



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

4th April 2022

*'Every person ought to have the awareness that purchasing is always a moral
– and not simply an economic – act' - Pope Francis*

To All In Our Learning Community,

As our term concludes the Catholic faith tradition enters the most significant season of the Church year – Holy Week and the Easter Season. This Season celebrates the life, death and resurrection of Jesus. Without the events of Holy Week the birth of Jesus would be insignificant, as it is through his life death and resurrection that Christian believers share in a new life. In death, the life of the Christian is change not ended.

There are many signs and symbols associated with the celebration of Easter. These are expressed in various ways in different traditions. One common Easter tradition is the giving of Easter eggs. This represents the new life experienced by Jesus as he rises to new and everlasting life. It also symbolises the promise of new life for Christian believers. Some cultures colour eggs with various dyes and others purchase chocolate eggs, both signs of life anew.



I wonder in 2022 if the chocolate Easter egg remains a sign of new life for all? I have shared with you in past years the fact that some of our chocolate is sourced through child labour and slavery! The organisation Australia Catholic Religious Against Trafficking in Humans (ACRATH) reminds us that there is an issue of slavery in the chocolate industry. In 2020 the Macquarie University compiled a report 'Not, so sweet: chocolate, slavery and complicit'. In this report they state: "More than two million children under the age of 15 years old work in the cocoa industry in Ivory Coast and Ghana. Many are the children of farm labourers, but others are also sold to farms as bonded labourers from neighbouring Burkina Faso and Mali". Numerous other organisations sight similar numbers and consider almost 1 in 10 children worldwide are engaged in child labour. So ...do our gifts of Easter eggs actually celebrate new life? How might we be more open to the purchase of ethically sourced produce? A number of resources to assist are available [here](#) if you would like to check out your purchases.

As our terms draws to a close I wish each family a restful break. To those who celebrate Easter I wish you a joy filled and happy Easter.

Kind regards

Chris

This Week's Happenings

Monday 4th April

Foundation 2023 tours

Information Night Foundation 2023 7pm

Tuesday 5th April

Professional Learning

~

Year 5/ 6 Camp Information Night 7pm

Wednesday 6th April

Professional Learning ~ Reporting

Thursday 7th April

Friday 8th April

Whole School Prayer 3.00pm

Easter Raffle Drawn

Term 1 concludes 3.30pm

Year 5 /6 Camp Information Night ~ Tuesday 5th April 7pm Parents only

Our Year 5/6 camp is scheduled to take place at Lady Northcote Recreation Camp, Glenmore (near Bacchus Marsh) from Monday 2nd May until Wednesday 4th May. An information night regarding the camp will take place next Tuesday 5th April at 7pm.

At this information a general outline of the camp program will be provided including the activities the children will engage in and the requirements to ensure a COVID safe environment.

Children are not required to attend.

Farewell Miss Sparano & Mrs Dianellos

This coming Thursday we farewell both Miss Vania Sparano and Mrs Dianellos. We thank them for their contribution to our learning community during their time with us and wish them well.

Mrs Anita John will take on the role of Learning Space 4 contact teacher. Mrs John has been part of our learning community for the past five years and well known to the children. Mrs Dilisha Sunnadeniya will take on the role of Learning Space 5/6 – 1 Monday, Tuesday, Thursday and Friday. Ms Erin Smith will engage with the children on Wednesday's. Mrs Sunnadeniya has already been working with this learning space this term and so will continue to do so. We are pleased to see MS Erin's return. Ms Erin will also engage with 3/4 – 1 in place of Mrs Sunnadeniya on Tuesdays.

Term One Concludes

Term one concludes this coming Friday at 3.30pm. Thank you to all in our community for your support of the learning and safety of all children. Congratulations to our Foundation children on the completion of their first term at school. Enjoy the term break.

Term Two

Term Two begins on Tuesday 26th April at 8.50am. We look forward to the safe return of all our children and families.

Reconciliation

Congratulations to our Year 3 children who received the Sacrament of Reconciliation last week. Thank you to our Year 3/4 staff who prepared the children for this sacrament.

First Eucharist Preparation and Celebration

Eucharist Child/ Parent Workshop

Date: Monday 9th May, 2022

Time: 7.00pm

Venue: Online A link will be forwarded soon.

Facilitated by Maria Forde

Eucharist Sign up and Presentation Weekend

Date: Saturday 21st May 2022

6.30pm Our Lady's Church

Or

Date: Sunday 22nd May 2022

8.00 am Our Lady's Church

9.30 am Good Samaritan Chapel

11.00 am Our Lady's Church

6pm Mass Our Lady's Church

You are required to attend one of the parish masses with your child

Celebration of First Eucharist

Date: Sunday 19th June, 2022

Time: 1.00pm

Venue: Our Lady's Church, Craigieburn

There will be one celebration of the Sacrament of Eucharist within our learning community.

Confirmation Preparation and Celebration

Confirmation Child/ Parent Workshop

Date: Monday 15th August, 2022

Time: 7.00pm
Venue: Online A link will be forwarded.
Facilitated by Maria Forde
Confirmation Sign up and Presentation Weekend
Date: Saturday 13th August 2022
6.30pm Our Lady's Church
Or

Date: Sunday 14th August 2022
8.00 am Our Lady's Church
9.30 am Good Samaritan Chapel
11.00 am Our Lady's Church
6pm Mass Our Lady's Church
You are required to attend one of the parish masses with your child
Confirmation Celebration
Date: Saturday 27th August, 2022
Time & Venue TBC

School Fee 2022 ~ Term 1 fees now over due

Our family school fee in 2022 is \$ 1,590. This fee is broken into three accounts:
Term One \$530, Term Two \$530 and Term 3 \$530. The Term One fee of \$530 is now overdue. If you have not finalised this account please do so this week.

Learning Diversity

Autism Awareness Month – Did you know that between 1 and 2 every 100 Australians are diagnosed with Autism?

April is Autism Awareness Month. All families are encouraged to join in the acceptance of Autism and embrace all of the Autistic members of our community.

Some ideas include reading a picture story book about Autism with your child from your local library such as *The Girl Who Thought in Pictures*.

Watch the Pixar shorts *Loop*. Talk to your children about Autism and Disabilities and explain to them that not all disabilities are visible.

As a family learn more about Autism by completing a free online course at (also available in Arabic) <https://www.positivepartnerships.com.au/all-about-autism>

COVIDSafe Practices

Minimising the transition of COVID-19 means we are committed to the 'Three Vs of, Vaccination, Ventilation and Vital COVIDSafe Steps, these include:

- ensuring any workers and visitors on site meet the current vaccination requirements;
- taking all steps possible to maximise external air flow and good ventilation including the use of purifiers;
- wearing and encouraging the wearing of face masks. Mandated for staff, visitors & children 3 -6, highly encouraged for Foundation – Year 2 children;
- reduce congestion at the beginning and end of the school day;
- maintaining physical distancing between staff and where possible, students
- maintaining strong hygiene practice (Melbourne Archdiocese Catholic Schools Ltd)

Parents are asked not to enter the school grounds unless they require to go to reception. Access to reception is via our Windrock Ave school entry gate. You are required to wear a mask when entering any school building.

Vaccination requirements

Parents and carers must have had two doses of a COVID-19 vaccine or have a valid medical exception (with limited exceptions) to enter school buildings.

Parents & Friends News



Easter Raffle

Our Parents and Friends are organising an Easter Raffle with 10 egg and goodie hampers as prizes. Tickets are \$1 and were distributed today.

The raffle will be drawn on Friday 8th April 2022 after 3pm whole school prayer.

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

‘When we consciously engage young people in inquiring into how they learn, we are developing skills and dispositions that act as important assets to them as learners.’

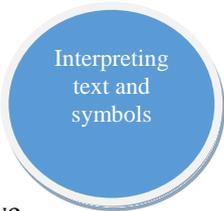
As **researchers** we are **finding out** about the understanding, **‘There are differences and similarities between cultures.’** We are applying the disposition of being **curious** as we participate in a Gallery Walk to engage in dialogue with a different people in our learning space. As **communicators** we will listen respectfully to others as they share their knowledge about their own culture. As we listen we will identify if there are similarities to our own culture. As a way to **sort out** our thinking we will document our **connections** by engaging in a Venn Diagram. Through dialogue we will consider how we might like to **take action** and share our discoveries with others in our learning community.

As **mathematicians** we are **finding out** about two and three dimensional shapes. We will have the opportunity to engage in dialogue with others in focus groups as we use a variety of resources and objects to explore features such as edges, faces and vertices. We will make our discoveries visible and identify how our thinking has been extended.

As people of a Catholic faith community we are **finding out** about the Holy Week stories by viewing and **interpreting** a variety of images created by the artist, Sieger Koder. We will have time and opportunity to share our interpretations with others.

As **readers** we will have the opportunity to hear the Holy Week stories read aloud. Some of us will have the opportunity to read the stories independently. As **thinkers** we will apply reading strategies to identify unknown words. We will build our comprehension skills by engaging in the colourful semantics (*Who? What doing? Where?*) and develop a story board to sequence the events in order.

At the end of the week our Foundation – Year 2 children will bring home a note some home learning for the holiday period.



Interpreting
text and
symbols

Bridging Centre

Year 3 – 4 Learning Spaces

“Learning should not only take us somewhere; it should allow us later to go further more easily.” – Jerome Bruner

As **inquiry learners**, we will take **time and opportunity** to **reflect** on the process of our Faith and Life Inquiry ‘**Who decides and how?**’ As **communicators**, we will identify this phase of inquiry as **reflecting and going further** and engage in a **concept map** using the key concepts of **democracy, decision, impacts, community, processes, systems, skills, strategies, rules, laws, function and lives**, identifying how they are connected. From this dialogue, we will identify any further wonderings we have about our compelling question.

As part of **taking action**, we are looking back at an opportunity during the finding out phase of inquiry around **the healing tree** that Murrundindi share with us. We are going to consider a **place or space** we could use to **help us make decisions**. We will consider the aesthetics of our school grounds to think about a special place that would assist us and help us **process** a decision. After considering and reflecting on a space or place that helps us with our decision making we will consider **strategies or skills** that we can use to help us make decisions. We will make our thinking visible through drawings and words using the key thinking move **reasoning with evidence**.

As members of a Catholic Dialogue school we will have time and opportunity to consider aspects of the Easter story. Through reading numerous biblical stories related to Palm Sunday, Holy Thursday and Good Friday we will consider their meaning in the Catholic tradition and consider new layers of meaning.

As **mathematicians**, we are continuing to **find out** about the mathematical thinking concept of **fractions and decimals**. As **thinkers**, we are **experimenting** with different resources such as folding paper and fraction walls to build our understandings around the **key ideas of unit fractions, comparing fractions and equivalent fractions**. We are also using **digital resources** to consolidate our understandings, such as **Rainforest Maths and ABC Education** (<https://www.scootle.edu.au/ec/viewing/L2801/L2801/index.html#>). We will use the thinking move **reason with evidence** to justify our thinking as we identify what we are noticing.

As **literacy learners**, we are **tuning in and finding out** about **strategies** we can use to **spell unknown words** in our writing pieces. Some of the strategies include **breaking words into syllables, adding prefixes and suffixes to a base word and using the origins of a word** (etymology). As **readers**, we are focusing on **identifying the author’s purpose** of a text.

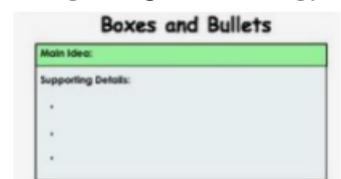
Leadership Centre

Year 5/6 Learning Spaces

This week we will be organising some learning opportunities in our Home Learning book for the holidays and will bring this home on Friday. During the holidays we will be able to engage in a variety of these learning opportunities related to Mathematical Thinking, Reading and Writing. We will also be able to engage in some NAPLAN practice questions.

As **readers and writers** we will have **time and opportunity** to **engage in reading and listening** to a variety of **texts** including our **personal books, chapter books** borrowed from school, **home recipes, news articles** of interest to us on the **Kids News website** <https://www.kidsnews.com.au/> and **picture books, film clips and author interactions** found on **Story Box Library**.

<https://storyboxlibrary.com.au/>. As **curious learners and researchers** we will be able to **select, navigate, read and view texts of our own choice and interest** from the different **storytellers and short films**. When reading **factual texts** we will be able to **document our thinking** using the strategy, **Boxes and Bullets**. This will assist us with our **notetaking** and help us to **determine what is important when reading** as we refer back to **main idea**. This **strategy** will also **support our comprehension** of texts. The process involves us **viewing, reading** and then **writing a main idea in a box**. As **critical thinkers** we then **document three supporting details** and



use **dot points** to write those below our main idea. We will be able to use the information we have documented to write some factual texts.



As **curious mathematicians** we will **engage** in the thinking move **reasoning with evidence**, through the thinking routine, **Claim-Support-Question** as we **explore** a variety of **word problems** from **Maths Games** and **Maths Olympiad** and **engage** in an **interactive website**. We will have an **opportunity to investigate** a variety of activities and games on the **interactive** and **educational websites** <https://toytheater.com/category/math-games/> and <https://nrich.maths.org/primary>. Some of us will need to continue to **develop fluency** with our **multiplication tables** so we will be given a **variety of multiplication number sentences** to assist our **automatic recall and fluency** through the game 'Goodies and Baddies.' As part of **Measurement and Geometry** some of us will **engage** in **plotting points on co-ordinate grids** to **consolidate our mathematical understanding** in relation to **Location and Position**.

As part of our **Home learning** we will also bring home some **NAPLAN questions** from previous years. This will **provide us with an opportunity to engage** in some **Mathematical Thinking, Reading and Conventions of Language questions**. We are also able to **access the public demonstration website** to **familiarise ourselves with the types of questions and features** in the **Year 5 and Year 7 NAPLAN Online tests**. <https://www.nap.edu.au/online-assessment/public-demonstration-site>

Visual Arts Learning

"We do not learn from experience, we learn from reflecting on experience." John Dewey

Reflect – I can think, talk and write about my artistic process

As **artists**, this term we have **viewed** artworks by a variety of artists **observing** their use of colour and techniques to **communicate** their ideas.

As **inquirers** we **explored** different techniques for painting and colour mixing, both in the traditional way with a brush and in the pointillist style by placing coloured dots side by side and letting the eyes blend the colours. We also **discovered** that many tools can be used for painting such as cotton buds, forks, different types of brushes, leaves, sticks and our fingers.

As **thinkers** we now take the time to **reflect** on our artmaking and consider what have been our strengths and challenges. Have we been **open** to new techniques and shown **persistence** as we face **challenges** and work towards **solving problems**. We honestly **assess** our learning and begin to **envision** our next steps.



Visual Arts Focus Group

In the Visual Art Focus Groups this term we have been following student interest and wonderings about realistic drawing and how to make artworks look 3D. We began by experimenting with shading and creating tone on spheres and shapes. We stretched and explored our understanding of different drawing techniques including observation drawing and contour drawing. We have been using the school grounds and gardens for inspiration.



Japanese Learning

This week students in **Foundation, Year 1** and **Year 2** have continued to explore **words for family members** in Japanese. As **thinkers** we have focused on the words for “father” and “mother” and have **made our thinking visible** through using **sounding out to identify the missing sound** and **hiragana symbol** in the words. As **collaborators** we have followed the teacher as we have **learned to write these hiragana symbols** into the words using stroke order. We have then illustrated what the words mean.



As **learners** and **inquirers** students in **Year 3** and **Year 4** will continue to explore **how to make simple statements which identify each family member** in Japanese. As **thinkers** we will engage in **activating prior knowledge** about how to use the word **です** (desu) “it is” to construct these statements. We will then **make our thinking visible** by writing about our family using this sentence pattern and illustrating what we have written.

As **learners** and **inquirers** students in **Year 5** and **Year 6** will continue to **explore sentence structures** which we use to **state who is in our family**. As **thinkers** we will **consolidate** and **expand** our **understanding of grammatical structures** which **support our ability** to do this.

Japanese calligraphy focus groups

As **learners of a character language** we have engaged in Japanese calligraphy focus groups. Japanese calligraphy is called “**shodo**”. We engaged in being **persistent** as we focused on **writing kanji characters** for numbers one to five using **stroke order**. We **noticed** that stroke order shows us **where to start** writing each stroke and which **direction** to write in.



I notice the brush feels a lot different. **Gianne**

I learned how to hold a brush and how to write numbers using ink and a brush. **Rita**

I discovered that you have to hold the brush for kanji calligraphy differently so you don't make a mistake. **Massimo**

Sustainability Learning

Our Sustainability Leaders enjoyed an interactive and informative day out at this year's Flower and Garden Show 2022 held at Melbourne's own exquisite Exhibition Building in Carlton.



Students were inspired to explore the world of pollinators, their role in the garden and for the health of our planet. As **collaborators**, students were **active listeners** to the presenter of “**Bee inspired**” whilst **engaging in dialogue** with many wonderings they were **curious** about whilst taking a **close-up** look at a beehive. Examples of great questions asked - How many Queen Bees are there in one beehive? How long does a Queen Bee live? How can you tell a Queen Bee apart from a worker bee or a drone? How much honey does a bee make in one day?



“**The Sustainability space**” was another area we visited. As **thinkers** our students looked into healthy waste habits and creative ways of reusing and recycling materials around the home, in the back yard and around our learning community.



“**Interactive Indigenous Children's Plant A Seed / Bushfood session**” at the Beyond Blue Charity Garden, presented by CERES was where children engaged in role play where everyone used their creativity to pretend they were a seed, fed from the sun and food to grow healthy. Children were then asked to make a temporary pot from newspaper, fill it with soil and plant seeds of a surprise plant.



We had the opportunity to observe a wood carving demonstration at the “**Arts & Sculpture Precinct**”.

Our **curious** learners watched as a Feijoa Scoop was being created out of a log of wood with a small carving knife. We also noticed a large sculpture of a dragon playing an instrument made out of lawn mower parts. It was incredible!



Students at the **Victorian Schools Garden Program** planting their lettuce



I was **open minded** when learning about bees and plants. Henry

I was a **researcher** when finding out new ideas on how to plant, recycle and reuse plastics labelled #5. Onella

We were **resourceful** by using the materials provided, such as the newspaper to make a pot to plant our seeds. Monica

We were inspired by bees and we **discovered** the Queen Bee can live up to 5 years. Jayda

We were **respectful** listening to the information about bees. We discovered that the Queen Bee can lay between 1,500 - 2000 eggs per day during summer. Onilla

I was **curious** when finding out about bees and planting the lettuce. Patrick

We were **respectful** when watching the spoons being carved from wood and handling them carefully. Christian

We were **responsible** by staying together in our group. Lucas

We were **researchers** when we were finding out about bees and how to recycle. Vivien

We were **communicators** by listening and asking questions to presenters. Ruthresh



Stephanie Alexander Kitchen Garden Learning

As **researchers**, some of us **investigated** ways in which to use the abundance of vegetables we harvested.

We decided to make Beetroot Relish and Tomato Chutney, Our recipe needed 650g of Beetroot. We weighed all of our beetroot and concluded that we need to increase our quantity. In fact 9 times more! We **collaborated** together, **took turns** and carefully measured 9 times more of all other ingredients. We used the strategy of double, double again and kept doubling until we were close to our target number. Some of us used a number line to visualize how many jumps it took to get to 5856 grams from 650g. We named and noticed the various stages and changes to the food to get to the final stage of placing the Beetroot Relish and Tomato Chutney in preserving jars.

Making Tomato Chutney

On the 31st March I had an opportunity to collaborate with Mrs Sabato and Mrs Bernadette and a group of children from Year 3/4 and Year 5/6 to make tomato chutney. What interested me were the ingredients and what makes me say that is I have never seen a recipe using all these ingredients. The ingredients were tomato, apple, muscovado sugar (we just used brown sugar) and red onion and apple cider vinegar.

When I helped make tomato chutney some things I was responsible for were to chop tomatoes, cut apples, pour brown sugar into the pot and wash the items we used such as chopping boards, colander and a few bowls.

I was most interested in cutting and what makes me say that is when I cut I learned a new strategy called bridging. Bridging is when you hold your hand above what you are cutting in an upside-down U shape and cut.



An agreed way I did well was point the knife down what makes me say that is when you hold the knife you need to hold it pointing down so it does not hurt anyone.

I **discovered** that when you hear a popping sound while opening a jar that means you opened a vacuum seal and that's why when you open them it only stays good to eat for a while longer.

I used the disposition **curious and** what makes me say that is when I was helping cut I had to be curious to find more efficient ways to cut and I was **persistent** and eventually I found a really efficient way to cut where I had to hold the top of the knife and push it down and it would cut really fast.

Before placing the tomato chutney in jars we had to put it in a pot and let it cook it for 3.5hrs-4hrs.

When Mrs Sabato took out the jars she placed them on wooden boards so she could place the tomato chutney in them.



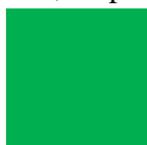


Cyber Safety

What happens on social media stays on Google FOREVER



Foundation - Year 2 students have been engaging in learning using laptops to develop their skills in logging onto a laptop, accessing different programs such as Microsoft Word and Microsoft Publisher. Some students are focusing on using the mouse to create and modify shapes and objects. Others are creating saving files in their folder and aiming to locate them independently. Below is an example of an Indi course recreated on Microsoft Publisher. We are also continuing to exhibit the learning assets of **Thinking** and **Collaboration** in how we look for similarities and differences between objects, making connections between ideas, helping each other in different ways and sharing our ideas with others.



In **Year 3/4** we will be continuing to engage in our learning about our online decision making, its impact on us and on others. We are looking at how our decisions can make other people feel and what are the factors in our decision making process when online and in real life. As part of this we will demonstrate the learning assets **Thinking** and **Collaboration** when we think about how someone else might be feeling or thinking, thinking about the potential consequences of actions, respecting other people's points of view and sharing our views respectfully.

In connection to their inquiry learning with the **Out of Eden Walk Year 5/6** students will be engaging in learning about what is and is not appropriate to share online with others, particularly those we do not personally know. In this we will be analysing photos and deciding whether it is appropriate to share or not. During these learning opportunities we will display the learning assets **Thinking** and **Self**

Manager in how we talk about our thinking strategies, give reasons to explain our thinking, take risks and challenge ourselves and to support ourselves when uncertain or challenged by a learning task.

Parent Webinars/Resources

There are a number of videos, factsheets, audio clips and other pieces of information to be found at <https://www.esafety.gov.au/parents/resources#videos>. There are resources for all age groups from Foundation to Year 6.

In term 2 there will be further opportunities to engage in webinars through eSafety, details will be provided when they are available.

Performing Arts Learning ~ Music

“The true beauty of music is that it connects people.

It carries a message, and we, the musicians, are the messengers.” – Roy Ayers

As *collaborators* Foundation – Year 2 musicians we will listen respectfully to each other while we engage in making music as a group. We will use the learning disposition *courageous* as we perform different rhythms using body percussion and rhythm sticks. This week we will continue to practice the difference between beat and rhythm while engaging in the musical game Bee Bee Bumblebee. We will also continue to explore pitch by trying to recognise, sing and match pitch for two different notes. Sol and Mi.



Year 3 /4 will practice singing and matching pitch for the musical notes Sol, Mi and La. Building our knowledge of these notes will help us make further connections to the songs we are singing and playing. Our learning will require the learning asset *self-manager* and the learning disposition *courageous* as we will take risks and challenge ourselves as we continue to practice our routines for using instruments safely and responsibly in the music learning space

Our Year 5/6 musicians will be required to consider the learning disposition *courageous* as they practice aural training to help us match pitch and develop tuneful singing. We will be practicing Crotchet and Quaver beats and using them to start and compose our own music. As *self-managers* in year 5 - 6 we will take risks and challenge ourselves as we continue to practice our routines for using instruments safely and responsibly in the music learning space.

A number of the Year 3 – 6 children learning the Ukulele have had an opportunity to play at whole school prayer over the past few weeks. This week the students will start to explore some more chords that are part of the key of C major, this will allow us to be creative and experiment with putting different chords together as we begin to compose our own songs.



Physical Education

“Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.” Victorian Curriculum



Foundation – Year 2 students will be practising many different fundamental movement skills, object control skills and aiming skills through a play based circuit. Students will also focus on their locomotor movements (how they can move their body from one point to another) as they are introduced to a fast pace activity that incorporates both locomotor and fundamental movement skills in one. As **Collaborators** students will discuss how they can effectively work together with one another.

Year 3/4 students will also be practising their fundamental movement skills particularly the overarm throw and be applying these as they engage in play based learning activities. As **learners**, students will be practising the correct sequence when performing this skill and will be learning to throw with accuracy as they engage in games which will require them to think tactically.

Year 5/6 students will apply all of the new skills that they have learnt this term around Striking and Fielding sports and apply them in a hybrid type striking game. Students will make connections between all of these games which have been incorporated into one game and talk about the key concepts associated with 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.

Alyssia - I learnt that when hitting with a baseball bat, I need to start with the bat low and finish with it high so that the ball goes up in the air,

Esther - The bat needs to finish over my opposite shoulder, this is called a follow through.

Natasha - I learnt that when I hit off a batting tee, where my left shoulder is pointing is the direction where the ball will travel to.



Community News

Mercy College, Coburg

Enrolments for Year 7 2024 are now open. For further information please contact the college on 93199299 or registrar@mercycoburg.catholic.edu.au to commence the enrolment process. If you have not applied for a position in 2023 but would like to make a late application, please contact the Registrar as applications are being finalised.

Term Two Dates 2022

Tuesday 26th April

Friday 20th May

Friday 24th June

Term Two begins

School Closure Day – Staff Professional Learning Day

Term Two 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.



KOLBE CATHOLIC COLLEGE
www.kolbecc.catholic.edu.au

**REGISTER
NOW**

**CODING
FOR KIDS**

**TERM 2
2022**

AFTER SCHOOL PROGRAM FOR CHILDREN IN GRADE 4, 5 AND 6

Technology is ever more the future so let's get our young generation ready!

In this after school program, students in Grades 4, 5 and 6 will learn basic programming concepts in the form of fun, hands-on projects .

This is a 4 WEEK program commencing Tuesday 10 May 2022.

DATES:

Tuesday 10 May 2022
Tuesday 17 May 2022
Tuesday 24 May 2022
Tuesday 31 May 2022

TIME:

4.30pm - 5.30pm

REGISTER ONLINE NOW

<https://www.trybooking.com/BXUNI>

BOOKINGS ARE ESSENTIAL

**THERE IS NO COST FOR THIS
PROGRAM**

LOCATION: Kolbe Catholic College, **Building B**, Lysterfield Drive GREENVALE 3059

For more information contact Kolbe Catholic College on 8339 3060



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