



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: [principal@motherteresa.catholic.edu.au](mailto:principal@motherteresa.catholic.edu.au)

[www.motherteresa.catholic.edu.au](http://www.motherteresa.catholic.edu.au)

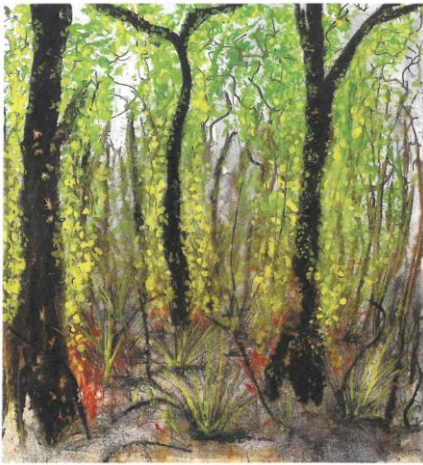
## NEWSLETTER

19th April 2021

*"Never let anything so fill you with sorrow as to make you forget the joy of Christ risen."  
Mother Teresa*

**To** All In Our Learning Community,

*He is Risen Alleluia! Alleluia! The Christian Church continues to celebrate the resurrection of Christ throughout the Easter Season until the celebration of Pentecost.*



*The resurrection invites the faithful to consider ways that they could experience the presence of Jesus in their own lives and context. For Christians the resurrection offers the hope of salvation and a new eternal life for humanity.*

*The painting on the left is by an Indigenous woman Fern Martins. It is the final in a series that recontextualises the Stations of the Cross. This final painting is entitled, 'Resurrection'. The three trees initially burnt by fire show new signs of life, through the regrowth. The artist describes the trees as symbolising Jesus in the centre and the two criminals who were crucified beside him.*

*In the image I see new life and growth. It makes me think about the power of the resurrection and God's triumph over death and the hope of salvation for all humanity through Christ. Finally, the artist's choice of symbolising Jesus as a tree, I wonder what the risen Christ means for all of creation, not just humans. Through the thinking routine See-Think-Wonder, the painting has provided an opportunity for myself to think about and interpret the resurrection event in a new way. A way where this image tells me of a world in which the hope of the risen Jesus, is present in the actions of humanity to care for the environment.*

*Catholic ecological theologian Denis Edwards wrote of understanding the life, death and resurrection in connection with all of God's creation. "The resurrection constitutes an unbreakable divine promise not just to human beings but to the whole creation," (Jesus and the Natural World, p. 62-63). When you observe this painting, what do you see? What do you think? What do you wonder?*

*This term, our Faith and Life inquiries are viewed through the lens of Care for our Common Home. In light of the salvation of Jesus in his life, death and resurrection for humanity, for faithful Christians what is your response to the call to care for all of God's creation? For those of other religious beliefs or worldviews, what might the Christian story of resurrection allow you to reflect on your own beliefs?*

Kind regards

*Amy*

## ***This Week's Happenings***

***Monday 19<sup>th</sup> April***

***Tuesday 20<sup>th</sup> April***

*Professional Learning ~ Faith and Life inquiry*

***Wednesday 21<sup>st</sup> April***

*Professional Learning ~ Positive Behaviour Support*

*Welcome Andrea McKay*

*Michael Wagner Year 5/6*

***Thursday 22<sup>nd</sup> April***

*Michael Wagner Year 5/6*

***Friday 23<sup>rd</sup> April***

*Michael Wagner Year 5/6*

*ANZAC Day Observance Prayer – Teachers and students*

### ***Mr Reed on Long Service Leave***

Mr Reed will be on leave from Monday 19th April returning Monday 3rd May. Mrs Amy Leahy, our Deputy Principal will be responsible for the school in his absence.

### ***School Start time ~ Not before 8.30am***

School begins at 8.50am daily. Children are able to enter their learning space at 8.30am. Please do not bring children to school before 8.30am as supervision does not begin before this time.

### ***2022 Foundation Enrolments ~ Siblings***

Current school families with a child to begin school in 2022 are asked to contact reception and collect an enrolment form. Ongoing enquires for Foundation in 2022 indicate a high demand and we do not want to miss current families.

### ***Information Night Foundation Enrolments 2022***

Our information night for Foundation children 2022 will take place on Wednesday 5th May at 7.00pm. On this Information Evening parents will be given information related to curriculum, school organisation and the enrolment process.

Families who wish to enrol their child at Mother Teresa Catholic Primary School are encouraged to register their interest for the evening and to book a tour time to see our learning community in action.

For tour times refer to the webpage section: [Enrolment Information/Book a Tour](#)

Please let your friends and neighbours know of this date.

### ***Eucharist ~ Preparation and Celebration***

#### ***First Eucharist Workshop ~ Wednesday 26<sup>th</sup> May***

Children in Year 4 & 5 who are to receive the Sacrament of Eucharist will have their First Eucharist workshop on Wednesday 26<sup>th</sup> 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 19<sup>th</sup> June***

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

### ***Parking***

Parents are reminded that parking across driveways stopping the access of residents is illegal. If you are parking your car to drop off children or pick them up at the end of the day please be respectful of our neighbours property and access to their property.

Recently a car has been parking right on the corner of Royal Terrace. Local bylaws officers from Hume Council will be patrolling surrounding streets to enforce bylaws.

## **P**arents & **F**riends **N**ews

### ***Parents and Friends Meeting***

Our next meeting is Tuesday April 27<sup>th</sup> at 7:30pm

# 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**

As part of going further with our compelling question '**How does play help us learn about ourselves and others?**' we had the time and opportunity over the holidays to explore different places we might play around the local community and play some different games with our families.

Thank you to the children and families who recorded how to play one of their favourite games to play as a family and emailed the instructions through to [laura.nicol@motherteresa.catholic.edu.au](mailto:laura.nicol@motherteresa.catholic.edu.au) or [vania.sparano@motherteresa.catholic.edu.au](mailto:vania.sparano@motherteresa.catholic.edu.au) we look forward to learning how to play these games!

If you haven't already, we invite you to send an email or bring in the instructions of how to play a game you love with your family. We are excited to learn about the different games people play!

As **communicators**, we will have time and opportunity to share the objects and photos that we collected over the holidays that have made us **curious** or that we are passionate about. We will use the **thinking routine Think, Pair, Share** to help us generate our ideas and speak and listen **respectfully** to each other.

As **writers**, we will use our objects and photos as **seeds** for talking about our thinking and record our thinking in words and pictures. We will use the class **Writer's Notebook** with the thinking routine **See, Think, Feel** to help us shape our thinking and writing. We will have time and opportunity to share our thinking with others using the dispositions of being curious and respectful.

As **people of a faith based community**, we will use the **hermeneutical prompts of dialogue with others and seeing new layers of meaning** as we engage in our reflections of the stories of **Holy Week**. We will use the **dispositions** of being **open minded** and **flexible** as some of us share stories of our traditions and celebrations over Easter. We will use the **thinking moves making connections and identifying new ideas** when sharing these stories of the Catholic tradition and other faith traditions.

As **mathematicians**, we will be continuing to engage in thinking about **place value**. We will be using the **mathematical tools** of the turn and learn, flip charts, dot cards, arrow cards, bundling sticks and MAB blocks to explore the concepts of **reading, ordering and making numbers**. We will use the thinking routine, **What Makes You Say That?** to **justify** our thinking as we are engaging with our mathematical tools.

## **PM eCollection**

As **readers**, we will be continuing to engage in PM eCollection to help us consolidate **reading behaviours** we have learned. Well done to all the children who have engaged in reading the books on PM eCollection over the holidays. The teachers have enjoyed listening to the recordings of you reading and noticing which words you added to your word lists. We encourage all children to continue reading these books at home, as well as the books they bring home each night.

## **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 2, Foundation students are expected to know 150 or more sight words.

### ***Year 3 – 4 Learning Spaces***

As inquirers and as part of **tuning in**, we will use the **key thinking moves activating prior knowledge, metacognition and wondering** to document our **first thinking** using the **thinking routine I used to think... Now I know**, by **identifying** what we **already know** about **biologists** and what they are/do. We are also **tuning in** to the **learning assets and skills** we are **developing**. We will **engage** in the **thinking routine ‘Chalk Talk’** to make our thinking visible. We will use the **thinking move reasoning with evidence** to **self-assess** where we are at with these understandings as we develop skills as communicators and researchers.

As **writers**, we are continuing to **explore** the concept of a **writer's notebook** to help build our **schema** of the world. Over the school holidays students were encouraged to gather **seeds** that help us to think deeply and dialogue with the people around us. We will have **time** and **opportunity** to explore our own seeds and different writing purposes.

As **mathematicians**, we are beginning to **tune in** to the **mathematical concept** of **location**. We will be **exploring** the different **types of maps** as well as the **features** that can be found on maps and how to read them. Using the thinking routine **‘Claim, Support, Challenge’** we will justify our thinking. We are continuing to use the dispositions of being **courageous** and **confident** as we are transitioning from using materials, such as money, to using written strategies, such as number lines to document our thinking.

### ***Year 5 – 6 Learning Spaces***

*When teachers use thinking routines, they help students develop their ability to think, building up a repertoire of thinking moves. This process is further enhanced when we explicitly name the thinking and cue it up in our introduction of a routine as a thinking tool meant to serve a purpose. When we make thinking visible through our use of thinking routines, documentation questioning and listening, we send a message to students that thinking is valued. Ritchhart & Church 2020*

As **readers and critical thinkers**, as part of **tuning in** to **Luke 24:1-12** we will **engage** in the **thinking moves activating prior knowledge, wondering and planning** through the thinking routine **Think-Puzzle-Explore**. We will **identify puzzling questions** and **areas of interest** we want to **find out** and **explore**. As we are **interpreting text and symbols, reflecting critically and engaging in a continuous process of dialoguing with others** we are **learning in a hermeneutical way**. As **collaborators and communicators** we will **engage** in the thinking routine **What makes me say that?** as this will **support us to share our current interpretations with reasoning** and **encourage us to understand multiple perspectives**. As **researchers** we will have an opportunity to **explore** the **theological background** of **World of the Text** including the **World behind the Text** and the **World in front of the Text** to help us **find out some explanations and interpretations** and provide an opportunity for us to **develop deeper understanding and insight**. We will **consider what this text might tell us from a future orientated perspective** - What does this text reveal to us? What is our new reading of this text? What does this text talk to us about the world? We will have an opportunity to document our thinking - This text talks to me of a world in which ...

This week we will have an opportunity to **engage in dialogue** with **inspiring writer and author Michael Wagner** where we will **find out and explore** tools that will **assist us as writers**. As **thinkers** we will engage in the **dispositions open-minded, flexible and persistent** as we **explore and create a variety of texts**. As **curious inquirers** we will **collaborate and communicate** with Michael through **interactive and engaging workshops** where we will learn to **shape our ideas into purposes for writing** and **explore** a variety of ‘seeds’ to **enhance our descriptive writing**.

As part of our assessment, as **mathematical thinkers**, we will **engage in two written pre-assessments** to **identify our current understanding** and **areas for further improvement and growth** related to **Decimals and Fractions**. As **learners** we will be **exploring some of the areas we need to develop or consolidate our mathematical understandings**. As **mathematical thinkers** we will engage in the **thinking moves activating our prior knowledge, reasoning with evidence, raising questions and identifying new ideas** through the thinking routine **Claim-Support-Question**.



As part of our agreed ways it is expected that we continue to engage in **Mathematical Thinking Home Learning** every night. **Our focus is based on our areas for further improvement and growth** identified during our mathematical assessments. For example some of us need to **practice counting by fractions or decimals**. Some of us need to **develop our problem solving strategies** so we will be given opportunities to engage in solving **authentic number stories** and some of us need to **practice our automatic recall and fluency of times tables**. Our **reading of texts** each night could include books from school or home, magazines or viewing digital texts. We can also use the Kids News website and Behind the News - <https://www.abc.net.au/btn/> and <https://www.kidsnews.com.au/>

### ***Performing Arts ~ Music & Drama Learning***

*“Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students’ capacity to perceive and understand music. As students’ progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music”. - Victorian curriculum*

This week the students in Foundation - Year 2 will be practicing echo rhythms. Listening and echoing back a rhythm pattern is a fundamental skill in music, and we begin with some very simple patterns. Students will then engage in learning the song “*Cows in the kitchen*” This is a fun little song for the students to sing about some farm animals that have managed to escape and get into the farm house. Students will practice and explore using their voices to sing and make different animal sound effects.

This week the students in Year 3 and 4 will engage in an inquiry into what is aural training? And why do we need to practice it? The concept of aural training is that the students are training their ears to listen to different sounds and patterns in music and then being able to copy them. Students will practice this week with an echo clapping activity and through a musical game called “*Poison Rhythm*”. Students will also be introduced to the song “*A Ram Sam Sam*” students will learn about the background of the song and sing it, then begin learning the untuned percussion parts.

This week the students in Year 5 and 6 will engage in an inquiry into how they can safely and respectfully play and learn music as part of a collaborative group. This week the students in Year 5 and Year 6 will begin to learn about the ukulele. Students will tune in with a video that introduces them to the different types of ukulele and how we need to hold it.

### ***Visual Arts***

As researchers the students will explore the art mediums of collage and construction. They will also have the opportunity to explore colour mixing using paint.

#### ***Understand Art Worlds***

The students will have the opportunity to view and discuss artworks by collage artists such as Kurt Schwitters, Hannah Hoch, Erica Lawlor Schmidt, Sidney Nolan, Laura Redburn, Eric Carle, Pete Cromer and Jeannie Baker. The students can research ideas, techniques and styles by the different artists to use in their own artworks.

#### ***Develop Craft***

Skills and techniques

#### ***Foundation – Year 2***

##### **Painting**

- Different tools can be used including hands, natural and man-made recycled objects, sticks, leaves, sponges, foam rollers, stamps etc.
- Each tool can create special effects through actions like twisting, pressing, dabbing, dragging, stroking, dripping etc.
- Explore colours and colour mixing

##### **Colour & colour value**

- Identify and name all colours

- Primary colours are red, yellow, blue
- Colours can be combined to make secondary colours: r+y=o, b+y=g, r+b=p
- Colours can get lighter or darker by adding black or white.
- Relate colours to feelings
- **Collage**
- Explore the skills of selecting, changing, arranging and joining materials
- Explore different materials for collage: natural - feathers, leaves, seeds etc. Man-made - paper, straws, recycled materials
- Explore different techniques - cutting, tearing, painting paper, mixed media,
- **Construction**
- Develop skills of construction through the exploration of different media including paper, cardboard, wood, recycled packaging and boxes.
- Explore different joining methods for each media - tape, glue, pins, stapler and learn to use them safely
- Explore different ways to decorate their construction eg. paint, fabric, paper

### Years 3 - 6

#### Painting

- Different tools can be used including hands, natural and man-made recycled objects, sticks, leaves, sponges, foam rollers, stamps etc.
- Each tool can create special effects through actions like twisting, pressing, dabbing, dragging, stroking, dripping etc.
- Colour mixing - colour wheel

#### Colour & colour value

- Colour value is any colour made darker or lighter
- Contrast with colour can be explored as warm, on cool, opaque on transparent, dark on light, bright on dull
- Colour can express the imagination and feelings by distortion and exaggeration

#### Texture

- Backgrounds can be developed using different textures meeting such as: sky, and water, grass and bricks
- **Emphasis** can be explored as a focal point when one area is highly textured.
- Explore scales, spines, fur, and hair, as implied texture.
- **Collage**
- Practice the skills of selecting, changing, arranging and joining materials
- Explore different materials for collage: natural - feathers, leaves, seeds etc. Man-made - paper, straws, recycled materials
- Explore different techniques - cutting, tearing, painting paper, mixed media,
- **Construction**
- Develop skills of construction through the exploration of different media including paper, cardboard, wood, recycled packaging and boxes.
- Explore different joining methods for each media - tape, glue, pins, stapler and learn to use them safely
- Explore different ways to decorate their construction eg. paint, fabric, paper

### Japanese Learning

As **inquirers** students in Foundation, Year 1 and Year 2 will begin to engage in an **inquiry about animals** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for colours** in Japanese. These words we enable us to describe animals we learn about in a later stage of the inquiry. We will **Tune In** by chorusing words for colours with flashcards and focus on identifying sounds and correct pronunciation. As **collaborators** we will then play a game which will enable us to consolidate our understanding of these words.

オレンジ orenji	みどり midori	はいいろ haiiro
きいろ	ちゃいろ	

kiiro

chairo

As **inquirers** students in Year 3 and Year 4 will begin to engage in an **inquiry about animals** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for animals we encounter at the zoo**. We will **Tune In** by chorusing words for animals with flashcards and engage in being **curious** about sounds and correct pronunciation of each word. We will **consolidate our understanding** by engaging in a game called “What’s Missing?” We will focus on **developing recall** of these new words as we attempt to identify which flashcard has been removed from a group of labeled images.

らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
くま kuma bear	へび hebi snake	カンガルー kangaroo kangaroo	コアラ koara koala	

As **inquirers** students in Year 5 and Year 6 will begin to engage in an **inquiry about animals** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for animals we encounter at the zoo**. We will **Tune In** by chorusing words for animals with flashcards and engage in being **curious** about sounds and correct pronunciation of each word. We will **consolidate our understanding** by engaging in a game called “What’s Missing?” We will focus on **developing recall** of these new words as we attempt to identify which flashcard has been removed from a group of labeled images.

らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
くま kuma bear	へび hebi snake	カンガルー kangaroo kangaroo	コアラ koara koala	わに wani crocodile
エミュー emyuu emu	ウオンバット wonbatto wombat			

### ***Digital Technologies and Cyber Safety***

Some students in Foundation – Year 2 will be further **exploring** how **Ozobots** can use **directional codes to change directions** at an **intersection**. They will be **thinkers** and consider the **orientation** of their **ozobot** before deciding on which **directional code** to use.

Some students in Years 3 and 4 will be **collaborators** and **explore** the **Lego WeDo 2.0** set and **follow instructions** on the **WeDo 2.0 app** to **create** a robot that can **pull** objects. **Students** will **experiment** with different **objects** to see the **limits** of what the **robot** can **pull**.

Some students in Years 5 and 6 will be beginning to **explore** the **Lego Mindstorms** set. Students will **collaborate** to create the **Driving Base Robot**, which will be used to complete the **Space Challenge Learning Missions**. The first mission helps students with **coding** their robot to move **backwards** and **forwards** **specific distances**.

### ***Physical Education Learning***

In Physical Education classes this week students will be engaging in learning with a major focus on **fundamental movement skills and balance** and **game concepts and strategies** involved in invasion style sports.

Foundation to Year 2 students will be practicing their locomotor movement skills, object control skills and static balance skills through many play based circuit activities. Students will focus on the run, dodge and catch as they complete tabloid rotations and work together through these play based learning activities.

Year three and four students will be introduced to the category of sports known as *invasion sports*. Invasion style sports are sports where teams need to attack and defend in the same game, sports in this category all have the same key concepts and ideas on how to attack and defend and therefore have transferable skills between sports. They will begin to explore some of the key concepts of this new category of sports and discuss the similarities between all sports in this category. Students will then play small sided games to try and maintain possession of a ball and then discuss how they were successful in these games and try to link these to other similar sports.

Year five and six students will also be introduced to *invasion sports*. They will begin to play games to develop their tactical thinking and knowledge on defending and attacking. Through their learning, students will be playing small sided, modified Netball style games as this will prepare students for all of the different sports that we will cover throughout this term. Students will investigate the game concepts and strategies involved in all invasion sports and begin to make connections between these sports. **As communicators and thinkers** students will need to work together as a team as they develop their tactical knowledge and decision making skills in game situations.

### ***Sports Club ~ Lunch times***

Students are invited to come along and participate in a 'sports club' with Mr Insolia at lunch times. Each week the club will have a different sporting focus and everyone is welcome to come and join in the fun while being physically active. This week we will focus on Basketball again as this is a very popular sport among our learning community. 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

### ***Sustainability Learning***

*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).*

Welcome back to yet another exciting term of our learners engaging in **Sustainability** and the **Stephanie Alexander Kitchen Garden**. This week our "Kids Teaching Kids" learning will continue looking at ways in which we can live a **sustainable life**. Our learners will be given the **opportunity** to continue **investigating** what we can do within our **learning community** and beyond to live **sustainably**. ***If we live sustainably, our planet will stay beautiful for generations to come.*** Our learners will **research** and **document** what we can do in our school community, local community and at home to live a sustainable life and how these changes will impact our future life.

Last term our gardeners were busy working in our veggie garden. They will be given the opportunity to remove all the veggies that are out of season and prepare our soil for some winter veggies. A selection of veggies were planted in our veggie garden. These include lettuce, broccoli, broad beans, cabbage and cauliflower. Our **Sustainability leaders** will continue to **investigate, research** and **document** 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**.



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 to engage** in this learning. This week our learners will be engaged in preparing yet another exciting meal. They will be cooking a delicious **pumpkin and basil risotto and apple and cinnamon muffins**. Our fresh basil, pumpkin and apples will be harvested from our garden. 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](http://mtpskitchengarden.com.au)

## After School Care at Mother Teresa Primary School

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



### Book online for same day care

Did you know you can book online up until the last minute before the service starts?

We understand that unexpected events come up in work and life and we aim to help our families when circumstances change.

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

**Enrol and book now: [extend.com.au](http://extend.com.au)**

## Term Two Dates

Tuesday 27 <sup>th</sup> April	Welcome Murrundindi Parents and Friends 7.30pm
Wednesday 28 <sup>th</sup> April	Welcome Deb Sukarna – Writing Consultant
Thursday 29 <sup>th</sup> April	Welcome Deb Sukarna – Writing Consultant
Monday 3 <sup>rd</sup> May	Welcome Colleen Monaghan – Mathematics Consultant
Tuesday 4 <sup>th</sup> May	Welcome Murrundindi
Wednesday 5 <sup>th</sup> May	Welcome Kath Murdoch – Inquiry Consultant
Friday 7 <sup>th</sup> May	Mother’s Day Stall
Monday 10 <sup>th</sup> May	Mother’s Day – celebration of learning (details to follow) Welcome Colleen Monaghan – Mathematics Consultant
Tuesday 11 <sup>th</sup> May	NAPLAN
Wednesday 12 <sup>th</sup> May	NAPLAN
Thursday 13 <sup>th</sup> May	NAPLAN
Wednesday 26 <sup>th</sup> May	First Eucharist Child/ Parent Workshop
Monday 31 <sup>st</sup> May	Reconciliation Week Welcome Murrundindi
Wednesday 2 <sup>nd</sup> June	School Photo Day
Monday 7 <sup>th</sup> June	Welcome Colleen Monaghan – Mathematics Consultant
Monday 14 <sup>th</sup> June	Queen’s Birthday Public Holiday <b>No school</b>
Friday 18 <sup>th</sup> June	Welcome Colleen Monaghan – Mathematics Consultant
Saturday 19 <sup>th</sup> June	First Eucharist Celebrations
Monday 21 <sup>st</sup> June	Child/Parent/Teacher Interviews <b>Children dismissed at 1pm</b>
Wednesday 23 <sup>rd</sup> June	Welcome Murrundindi
Thursday 24 <sup>th</sup> June	Welcome Murrundindi
Friday 25 <sup>th</sup> June	Term Two concludes 3.30pm

Monday 12<sup>th</sup> July

Term Three begins

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



## Connect Webinar Series 2021

*Proudly presents this  
free **online** webinar*

# Supporting parents of children with anxiety

**Saturday 24th April 10:30am-12pm**

(AEST)

**BOOK YOUR TICKET HERE**



**MamaMia**



**Mindful  
Parenting**

Copy the link below to book your tickets.

<https://drjodirichardson.com/product/cspvanxietywebinar/>