



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

May 2nd 2022

To All In Our Learning Community,

The season of Easter continues as the journey that begun on Ash Wednesday some months ago, stretches on towards the celebration of Pentecost on June 5th. For Christians it is a journey that began amidst the darkness of preparing to remember the crucifixion and turns to the light and hope of the resurrection of Jesus from the depths of the tomb. Hope in the resurrection of Jesus lies at the heart of Christian faith. As part of Faith and Life inquiry, our Whole School Scripture comes from Luke's account of the resurrection (24:1-11) which you will find at the end of the newsletter. I encourage you to read it with your family and engage in dialogue about what the Christian story of the resurrection might mean for you today.

In Luke's gospel, the author describes how it took time for Jesus' followers to realise the truth to his words, "...the Son of Man had to be crucified, and rise again on the third day..." The author writes of the women needing to be reminded of Jesus' words and the disciples not immediately believing their story to be true. It seems in their witness of the suffering and death of Jesus, prevented them from being able to be witness to the light and hope of the resurrection.

In our own lives, there may be events that prevent ourselves from being able to be witness to the resurrection. The challenges that life brings may at times prevent us from being open to the presence of God. It can be easy to feel that the world today remains in the dark however as Fr. Brendan Byrne S.J. writes, "Faith in the resurrection requires a lot more than the discovery of an empty tomb."

To discover meaning in the Scripture we need to spend time questioning and wrestling with the text to discover what possible meaning it might have in our own lives. When we read Luke's story of the resurrection today, how might we interpret the Easter message? How might we invite others to consider the meaning the Christian story in their own lives? How might we take up the invitation discover Christ's presence in the world today, beyond the empty tomb?

Kind regards

Amy

This Week's Happenings

Monday 2nd May

Year 5/6 Camp – Lady Northcote

Tuesday 3rd May

*Year 5/6 Camp – Lady Northcote
Professional Learning - Reporting*

Wednesday 4th May

*Year 5/6 Camp – Lady Northcote
Professional Learning ~ Faith and Life Inquiry*

Thursday 5th May

Friday 6th May
Mother's Day Stall

Welcome ACU Students

We welcome two student teachers from Australian Catholic University. Miss Olivia Siracsua (3/4 2) and Miss Jessica Habci (LS5) will be with us completing placements as part of their teaching degrees.

Welcome Olivia and Jessica!

Year 5/6 Camp

This week Monday 2nd May until Wednesday 4th May our Year 5/6 children are attending camp at Lady Northcote Recreation Camp, Glenmore (near Bacchus Marsh).

Mother's Day Stall

This Friday May 6th the Parents and Friends group will be running a Mother's Day Stall. All children will be given the opportunity to purchase a gift for their mother or any other special person in their lives. All gifts cost \$5.00.

First Eucharist Preparation and Celebration

Please take note of the following dates for Sacramental preparation. If you are new to our school community or have not responded to the note at the end of last year, please contact Mrs. Amy Leahy via the school or email amy.leahy@motherteresa.catholic.edu.au if you wish your child to make either their First Eucharist or Confirmation in 2022.

Eucharist Child/ Parent Workshop

Date: Monday 9th May, 2022

Time: 7.00pm

Venue: Online facilitated by Maria Forde

(A link for Google Meets will be forwarded soon via your child's email)

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 Closure Day

Staff will be engaged in professional learning with CERES and MACS on **Friday 20th May, 2022.**

There will be no school for children on this day.

Learning Diversity

From Diagnosis to OAM – A Personal Autism Journey

“Happiness is not a destination. Happiness cannot be bought, sold or traded. Happiness is the gift of the journey”.

A fantastic opportunity has arisen for those who are interested in learning more about Autism or have an Autistic child, to attend an in-person event this month in Melbourne.

Presented by Daniel Giles OAM and his father Daryl, this event will discuss Daniel’s journey from diagnosis to present day. Daniel has been speaking at professional development events, to health care workers, educators and families since the age of 13 and has a unique ability to give a clear insight of life as an Autistic individual, along with strategies that have helped him with his quality of life, enabling him to achieve great things.

Alongside Daniel will be his father Daryl, who will be speaking from a parent’s perspective.

Join Daniel and his father Daryl to hear about his truly inspiring journey, on Wednesday 11th May 2022 in Melbourne. Follow the link [to book tickets](#)

Rapid Antigen Tests (RAT) – 4 weeks

Every child at Mother Teresa PS will be provided with Rapid Antigen Tests (RAT) to enable parents to test their child/ren twice a week – we suggest this occur on a Tuesday and Thursday.

Students and staff will do the tests at home; they only need to report their result if it is COVID-positive.

They must report a COVID-positive result to:

- the school by phone, Skool Bag App or email info@motherteresa.catholic.edu.au this is so that we can support students, record that they will be absent while in 7-day isolation, and let the rest of the school community know there has been a positive case onsite and that they should monitor for symptoms;
- the Department of Health via the [COVID-19 Positive Rapid Antigen Test Self-Reporting Form](#) or call centre on [1800 675 398](tel:1800675398).

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

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;
- maintaining strong hygiene practice (Melbourne Archdiocese Catholic Schools Ltd)

Parents & Friends News

Easter Raffle

Thank you to our Parents and Friends who organising our Easter Raffle at the end of the term. With 10 egg and goodie hampers it was great to see the excitement as the prizes were drawn. Congratulations to all our winners. Thank you all those who supported this fundraiser.

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

Foundation – Year 2 Learning Spaces

"Inquiry teachers want their children to be questioners – to be curious, risk taking, wondering learners who are thirsty to find out, critique and explore the world. When we provoke, stimulate and sustain curiosity, students are more naturally inclined to wonder and articulate questions for further investigation." Kath Murdoch 2015

Our Faith and Life inquiry compelling question this term;

"What makes it move?"

- The way objects move depends on a variety of factors including their size and shape.
- Objects are made of materials with different properties.
- A push or pull affects how an object moves or changes shape.
- We can use our knowledge of materials and movement to design or change objects to solve a problem.

We have **activated our prior knowledge** about our **compelling question**, **"What makes it move?"** and shared our first thinking with each other. As **curious learners** we documented wonderings we had around how different things move. There are five questions that we have picked and will inquire into and become experts about:

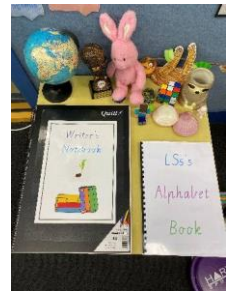
- How does the natural environment move?
- How does the earth, sun and moon move?
- How do our human bodies move?
- How do toys and transport move?
- How do animals move?

As **scientists** and **researchers** we will begin by documenting our theories about how different things move and using the thinking routine **what makes me say that** to **justify** our thinking. We will have time and opportunity to **observe** a provocation to extend or change our theory.

As people of a Catholic faith community, we are **tuning in** to the **season of Easter** through the resurrection narrative from Luke 24:1-12. We will have time and opportunity to listen to and read the Scripture during Whole School Prayer. We will use the **visualisation** reading strategy to share and make our first thinking visible about the resurrection. We will reflect on our first thinking and make connections to the artwork by **Sieger Koder** that we **observed closely** last week. As hermeneutical learners we will continue to consider how we are **interpreting texts and symbols**. We will think about how our interpretations help us to find meaning about the Scripture in our lives today.

As **readers**, some of us will explore a range non-fiction texts in connection to our compelling question, **"What makes it move?"** We will continue to notice the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We will use the thinking moves **questioning, summarising** and **making discoveries**. Through the lens of scientists, we will make connections to how we transfer our literacy skills as readers and writers in Faith and Life inquiry.

We continue to develop our skills as writers through engaging in writing conferences. We use seeds on our seed tables in learning spaces to spark thinking. Our thinking then becomes our writing. We are all encouraged to bring in seeds when we find something that sparks our **curiosity**. Seeds could be an interesting leaf we have found, a ticket from a movie or a souvenir from a holiday. As writers we use seeds to help us create our writing.



We are **tuning** in to the concept of **Time** as mathematicians. We will activate our prior knowledge by sharing what we already know about clocks, days of the week, months of the year and seasons. We will have time and opportunity to engage in various opportunities to timetable our week, look at and read calendars, learn how to read o'clock, half past and quarter past and quarter to. By the end of year 1 it is expected that children **are able to read o'clock and half past times**.

Bridging Centre

Inquiry learning means learning in different ways and often with different people" (Kath Murdoch, 2015)

As part of our **Faith and Life Inquiry** this term, our compelling **question** and **understandings** are:

Compelling Question:

How does science influence our connection with food?

Understandings:

- Conditions in the environment can affect the production and availability of the food.
- Natural and processed foods have a range of properties and their properties can influence their use.
- A change of state can be caused by various actions including adding or removing heat
- The way we produce, consume and dispose food can have negatives consequences on people and the environment

As **inquirers**, we are **applying our knowledge** of the **split screen** approach by focusing on the following **learning assets** and **skills**. While exploring our questions and building our knowledge of the understandings we are being researchers and communicators and identifying how we can demonstrate the skills and dispositions.

Learning Assets:

As a **researcher**, I can design a fair test

As a **researcher**, I can document my observations accurately

As a **communicator**, I can use scientific language to explain my thinking and learning

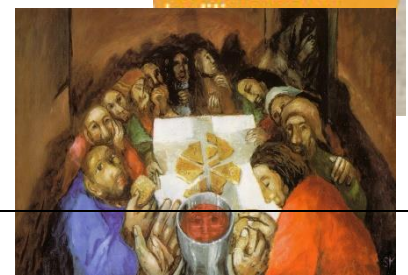
As **writers** and **inquirers**, we are **collecting 'seeds'** that **appeal** to us and **interest** us. As a **shared seed**, we will use the **Cacao pod** as part of our **Faith and Life Inquiry** to unpack – what we **notice**? What it has us **thinking** and our **wonderings**. As part of our writing practice, we will **identify purposes** for writing as we **shape our thinking into purposes**. We will have **time** and **opportunity** to select one of those purposes and **engage** in independent writing. As **self-managers**, we will continue to **seek support** and **feedback** and **engage** in **self-check** and **peer-check** during and/or after our writing.



As a **Catholic Dialogue School**, and as part of **tuning in to the Sacrament of Eucharist**, we will have **time** and **opportunity** to use the **key thinking moves activating prior knowledge** and **questioning** to document our **first thinking**. As **hermeneutical learners**, we are using the prompts *reflecting critically* and *entering into critical dialogue with the Catholic*



faith tradition. We will **view** an **image** by artist **Sieger Koder** and as **thinkers**, engage in the **thinking routine 'See, Think, Me, We'** – a



routine for connecting to the bigger picture. We will **look closely** at what we **notice**, **consider** the **Christian story** that is being told, **make connections** between the artwork and ourselves and connections between the artwork the world. We will **apply** the **skill** of **documenting** our **observations accurately** as part of **making our thinking visible**.

Leadership Centre

"I hear and I forget. I see and I remember. I do and I understand" (Confucius, 1960)

At **Lady Northcote Recreational Camp** as **communicators** and **collaborators** we will be engaging in different group learning experiences to help us **find out** and explore our **wonderings** and **predictions**. We will be **curious**, **open minded**, **courageous**, **resourceful** and **think critically** when working in **our teams** to **collaborate** and engage respectfully and responsibly in the activities we are in.

We will be **listening carefully** and **following instructions** when engaging in the different outdoor activities we will be engaging in including the **Giant Swing**, **Archery**, **Low Ropes**, **Frisbee Golf** and **Mountain Biking**. We will be **observing**, **collaborating**, **reflecting**, **listening to instructions**, and **taking photos**.

As **mathematicians** and **inquirers**, some of us will a grid reference system to describe locations. We will **describe routes** using **landmarks** and **directional language**. **Geographers** use **mathematics** to help **answer questions** about the locations of different and to help them **read** and **interpret maps** to help where their next location/activity is.

As **mathematical thinkers** we will be **finding out** our **predictions** including the **distance** and **time** it get to camp from Mother Teresa Catholic Primary As **inquirers**, as **part of finding out** and **sorting out thinking** we will engage in the thinking routine **Support Question**. This routine helps us to develop thoughtful interpretations by encouraging us to **with evidence** and **explore strategies to justify our responses**. We will interpret our Claim prior to from camp and we will reason and reflect on this we commence our journey to camp. We will find out the exact **kilometres** it took us to get to camp by using the **odometer** on the Bus and find out the time it took using a timer. When reflecting on these claims we will **interpret** and **identify** why our data we collected may have been different to what we had originally predicted and **reasoning with evidence** using the **thinking routine**, 'What makes me say that?'

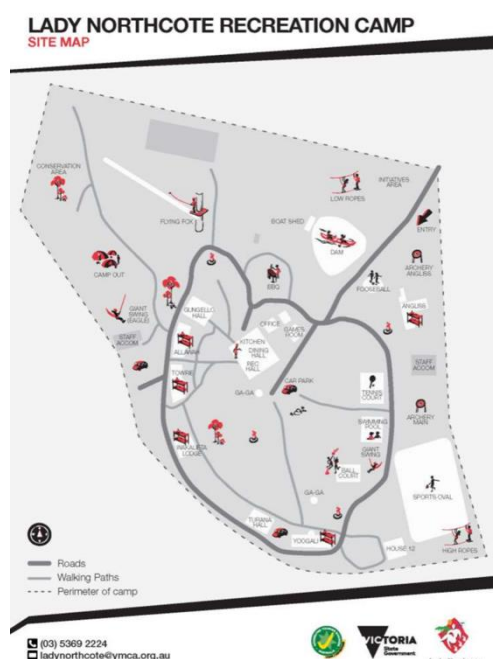
Visual Arts Learning

"Art should be born from the materials." Jean Debuffet

Foundation – Year Two - Construction

As **researchers** we explored a variety of materials on our collage trolley including recycled materials. We also **explored** different techniques and skills required for construction. We discussed:

- Effective methods for joining boxes together and how to cover cardboard boxes so that our final creative projects are a little more professional.
- How to use a stapler safely and correctly,
- How to find the end of the sticky tape roll,
- How to cut around a shape by turning the paper and not the scissors



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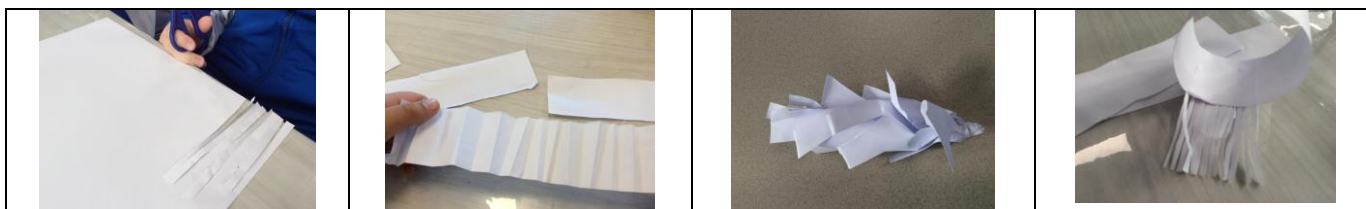
- What can be made with icy pole sticks
- What can we do with paper?

We **found out** that paper can be cut, bent, twisted, fringed, rolled, folded and attached to other objects. After **gathering information** we had the opportunity to **plan** our construction projects and think about materials and tools we might need.



Year 3 – 4 - construction

As researchers we explored what can be done with paper and how these can be used to create paper sculptures. We also explored how other materials such as icy pole sticks and paper rolls can be used for construction.

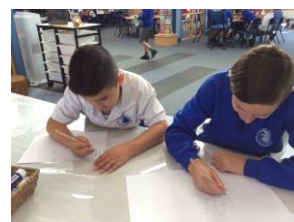


Year 5 – 6 - Collage

As researchers we explored the collage techniques of *Chigirie* which is a Japanese torn paper style of collage and photomontage. As inquirers we thought about how we can use these techniques in our own art making.

After gathering information on techniques, skills and materials we planned our collage projects based on the following:

- **Think about the environment and what it means to you.**
- **Think about the art elements and the principles you might focus on.**
- **Plan a collage taking inspiration from the environment. Consider the fragility, hope, and beauty of our planet and how your message will be conveyed through your art.**



Japanese Learning

In **Foundation**, **Year 1** and **Year 2**, we will **activate prior knowledge** about **words for family members** in Japanese. As **communicators** we will sing “The Father Finger” song in Japanese. As **thinkers** we will engage in being **translators** as we **identify words in the song which we already know** and **share what we think they mean** in English. We will then explore what the word “mother” looks like when **written in hiragana symbols**. We will practice copying this word as we continue to make a Mother’s Day card.



As **communicators**, in **Year 3** and **Year 4** we will focus on providing our name using the sentence structure **____です (____desu) or “I am ____”**. We will then practice **responding to the question**

おなまえは？ (Onamae wa?) or “What’s your name?” using the sentence structure. We will **make our thinking visible** by using Japanese name cards to practice asking and responding to this question. As **learners** and **inquirers** students in **Year 5** and **Year 6** will continue to **explore counting words for people** in Japanese. As **communicators** we will practice stating how many people are in our family with the statement かぞくは_____人います (kazoku wa _____nin imasu) or “There are _____people in my family.” Once we have consolidated this we will then practice **asking and respond to the question** かぞくはなんん人いますか (kazoku wa nannin imasu ka) or “How many people are in your family?” As **thinkers** we will **make our thinking visible** by recording what we find out about how these questions and statements are structured in Japanese. We will focus on our understanding of how questions and statements are similar and different in Japanese.

Sustainability Learning

As **researchers** some of our **Foundation – Year 2** children **tuned in** to the season of Autumn. We used the **thinking routine, Think, Pair, Share** and engaged in **dialogue** about Autumn. We dialogued using questions such as, ‘What does Autumn look like? Feel like? What colours come to mind?’ We shared our first thinking with each other and **observed** our own beautiful garden, near the oval, using the **thinking move noticing**. Children had **time and opportunity** to document and sketch their own observations.



As **Collaborators** some of our **Year 3 - Year 6** children observed our school grounds and noticed that there was weeding and tidying of our garden beds and other spaces around our learning community. “I was **responsible** by doing my part to help our environment” Lucas



Cyber Safety

If you think you know-it-all about cybersecurity, this discipline was probably ill-explained to you.
— *Stephane Nappo*

Below is a list of websites that contain a great deal of information about staying safe online.

- <https://www.esafety.gov.au/parents>
- <https://www.esafety.gov.au/>
- <https://www.esmart.org.au/>

- <https://www.esafety.gov.au/kids>
- <https://www.esafety.gov.au/parents/resources#videos>.

The following links are to videos you can watch with your children, we have watched them as part of our learning about being safe online

- [Swoosh, Glide and Rule Number 5](#) (Foundation to Year 2)
- [Hector's World - Your personal information online](#) (Foundation to Year 4)
- [Hector's World - Computer security](#) (Foundation to Year 4)
- [Hector's World - Cyberbullying](#) (Foundation to Year 4)
- [Cybersmart Forever](#) (Foundation to Year 6)
- [Cybersmart Detectives](#) (Foundation to Year 6)
- [Cybersmart Hero](#) (Foundation to Year 6)

In Term 2 there are two free Parent Webinars on **Parental Controls** and **Safer Online Gaming** being run through **eSafety**.

Webinar	Date and Time	Registration Link
eSafety's Guide to Parental Controls <ul style="list-style-type: none"> - Setting up devices and apps for children ages 4-13 - The benefits and limitations of parental controls - How to safely set up iOS and Android devices - How to safely set up popular games and apps, like YouTube and Roblox - Family tech agreements and other parenting strategies 	Tuesday 10 May 7.30 - 8.30 pm Thursday 19 May 12.30 – 1.30 pm Tuesday 31 May 12.30 – 1.30 pm	https://register.gotowebinar.com/rt/8442552073867182349
eSafety's Guide to Safer Online Gaming <ul style="list-style-type: none"> - Help kids stay safe by learning about the benefits and risks of online gaming. - Designed for parents and carers of young people aged 8 to 13. 	Thursday 9 June 12.30 - 1.30 pm Friday 17 June 12.30 – 1.30 pm Tuesday 21 June 7.30 – 8.30 pm	https://register.gotowebinar.com/rt/4934585514215344653

Digital Technologies

In years Foundation - 2 we will be **continuing** using the **indi robot** with new a **challenge card**. We will need to be **thinkers** as we **identify** which **colours** we will need to use to get our **indi** to the end of the new **challenge card**. We will be **responsible** with our **resources** and **handle** the **indi** and the **materials** for it **gently**, and keep our **learning area organised**.

In year 3/4 we will be **exploring the different functions** of **PowerPoint** such as **adding transitions** and **backgrounds** to our **slides**. We will add new **information** about the **Lego WeDo 2.0** creation we made last week by **inserting pictures** and **videos** into our **documents**.

In year 5/6 we will be **continuing to developing** our **ideas** for the **RoboCup Lego Spike Challenge**. We will use our **computers** to **draw** our **ideas** and **label** them as a **diagram**. We will **insert** these **diagrams** into our **document** so we can **observe** at them as we **build** next week.

You can find out more about the **Lego Spike Challenge** at this website:

<https://www.robocupjunior.org.au/spike-challenge/>

Performing Arts Learning ~ Music

"Music can change the world." Ludwig van Beethoven

As *collaborators* in year Foundation – 2 we will look after and share musical instruments with others as we play and practice the musical notes C, D and E. We will also practice using the musical language solfege and the matching Curwen hand signs for these three notes, *Do, Re and Mi*. Using the hand signs and solfege to play and practice these notes will help us to develop a strong sense of pitch and help us to sing in tune with the music and each other. We will need to use the learning disposition *courageous* as we sing play and perform together.

As *self-managers* in year 3 – 4 we will take risks and challenge ourselves as we play and practice the musical notes C, E and G. We will first practice these notes using solfege and the matching hand signs to help us develop our sense of pitch. We will also practice these notes using chime bars and practicing to read the notes on the treble clef as we play them.

As *collaborators* in year 5-6 we will look after and share musical instruments with others as we play and practice the musical notes that make up the C major scale. We will consolidate our understanding of all eight notes including the solfege and matching Curwen hand signs. We will then begin to explore the lines and spaces of the treble clef and how we can use it as a tool to document the different notes as we start to explore composing our own music.

Physical Education

'The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes.' – Victorian Curriculum

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

Foundation to year Two students will be practising their object control skills, with a focus on kicking through a play based kicking circuit. Students will focus on the correct movement sequence when kicking for distance. The skill will be broken down into smaller components of the kick as the students learn this sometimes difficult skill.

Year Three and Four students will continue to investigate the category of sports known as ***invasion sports***. Through their learning, students will play small sided games and be asked questions about the games and the tactics used to be successful in them, students will then make connections about tactics which are similar in other invasion style sports. The key components that students will be focusing on is moving into the open space to receive a pass and drawing the defender to them before making a pass.

Year Five and Six students will also continue to investigate ***invasion sports***. They will continue to play games to develop their tactical thinking and knowledge on defending and attacking. Through their learning, students will focus on three concepts - How to maintain possession and when to pass the ball, moving into the open space away from the defender and drawing the defender to pass to an open teammate.

Term Two Dates 2022

Tuesday 26th April
Friday 6th May
Monday 9th May
Friday 20th May

Term Two begins
Mother's Day Stall
First Eucharist Workshop with Maria Forde (online)
School Closure Day – Staff Professional Learning Day

Saturday 21st & Sunday 22nd May
Sunday 19th June
Friday 24th June

Eucharist Sign up and Presentation Weekend
First Eucharist 1.00pm Our Lady's Church, Craigieburn
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.

A reading from the holy Gospel according to Luke (24:1-12)

On the first day of the week, at the first sign of dawn, the women went to the tomb with the spices they had prepared. They found that the stone had been rolled away from the tomb, but on entering discovered that the body of the Lord Jesus was not there. As they stood there not knowing what to think, two men in brilliant clothes suddenly appeared at their side.

Terrified, the women lowered their eyes. But the two men said to them, "Why look among the dead for someone who is alive? He is not here; he is risen. Remember what he told you when he was still

in Galilee: that the Son of Man had to be crucified, and rise again on the third day?’ And they remembered his words.

When the women returned from the tomb they told all this to the Eleven and to all the others. The women were Mary of Magdala, Joanna, and Mary the mother of James. The other women with them also told the apostles, but this story of theirs seemed nonsense, and they did not believe them.

Peter, however, went running to the tomb. He bent down and saw the binding cloths, but nothing else; he then went back home, amazed at what had happened.



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