



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

5th August 2019

"Never worry about numbers.

Help one person at a time and always start with the person nearest you."

Mother Teresa

To All In Our Learning Community,

Last Thursday we welcomed the Enhancing Catholic School Identity Project's principal researcher Professor Didier Pollefeyt and the project's scientific researcher Drs Jan Bouwens. Their visit to Mother Teresa PS was part of their work in Victoria where they presented a number of Master classes, met with our Archbishop, Peter Comensoli, consulted with Catholic education Melbourne and visited some schools. Their visit to us was both a highlight and an affirmation of their research and the capacity of our school to strengthen its Catholic identity as a Catholic Dialogue School, that is, a school capable of re-imagining its religious learning within a multi faith and culturally diverse Australia.

Through your own participation in our school over time, through newsletters, reading your child's learning documentation and documentation throughout our school you would know that we have consistently over the past eleven years focussed on a 21st century pedagogy. This pedagogy has been developed with reference to and the application of inquiry-based learning, a Culture of Thinking and a Faith and Life approach to religious learning (in our context based on the Hermeneutical-Communicative, Belgian model of Religious education). Through the use of these pedagogical approaches our focus is ultimately about one thing- the learner, your child. Our choice of pedagogies while in line with 21st century pedagogies promoted by OECD (Organisation for Economic Co-operation and Development) and affirmed through research is about student voice and agency in the learning.

In relation to student voice and religious learning Annemie Dillen, a Catholic theologian says this:

"...Children themselves have a perspective on faith and religion. They are not 'by nature' incompetent concerning 'religion'. Children can also think about religion and they experience it often in their own ways that are not necessarily less 'good' than the adult way. The 'theology' developed by children is worth taking seriously and studying as such. Children can be a 'source of revelation'. They can arouse and deepen spiritual insights" Dillen, 2007.

Annemie's insights were indeed realised as a group of eight Year 5/6 children shared their understanding of religious learning and our approaches to learning at Mother Teresa PS. Ensuring authentic student voice they were only asked the day before the visit to think about how they engaged in learning at Mother Teresa PS and in particular religious learning. Their insights were deep, considered and thoughtful. What an affirmation of the learning environment created by staff and parents. As a leader I am also affirmed knowing that as Vygotsky, Russian educational psychologist suggested, 'children grow into the intellectual life around them' and in more recent times Ritchhart's quote in our central learning space, 'Thinking is valued, visible and actively promoted in our learning community'.

Next week we welcome our external school reviewers, Mrs Diane Pekin, lead reviewer with ACER (Australian Council for Educational Research) and Mrs Sandra Ritchie, Catholic Education Melbourne. This review will provide further opportunities for reflection and enhance our learning community.

Kind regards

Chris

This Week's Happenings

Monday 5th August

Welcome Colleen Monaghan ~ Mathematics Consultant

Tuesday 6th August

Professional Learning~ NSIT/ Review

Wednesday 7th August

Professional Learning~ Faith & Life Inquiry Planning

Thursday 8th August

Friday 9th August

Professional Learning Day ~ Review preparation Parents
School Closure Day, **No school for children today**

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. On this day our principal consultant, Mrs Rosa Wilkinson and one of our regions Learning Consultants School Effectiveness, Mrs Snez Singh, will join us to engage with us about various data sets that reflect school effectiveness.

There will be no school for children on these days.

MS Fundraiser ~ Wear something RED day! ~Thank you

Thanks you to all those who supported the MS fundraiser on Friday. If you would still like to make a donation please see the link below

<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 11.00am 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.

Current Families with a Foundation Child 2020

Current families with Foundation children 2020 are invited to make an interview time on either Monday 9th September, Wednesday 11th September. Please contact Lina at reception to make a time.

Re-enrolment 2020 ~ Now due

Thank you to those who promptly returned their re-enrolment details. In order to plan effectively for our 2020 school year, families are asked to complete and return a re-enrolment form if they have not done so. 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.

School Fees ~ Term 3

Term Two school fee account of \$460 will be forwarded to families on Thursday 9th August 2019 and are due for payment by Monday 26th August 2019. Please check your child's bag for the school fees statement.

School fee payments can be made via credit card, cheque or cash. A direct debit arrangement can also be made. The school account payment details are: BSB 083 347 Account 82676 1906; Mother Teresa Catholic Primary School, NAB. Please ensure you place your Family name to transaction so we can match your payment!

Our school does rely on school fees for many recurrent costs so prompt payment is appreciated.

Promote your Business

Our Lady's parish is promoting its fete to take place on Sunday 20th October 2019. An advertising flier will be forwarded to 15,000 homes in the area. If you would like an A5 full colour promotion of our business for \$1000 please contact the Parish Office on 9412 8490.

Parish Fete Raffle Tickets

Our Lady's parish fete is to take place on Sunday 20th October 2019. All parish school families, Our Lady's PS, Good Samaritan PS, Mother Teresa PS and Oscar Romero PS are asked to support the fete through the selling of raffle tickets. A book of raffle tickets was forwarded to each family.

Premier's Reading Challenge

Each year the Premier holds a Premier's Reading Challenge. The purpose of the challenge is to encourage children to read. By reading a number of books the children receive a certificate of participation from the Premier.

As a learning community we encouraged all children to join the challenge.

Students who have registered for the challenge still have time to read and enter the books online.

The final date for entering reading challenge books is Friday 6th September 2019.

Congratulations to those children and families who have continued with the challenge over the past months. There is still time to meet your target of books read!

Landscaping Works

Some landscaping works have begun around our Year 3/ 4 area. In the coming weeks we will see a retaining wall and seating formed by mudstone and the planting of this area. This will provide some further passive seating area and access for our Year 3/4 children for further outdoor learning opportunities.

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.

The power of student voice is extremely important particularly if they feel unsafe. Our learning community is committed to promoting student voice and their reporting of unsafe behaviour. It is important that all in our community promote the following with our children:

“We want children and young people to feel safe and be safe. It is never OK for anyone to hurt you.

Everyone who works at Mother Teresa Primary School will do their best to make sure that you:

- Feel comfortable; feel cared for; feel safe; and are safe”

“If you are not happy with something that is happening here or there is something you are worried about, we want you to tell someone you trust” safeguardingchildren.com.au

Parents & Friends News

Our next Parents and Friends meeting is Wednesday 21st August at 7.30pm. All Welcome.

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

Foundation to Year 2 children will be engaging in reading and listening to our whole school scripture, the creation story in the book of Genesis. As **thinkers** we will engage in the thinking routine, Think-Pair-Share. We will consider our own first thinking about the story and document some of our perspectives on how and why the world was created. Learners will be invited to document their thinking using pictures and words.

As **readers**, we will be engaging in the shared reading of the picture book ‘Creation’ by Cynthia Rylant. As **thinkers**, we will consider how this book may offer different perspectives on creation. We will engage in **Think-Pair-Share** thinking routine considering the Christian perspective of creation might tell us

today? What is the Jewish/Christian understanding? We will use the thinking move perspective taking and hermeneutical prompts **dialogue with others**, **inclusivity** and **valuing multiplicity of voices and values**.

As **mathematicians**, we are tuning in to **maps** and how we use them. As **communicators** and **thinkers**, we are engaging in dialogue about what MTPS would look like if they were flying a plane over the school; a birds eye view. We will document our **thinking** about what we think it might look like.

Year 3 – 4 Learning Spaces

As **inquirers**, we are continuing to **find out** about our compelling question ‘**How does where you live affect how you live?**’ As **researchers**, we have developed questions that we would like to find out about from schools around Australia. A group of students from each learning space will join the Year 3/4 team in planning to **help refine our questions** in order to create a questionnaire for **Goggle form** that we can send out using our school twitter inviting schools around Australia to answer. We are also beginning to **tune in** to our compelling question in the context of **places around the world**. We will begin by participating in the thinking routine **See-Think-Wonder** around images of students around the world travelling to school and gather our **first thinking** around the images.

As **mathematicians**, we are continuing to **find out** about the **mathematical concept** of fractions. We are beginning to look at **equivalent fractions** using materials as a guide and **justifying our thinking** using the ‘**What makes you say that?**’ thinking routine. We are also beginning to **apply our knowledge** of fractions in different **operations**, such as, **addition** and **subtraction**.

As **readers**, we are **tuning in** to **Literature Circle** roles to help us enhance our understanding of texts and the authors’ purpose. We will be **focussing on finding out** what each role of a literature circle entails and **applying** these roles to our reading groups. Within our reading groups we will each have a chance to **step into** the roles of, **Discussion Director**, **Super Summariser**, **Captain Connector**, **Word Wizard**, **Illustrious Illustrator** and **Literary Luminary**. After **participating** in each role, we will **reflect** on how well we **collaborated** in the role, as well as, how well the role has helped us build our understanding of the text using **Kath Murdoch’s reflection stems**.

Year 5 – 6 Learning Spaces

Teachers gather initial student ideas, questions and suggestions. Here, teachers are in the initial design phrase, framing up possibilities and clarifying the big picture. Students share, with the teacher and each other, their views on what the inquiry might entail.

Kath Murdoch

As part of **tuning in** to our Faith and Life inquiry we will **engage** in some **learning opportunities** to **demonstrate our current thinking** related to our understanding: **The way that decisions are made around the world is influenced by place, people and culture**. In particular we will document our first thinking about HOW we think decisions are made in countries other than Australia and justify our thinking engaging in the thinking routine What makes us say that? As **researchers**, and as part of **finding out**, we will read and view a variety of issues in our world and make discoveries into how decisions and possible solutions are made about these issues in different countries. Our **initial conversations** and our **thinking** in terms of **what we are revealing** will **help frame** our Faith and Life inquiry and will be used on Thursday in our staff planning sessions with Kath.

As **mathematicians** and **inquirers** we will engage in **learning opportunities** related to **addition** and **subtraction**. We will **engage** in the thinking moves **identifying theories** and **reasoning with evidence** through the thinking routine **Claim Support Question** as we **demonstrate** and **describe** the **strategies** we use to solve number sentences and word problems. We will also **engage in a variety of hands on learning opportunities** related to **using units of measurement** where we will **choose appropriate units of measurement for volume** and **capacity**. As **communicators** and **collaborators** we will share with each other the **reasoning process** we **engaged** in and justify our thinking.

As **researchers** as part of **tuning in** to some global issues, within different countries within our world, we will **explore** a variety of multimodal texts to assist us to engage in both **informal** and **formal debates**. As **inquirers** we will **gather our initial ideas, wonderings** and **suggestions** about debates. As part of **finding out** and as **communicators** and **collaborators** we will investigate, What does it take to create a debate? We will engage in **planning, rehearsing** and **delivering some simple presentations** where we will select content to share with a variety of audiences. We will have **time** and **opportunity** to **collaboratively prepare views on some debatable topics** including, Who decides...parents or children? and Children should be allowed to read and view what they like.

Japanese

As **communicators** Foundation, Year 1 and Year 2 will continue to learn a song called “パンダ、うさぎ、コアラ” (or Panda, Usagi, Koara), which means “Panda, Rabbit, Koala.” We will focus on learning the names for the animals along with the song. We will practice being **reflective** as we listen to the teacher name the animals in the song and demonstrate our understanding by acting out the animal with familiar gestures. We will then learn the hiragana character う and make connections with the word “rabbit” or うさぎ. We will practice writing this hiragana by tracing and copying its shape using stroke order.

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 and will practice being **curious** as we focus on what they look and sound like in Japanese. We will practice being **reflective** and focus on familiar hiragana in decoding the words. As **thinkers** we will then practice tracing and copying the words for the main characters in hiragana.

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?” We will continue to **collaborate** in groups or work as individuals to reproduce the story in forms, such as picture story book, comic or performance. We will focus on being **open-minded** and **flexible** as we consider other’s thinking about how the learning should be presented for a younger audience. We will also practice being **reflective** as we work through each step of the process to ensure we create an effective learning object.

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 to help them with their ongoing inquiry into rhythm and beat. The learning tasks the students will be engaged in are the circle game Bee Bee Bumblebee and Echo rhythm.

As **researchers** and **collaborators** the students in Year 3 and Year 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 for this week’s learning activity 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 tasks 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 Years 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 for this week’s learning tasks is Chuck Berry’s “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).

This week as learners of sustainable practices and artists there will be time and opportunity to continue inquiring in to what food scraps are to be placed in the organics bins and why some organic waste (food scraps) are not suited. Learners will continue researching ways to care for our worm farms. Our learning across the Arts domain and cross curricula area of sustainability will see artists designing a collage using various coloured textured paper outlining all the possible fruit and vegetable that worms like to eat. Last week a group of 5/6 children took time to visit our worm farms collecting worm tea and adding organic waste (food scraps) to the worm farms. This week they will bottle and label our worm tea.

In our Kitchen Garden learning we will also be engaged in researching find out what vegetables are in season and which vegetables need to be planted in our garden at this time of the year.

Last week learners listed and photographed all the vegetables that are currently growing in our garden and this week will be given the time and opportunity to work in small groups to discuss and design their ideal vegetable garden including various art sculptures that will enhance our garden. They will have the opportunity to spend time in the garden weeding and preparing the soil.

As a Catholic Dialogue school our 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.

Visual Arts Focus Groups Foundation- Year 2

Physical Education

In Physical Education classes 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 introduced to a category of sports known as 'striking' sports. Students will draw on their prior knowledge of sports that require them to hit an object, they will focus on the fundamentals of striking and try to hit targets at different distances. Students will discuss the importance of watching the ball when striking and explain what changes occur to their bodies when they are trying to hit hard compared to hitting for accuracy.

Year Three and Four students will be continue to inquire around the sport of touch football (rugby). As **thinkers** students will need to think logically, creatively and tactically to avoid the opposition team to move the ball forward. They will play small sided games that incorporate the main rules including only passing the ball backwards and 5 touches before the ball is turned over to the opposing team.

Year Five and Six students will also continue playing invasion style sports, they will look further into the sport of hockey. They will apply the skills they learnt last week (push pass and trap) in small sided game situations. Students will be required again to think tactically as they continue to apply the basic fundamentals of all invasion style sports

Sports Club ~ Lunch times

Students are invited to come along and participate in a 'sports club' with Mr Insolita 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!

Monday

- Creating Tape Painting
- Finalising Passports

Tuesday

- Around The World: Italy
- Biscuit Decorating

Wednesday

- Puffy paint drawings
- Obstacle Course

Thursday

- Landscape Canvas Paintings
- UNO Tournament

Friday

- Portrait Drawings
- Chatterboxes



The Extend Superstar is...

Ava... for always being a bright and bubbly participant in all aftercare activities

What's Been Happening?

What a fun and slimy week we had this week... exploring and creating all different types of slime! We experimented with shampoo slime, although it did not go to plan at first, practice made perfect and we finally got there. The slimy fun did not stop there... we popped on our aprons and jumped into the kitchen and made our own edible version of slime using gummy bears... yum!

We are looking forward to an arty week this week, we hope you'll join us for the fun!

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

Thursday 15th August
Saturday 17th August
Sunday 18th August
Wednesday 21st August
Sunday 25th August
Friday 30th August
Sunday 1st September
Monday 2nd September
Thursday 5th September

Feast of the Assumption
Confirmation Presentation Weekend
Confirmation Presentation Weekend
Parents & Friends Meeting @ 7.30pm
Confirmation Celebration at Kolbe 12.30pm
Father's Day Stall
Father's Day
Father's Day Morning Tea
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.

Community News





KOLBE CATHOLIC COLLEGE
 37-101 Lysterfield Drive GREENVALE 3059 Ph: 8339 3060
www.kolbecc.catholic.edu.au

Aspiring to be more...

- ✓ 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

Visit us to find out more

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

CRAIGIEBURN EAGLES SOFTBALL CLUB

**FREE COME & TRY DAY
SAUSAGE SIZZLE & GAMES**



**SATURDAY 31ST
AUGUST 2019
@ 10.00AM -
1.00PM**

**Highgate Recreational Reserve Reserve,
cnr Grand Blvd and Cleveland Drive
Craigieburn**



**Email: craigieburnsoftball@gmail.com
Facebook: Craigieburn Softball Club
Phone: 0421 323 454**

**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

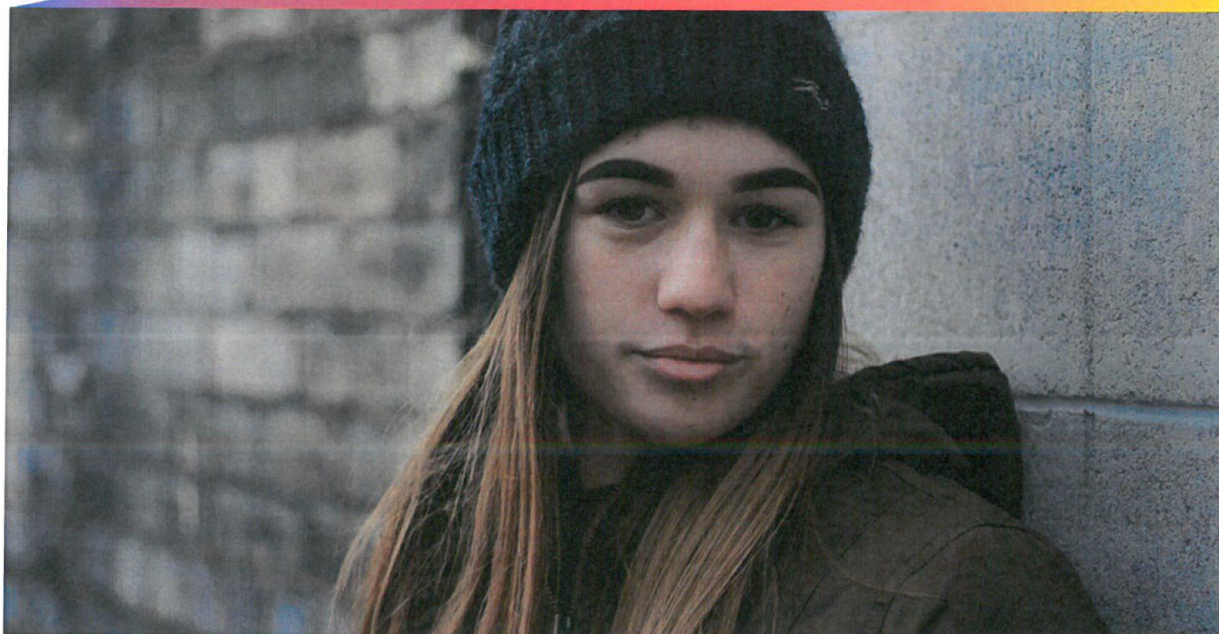
Venue: Craigieburn South Community Hub



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



**BETTER
TOMORROWS**

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

Council Offices
25 Ferres Boulevard
South Morang VIC 3752
Locked Bag 1
Bundoora MDC VIC 3083

Tel 03 9217 2170
Fax 03 9409 9880
TTY 133 677 (ask for 9217 2170)
Email info@whittlesea.vic.gov.au
Web www.whittlesea.vic.gov.au

Free Telephone Interpreter Service

العربية	9280 1904	ਪੰਜਾਬੀ	9280 1907
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हिंदी	9280 1907	Türkçe	9280 1903
Italiano	9280 1905	Tiếng Việt	9280 1901
Македонски	9280 1905	Other	9280 1907
简体中文	9280 1904		