



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

15th March 2021

To All In Our Learning Community,

A number of our children will have the opportunity to celebrate their first Reconciliation this coming Thursday. For some it has been a long wait to participate in this sacrament due to COVID- 19.

Last week a number of the children in Year 3 accompanied by a parent participated in a workshop to reflect further on the Sacrament for Reconciliation and its meaning within their lives. Through dialogue they reflected on their lived experience of broken relationships and the actions and words of forgiveness. Time and opportunity was provided to consider and reflect upon the forgiveness of God. Through engaging with the scripture story of Zacchaeus those present identified the changes in Zacchaeus as a result of his encounter with Jesus.

This workshop and the reflections by children and parents highlighted the need for reconciliation and captured a Catholic perspective on reconciliation. This Catholic perspective is called the particularity or character. Professor Didier Pollefeyt provides these insight for our reflection which I share with you today:

Reconciliation is not just about saying sorry for the suffering caused but also about the sinner encountering the merciful love of God.

Reconciliation is not just about starting again, but also about the Spirit renewing that which is broken in the believer.

Reconciliation is not just about restoring relationships with others, but also about restoring the believer's relationships with God.

Reconciliation is not just about changing one's ways, but also about experiencing a change of heart.

Reconciliation is not just about experiencing forgiveness for one's wellbeing, but also accepting God's gift of reconciliation for the world.

What's your thinking about Reconciliation and what makes you say that?

Kind regards

Chris

This Week's Happenings

Monday 15th March

Welcome Murrundindi

Tuesday 16th March

Welcome Murrundindi

Professional learning - Inquiry

Wednesday 17th March

Welcome Murrundindi

Professional learning – Recontextualisation

Thursday 18th March

Reconciliation Celebrations @ Our Lady's Church

Friday 19th March

Welcome Colleen Monaghan – Mathematics Consultant

National Action Day against Bullying

Skoolbag App ~ download it!

You can keep up to date with school happenings, access the newsletter, update contact details and notify us of absences through the Skoolbag App.

You are encouraged to download this to your mobile phone or iPad. Details for download can be found at <http://www.motherteresa.catholic.edu.au/news-events/354/article/100/skoolbag-app>

Sacramental Celebrations

Reconciliation Celebration ~ Thursday 18th March

Celebration of First Reconciliation is 18th March, 2021. Families have been allocated their times via a letter a few weeks ago. This celebration is to take place at Our Lady's Church, Craigieburn.

First Eucharist Workshop ~ Wednesday 26th May

Children in Year 4 & 5 who are to receive the Sacrament of Eucharist will have their First Eucharist workshop on Wednesday 26th May, 2021 at Mother Teresa PS. Children are required to attend the workshop with one parent. Each family will be allocated a workshop time via a letter next week.

First Eucharist Celebration ~ Saturday 19th June

First Eucharist Celebration will be Saturday 19th June at 1pm and 3 pm. Families will be allocated a time. The celebrations will take place at Our Lady's Church, Craigieburn.

Confirmation Workshop ~ Wednesday 4th August 7pm

Children in Year 6 who are to receive the Sacrament of Confirmation will have their Confirmation workshop on Wednesday 4th August 7pm, 2021 at Mother Teresa PS. Children are required to attend the workshop with one parent.

Confirmation Celebration ~ Saturday 28th August

Time to be confirmed. The celebration will take place at Kolbe Catholic College, Greenvale Lakes.

School Fee Term One 2021~ these are overdue

Term One fee accounts were payable by 12th March 2021

Payment Arrangements

If you wish to pay via instalments and/or direct debit please see one of our reception staff to arrange this. Should you wish to pay via credit card you can do this at reception or contact reception staff via phone with your details. Eftpos payments can be made at reception.

Alternately you can pay directly into the school account. Please indicate your family name when paying this way so we can match the payment to your account.

The School bank details are as follows:

Mother Teresa Catholic Primary School
BSB: 083 347
Account: 82676 1906
National Australia Bank

Foundation Enrolments 2022

Enrolments for Foundation 2022 are now open. If you are a current family and have a child to begin school in 2022 please download an enrolment form from our webpage

<https://www.motherteresa.catholic.edu.au/enrolment-information/enrolment-form/> or collect one via reception. Please let your friends and neighbours know that enrolments are now open.

Pascoe Vale Rotary

Pascoe Vale Rotary have offered support for our fundraising opportunities through our participation in their annual raffle. This week you will receive a book of raffle tickets from the Pascoe Vale Rotary Club supporting their Community raffle to be drawn at Bunnings Coburg on 12th June at 2pm.

The tickets are \$2.00 each. **For every ticket sold through Mother Teresa Primary School we will receive \$1.00.** Each family has received one book containing 10 raffle tickets. If your family sells these you have raised \$10.00 for our school.

Parents & Friends News

Zooper Doopers Fridays

Zooper Doopers are \$1 each and will be sold each Friday until the end of term 1. If you are available to assist with the selling of Zooper Doopers 1.30 – 2.15pm Friday please register your interest by emailing info@motherteresa.catholic.edu.au A roster is being formulated.

Easter Raffle

Our Parents and Friends have organised an Easter raffle for our children. As such we ask that tickets are placed in your child's name as we hope that children gathered at the end of term prayer will be present or receive their prize. Tickets are \$1 each and are due back by Wednesday 31st March.

Hot Cross Buns

Thank you to those who placed orders for Hot Cross Buns. Orders will be available for collection on Monday 29th March.

Mother's Day Stall

Our Mother's Day Stall will take place Friday 7th May Term Two. Parents and Friends are currently preparing for this event. Many of the gifts purchased for this year's Mother's day stall were purchased in support of businesses effected by the bushfire last year. A range of homemade gifts as well as other gifts will be on sale for \$5.

Mother's Day – celebration of learning

It has been customary for us to hold a Mother's Day morning tea on the Monday after Mother's Day. This year due to COVID restrictions and movement within our school we will hold a celebration of learning for Mums. On this day mums will be allocated a time to come and engage in some learning with their child/ren. Further details regarding times will be forwarded in Term Two.

Second hand Uniform

We have a number of second hand uniform items that we will be selling on Thursday 25th and Friday 26th March before and after school.

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 – Year 2 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 inquirers we have sorted out our thinking from our compelling question 'How does play help us learn about ourselves and others?' As **thinkers, collaborators and communicators** we engaged in an incursion from Green Hat Workshop about planks and how we can learn while playing. During this time, we named and noticed the students experimenting, accepting their failures and starting again, as well as demonstrating a growth mindset and positive learning dispositions such as persistence.



As mathematical thinkers, we are tuning in and activating our prior knowledge of the mathematical concept of place value. We will be using concrete materials such as bundling sticks, MAB blocks and place value houses to help us consolidate our thinking between numbers and their place value. By the end of the year, it is expected that Foundation students can name and sequence numbers, initially to and from 20. By the end of year 1, year 1 students should be able to recognise, model, read, write and order numbers to at least 100 and locate these on a number line, as well as putting them in their place value. By the end of year 2, students should be able to recognise, model, represent and order numbers to at least 1000 and locate these on a number line, as well as putting them in their place value.



As writers, we are beginning to explore the concept of writer's notebook to help build our schema of the world. We will have time and opportunity to gather ideas and a purpose for writing. As communicators, we will have time and opportunity to engage in dialogue with others about ways we can develop our writing.

PM eCollection

As readers, we will be continuing to engage in PM eCollection to help us to consolidate reading behaviours we have learned. We would like to thank you for supporting your child with reading the books on PM eCollection at home. We encourage all children to continue reading these books at home.

Home Learning

Students are encouraged to continue to engage in home learning each night. It is expected that students are engaging in reading, counting tasks and sight words practice at home every night. Parents are asked to sign their child's reading log and counting sheet each night indicating that the home learning tasks are being completed. By the end of Term 1, foundation students are expected to know 75 sight words.

Bridging Centre

Year 3 – 4 Learning Spaces

The most important thing is that we write! We need to model and think aloud if we are to really understand what we are asking our students to do. Remember – if we want quality writing then we need quality thinking! - Deb Sukarna

As **writers**, we are beginning to explore a **Writers Notebook**, to help us to generate deeper ideas for our writing by focusing on a specific purpose of each text and elaborating on these in our writing. We are using different 'seeds' to help us generate new ideas, so please start to bring your own seeds to school. Please remember that it needs to be something that your family is happy for you to share and if possible, that it could stay at school for a little bit of time. Please nothing fragile or of significance to your family.

As **people of a faith based community**, we have been unpacking the **Sacrament of Reconciliation** in preparation for some learners in Year 3 and 4 to receive the sacrament this coming Thursday. As **thinkers**, we have been unpacking the concepts of **sin** and **forgiveness**, by finding out what these words mean and making connections to ourselves and our lives. Those preparing for the Sacrament of Reconciliation have been exploring and practising the **Act of Contrition**.

As **thinkers**, we are continuing to explore the concept of a **relationship**, in connection to our compelling question '*How can we build bridges between ourselves and others?*' We are sorting out information gathered about our key understanding: 'Understanding ourselves can help us form stronger **connections/relationships** with others' and 'How we choose to **communicate** impacts on the quality of the relationships we have with others', by engaging in a variety of texts such as books, clips, interviews to help us identify ways we can communicate more effectively with others.

As **mathematicians**, we are continuing to explore the concepts of **decimals, fractions and measurement**. We are using a range of resources such as decimats, hundreds charts, and picture cards to help us make connections to what a fraction or decimal is and ways we can represent them. We will continue to explore the concepts of length and mass by engaging in tasks that encourage us to measure different objects to find out their length or different objects to measure their capacity.

Leadership Centre

Year 5/6 Learning Spaces

If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes. Ritchhart & Church 2020

As part of our Faith & Life inquiry we will **view** the **visual artworks** by Murrundindi and past Year 5/6 students outside the Leadership Centre **representative** of the **Wurundjeri creation story**. As part of **tuning in**, as we visit the artworks, we will take the **time and opportunity** to **name** and **notice** and **identify** our **current interpretation** and **understanding** of the Wurundjeri creation story. In particular as **thinkers** we will **engage** in the thinking moves **noticing, describing, connecting, reasoning** and **perspective taking** through the **thinking routine**: See Think Me We:

SEE – This encourages close looking and describing what we see.

THINK – This encourages us to share thoughts about the artworks using the questions: What's going on in the artworks? What might it mean? What makes you say that?

ME – This encourages us to make personal connections.

WE – This invites us to consider how might the artworks be connected to bigger stories - about the world and our place in it?

As **curious researchers**, as part of **finding out**, we will have **time and opportunity** to **engage in dialogue** with **Wurundjeri elder Murrundindi** on Wednesday and Thursday to **help us explore** our wonderings in relation to the artworks and to find out the Wurundjeri story of creation.

As **writers** as part of **sorting out** our thinking in relation to our understanding **The decisions and actions of leaders can bring about events that become significant 'turning points' in history**, we will **engage** in the thinking move **perspective taking** as we write a diary entry set in the time of the 1850s on the goldfields. As part of **tuning in** to this learning opportunity we will **explore** some **exemplar texts of diary/journal entries** given to us by our writing consultant Deb Sukarna. We will have an **opportunity** to **write from the perspective** of either a family member, miner, trooper, Peter Lalor or Governor Hotham.

As **mathematicians**, as part of **finding out**, some of us will be **engaging in** some practice **Maths Olympiad** and **Maths Games** questions in preparation for our first competition on Wednesday 24th March. As **persistent, curious** and **flexible learners** this is an opportunity for us to **apply our mathematical problem solving strategies**. The questions will focus on **challenging us to be risk takers** and to **think flexibly** and **creatively** when **solving mathematically-based problems**. As part of Number and Algebra some of us will be **finding out** and **making connections** between fractions and

decimals. As **inquirers** we will be **exploring the link** between **decimals and fractions to tenths, hundredths and thousandths**. We will **represent our thinking** through the thinking routine **Claim Support Question** where we will have an opportunity to demonstrate our current understanding through diagrams, symbols and in words.

Japanese Learning

Students in Foundation, Year 1 and Year 2 will learn the hiragana こ (ko), ん (n), に (ni) and ち (chi) for こんにちは (konnichi wa). As **thinkers** we will **make connections** between the shape of the character and picture memory hints, such as ち (chi) for cheer girl. These support us in reading the hiragana characters. We will demonstrate being **persistent** as we learn how to copy the hiragana ち (chi) with correct shape.

Students in Year 3 and Year 4 will continue a focus on **reading hiragana characters** and **familiar words written in hiragana characters**. We will practice reading the hiragana く、ち、や、ん、せ、い、こ、に and は using memory hint flashcards. As **thinkers** we will then use the memory hints as a strategy to help us read a short dialogue in a cartoon. We will first engage in **observing details** about **textual features** and **familiar words** in a shared reading of the cartoon as a slide show. We will then **Pair and Share** about our understanding of the slide show using a printed version.

Students in Year 5 and Year 6 will continue a focus on **reading hiragana characters** and **familiar words written in hiragana characters**. We will practice reading the hiragana く、ち、や (や)、ん、お、よ、う、こ、に and は using memory hint flashcards. As **thinkers** we will then use the memory hints as a strategy to help us read a short dialogue in a cartoon. We will first engage in **observing details** about **textual features** and **familiar words** in a shared reading of the cartoon as a slide show. We will then **Pair and Share** about our understanding of the slide show using a printed version. We will **extend** into **collaboratively creating a bilingual word bank** for use in future reading and writing tasks.

Performing Arts – Music

“Music is made up of many ingredients, but we don’t often hear all the separate ingredients, we just enjoy the finished meal (or song, or piece of music).” – Dr, Anita Collins

Foundation Year 1 and Year 2 will continue to engage in an inquiry into how they can safely and respectfully play and learn music as part of a collaborative group. Students will use the dispositions **respectful**, **resilient** and **curious** as they explore rhythm and pitch, practicing how to sing and play music on different instruments. This Week the students in foundation year 1 and Year 2 will engage in practice of the song “Hola E”. By the end of the learning this week students should be able to make a **connection** between the note E the colour yellow and its solfege name Mi.

Year 3 and Year 4 students will use the dispositions **respectful**, **resilient** and **curious** as they explore rhythm and pitch, practicing how to sing and play music on different instruments. This week the students in Year 3 and Year 4 will review the first 5 notes of the C major scale and their solfege names and hand signs. By the end of the learning students should be able to demonstrate all 5 hand signs for the different notes of the C major scale.

As leaders our Year 5 and Year 6 learners will further reflect on how they can safely and respectfully play and learn music as part of a collaborative group. Students will use the dispositions **respectful**, **resilient** and **curious** as they explore rhythm and pitch, practicing how to sing and play music on different instruments. This week the students in Year 5 and Year 6 will engage in practice on the resonator bells using the notes of the C major scale to practice the song “Lightly row”.



Physical Education

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. (Victorian Curriculum – Health & Physical Education)

In Physical Education classes this week students will be engaging in learning with a major focus on **Fundamental Movement Skills** and **movement concepts** associated with **Striking and Fielding** sports.

Foundation to Year two students will continue to look at multiple fundamental movement skills in their learning including the **bounce, dribble, catch** and **shoot**. As **learners**, students will practice the sequence to perform these movement skills with a major focus on *control*. Students will perform a series of play based learning activities which can be practiced and performed at home with any type of round ball including a tennis ball.

Year Three and Four students will continue their learning around striking and fielding sports. Through their learning they will revisit the fundamental concepts of these sports and games - *Where to hit the ball and why? When to run and why? Where to field and why?* Students will play a cricket based game called rapid fire, this game requires students to think tactically when batting and fielding. The game will be played off high batting tees, low batting tees and also played with bonus runs for teams to score.

Year Five and Six students will focus on their decision making skills in game situations, these students will be introduced to the skill of '*Base Running*' - Base running is the act of running from base to base performed by the batting team. Base running is a tactical part of games such as Teeball and Baseball with the overall goal of reaching homebase to score runs for your team. Tactical thinking and decision making skills is needed for the fielding team as there are 4 bases to throw at to potentially get a batter out. Students will be introduced to the game Kick Baseball, the game is played similar to Baseball however for students to understand the key concepts of base running they will be kicking a ball instead of striking it.

Visual Arts

"In every work of art, the artist himself is present." Christian Morgenstern

Studio Habit: Reflect:

As artists the student are given time to reflect on their art making. Through the lens of **reflect** the students learn to think and talk with others about an aspect of their artwork or working process.



“My flowers are all connected to one stem. They are in a flower garden with lots of flowers, bees and butterflies. The bees and butterflies like to collect the pollen from the flowers.”



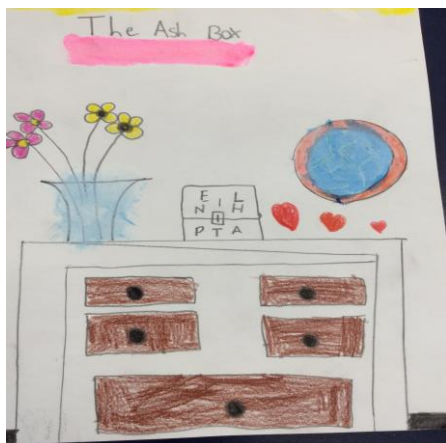
“I like my artwork because I’ve got lots of detail. There is lots of colour too.” Melina

“It was kind of challenging because when I was colouring in it was going outside the lines. Then I slowed down and it was easier to colour between the lines.” Danisa

“I made the circle too big and I wondered how I can fix this. So I added petals on the outside to make it pretty.” Daniella

The Raspberry Tree

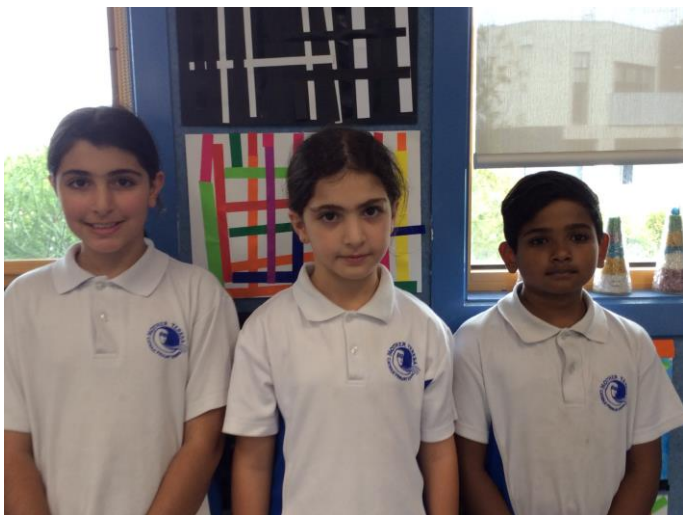
My art is a very unique tree that I have never seen before because it is purple. I am proud of how I used different types of paint. It was challenging when I was planning because I didn’t know what paint to use. Lyandra



The Ash Box

My art is my grandma’s ash box. It made me happy because I remembered her while I was doing it. I am proud of the way I engaged in my work by being focused and managing my time well. I put letters on the box that spell elephant because she adored elephants. Bianca.

Creative Arts Exhibition- Congratulations



Congratulations to Natalie, Abigail and Ruthresh. Their artwork has been selected to be part of the Catholic Education Week Art exhibition held by the Melbourne Archdiocese Catholic Schools (MACS) each year.

We are very proud to see Mother Teresa Primary School artists having their artwork on display.

The artwork by Natalie, Abigail and Ruthresh will be on display at the Catholic Leadership Centre in East Melbourne.

Sustainability

The importance of environmental education cannot be overstated. It is able to affect daily actions and habits, the reduction of water consumption, the sorting of waste and even “turning off unnecessary lights” or wearing warmer clothes so as to use less heating (Laudato Si no. 211).

Last week during our “**Kids Teaching Kids**” learners **reflected** on our participation in “School Clean Up Day” and **documented** their thinking about the day.

The **reflections** included: **What worked well during the day? What you would change and why? Suggestions the future?**

Overall the children enjoyed the opportunity to engage in this initiative and particularly enjoyed the broader multi-age groups Foundation to Year 6 that occurred on the day.

Arusaan has provided his reflection on the experience:

*On March 5th our school **sustainability leaders** held a clean-up school day. We had to help a variety of different learning studios with weeding, cleaning and many more. We started off by organising all the tools and equipment needed for this task.*

*I used the disposition of being **respectful** when I was cleaning up the rosemary bushes with my partner. What makes me say that is I did this by telling my partner politely what the difference between the rosemary was and what a weed was? It was easy as my partner understood what I was talking about.*

*I used the **learning asset** of being a **collaborator** by collaborating with my group and by taking part of the cleaning process instead of just telling them what to do and where to do it. They also tried helping me when I was sweeping the bark of the ground as there was a huge pile of it. I was most interested in participating for this Clean up School Day as it made me a **responsible leader**. By being a leader I had the **opportunity** to help and participate in Clean Up School Day.*



This week our “**Kids Teaching Kids**” learning will look at our **Worm Farms**. Our learners will be given the opportunity to **investigate** how we can re-establish our worm farms after our lockdown last year. They will **research** what products are needed for our worm farms. They will be given the **opportunity** to contact Bunnings to find and sort out ways in which we can care for our worm farms

We currently have 11 worm farms in our school community. A **Worm farm** is another way to dispose of organic food waste and to get a liquid fertiliser called worm tea. Worm tea is used as a fertilizer for our garden. Organic scraps are placed in our organics bins available in each learning space. Once collected organic waste is chopped

and placed in the **worm farms**. **Worms** eat their way through the organic waste producing the worm tea.

Tip: Did you know that worms can eat half their bodyweight

We will also continue to complete some grounds tasks including spreading the remainder of the tanbark in our Indigenous garden, weeding and harvesting our crops.

Our **Stephanie Alexander Kitchen garden** takes place every Wednesday and Thursday from 11.30-2.00pm. During this time a number of children are involved in harvesting fresh vegetables from our garden and preparing a delicious meal to be shared. Throughout the year all children will have the opportunity engage in this learning. This week our learners will be engaged in preparing yet another exiting meal. **We will be cooking delicious silver beet, potato and kale torte and lemon myrtle scones with lemon butter.**



All recipes and lots of other information about our SAKG can be found on our Mother Teresa PS Kitchen Garden blog which is: mtpskitchengarden.com.au

Cyber Safety

Cybersmart Tips from our Foundation - Year 2 Students

- Listen to your parents, teachers and principal about being safe online
- Avoid giving out personal information (address, age)
- Only go on websites you know
- Always have permission from an adult before going onto a websites
- If you have any trouble when online you can ask an adult for help
- Ask permission from an adult before talking online with someone else
- Don't click on ads if they pop up on screen

Free webinars for parents

This is the last week to access some of the free webinars being offered by eSafety Education, if you are interested head to esafety.gov.au/parents/webinars or contact Mr Collins.

- Tuesday 16 March 7.30 to 8.30 pm
- Wednesday 17 March 12.30 to 1.30 pm
- Wednesday 17 March 7.30 to 8.30 pm
- Thursday 18 March 3.30 to 4.30 pm
- Monday 22 March 12.30 to 1.30 pm

Parent Resources

Go to <https://www.esafety.gov.au/parents> to access information about issues facing students when online as well as tips about talking to your children about what they encounter online. There are a great number of fact sheets and videos to assist you. The website of the eSafety Commissioner (<https://www.esafety.gov.au/>), has sections for younger children, those about to head to secondary school and for adults of different ages. Other websites include Evolve Education (<https://www.evolve-edu.com.au/>) and eSmart (<https://www.esmart.org.au/>). These sites have great resources for students and parents.

Digital Technologies

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. (Victorian Curriculum – Digital Technology)

Some students in **Foundation to Year 2** will be **learning** how Ozobot Codes can be used to change the direction of the Ozobot. As researchers, students will explore the different directional codes and the effect they have on their Ozobot. As thinkers, they will consider the direction that the Ozobot will need to travel to complete different challenges.

Students in **Years 3 and 4** are exploring different ways that they can be responsible while using different technologies at school.

Some students in **Years 5 and 6** will explore the **Lego WeDo 2.0** set and **follow instructions** on the **WeDo 2.0 app** to **create** their **choice of robot** from the **WeDo 2.0 app**. Brodie from 5/6 - 3 shared his thinking about using the WeDo 2.0 Lego:

"I am proud of the way that I was respectful and collaborated and what makes me say that is I collaborated and communicated with my group as we respectfully used the WEDO set and made Milo the science rover."

Term One Dates

Please note the dates are correct at time of printing however adjustment may occur due to COVID -19

Friday 26 th March	Welcome Colleen Monaghan – Mathematics Consultant
Wednesday 31 st March	Easter Raffle Tickets due back
Thursday 1 st April	Holy Thursday
	End of term prayer 3pm (children only)
	Easter Raffle 3.20pm (children only)
	Term one concludes at 3.30pm
Friday 2 nd April	Good Friday
Saturday 3 rd April	Holy Saturday
Sunday 4 th April	Easter Sunday

Term Two Dates

Monday 19 th April	Term Two Begins at 8.50am ☺
Monday 26 th April	Welcome Murrundindi
Tuesday 27 th April	Welcome Murrundindi
	Parents and Friends 7.30pm
Wednesday 28 th April	Welcome Deb Sukarna – Writing Consultant
Thursday 29 th April	Welcome Deb Sukarna – Writing Consultant
Monday 3 rd May	Welcome Colleen Monaghan – Mathematics Consultant
Tuesday 4 th May	Welcome Murrundindi
Wednesday 5 th May	Welcome Kath Murdoch – Inquiry Consultant
Friday 7 th May	Mother's Day Stall

Monday 10 th May	Mother's Day – celebration of learning (details to follow)
Tuesday 11 th May	Welcome Colleen Monaghan – Mathematics Consultant
Wednesday 12 th May	NAPLAN
Thursday 13 th May	NAPLAN
Wednesday 26 th May	First Eucharist Child/ Parent Workshop
Monday 31 st May	Reconciliation Week
	Welcome Murrundindi
Wednesday 2 nd June	School Photo Day
Monday 7 th June	Welcome Colleen Monaghan – Mathematics Consultant
Monday 14 th June	Queen's Birthday Public Holiday
	No school
Friday 18 th June	Welcome Colleen Monaghan – Mathematics Consultant
Saturday 19 th June	First Eucharist Celebrations
Monday 21 st June	Child/Parent/Teacher Interviews
	Children dismissed at 1pm
Wednesday 23 rd June	Welcome Murrundindi
Thursday 24 th June	Welcome Murrundindi
Friday 25 th June	Term Two concludes 3.30pm
Monday 12 th July	Term Three begins