corner Adina Street and Kiora Road**