



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

23<sup>rd</sup> August 2021

*"God speaks in the silence of the heart. Listening is the beginning of prayer."*

*Mother Teresa*

**To** All In Our Learning Community,

*Over the past week, the Mini Vinnies group have considered actions of outreach within our learning community. They will begin to run 'Drop In and Chat' sessions online as one way for students to connect with each other. This action was a result of an inquiry where they tuned in to Pope Francis' encyclical, 'Fratelli Tutti'. In this letter, Pope Francis talks of his hopes and dreams for the world, where we encounter and show love to all. This learning opportunity was allowed the children to learn hermeneutically (interpretive) and reflect on their thinking using hermeneutical prompts. I would like to share with you part of Cassidy's reflection from Year 6 and hermeneutical reflection about 'Inclusivity';*

*"I've chosen the hermeneutical prompt inclusivity and what makes me say that is the video was talking about how we need to listen to each other more and allow people to have different opinions and beliefs but still talk to one another and get along and that we are starting to disconnect with walls, boundaries and intolerance.*

*I've chosen the hermeneutical prompt inclusivity and what makes me say that is I believe that in order to be inclusive we need to focus on acceptance rather than tolerance. People talk about how they tolerate others, which means they live by one other and tolerate them but not understand them. Acceptance is when you understand and empathise with someone even if you don't agree with them or exactly understand what they are going through. In order to be inclusive we need to connect with others using empathy and understanding rather than sympathy and tolerance."*

Cassidy's reflection reminds me of the capacity of children to offer theological insight and revelation they can provide for adults in their lives. This week you will have opportunities to engage in hermeneutical learning with your children, through Faith and Life inquiry learning, including the Pentecost story (Acts 2:1-11). You are invited to reflect and share with your children your own thinking. As Belgian Theologian Annemie Dillen writes, "In the context of the family, parents and children teach each other religious insights, often in a spontaneous way." (Dillen, 2007)

Kind regards

*Amy*

### ***This Week's Happening***

***Monday 23<sup>rd</sup> August***

*Michael Wagner online workshops – Years 5/6*

*Online incursion Kids Helpline – Years 3/4*

*Professional Learning ~ Faith and Life Inquiry*

***Tuesday 24<sup>th</sup> August***

*Jewish Museum online incursion – Years 3-6*

*Online incursion Kids Helpline – Years 3/4*

***Thursday 26<sup>th</sup> August***

*Jewish Museum online incursion – Years 3-6*

*Online incursion Kids Helpline – Years 3/4*

***Wednesday 25<sup>th</sup> August***

*Jewish Museum online incursion – Years 3/4*

***Friday 27<sup>th</sup> August***

*Michael Wagner online workshops – Years 5/*

### ***QR code, Masks and 1.5 social distancing***

Please note you are required to register through using our QR code when you enter our school building. During the day access is only possible via Windrock Ave and our reception area where a QR code is also located. Masks are required to be worn inside and outside.

*Your ongoing support of our learning community for the health and welling of all in our community is appreciated.*

### ***Re-enrolment 2022***

In order to plan effectively for our 2022 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2022.

If you are an existing family with a child preparing to start school next year, you would have received a letter of offer via email last week, for Foundation enrolment for 2022. If you have not already done so could you please sign and email your acceptance to [info@motherteresa.catholic.edu.au](mailto:info@motherteresa.catholic.edu.au).

### ***Foundation – School Nursing Program Forms***

Families with a child in Foundation this year recently received an invitation for their child to be seen by a nurse from the School Nursing program. These forms can be returned to school when we return from the current lockdown.

### ***Mr Reed on leave - Mrs Leahy Acting Principal***

Mr Reed is on Long Service Leave beginning today. He is engaging in some studies during this time. We wish him well and look forward to his return in term 4. During Mr Reed's leave Mrs Leahy will be Acting Principal.

### ***Lockdown ~ Remote learning***

We continue to engage in remote learning until the conclusion of our current lockdown on Thursday 2<sup>nd</sup> September.

Staff will continue to engage with children online for check ins and focus groups via Microsoft Teams during this time. Daily learning will continue to be forwarded 5pm each night for the following day.

### ***Where to find mental health support***

*"Just because no one else can heal or do your inner work for you doesn't mean you can, should, or need to do it alone." — Lisa Olivera*

**Kidshelpline** Any reason anytime 1800 55 180

<https://kidshelpline.com.au/>

**Parentline-** Parentline is a phone service for parents and carers of children from birth to 18 years old. They offer confidential and anonymous counselling and support on parenting issues.

<https://services.dffh.vic.gov.au/parentline>

**Beyond Blue** They provide free translation support provided for those that don't speak English.

<https://coronavirus.beyondblue.org.au/>

**Cool Kids Online Anxiety Program – Free**

This engaging, interactive online program for 7 to 12 year olds allows parents and children to work together to learn strategies to help manage anxiety.

[https://mqedu.qualtrics.com/jfe/form/SV\\_bezXwMRe2remOjP](https://mqedu.qualtrics.com/jfe/form/SV_bezXwMRe2remOjP)

### ***Free Meditations in Arabic***

Smiling Mind is a unique tool developed by psychologists and educators to help bring balance to your life. It can take as little as 10 minutes a day. There are now available meditations in Arabic. You can find these meditation under 'Other languages'.

Smiling Mind is free to use and can be downloaded from the **App Store** or **Google Play**.

<https://apps.apple.com/au/app/smiling-mind/id560442518>

## 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**

*“Listening and questioning are the basis for positive classroom interactions that can in turn shape meaningful collaboration, which can then build a culture of thinking. At the heart of these two practices lies a respect for and interest in students' thinking.” – Ron Ritchhart, 2015*

As **readers**, we are continuing to engage in remote learning opportunities via Microsoft Teams focus groups and PM eCollection. These provide time and opportunity for us to practise good **reading strategies** and build our knowledge of **sight words**. As **writers**, we are continuing to be **inspired** by the environment around us to spark our thinking and purposes for writing.

As **mathematicians**, we are finding out about the concept of **statistics and probability**. Some children will have the opportunity to explore the language of ‘**will happen/certain**’, ‘**maybe will happen/possible**’, and ‘**will not happen/impossible**’. Other will have the opportunity to continue collecting data and analysing graphs

As **researchers**, we will be **finding out** about what **historians** do and what **dispositions** historians need to use to find out about the past. We will be **watching a video** to get new information. We will have an opportunity to be historians in our own home and share our thinking in our morning check in meeting.

As **members of a Catholic Dialogue School**, we are **tuning in** to the reading from the **Acts of the Apostles 2:1-11**. We will respectfully and listen to the reading during our morning check in. Through **dialogue with others** we will share our first thinking and wonderings about the **Pentecost event**. As **thinkers**, we will **make connections** to the hermeneutical prompt, ‘**Interpreting texts and symbols**’. We will also have an opportunity to engage in the reading with our family and document our first thinking.

### **Year 3 – 4 Learning Spaces**

As part of our **Faith and Life Inquiry** compelling question, ‘*How have explorations of the past impacted our lives today?*’ through a historical lens, we have been **finding out** about the explorers, **Matthew Flinders, Abel Tasmin, Burke and Wills and Nancy Bird Walton**. As **researchers**, we had **time and opportunity** to **document** our finding into a **data chart**. As researchers we used **primary and secondary resources** to find out the following;

- Who were they?
- What they explored?
- What parts of Australia they explored?
- What impact their explorations had on Australia/the world?

In the coming week we will share our **discoveries** with other students and **sort out** our thinking using the Jigsaw strategy through focus groups on **Microsoft Teams**. We will use the research we gathered to **compare and contrast** the **information** about our **explorer** and use the graphic organiser of a **Lotus Diagram** to gather our data together. We will then choose two explorers and compare and contrast the impact of their explorations using the graphic organiser of a **Venn diagram**.

As a **Catholic dialogue school**, we are beginning to **tune in** to the ‘**Acts of the Apostles**’ (2:1-11). We **observed** two artists interpretation of the scripture and **compared** what we noticed was **similar** and

**different** in each of these images. As **thinkers** and **hermeneutical learners** we will have **time** and **opportunity to engage in dialogue** with others in our family to gather **first thinking and wonderings**. Using a **Google Form** we ask that you make your thinking visible by responding to the following questions;

1. What is your first thinking about the Acts of the Apostles?
2. What does it make you wonder?
3. What is the first thinking of someone else in your family?
4. What are they wondering?

As **mathematicians**, we will continue to **consolidate** our **understanding** of the **mathematical concepts** of **addition** and **subtraction** and transferring our strategies to other concepts such as **elapsed time, money and measurement**. We will **justify** our thinking using the thinking routine ‘**What makes me say that...**’ to explain and **justify** our thinking.

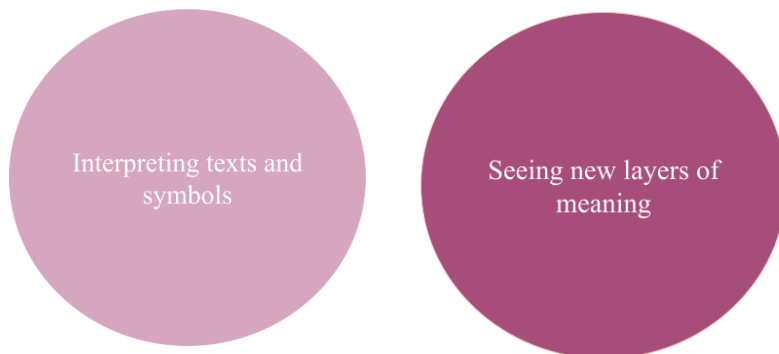
As **writers**, we are continuing to focus on developing our thinking using our **Writer’s Notebook**. We will continue to use **seeds** from **Michael Wagner’s journal**, and the thinking routine of ‘**The 3 levels of Thinking**’ to help us focus on the message and purpose of our writing.

### **Year 5 – 6 Learning Spaces**

*“The goal of hermeneutical learning is to find and expose effective interpretations of the world, in order to achieve a better understanding of things from within, in this case religions and philosophies of life.”*

*-Didier Pollefeyt 2020*

As people of a faith learning community we will tune in to Acts of the Apostles 2:1-11. We will use the **thinking moves activating prior knowledge, identifying new ideas, wondering and connection making**. Through dialogue we will make our thinking visible through the thinking routines **Word-Phrase-Sentence** and **Connect-Extend-Challenge**. Then we will read a biblical commentary about Pentecost. We will then **dialogue** about how our thinking has changed or been extended using the **hermeneutical prompts ‘Interpreting texts and symbols’ and ‘Seeing new layers of meaning’**.



As part of tuning in and finding out to our compelling question **How do we power our lives and at what cost?** and our key understanding **Renewable energy sources (such as wind, solar PV, solar thermal, hydro and biogas) can be harnessed to generate electricity**, we will engage in a variety of clips and websites. This will include the story of ‘The Boy who Harnessed the Wind’ which explains the story of a boy who created a windmill to provide electricity for his village. To make our thinking visible we will engage in the thinking moves **activating prior knowledge, connection making, identifying new ideas and wonderings**.

As writers we are strategically engaging in learning opportunities from **Michael Wagner’s - Description Journal**. We are using the thinking moves **activating prior knowledge, connection making, identifying new ideas** and **wondering** through a variety of thinking routines as we shape our thinking. In particular we are using the images from our Description Journal as ‘seeds’ in our Writer’s Notebook as well practicing developing our purpose for descriptive writing.

As readers, we will explore the biographies of inspirational people including **Rosa Parks, Amelia Earhart and Mahatma Ghandi** who have made an impact on our world today. We will engage in the



thinking moves identifying new ideas, connection making and raising questions through the thinking routines **Connect-Extend-Challenge** and **Think-Puzzle-Explore**.

As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to algebraic thinking and some of us will be engaging in learning related to adding, subtracting and multiplying fractions. As mathematical thinkers we are engaging in the thinking move **reasoning with evidence**, and thinking about the strategies we are using to help us solve the questions. As part of documenting our thinking we will focus on showing the **strategies** that we use to help us.

## Visual Arts

“Art is something that makes you breathe with a different kind of happiness.” Anni Albers

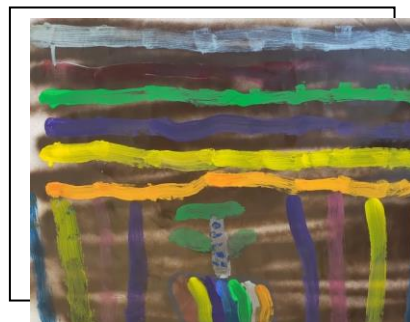
As researchers, the students had the opportunity to explore art by artist Karel Appel. Karel Appel wanted to make paintings that were optimistic, and full of life and hope in order to help people see that the world could be a better place.

In response to Appel’s art the students created art that made them feel happy.

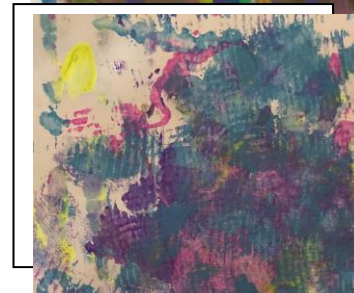


I had fun painting in the sunshine today. My art making today made me feel good because it was fun to just paint with colours and make different shapes and lines. I wasn't trying to make anything special I was just painting.

I discovered that I like painting because it makes me feel good. I like using the brushes to put the colour onto the paper, and I really like bright colours.



My art making today made me feel happy and I had my sister next to me painting too. I discovered that when you use a lot of colours you become creative and your painting becomes colourful. When doing my painting I put colours to say that I'm using all of the colours of the rainbow so when I painted the picture down the bottom it is a pot plant with all of the colours of the rainbow. The background is brown because that is the dirt from the pot.



My art making today made me feel happy.

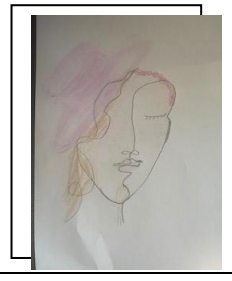
I discovered that my art made me happy because of the beautiful colours and how bright they are and how they blend in.

Charlotte



In art I really enjoyed how I did all of the patterns from my head like Karel Appel did in all of his art work. I really like this design I used it for ages in art. So I decided to do it again. I did these patterns on the corners for extra decorations in this art piece. I hope I get to learn more about Karel Appel when we're back at school.

Braxton



## **Physical Education**

*“Physical Education - the only subject that literally makes your heart race!”*

In Physical Education remote learning tasks this week, students will be engaging in learning with a major focus on **fundamental movement skills**. In their learning this week, all students will be focusing on a health related fundamental movement skill - Skipping or some may know it as Jump rope.

Foundation to year two students will be practicing the simple skill of skipping. Students will learn some of the key elements of skipping and how timing is the key when learning how to skip. Students will be encouraged to skip on a short rope by themselves and challenged to skip on a long rope.

Year Three and Four students will be practicing and performing the skill of skipping. They will reflect on how skipping can improve our overall sporting performances? Students will be encouraged to skip on a short rope by themselves and challenged to skip on a long rope.

Year Five and Six students will be practicing their skipping skills and creating an authentic jump rope routine that they can teach to their families, students will also research the health benefits skipping has on their bodies and reflect on how their bodies felt after skipping.

When reflecting on why our hands are shaped like a soup bowl when catching, **Joseph** said *“Our hands are shaped like a soup bowl so when you catch it, you close your hands so it does not fall out”*.

When asked why it is important to keep our elbows bent and to bring them close to our body when catching, **Chance** said *“So you can concentrate on the ball going into your hands for the catch, if you fumble the ball, it can hit your body and you can still catch it”*.

When reflecting on what he noticed happening to his heart rate when performing exercises, **Aruusan** said *“I noticed when I was exercising my heart rate was increasing harder and faster.”*

## **Sustainability Learning & Stephanie Alexander Kitchen Garden**

*“...young people have a new ecological sensitivity and a generous spirit, and some of them are making admirable efforts to protect the environment...” (Pope Francis, Laudato Si #209)*

Over the past weeks our **Sustainability** learners have had the **opportunity** to **engage** in various workshops with **Murrindindi**. Throughout these workshops our learners have been introduced to a variety of different **indigenous plants**, some of which we have on our school grounds. Our learners **discovered** that these plants can be used for **cooking** and also for **medical purposes**. Throughout the workshops the children had the **opportunity** to **engage** in **rich dialogue** with **Murrindindi**, as a result of this **rich discussion** the children were asked to choose a plant that they would like to **investigate** and **research** further.

During the workshops the following plants were introduced to our learners; **Blackwood, Warringal green, Lamandra, Lemon Myrtle, Lemon Tea Tree, Diala, Native strawberry, Native cherry, Coranderrk, Kangaroo apple, Jindrum (Sassafras), Prickly Current, Bootlace, Banksia Nectar, Mountain Pepper, Bracken Fern and Wattle seedpod.**

The enthusiasm and questions asked throughout the workshops was fantastic. At the completion of the workshops the children were given the opportunity to present their learning in various ways. Below is some of the thinking that our learners have shared.

### **What is a Native Cherry?**

A Native Cherry is an Indigenous Australian plant/fruit that was eaten (raw or cooked) by the early Indigenous Australians and also the European Settlers. Back then it was used for food but now it is a

plant that is edible but not eaten. But it is not an actual fruit, it's a swollen system, and it is actually much more tasty and sweet than you can imagine and the seed is edible as well.



### **Interesting Facts about Native Cherries:**

The Native Cherry has been reported to have the highest sugar level of any native fruit in the forests of southern Victoria.

The Native cherry tree grows between 3 and 8 metres, making it a perfect feature tree.

Native cherry is scientifically known as *Exocarpos Cuppressiformis*.

### **Why are Native Cherries important?**

Cherry trees are important because Cherry trees can be used in many different ways. Their wood can be used to make tables, jewellery boxes, and chests. Their bark is very important to the Indigenous people as it has been used for medicinal purposes for thousands of years. Obviously, their varied and delicious fruits can be used in all sorts of desserts, drinks and sweets.



By: Natasha, Natalie and Nicole Toma

### **I discovered the following from Murrindindi**

You can drink Lemon Myrtle as herbal tea. It is good for sore throats.

Lemon myrtle can be grinded and sprinkled on meat and fish.

You can make 'Lemon Myrtle cordial, which is lovely to drink in summertime as it is refreshing.

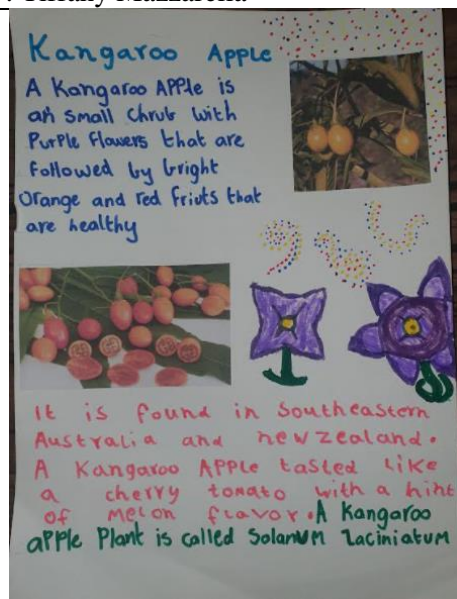
Lemon Myrtle is used in vanilla slice, cookies, scones and damper which is very yummy and I can vouch for that!

Lemon Myrtle trees grow quickly however they need to be watered every single day during the hot summer months.

Lemon Myrtle is used in bush tucker.

An interesting fact about lemon myrtle is that you blend eggshells in a blender and spread it on the soil of your Lemon Myrtle tree.

By: Tiffany Mazzarella



### **Kangaroo apple poster.**

I had fun doing the poster with my sister Kalessi and we learnt a lot about it together.

I enjoyed doing this because we did it together and I learnt something new.

Jayda & Kaleesi

### What is Mountain Pepper?

Mountain Pepper is a fresh herb and is also used to garnish dishes. Mountain peppers are flakes and are also used as a spicy ingredient. It is also used for preparing savouries, soups, ice cream, jellies, candy and pasta.

Aboriginal people have been using Mountain pepper for thousands of years. It is a source of vitamin A and E.

Mountain Pepper is grown in Tasmania, Victoria and New South Wales. They are also grown in wet tall forests. Most of the pepper that we cook with in Australia is native to southern India. Mountain Pepper grows as a bushy shrub or small tree, but is best grown in a pot. It has a reddish stems and green leaves and has a peppery flavour. It takes 12 months for mountain pepper to grow.

### Discoveries

I discovered that when Aboriginal people had sore gums and toothaches they would often crush the berries and place it on the sore tooth.

I discovered that Mountain pepper grows on trees and the trees can grow up to 4 meters tall.

We really enjoyed listening to Murrindindi talk about different Indigenous plants and how they are used.

By Amethyst and Aniaster

### Japanese

Students in **Foundation, Year One and Year Two** have been engaging in **listening to the song called "I am Tom. I am Katie."** in Japanese. As **thinkers** we identified words for fruits in the song and shared our thinking about how we offer someone a piece of fruit.

I heard the word Ringo Dozo.

I think it means Here is an apple.

Estelle

This week we will begin to explore what other words for **fruit** look and sound like in Japanese. We will also explore how to **politely offer someone** a piece of fruit in Japanese.

Students in **Year 3-4** and **Year 5-6** will begin to explore words for **hobbies**. We will engage in being **curious** about the words and what they look and sound like in Japanese. As **thinkers** and **communicators** students in **Year 3-4** will focus on the statement "**I like \_**" in Japanese. Students in **Year 5-6** will focus on the statement "**I like \_ and \_**." They will learn how to use the particle と for "and" in Japanese. We will view a short dialogue and document our understanding using reflection stems.

### Tanabata Wish Strip Decorations





## Cyber Safety



Last week during remote learning **Foundation - Year 2** completed the video series **Hector's World** and connected the message of the video to their previous learning both at school and at home during remote learning. Below are some of the reflections from students;



- **This learning reminded me** of the learning we did at school. It also reminded me of when I played an online game, someone wanted to friend me but I didn't know who that person really is so I didn't friend him. I will only make friends with people who I trust and are responsible. (Isabella)
- **This learning reminded me** to be extra careful when online. (Eva)
- **This learning reminded me** of stranger danger. (Amber).

**Year 3 & 4** engaged in learning about cyberbullying using a video from the **Hector's World** series looking at how cyberbullying can affect people. Below are three reflections from the students.

- **I discovered that** cyberbullying situations can happen and impact people in different ways. It can make people who are bullied like this very upset and hurt. (Benjamin)
- **I discovered that** the person who is cyberbullying can feel bad. (Janna)
- **I discovered that** the best way to handle cyberbullying is to tell someone you know you can trust such as your family or closest friends (Massimo)

Using the **BTN** video **Cybersecurity Jobs**, **Year 5 & 6** engaged in learning about how hackers are used by private companies and governments to protect our personal information. Below are reflections from the students.

- **I have changed my thinking** on cyberbullying and hacking due to its negative impact on people's mental health. (Savannah)
- **I have changed my thinking** about hackers because I always thought they were supposed to break into systems not protect them. (Shri-Shan)
- **I have changed my thinking** about different hackers because I thought all hackers were bad and after watching this video I learnt that there are two types of hackers, black hat hackers and white hat hackers (Masyn)

### Parent Webinars

Just a reminder that free sessions are available for webinars on **eSafety's Parent Guide to Popular Apps** on Tuesday 31 August 7.30pm to 8.30pm. To register go to <https://register.gotowebinar.com/rt/1521578272517430029> and also for **eSafety's Guide to Online Sexual Harassment and Image-Based Abuse** on the following time Tuesday 24 August 12.30pm to 1.30 pm. To register go to <https://register.gotowebinar.com/rt/8331659724914836752>.

## Digital Technologies

*"All of the today's kids will need—along with reading, writing, and arithmetic—a basic understanding of computation and the role that it plays across a wide range of disciplines. Coding is engaging and empowering. It's a necessary 21st Century skill." - Jan Cuny*

Students in **years F - 2** will be **thinkers** and continue the **choice** that they made between **two** different levels of **learning**. Students will focus on moving through the next set of **activities** in the **lesson**. These **activities** will teach students to **debug** their **coding** and to use the **repeat function** to **repeat** a **section** of **code**.

**Lashanda** from **LS2** shared her thinking on last week's learning:

*"Something I have done well in this was - thought about the challenge and how many steps and directions to take first before clicking. This helped me to get through the challenge."*

Students in **years 3 and 4** will be **thinkers** and continue to **explore** the **Code.org** site. **Students** will be **completing** the next set of **activities** of the child's chosen level of **challenge**. These **activities focus** on **creating events** and **behaviours** using **code**.

**Gianne** from **3/4-3** shared his thinking on last week's learning:

*"Now I know how to use sprites what makes me say that is I didn't know how to use sprites before. Something I did well was using the least amount of code what makes say that is I just used the repeats."*

Students in **Years 5 and 6** will be **thinkers** and will **engage** in **learning** about **creating sprites** on **Code.org**. They will explore how to use **code** to create a **virtual pet**. **Students** will use the **knowledge** they gained from last week's **activities** to make their virtual pet **respond** to **different actions** taken by the **user**.

**Ava C** from **5/6-5** shared her thinking about last week's learning:

*"I was proud of the way that I created my own scene and what makes me say that is because I created a background, put in a lolly sprite and I made it grow and flutter. It was interesting when I got to make a sprite in the free play area and what makes me say that is because I got to explore all the things I could do with it."*

## **Performing Arts**

*Music expresses that which cannot be put into words. Victor Hugo*

This week Foundation, Year 1 and Year 2 learners, will have the time and opportunity to engage in an active listening activity. They will listen to the song, *When the Saints go Marching in* and then share their **thinking** and **wonderings** in **connection** to the piece of music. To **extend** their thinking, learners will then draw a picture of some people they can think of that could use this as their theme song.

The students in Year 3 and Year 4 will have the time and opportunity to listen to a performance by Elvis Presley, *Blue Suede Shoes*. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. As this is a piece of music from today, learners might consider what connections they can make to the music and the artists of today? And what makes me say that.

This week Year 5 and Year 6 will have the time and opportunity to engage in an actively listening activity. Students will continue to listen to the song by Michael Jackson Thriller. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will consider if the title Thriller suits this song and what connections they can make between this song and the music they like to listen to.

**Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS):** This year's MACSSIS survey scheduled for Monday 30 August to Friday 17 September 2021 will now be **postponed to October 2021**. Further information for families will be provided closer to this time.

## **After School Care at Mother Teresa Primary School**

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

### **Term Three Dates**

Friday 3<sup>rd</sup> September  
Friday 17<sup>th</sup> September

Mother Teresa Feast Day  
Term three concludes



*The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings particularly in light of COVID-19 health advice.*