



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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www.motherteresa.catholic.edu.au

NEWSLETTER

12th August 2019

"God is in love with us and keeps using you and me to light the light of love in the world."

Mother Teresa

To All In Our Learning Community,

Learning communities require an ongoing agenda for improvement to be effective and self-reflective. Our professional learning community continues to engage with current research and practice in 21st century education. This is evidenced through the professional learning of all staff at Mother Teresa PS who engage in learning with education experts such as Kath Murdoch, Colleen Monaghan, Ron Ritchhart and most recently with principal researchers of the Enhancing Catholic School Identity Project (ECSIP). This engagement with research and its application within our 21st contemporary learning environment is seen through professional collaboration with the primary purpose of improving the school experience and learning outcomes of our children; providing the very best in Catholic education. In providing this we echo again the words of Russian education psychologist, Vygotsky when he says, 'Children grow into the intellectual life around them'.

Every four years schools are asked to participate in a formal review process to share their improvement strategies and identify their strengths and challenges. A review is an opportunity to further reflect and evaluate, to celebrate and to strengthen our learning community. We welcome this coming Wednesday and Thursday our external school reviewers, Mrs Diane Pekin, lead reviewer with ACER (Australian Council for Educational Research) and Mrs Sandra Ritchie, Catholic Education Melbourne. In the past weeks our reviewers have been reading school documentation related to our school philosophy and our learning and teaching approach. During their time with us this week Diane and Sandra will have the time and opportunity to engage with staff, a number of students and parents, confirming and affirming our educational endeavours at Mother Teresa PS.

Kind regards

Chris

This Week's Happenings

Monday 12th August

Welcome Staff from Grovely PS, Queensland

Tuesday 13th August

Professional Learning ~ Positive Behaviour

Wednesday 14th August

Welcome Diane Pekin and Sandra Richie School Reviewers

Professional Learning ~ Review

Thursday 15th August

Welcome Diane Pekin and Sandra Richie School Reviewers

Friday 9th August

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

Thank you to those who promptly returned their re-enrolment details. Our re-enrolments show very little movement and therefore the need for waiting lists in all areas of our school.

School Fees ~ Term 3

Term Two school fee account of \$460 was 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 your 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

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 some planting in this area. This will provide further passive seating areas 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.



MS Fundraiser

Thanks you to all families who contributed to our MS fundraiser. The total funds raised was \$1200.

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 **readers**, we are continuing to explore the whole school scripture **Genesis 1:26-2:3** and engage in the thinking routine ‘**Word-Phrase-Sentence**’ to **identify new ideas, interpret the text and make connections**. We are using the thinking routine ‘**What Makes You Say That**’ to **justify our thinking** about how we connect to key words, phrases or sentences within the scripture.

As **inquirers**, we will use the visual organiser, **Question Matrix**, to help develop deeper questions to gain a better understanding about the places teachers are connected to, what makes them special and how we might care for them. We will explore different ways of being a **researcher** by emailing, interviewing experts and writing letters to ask our questions.

As **mathematicians** we are **finding out** about the different features of maps. We are beginning to give and follow directions to different locations around our school using our bird's eye view maps. As **writers** we are writing directions using the structure of a procedural text. Some of us are exploring directional language such as over, under, on top of, under, between and through.

Year 3 – 4 Learning Spaces

“Opportunities are the bread and butter of teaching. The tasks we create set the stage for students’ performance, either by inspiring, engaging and opening up possibilities...” (Ron Ritchhart, 2015)

As **mathematicians**, we continuing to **find out** about the meaning of numbers that is; the **numerator** and **denominator** in a fraction. As **thinkers**, we will **apply our knowledge** to decide whether certain fractions sit closer to **0**, $\frac{1}{2}$ or **1** on a **number line**. We will **engage** in the **thinking routine Claim Support Question** and use the **thinking move reasoning with evidence** to **justify our thinking strategies**. We are

also **focusing** on using **fact families** as a way to **tune in** to **multiplication** and **division** and **make connections** with **fractions**. As **collaborators**, we are **sharing our ideas respectfully** by **developing** a list of **mathematical** words that **connect** between **fractions, decimals, multiplication and division**.

Example:

$$2 \times 3 = 6$$

$$3 \times 2 = 6$$

$$6 \div 2 = 3$$

$$6 \div 3 = 2$$

As part of our faith and life inquiry, we are continuing to **explore** our compelling question ‘**How does where you live affect how you live?**’ by **viewing images** of different parts around Australia and the world. We are **dialoguing with others** and **inquiring** into the **geographical characteristics** and **cultural practices** that may **influence** the way people live. We will **revisit** and **reflect critically** on the scripture passage **Genesis 1** and read the **Aboriginal creation story**. Through **dialogue with others**, we will respectfully engage with the Catholic faith and in dialogue with other traditions, and **look for new layers of meaning** as we **make connections** between both **stories of creation**. We will **make our thinking visible** using a **Venn diagram** graphic organizer that shows our **interpretation** of the **Christian story** and the **Aboriginal story of creation**.

Year 5 – 6 Learning Spaces

When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning. Kath Murdoch 2015

As part of our Faith and Life inquiry we are **exploring Genesis 1:26 - 2:3**. As **thinkers** we are **engaging** in the thinking moves **activating our prior knowledge** and **developing wonderings**. We are using the thinking routine **Think-Puzzle-Explore** as a tool to support our understanding. First we will **activate our prior knowledge** and then we will **raise questions** and identify what we are **wondering** and want to **personally investigate further**. We will **discuss strategies for exploring** some of our **wonderings** including reading a variety of commentaries. As **communicators** and **thinkers** we will **dialogue** with each other **engaging** in the thinking routines **Think Pair Share** and **What makes you say that?**, **articulating our ideas** and **justifying our current thinking**. In reading the text from a **future orientated perspective** we will **document** in what ways the text talks to us today using the sentence starter **This text tells me of a world in which...** As **reflective thinkers** we will also have **time and opportunity** to select a **hermeneutical prompt** we believe we used as we were **learning hermeneutically** and document **what makes us say that**.

As **learners** and as a way to help us **think more deeply** and **carefully** about our **ability to make connections** between our current inquiry we will use **SOLO taxonomy**, which stands for **Structure of Observed Learning Outcome**. As **learners** we will use the **five levels of understanding**, as a **self-assessment** and **document the level of understanding** we believe we are currently **demonstrating** and **reason with evidence** using the thinking routine **What makes us say that? We will identify one of the following levels:**

Pre-Structural: I can’t think of anything. I don’t get it. I don’t have any ideas.

Uni-Structural: I have a couple of ideas about this and I need help to think of more.

Multi-Structural: I can think of lots of ideas and can give several examples.

Relational: I can make connections between different ideas & explain why this is important.

Extended Abstract: I can see how all of this connects to other things I know about. I can see the bigger picture and make predictions/inferences based on this.

As **mathematicians** and **inquirers**, as part of **finding out**, we are **exploring a variety of strategies** for addition including **Adding On**, **Compensation** and **Moving**. **Adding On:** In this strategy the number being added is **decomposed into parts**, and **each part is added separately**. For example $136 + 143$. First add the **100** so $136 + 100$ is 236. Then add the **40** so $236 + 40$ is 276. Finally add the **3** so $276 + 3$ is 279.

Compensation: In this strategy we **add more than is required** and **then subtract the extra amount**. For example $236 + 297$. First add 3 to the 297 to make it 300 so $236 + 300$ is 536. Subtract 3 (the difference between 297 and 300): $536 - 3$ is 533. So, $236 + 297$ is 533. **Moving:** In this strategy we ‘move’ a quantity from one addend to another to create an expression with friendly numbers. For example $153 + 598$. Move 2

from 153 to 598 to make 151+ 600 is 751. So 153+598 is 751. As **mathematical inquirers** we will **select and apply** the **most effective and efficient strategies** for solving a variety of problems.

Japanese

As **communicators** Foundation, Year 1 and Year 2 will begin to explore the folktale called “The Hare and the Tortoise” in Japanese. We will **tune in** to the tale with a shared performance of the story. We will practice being **confident** as we chorus the words for the story and act out the gestures and actions of the characters. We will then learn the hiragana character か and make connections with the word “tortoise” or かめ from the tale. 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 **learners** and **thinkers** will explore an alternative version of the story in the form of a play. We will read and discuss the play together and **activate prior knowledge** as we discuss which familiar characters we could include in the script. As **collaborators** we will then work in groups to create our own version of the play. We will practice being **resourceful** and use a word bank of alternative characters to create an original version of the story.

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 Edvard Grieg “In the Hall of the Mountain King”. 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 activities the students will be engaged in are the circle game Bounce High, Bounce Low and Echo singing.

As **researchers** and **collaborators** the students in Years 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 for this week’s learning is Astor Piazzolla’s “Tango Apasionado”. 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 **beat** and **rhythm**. The learning tasks the students will be engaged in this week are an interactive video sweet beats and a rhythm game beat master.

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 activity is Michael Jackson’s “Thriller”. 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 to 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

Every three weeks a new focus group of Foundation-2 students will be working with Clay in the Art Studio with Mrs Hall. As **inquirers**, the children have been engaging in the ‘**See Think Wonder**’ thinking routine to assist them to think more deeply about this new art material. Some of the thinking this week includes:

“I see the clay and it is a really light grey colour. I think clay is like play dough. I wonder what clay is made of. I see it is kept in a plastic bag. I think clay is soft and mushy. I think it could be mud. I think it looks a bit like Blue Tac.”

Some reminders when the children bring their clay home from school:

- Please remove the clay artworks from the plastic bag or they will go mouldy!
- Place them uncovered on a bench/windowsill to dry out. As they are not being fired in a kiln, they will be quite fragile.
- After 2-3 weeks, children can paint them with acrylic paint or pva glue if they would like to.
- 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.
- A reminder to all F-2 students to please bring in an art smock.

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, Four, Five and Six students will be engaging in a soccer program run by the Melbourne Victory Football Club. This program will run for 3 weeks this term and will focus on teaching the students new skills through short game based activities. As **thinkers** students will need to think logically, creatively and tactically in this invasion style sport.

As the weather becomes colder students are reminded to wear their sports jackets out to physical education lessons, please ensure that all items of clothing has your child's name on it to avoid confusion.

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

- Baking a Caramel slice
- Finalising Extend-a-Hand storybooks

Tuesday

- Around the world program with France
- Elephant toothpaste experiment

Wednesday

- Mentos and cola experiment
- Obstacle course

Thursday

- Making moon rocks
- Markers up

Friday

- Fizzy Rainbow Science
- Uno Tournament



The Extend Superstar is...

Mili... for her ongoing assistance and participation during group time. **Thank you Mili!**

What's Been Happening?

This week was Art Attack week! We all had a fantastic time participating in a range of exciting arts activities including tape painting, splash painting and a special craft station activity. The fun did not stop there, for our weekly cooking activity this week, we got arty and drew wonderful pictures with fruit and decorated fancy biscuits. We closed our week off with some wonderful landscape and nature canvas paintings which all look amazing! We are looking forward to our fun science week this week and we hope you'll join us for all the fun experiments we have lined up.

Enrol and book now Extend.com.au

Term Three Dates

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

عيد الافتراض (عيد انتقال السيدة العذراء بالنفس والجسد الى السماء)
احتفال منح سر التثبيت (الميرورن) في مدرسة كولبي 12:30 ظهرا
معرض لشراء الهدايا لعيد الأب
الاحتفال الصباحي لعيد الأب
عيد الام تريزا
نهاية الفصل الدراسي الثالث
بداية الفصل الدراسي الرابع 8:50 صباحا

الخميس 15 آب / أغسطس
الأحد 25 آب / أغسطس
الجمعة 30 آب / أغسطس
الاثنين 2 أيلول/سبتمبر
الخميس 5 أيلول/سبتمبر
الجمعة 20 أيلول/سبتمبر
الاثنين 7 تشرين الأول/أكتوبر

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



MT

Instrumental Lessons at School

A great opportunity for your child to learn a
musical instrument in the comfort of school
facilities



2019

experience music
learn • play • live

0457 515 607
enquiries@experiencemusic.com.au

INSTRUMENTAL TUITION EXPRESSION OF INTEREST

Enrolment can be made at any time during the school term subject to availability

INSTRUMENT OF CHOICE (PLEASE TICK)

BASS _____ DRUMS* _____ VOCALS _____ GUITAR* _____ KEYBOARD _____

LESSON MODE (PLEASE TICK)

GROUP (3 students) \$16.50 per lesson/per student _____

SHARED (2 Students) \$21.00 per lesson/per student _____

INDIVIDUAL (1 student) \$31.00 per lesson _____

All first time students will incur **once off enrolment fee of \$38.00** Returning students will incur a **\$19.00 re-enrolment fee. Please note: Enrolment fee is non-refundable.**

Lessons are invoiced a **full term or remainder thereof** in advance.

All lesson modes subject to availability. **All prices include GST.**

* Drum lessons can only be offered in 'Individual' OR 'Shared' mode.

* Guitar lessons for **prep students** can only be offered in 'Individual' OR 'Shared' mode.

YOU MAY PURCHASE THE FOLLOWING THROUGH EXPERIENCE MUSIC (PLEASE TICK)

Guitar (Full-size with case) \$160.00 _____ Guitar text book \$35.00 _____

Guitar (3/4-size with case) \$150.00 _____ Keyboard books (1x theory & 1x practise) \$40.00 _____

Drum Books \$40.00 _____

Student Surname: _____ Given Names _____ Mr/Ms

Year Level: _____ House/Colour: _____ Age: _____

Previous musical knowledge (briefly outline any previous music tuition): _____

Parent Surname: _____ Given Name(s) _____ Mr/Ms

Address: _____ Postcode: _____

Phone: (Home) _____ Mob. (Father) _____ Mob. (Mother) _____

Email Address 1 (REQUIRED) _____ Email Address 2 _____

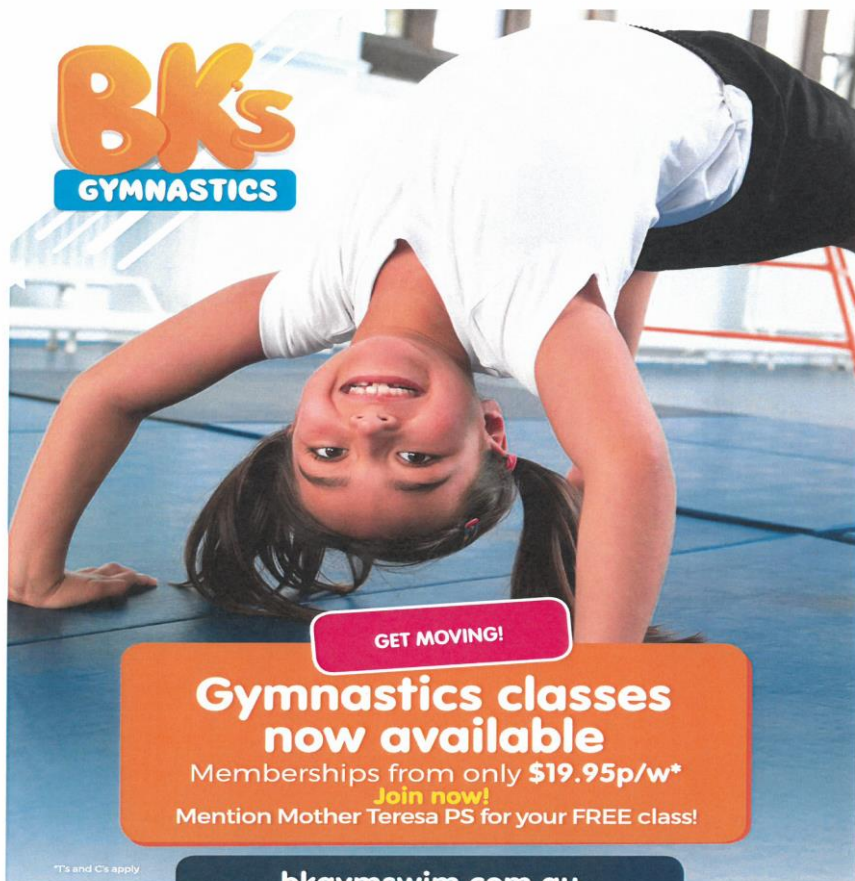
Parent Signature _____

Date: _____



Please return this form to Mother Teresa PS.
Please do not leave payment with this form.
You will be contacted shortly and receive a full program summary.
All prices are subject to change





GET MOVING!

Gymnastics classes now available

Memberships from only **\$19.95p/w***

Join now!

Mention Mother Teresa PS for your **FREE** class!

*T's and C's apply

bkgymswim.com.au

Your local BK's centre is at

**BK's Gymnastics
Craigieburn**
127 Craigieburn Road,
Craigieburn, VIC 3064
Ph 0455 689 195

Proudly partnering with



An initiative by



Develop your child's confidence in all sports! Our gymnastics programs build key fundamental movement skills, and create the foundation towards an active, healthy lifestyle.

Our programs:

KinderGym Age: 3mths - 5 yrs (including **BabyGym Age: 3-12mths**).

A fun, play-based developmental movement program. Children build body awareness, gross and fine motor skills, balance, coordination as well as social and emotional skills which are so important for their healthy development.

GymFun: Age: 5-8 yrs. A foundational movement skills program incorporating a broad range of gymnastics activities. Children learn important physical literacy skills including jumping and landing safely, rotating in different directions, balancing, moving in different ways and swinging. An added benefit is the development of fitness, strength, flexibility, coordination and confidence!

GymSkills: Age: 8+ yrs. A fun and engaging skills-based recreational gymnastics program focused on skills progression, building confidence and increasing fitness - as well as learning some cool tricks to show their friends! Everyone is encouraged to set and achieve their own goals, with the support of our fantastic team of coaches.

FreeG Kids: Age: 7+ yrs. A mix of acrobatics, parkour, free-running, martial arts and circuit training! Flying through the air, leaping, jumping, dodging and flipping! FreeG explores your own limits and abilities through a series of challenging obstacles. Learn some impressive tricks and explore the concepts of effort, space and time, all led by our experienced coaches.

bkgymswim.com.au

*T's and C's apply

MEMBERSHIPS FROM

\$19.95 a week*

30 day money back guarantee



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

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