



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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www.motherteresa.catholic.edu.au

NEWSLETTER

29th July 2019

*“Be faithful in small things because it is in them that your strength lies.
It doesn't matter who it is, and that will help you to grow up in greater love for each other.”
Mother Teresa*

To All In Our Learning Community,

“The end product of Catholic education is not the perfectly socialized pupil, but a pupil who is able to inquire into everything and everyone positively and with an open mind, inspired by a profound sense of humanity and by a connection with old and new stories which can open alternative worlds and which grant the future a utopian orientation (i.e. the promised land, kingdom of God)” (Moyaert, M. & Pollefeyt, D. 2004, p.92).

In 2006 the Catholic Education Commission of Victoria under the guidance of Monsignor Tom Doyle, then Director of Catholic Education Melbourne, embarked on a partnership with the Catholic University of Leuven, Belgium to undertake research related to Catholic School Identity. This research now more commonly known as the Enhancing Catholic School Identity Project (ECSI) is in its thirteen year and has impacted not only Victorian Catholic schools but has gained interest from other Dioceses in Australia, Belgium, The Netherlands, The Philippines, USA and the UK.

As a Catholic Primary principal I had the opportunity to be part of an initial gathering of parish priests and principals in the Archdiocese of Melbourne in August 2006, which outlined the research and our role in Enhancing Catholic School Identity. While Mother Teresa PS was not established until 2009, since our early days, along with staff, I have continued to engage with this research and sought ways to put into practice the recommendations for promoting and leading a Catholic school of the 21st century - a Catholic Dialogue School.

This coming Thursday I am delighted to be able to welcome to Mother Teresa PS the Enhancing Catholic School Identity's principal researcher, Professor Didier Pollefeyt and the projects scientific researcher Drs Jan Bouwens. Both Professor Pollefeyt and Drs Bouwens are currently in Australia outlining developments in the research and the ongoing work to be done to further enhance the Catholic Identity of our schools. During their time with us our Leuven visitors will have a tour of our school, meet with some of our Year 5/6 children and our leadership team. Time and opportunity will be available for us to reflect on our school's ECSI data and share our school improvement plans that have enabled us to promote and bring about a Catholic Dialogue school.

Kind regards

Chris

This Week's Happenings

Monday 29th July

Tuesday 30th July

Professional Learning~ NSIT/ Review

Wednesday 31st July

Professional Learning~ Faith & Life Inquiry Planning

Thursday 1st August

Welcome Professor Didier Pollefeyt & Drs Jan Bouwens from Catholic University Leuven, Belgium

Friday 2nd August

Parents and Friends morning tea in support of MS ~ wear something RED

Professional Learning Day Term 3 ~ Friday 9th August

Staff will be engaged in a professional learning opportunity on Friday 9th August in preparation for our school review in August.

There will be no school for children on these days.

MS Fundraiser ~ Wear something RED day! ~Friday 2nd August

All children are encouraged to wear something red to school (with their uniform) to show their support and help raise awareness of MS. A gold coin donation is kindly requested for all those that are wearing something red. It could be something as simple as a ribbon, a hair tie, headband, bow tie, handkerchief, bracelet or watch. Red ribbons will also be available to purchase from Monday to Thursday, for a gold coin. To donate to the MS fundraiser you can donate on the day or donate at

<https://www.doitforms.org.au/index.cfm?fuseaction=donorDrive.personalCampaign&participantID=7445>

Confirmation preparation and celebration

Please note the dates for preparation of the sacrament of Confirmation

Confirmation Presentation Weekend

Saturday 17th August /Sunday 18th August

Children are required to attend one of the parish Masses with a parent.

Good Samaritan, Roxburgh Park (1-29 Southern Cross Drive, Roxburgh Park)

Saturday 6.30pm or

Sunday 9:30am 6:00pm

Bishop's Visit

Bishop Terry will visit the children on Wednesday 21st August

Confirmation Celebration 12.30pm

Sunday 25th August @ Kolbe Catholic College, Greenvale Lakes. Mother Teresa Primary School children will celebrate Confirmation at 12.30pm.

Child Safe

All students attending Mother Teresa Catholic Primary School have the right to feel safe. The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.

As part of our commitment to child safety at Mother Teresa Catholic Primary School, each and every volunteer who works with children is required by law to hold a Working With Children Check card. We are so grateful to our parents and grandparents who share their time with us and who have provided us with a copy of their Working With Children Check card. A reminder for anyone who holds a Working With Children Check card that you are responsible for:

- keeping your card in a safe place
- making sure your personal and organisation's details are up to date
- not letting anyone else use your card for child-related work
- letting us know if any of your circumstances change, including if you are charged with or found guilty of any offences
- renewing your card before it expires if you are or will still be doing child-related work
- changing your card from volunteer to employee if have a volunteer card but are going to do paid child-related work.

We encourage you to just take a couple of minutes to check your details are correct by logging on to

<https://www.workingwithchildren.vic.gov.au/>

بينتو /Arabic translation can also be found on the website.

Please check you have added Mother Teresa Catholic Primary School as an organisation by using the following details:

Mother Teresa Catholic Primary School

5 – 15 Windrock Avenue

Mt Ridley, VIC 3064

0393330814

Occupational Field is 46 Educational Institution - Non Government School

Re-enrolment 2020 ~ Now due

In order to plan effectively for our 2020 school year, families are asked to complete and return a reenrolment form. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given the growth our school has experienced in the last 12 months.

Parents & Friends News

Parent and Friends Morning tea ~ Friday 2nd August

Our Parents and Friends are holding a morning tea on Friday 2nd August in support of MS. Parents are invited to bring a plate. The morning tea will take place in the hall after whole school prayer.

To donate to the MS fundraiser you can donate on the day or donate at

<https://www.doitforms.org.au/index.cfm?fuseaction=donorDrive.personalCampaign&participantID=7445>

What's Happening in the Learning Spaces

“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

Foundation to Year 2 Learning Spaces

As **people of faith** we are tuning in to our whole school scripture **Genesis 1:26- 2:3** by engaging in a shared reading and gathering our first thinking about the text. We will use the thinking routine **Think-Puzzle- Explore** to **activate prior knowledge** and **generate ideas** about the scripture. As **readers**, we will **recontextualise** the text to show what it means to us today using the comprehension strategy **visualisation**. As our thinking changes, we will revisit this visualisation.

As **readers**, some of us are focusing on initial sounds and blends to help us decode unfamiliar words, and some of us are focusing on our comprehension, using cloze tasks and the strategy of **read and retell**.

As **inquirers**, we will continue to **find out** about our key understanding ‘**We are connected to places in different ways**’ by exploring our school. We will **make connections** to the mathematical concept of **location** by considering different locations in our school from a bird’s eye perspective. As **researchers**, we will **observe** a picture of the school using Google Maps, and engage in the thinking routine **See-Think-Wonder** to explore what we can see, where different parts of the school are, what we are thinking and what we are **wondering**.

As **mathematicians** we are continuing to **find out** about the concept of money through **exploratory play** and **dialoguing** about situations that we know money is used. We will use the Thinking Routine ‘**Think-Pair-Share**’ to **generate ideas** about different situations money is used and to **activate our prior knowledge** about what Australian notes and coins we can recognise. We are using the **Thinking Routine ‘What Makes You Say That?’** to **justify our thinking** about the different values of Australian notes and coins.

Please ensure your child has appropriate headphones for school to help them engage with digital technologies. If your child does not have a pair of headphones at school, could you please provide them with some.

Year 3 – 4 Learning Spaces

As a part of **finding out** about our compelling question, ‘How does where you live affect how you live?’ we will practice being **researchers**. We will be **resourceful** as we use sources to **find out** information about the states in Australia, including the capital city and climate. The information that we gather will link back to our wonderings that we began with. As **communicators** we have engaged in dialogue with others

to develop a list of questions that we would like to ask children around Australia about their life and the places they live in. As **researchers** we will have time to **collaborate** as we refine and **sort out** these questions to create a questionnaire using Google form.

As **writers** we will be provided with the opportunity to **find out** about the language used to develop an information report by reading a range of texts and identifying the difference between factual information and opinion. This skill will enable us to begin adding information to a data chart about the states in Australia.

As a faith community, we will **tune in** to the scripture passage Genesis 1 by **interpreting** a verse. As **thinkers** we will have **time** and **opportunity** to read the text through **multiple lenses** and **look for new layers of meaning** as we **dialogue with others**. We will consider our own first thinking. We will then consider the Catholic view of this story and that of other **faith believers** reflecting on **its meaning to our lives**. We will consider the way in which the text talks to us today... **'This text talks to me of a world in which...'** Dialoguing in this way enables us to consider the religious text in a future orientated way.

As **mathematicians** we are extending our thinking and **finding out** about fractions. As **thinkers** we are identifying and representing fractions of a shape such as half, quarters and eighths in different ways. We will **justify our thinking** by creating drawings and folding paper into equal parts.

Year 5 – 6 Learning Spaces

Inquiry is about what learners do. It involves numerous connected skills, dispositions and processes. It is fluid, sometimes messy and complex.

Kath Murdoch 2015

As part of our Faith and Life inquiry we are **sorting out** our thinking from our excursion to Parliament Victoria and the Old Treasury Building. As **reflective, open minded** and **resourceful learners** we are **analyzing the information** we have gathered and **recording our thinking in different ways**. As **collaborators** we will be **appropriately assertive** and **respectful** when **communicating the changes** in **our thinking** when **dialoguing** with others. We will have **time** and **opportunity** to **document** our **thinking** through using the **photos** taken during our excursion, **writing reflections** and engaging in **artworks**.

As **mathematical thinkers** and **inquirers** today some of us **engaged** in **workshops** with our Maths consultant, Colleen. As part of **finding out**, as **curious learners**, we **identified new strategies** and **information** to assist us with **solving addition** and **subtraction number sentences** and **word problems** using the most **effective** and **efficient strategies**. As **mathematicians** we learnt how to **make reasonable estimates** and **justify our thinking** by **giving reasons** and **evidence**. Some of us **engaged** in **learning opportunities** where we **solved equivalent number sentences** and **discovered** ways we could **check our first thinking** by seeing the **relationship between addition** and **subtraction**. This Wednesday some of us will engage in our third **Maths Olympiad**. This is the **Australasian Problem Solving Mathematical Olympiads**, an **annual contest** with **competing schools** in Australia and New Zealand. We will be given five **mathematical word problems** to solve in 30 minutes and, as resourceful and persistent mathematicians, have to select the best strategy to solve each of the questions.

As **inquirers**, as part of **finding out and sorting out**, we continue to **engage** in a **variety of learning opportunities** related to our **iTime** investigations. As **curious, persistent** and **resourceful learners** some of us are **emailing experts**, **interviewing peers**, **conducting surveys**, **reading books**, **taking photos** and using the **3D printer** to **build** models. We are **documenting** what we are **learning about ourselves as learners** by **identifying** some of the **learning assets** and **dispositions** we are **strengthening** as we **engage** in our **personalised inquiries**.

Japanese

As **communicators** Foundation, Year 1 and Year 2 will sing the familiar song “Tom desu, Katie desu.” We will **activate prior knowledge** about introducing ourselves with the structure “こんにちは。Katieです。” (Konichi wa. Katie desu), which means “Hello. I am Katie.” We will practice being **persistent** and **courageous** as we introduce ourselves around the thinking circle using our own name. We will then learn a new song called “Panda, Usagi, Koara”, which means “Panda, Rabbit, Koala.” We will focus on learning these names for animals with the song. We will then use origami folding techniques to create a paper animal.

As **learners** and **communicators** Year 3 and Year 4 will continue to explore a folktale in Japanese called “大きいかぶ” or The Big Turnip. As **thinkers** we will explore images and words for the main characters with flashcards, with a focus on what they look and sound like in Japanese. We will focus on familiar hiragana in decoding the words. As **communicators** we will play a bingo style game in which we have to recognize and shade words for the characters. As **translators** and **thinkers** we will make connections between the English and Japanese versions of the words.

As **learners** and **communicators** Year 5 and Year 6 will continue to explore a folktale in Japanese called “大きいかぶ” or The Big Turnip. As **thinkers** we will consider the **compelling question** “How can we communicate a folktale in Japanese to a younger audience?” As **thinkers** we will brainstorm ways that we can present our learning to a younger audience. We will begin to **collaborate** in groups or work as individuals to reproduce the story in forms, such as picture story book, comic or performance.

Performing Arts ~ Music

As **thinkers** and **collaborators** the students in Foundation, Year 1 and Year 2 will explore and engage in the concepts of melody, pitch and rhythm. Students will continue to engage in the practice of active listening. The song that we will be focusing on for this week’s learning is Scott Joplin’s “*The Entertainer*”. Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning tasks including: The circle game Bee Bee Bumblebee and Echo rhythm, to help them with their ongoing inquiry into rhythm and beat.

As **researchers** and **collaborators** the students in Year 3 and 4 will explore and engage in the concepts of melody, pitch and rhythm. Students will continue to engage in the practice of active listening. The song that we will be focusing on this week is Jerry Lee Lewis “*Great Balls of Fire*”. Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning tasks to help them with their ongoing inquiry into pitch and tuneful singing. The activities the students will be engaged in this week are an interactive video and sing along using solfege and the Curwen hand signs.

As **researchers** and **thinkers** the students in Year 5 and 6 will explore and engage in the concepts of melody, pitch and rhythm. Students will continue to engage in the practice of active listening. The song that the students will be focusing on this week is Chuck Berry “*Johnny B Goode*”. Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning tasks to help them with their ongoing inquiry into how to play the ukulele. The students will engage in the learning and practice of the song “*Jam track no.2*” this song introduces the students to the G7 chord. Students will be learning how to play the chord then practice playing along with the backing track.

Sustainability / Visual Arts

“The world as perceived by the artist, may be portrayed in creative and playful ways, helping us look at any of the identified problems with new eyes, re-contextualising or re-interpreting problems in a novel way to prompt new questions that may lead to new creative solutions. The very process of ecological art is science in action, even scientific experiment in action” (Dr Adrienne Hunt, University of Sydney, 2018).

During the second half of this year learners will have the time and opportunity to engage in both Sustainability and Visual Arts through a more integrated approach to these learning areas. Opportunities to

revisit a number of our sustainability practices such as worm farming and tending our Kitchen Garden will enable learners to document and visually represent our sustainability learning through the arts.

This approach promotes Pope Francis' papal document *Laudato Si- Care for our Common Home* and is in keeping with a current movement to consider ecological justice and its implications and possibilities through all curriculum areas. Our learning in these areas will enable learners to think critically about the protection of the earth and will provide time and opportunity for learners to visually represent their thinking through practical actions and art; art, that is, both sustainable and representative of a care for creation.

In the past week learners have revisited sustainability practices in our learning community and articulated their interest in visually representing this through mosaics and a variety of documentation. Learning in this area facilitated by Ms Gasbarro and Mrs Sabato will provide continuity of this learning and will be further enhanced through a visual arts focus. All learners Foundation to Year 6 will be provided with the opportunity to engage in multi-age groupings Foundation- Year 6 further building connections and support for each other in this learning.

Visual Arts Focus Groups Foundation- Year 2

During Term 3, Mrs Hall will engage in learning with our Foundation to Year 2 learners through focus groups. This week some children will have the opportunity to engage in small focus groups working with Clay in Visual Arts. As part of tuning in to using clay learners will use the **thinking routine 'See Think Wonder'**. In their inquiry, the children will **discuss** their thoughts about where clay comes from, what it feels like and what it is used for etc. We will be learning how to make pinch pots and other simple techniques, including how to join pieces of clay. As artists, the children will use their imagination to create clay critters and make some of their favourite foods from clay. The children will have the opportunity to create their clay pieces over three lessons and then they will take their artworks home.

As we are not firing the clay in a kiln, the work that the children bring home will be quite fragile and may break. If you would like to extend the life of the clay pieces, you could try leaving them to dry on a bench uncovered for two-three weeks and then paint them with acrylic paints. The clay we are using is from Northcote Pottery. It is a non-toxic, earthen ware, hand building clay that may be disposed of in the garden or in your regular rubbish bin. Care should be taken not to inhale the dust from the dried clay.

Physical Education

In Physical Education sessions this week students will be engaging in learning with a major focus on **Fundamental movement skills** and **game concepts** associated with invasion style sports (Attacking, defending and keeping possession of the ball).

Foundation to Year Two students will be solving movement challenges through games that require cooperation, decision making and problem solving skills. As **collaborators** they will need to work together to solve different problems in a game called 'Castaway'. This game will build on student's prior knowledge from the games they played last week in Physical Education sessions.

Year Three and Four students will be introduced to another invasion style sport called touch football (rugby). As **thinkers** students will need to think logically, creatively and tactically to avoid the opposition team to move the ball forward. This sport is very fast paced and requires lots of skills in passing, catching and tactical thinking which our year three and four students are showing throughout this invasion style sports inquiry.

Year Five and Six students will also continue playing invasion style sports, this week they will begin to investigate the sport of hockey. Students will be required again to think tactically and will dialogue about the similarities between all invasion style sports and what skills can be transferred from one sport to another.

Sports Club ~ Lunch times

Students are invited to come along and participate in a 'sports club' with Mr Insolia at lunch times. Each week the club will have a different sporting focus and everyone is welcome to come and join in the fun while being physically active. Everyone is welcome and I'm looking forward to seeing you all there!

The club will run on the following days.

- **Foundation - Year 2 students:** Monday
- **Year 3 - 4 students:** Wednesday
- **Year 5 - 6 students:** Thursday

After School Care at Mother Teresa Primary School

Watch this space throughout the term for regular updates from our Extend team!



Book online for same day care

Did you know you can book online up until the last minute before the service starts? We understand that unexpected events come up in work and life and we aim to help our families when circumstances change.

Log in on any device and book one minute prior to the session start time to avoid "Walk In" rates.

Enrol and book now: extend.com.au

Term Three Dates

Friday 9 th August	Staff Professional Learning No school for children
Thursday 15 th August	Feast of the Assumption
Saturday 17 th August	Confirmation Presentation Weekend
Sunday 18 th August	Confirmation Presentation Weekend
Wednesday 21 st August	Parents & Friends Meeting @ 7.30pm
Sunday 25 th August	Confirmation Celebration at Kolbe 12.30pm
Friday 30 th August	Father's Day Stall
Sunday 1 st September	Father's Day
Monday 2 nd September	Father's Day Morning Tea
Thursday 5 th September	Mother Teresa Feast Day
Wednesday 11 th September	Experience Music Soiree Session 1 – 6.00 – 7.00pm
Thursday 12 th September	Experience Music Soiree Session 2 – 6.00 – 7.00pm
Friday 20 th September	End of Term 3
Monday 7 th October	Term Four Begins 8.50am

Term Dates 2019

Term Three: Monday 15th July 2019 - Friday 20th September 2019

Term Four: Monday 7th October – Tuesday 17th December 2019

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.



KOLBE CATHOLIC COLLEGE

37-101 Lysterfield Drive GREENVALE 3059 Ph: 8339 3060

www.kolbecc.catholic.edu.au

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DATES FOR TOURS

- 18 June 2019 at 5pm
- 6 August 2019 at 9.30am
- 12 November 2019 at 5.30pm

BOOKINGS ESSENTIAL VIA
COLLEGE WEBSITE

- ✓ Safe school environment providing effective learning
- ✓ Engaging learning, promoting critical thinking and problem solving
- ✓ Academic acceleration programs
- ✓ Multiple pathways for students to achieve their goals
- ✓ Pastoral care supporting social and emotional growth
- ✓ Comprehensive co-curricular and sports programs

ENROLMENTS

Applications for Year 7 2021 due by 23 August 2019

FAITH • COURAGE • COMPASSION



FREE

PARENTS BUILDING SOLUTIONS

ARE YOU TIRED OF YELLING?

- How to get kids to listen,
without having to yell

DEALING WITH ANGER

- Helping parents, and kids, deal
with frustration and anger

RESPONDING TO BEHAVIOUR

- Better understand why children
behave the way they do

IDEAS

- Discuss and share ideas that work

DATES: Monday Mornings

5th August to 9th September

TIME: 10.00am to 12.00pm

WHERE: Parentzone, 10 Hurtle Street
Lalor

Facilitated in English by Arabic and Turkish
bilingual group facilitators.

For bookings & inquiries contact: Parentzone on
03 8641 8900 or 0458 550 071

Email parentzone.preston@anglicarevic.org.au

anglicarevic.org.au

Parentzone
NORTHERN

**BETTER
TOMORROWS**




HUME CITY COUNCIL POSITIVE RELATIONSHIPS, RESILIENT FAMILIES TERM 3 PROGRAM

Learn how you can build positive relationships with your children and young people in practical workshops designed for parents/carers of 0–24 year olds. **All sessions are free to attend, but bookings are essential.**

Parenting in the Early Years *Learn how your role plays a key part in a child's development.*

Date: Mon 29 Jul 2019, 9.15am–11.15am

Venue: Craigieburn South Primary School Hub

Parents Building Solutions *A six-week program delivered in Arabic for parents of children and young people to share ideas and strategies on how to manage the tough times.*

Date: Thu 8, 15, 22, 29 Aug, 5, 12 Sep, 11am–1pm

Venue: Roxburgh Park Youth Centre

Wishing Away Worries *Does your young person worry too much?*

Date: Tue 13 Aug 2019, 6pm–8pm

Venue: Sunbury Downs College

Body Confident Children and Teens *Find out how you can better understand and promote positive body image in the home.*

Date: Tue 27 Aug 2019, 7pm–8.30pm

Venue: Hume Global Learning Centre — Craigieburn

Raising Resilient Teens *Learn how to talk to and build resilience within teenagers.*

Date: Thu 12 Sep 2019, 6pm–8pm

Venue: Sunbury Downs College

Challenging Behaviour in Pre-teens *Learn how to best support your child as they approach adolescence.*

Date: Mon 16 Sep 2019, 9.15am–11.15am

Venue: Craigieburn South Community Hub



Bookings or enquiries **9205 2556** or hume.vic.gov.au/parenting

Light refreshments provided. Please advise of any food allergies or special dietary requirements when booking.





Tuning in to Teens

A FREE 5 week Parent programme for parents and carers of young people aged 10 - 18 years

Would you like to learn how to:
Be better at talking with your teen?
Be better at understanding your teen?
Help your teen learn to manage their emotions?
Help prevent behavioral problems in your teen?
Teach your teen to deal with conflict

This 5 week programme provides a number of skills & strategies to help with everyday parenting challenges, based on emotionally tuned parenting

DATES: Wednesday evenings 21st August - 18th September (5 weeks)

TIME: 6:00 pm to 8:00 pm
(refreshments provided)

WHERE: Parentzone,
10 Hurtle St, Lalor

For bookings & enquiries contact:
Parentzone on 03 86418900 or 0458 550 071
parentzone.preston@anglicarevic.org.au

anglicarevic.org.au



Parentzone
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Raising resilient teens

Presented by: Parentzone

This is a free workshop for parents and carers of teenagers. The topics will include:

- What is resilience?
- How can we build the resilience of our teens and how to connect with and understand your teenager?
- Parents will also be introduced to an evidence based strategy to help build resilience.

Recommended for: parents/carers of young people

Date: Tuesday 10 September 2019

Time: 6.30pm-8.30pm

Location: Community Room, Westfield Edge Community Space
Shop MM1, Westfield Plenty Valley
415 McDonalds Road, Mill Park

Bookings: Family Services Education Officer
familytraining@whittlesea.vic.gov.au

Phone: 9404 8865

Cost: Free

Register Online: <https://www.trybooking.com/BCEGY>

For more information or to register your booking contact Council's Family Services Education Officer, on 9404 8865 or email familytraining@whittlesea.vic.gov.au

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Web www.whittlesea.vic.gov.au

Free Telephone Interpreter Service

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Македонски	9280 1905	Other	9280 1907
简体中文	9280 1904		