We have quickly reached the halfway mark of what has been a very busy Term so far.

This Tuesday is National Sorry Day, an annual event that has been held in Australia on 26 May, since 1998, to remember and commemorate the mistreatment of the Indigenous people of Australia.

We also have Life Education on Tuesday and the children are all looking forward to seeing Healthy Harold again. Thank you to all of those who have returned notes and money. Remember, if you are having trouble making payment for anything, I am only a phone call away.

A busy Tuesday will also see the K-2 classroom being repainted. This may cause some disruptions to our timetable over the next few days but I am sure the staff and children will cope. I hope it is a nice bright colour.

On Wednesday we have 5 children attending the Moree Zone Cross Country Trials. Good luck to all and do yourself and your school proud. Thank you also to the parents who are able to transport and support the children.

Notes will be sent home early this week about our two fabulous learning opportunities at Pallamallawa P.S., the first is a cultural workshop and the other a drama workshop, so please keep checking those school bags.

Finally, tonight is our P&C meeting. Please come along and support the committee in the wonderful work they do to improve our school in so many ways. Remember, many hands make light work!

Matt Jackman
Principal
Mathletics & Spellodrome
Certificate winner for this week

Well Done Oliver, you are on fire!

Dear parents please take note: Canteen will be fortnightly this term, unless more parents come forward to help.
Below are the dates canteen will be operating.
Bronnie Smith  4th June
Angela Mitchell  18th June
Neet P&C Meeting
Monday 25th 7–00pm

Counsellor Corner

Last week I attended, along with many of our teachers, a wonderful workshop on the topic of “Sensory Processing”. This was led by an Occupational Therapist from Tamworth, Katrina Barton and focused on the way children process and respond to sensory information in their daily lives. Sensory information includes what we see, hear, taste, smell and touch. It also involves the ‘hidden senses’ which relate to our body and spatial awareness and positioning, posture, movement and balance. We learnt about how children perceive sensation and how this impacts their attention, emotion, motor skills and learning abilities. What is known is that many children have difficulty processing information through their senses; and what we often see in schools is children either under-reacting to sensory information, or over-reacting to it. Sometimes, we see children displaying a negative or avoidant reaction to sensory stimuli that most people would not find difficult at all. It’s good to know that these reactions are occurring and that there is often a reason for such behavior.
If you are aware that your child may be experiencing problems with their senses, information and help is available. Your classroom teacher and the School Counsellor can discuss with you ways to help your child cope in their daily lives at home and at school.

Ruth Jenkins
District Guidance Officer
In the 3-6 classroom we run a program called *Literacy Circles*. During this time the children rotate through a variety of different activities demonstrating their understanding of the chapter they have just read. The activities are linked to Bloom’s Taxonomy and encourages the children to think more deeply about the book, individual opinions and reactions, and appreciation of an authors’ style and purpose.

This Term we have been reading *Me and my Big Mouth* by Christina Miesen.

Last week
Hi Everyone, I’m your library book. Just a reminder we need to come back to school on **Fridays**. Even if you’re not finished me, I need to be rescanned.

Last week saw Western take on the role of the Connector. This role requires the children to show how they can or can not connect to the actions, thoughts or emotions of one of the characters.

Last week saw Lacey take on the role of the Character Captain. The aim of this role is to try and understand one particular character in the chapter and identify why they are important to it. It also allows the children to gain a deeper understanding of a particular character.

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**The Connector**

The Connector tells the person what’s same and what’s different and tells how you connect to the character.

By Western Mitchell