



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

"We have been created to love and to be loved." Mother Teresa
30th May 2022

To All In Our Learning Community,

Today we celebrate the beginning of National Reconciliation week – *Be Brave and Make a Change*. This week provides us with the opportunity to celebrate and investigate the richness of indigenous history and culture. The learning community of Mother Teresa PS is truly blessed with the presence of Wurundjeri Elder, Murrundindi who joined us virtually today. We are most fortunate to have Murrundindi as part of our learning community and for the way he embraces our learning community, as his brother and sisters.

This morning Murrundindi welcomed us to the land of the original inhabitants, the Wurundjeri people through a smoking ceremony. Through our gathering today as a Christian community our prayer highlighted not our differences but our similarities. Too often we highlight the differences between our culture and that of others, rather than the similarities we share as human beings—each one of us in search of meaning. This dialogue is important in a 21st century Catholic Dialogue school.

How might our dialogue with Murrundindi strengthen our own beliefs and understanding? The Catholic Dialogue School is one that engages with the multiplicity of voices with the Catholic tradition as the 'host' partner in this dialogue. The Catholic Dialogue School is one that is hospitable, enabling others to share their faith understandings. It is in and through such dialogue that our own beliefs and understandings are challenged and strengthened. This enables each child and adult, Catholic, Buddhist, Hindu or Sikh with the opportunity to express and understand their faith in a renewed way.

Through our religious learning we hope to bring about an openness to the beliefs of others in light of and in dialogue with the Catholic tradition. As such, we wish to dialogue with others; have an openness to and learning from other religions, cultures and ways of life; and express our understanding of being Catholic today.

Within the life of our patron Mother Teresa of Calcutta we find endless examples of hospitality and dialogue with all people through love and self-giving for others. How might will continue to foster and nurture this within our learning community today?

Kind regards

Chris

This Week's Happenings

Monday 30th May

Reconciliation Week -*Be Brave and Make a Change*

Tuesday 31st May

The Great Book Swap

F /1/2 Excursion to Collingwood Children's Farm

Foundation 2023 Interviews

Professional Learning – Learning Diversity

Wednesday 1st June

Welcome Kath Murdoch ~ Inquiry Planning

Professional Learning ~ Reporting, Wellbeing Network

Thursday 2nd May

Foundation 2023 Interviews

Friday 3rd June

School Advisory Council ~Expressions of Interest

At the request of Melbourne Archdiocese Catholic Schools Ltd (MACS) board, our governing body, Mother Teresa Primary school is establishing a School Advisory Council to support the Principal, Parish Priest and leadership team of the school.

While no expertise is required, the school seeks a range of diverse skills sets to best advise the Principal, united by a desire to provide the best possible Catholic education for our students. The school advisory council is not about individual agendas but a common desire to engage authentically building on contemporary research and practice of 21st learning community. The work of our learning community has been defined and expressed as a Catholic Dialogue school, Community of Inquiry and Culture of thinking.

A balanced membership with parent voice on the School Advisory Council is well placed to advise the Principal about important matters particularly related to the school's ongoing desire to provide the best possible Catholic education for our children.

Therefore we are calling on you to express your interest in being part of the School Advisory Council. If you are a member of the parish or have children in the school, and wish to be part of this exciting development in our school, we would welcome your application in writing to;

The Principal: Christopher Reed principal@motherteresa.catholic.edu.au by **Friday June 9th 2022**.

For a confidential discussion about the role or further information please contact the school for an information pack or principal appointment.

School Photos ~ Wednesday 8th June

Our annual school photos including sibling photos will be taken by Arthur Reed Photos on Wednesday 8th June 2022. **There is no need to return any forms or money to school.**

Unique image codes will be issued to all students on/after photo day so families can register online to view images when they become available in the webshop.

Registration is simple, just follow the 3 simple steps on your child's personalised flyer once you receive it and remember to add the codes for all your children attending this school.

Even if you registered last year, it's important that you do again this year using your child's 2022 image code to link their images for the current year with your contact details.

When images are ready to view and in the webshop, all parents who have registered will be notified by SMS and email.

Once registered, please wait for notification that 2022 images are online to view before making your purchase. Please refer to the information at the bottom of the newsletter for further details.

Rotary Raffle Ticket Return ~ Over due

Pascoe Vale Rotary raffle tickets are now due to be return sold or unsold. All ticket need to be accounted for by the school.

First Eucharist Preparation and Celebration

Please take note of the following dates for Sacramental preparation.

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.

Sick Children

While it is expected that children attend school daily if they are sick they are best kept home until they are well. In the past week we have had a few upset stomachs!

Learning Diversity

Melbourne Source Kids Disability Expo

“All kids need is a little help, a little hope, and someone who believes in them”

When: 18-19 June 2022 – 10am to 4pm Saturday & 10am to 3.30pm Sunday

Where: Melbourne Convention & Exhibition Centre

Cost: FREE to attend, tickets essential (register using button below)

What you can expect to see at the expo:

- Over 150 disability product and service providers under one roof for two days in a COVID safe environment: you'll find information and be able to speak to providers supporting families of children with a range of disabilities including Autism (ASD) and sensory issues such as Sensory Processing Disorder, Down Syndrome, Cerebral Palsy, Vision and Hearing Impairments, and Neurodevelopmental Disorders such as Dyspraxia.
- A line up of performers set to entertain young and old
- A sensory zone to relax in a sensory friendly space
- Fun, sport and chill zones to make it a full and fun day out
- And loads more....

[Register for this event](#)

Child Safe

The learning community of Mother Teresa PS is committed to the wellbeing and safety of all children. Our interactions with all in our community is founded on respect for each person. Within a Catholic community this respect of each individual is rooted in the belief that each person is made in the image and likeness of God.

Over the next eleven weeks each of the Child Safe Standards will be highlighted with examples of how the learning community of Mother Teresa Primary School promotes a culture of child safety.

Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

This week is Reconciliation Week and a most opportune time to focus on child safe standard 1. The Mother Teresa learning community through its ongoing relationship with Murrundindi continues to grow in an understanding of the culture of Australia's first peoples. Through our respectful engagement with Murrundindi we have been entrusted with a number of Aboriginal artefacts that we value. We continue to incorporate learning opportunities that acknowledge and respect First Nations peoples. Through these actions we support and value the cultural diversity of member of our community who wish to identify as a person Aboriginal or Torres Strait Islander descent.

Mini Vinnies – Great Book Swap

The Mini Vinnies team are holding the Great Book Swap tomorrow - **Tuesday 31st May**. This Reconciliation Week, we aim to raise awareness of the literacy gap that exists for Indigenous Australians, as well as collecting donations through the **Great Book Swap**.

We will have the opportunity to engage in the joy of reading and literacy for ourselves tomorrow. If you would like to buy a book, remember to bring a donation of a gold coin. You can still bring along any book you wish to swap as part of the Great Book Swap. Thank you to all those in our community who have donated already.



If you would like to donate or follow our progress, you can follow our blog [here](#). We belong to Langkura house. Langkura means blue-tongued lizard in Walmajarri, a language primarily spoken by people living in or on the edges of the Great Sandy Desert and parts of the East Kimberley region of Western Australia.

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

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events.

Biggest Morning Tea ~ Thanks

Thank you to all those who attend the Biggest Morning tea last Friday. It was wonderful to see such a great response to this cause and to have the opportunity to meet up with old friends and to make some new acquaintances. A final figure monies raised will be available next week.

Upcoming Events

Listed below are some of the events planned for the remainder of the year.

If you would like to assist with any of the events listed below please let reception staff know and your details will be passed on to the Parents and Friends group.

Hot Dog Day ~ Friday 24th June

Further details will be coming out soon regarding this lunch for the children on the last day of term 2. Parents helpers will be sought to assist with preparing, cooking and serving hotdogs.

Father's Day Stall ~ Thursday 1st September

Assistance with the purchase, preparation and sale of gifts for the Father's day will be required.

Father's Day Open Morning ~ Friday 2nd September

A Father's Day open morning where children engage with the Father's in learning spaces will be accompanied by a ham and cheese croissant provided by Parents and Friends. Assistance with purchases, cooking and serving will be required.

Mother Teresa Feast Day ~ Monday 5th September

Parents and Friends fund and serve pizza for the children. Further details to come in term 3.

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

Within Faith and Life Inquiry, the Foundation – Year 2 Learning spaces have continued their investigation as scientists into our compelling question, 'What makes it move?' Through dialogue, the children have been able to engage the skills of a scientist by predicting, observing and explaining through a range of experiments in connection to our expert question. Our expert questions have been;

- How do wind, waves and water move?
- How does the Earth, sun and moon move?
- How do our human bodies move?
- How does transport move?
- How do animals move?



As part of our **finding out** as experts we are planning to organise an excursion connected to our expert question. As **self-managers**, we are organising our schedule for the day and considering all resources which may be needed. We will then come together using the learning asset **Communicator** and find out about the **skill** – *I can communicate my thinking and teach someone*. As we share our discoveries as experts we will be making connections to our shared compelling question – **What makes it move?**



As hermeneutical learners we are continuing to make meaning about the season of Easter. We will be finding out how the events after the resurrection led to the beginning of the Church. We will be finding out about what Church might look like and be like today. As a Catholic Dialogue School, we will consider ways people of other faiths gather and what it means to them. We will tune in and make our first thinking visible about the hermeneutical prompt – **Engaging in the mystery of God.**

As **readers**, we are continuing to use the strategies of ‘good readers’. Some of us are learning to recognise initial sounds when reading a variety of texts. We demonstrate this through “getting our mouth ready, pointing to the words and looking at the pictures”. We are continuing to make connections to our sight words within text. Some of us are using the **strategy** of ‘breaking words into parts’ using our knowledge of **onset and rime**. For example c-at, b-at, fl-at. We will continue to engage in reading a variety of texts and use the **comprehension strategies** of **read and retell** and using the **colourful semantics prompts** to help us understand what we are reading.



As part of **Reconciliation Week**, we will be engaging in picture books written by different Indigenous authors. We will use our **shared experience** of engaging with Murrundindi online as writers. We will have time and opportunity to share our reflections through writing.

As **mathematicians** we are **finding out** about the mathematical thinking concept of **time** and exploring **time durations** and **telling the time**. As **thinkers**, we will **activate our prior knowledge** about time and generate **questions** and **wonderings** that we would like to continue find out about. We will engage in a variety of learning experiences where we will be **making connections** to our real lives. Some of us have demonstrated our knowledge and made our thinking visible through using manipulative tools such as mini clocks.



As **writers**, each learning space has continued to develop their Writer’s Notebook, by sharing special objects that could be used as seeds for thinking. Through dialogue, we are able to share our thoughts about our personal objects which then we incorporate into our writing by applying writing behaviours

and strategies to make our thinking visible. When making our thinking visible, we try to write with a purpose for an intended audience.

Bridging Centre

Year 3/ 4 Learning Spaces

Change begins with brave actions in your daily life – where you live, work, play and socialise. (2022 Action for Reconciliation Week)

As part of **finding out** about **National Reconciliation Week**, we will have **time** and **opportunity** to **engage** online with **Aboriginal elder Murrundindi**. As part of **tuning in** to this **shared learning opportunity**, we will **uncover our prior knowledge**, **formulate wonderings** and **interpret** the theme for the 2022 Actions to make a change. As we **engage hermeneutically**, we will be **open to learning from other religions, cultures and ways of life** and **search for new layers of meaning** as we **make connections** to the **Catholic faith tradition**.



As part of our **Faith and Life Inquiry**, we are continuing to **find out** and **sort out** our **thinking** related to the **Sacrament of Eucharist**. Through **dialogue with others**, we are finding out about **Eucharist** through the **scriptures**. As we **listen respectfully** to the **story** of the **Last Supper** from the **Gospels** according to **Matthew, Luke** and **Mark**, we are **making connections** between the **different accounts** and the **rituals** performed by **Jesus** during the **meal** with his **disciples**. As we **reflect critically** on this **symbolic act**, we will **consider what it means for Christians to be invited to become Christlike through the Eucharist**. We will have **time** and **opportunity** to **listen** to the **audio post of the Walk to Emmaus**. Through this **post resurrection account**, we will **remain open to change and reinterpretation** as we **search for new layers of meaning** about this **visible sign of Eucharist**.



As **researchers**, we are continuing to **develop** the **skill** of documenting our **observations accurately** while using **scientific language** to **explain** our **thinking** and **learning**. We are continuing to **engage in finding out opportunities** that help us **understand fair testing** and **develop dispositions** of **resourcefulness, flexibility, curiosity** and **reflectiveness**. Through our **observational journal**, we are **collaborating** with our **peers** to **document our hypothesis, aim and theory** to **build** on the **understanding 'a change of state can be caused by various actions including adding and removing heat'**.

As **writers** and **inquirers**, and through **conferencing** some of us are **focusing** on the **purpose to explain** and **inform** about where food comes from and how food gets from farm to us. We are using **mentor texts** to help **structure** and **organise** our **writing** and **identify language features** of these genres.

Leadership Centre

Year 5/6 Learning Spaces

"When we make thinking visible it becomes apparent to all, teachers as well as students. It then becomes something that can be analysed, probed, challenged, encouraged, and advanced."
(Ritchhart & Church, 2020)

As **inquirers**, as a way of **finding out** we will be looking at our **Learning Community as Geographers**. We will do this by **observing details, note taking** and **sketching**, this is a way of being researchers when **finding out** about our understanding **'gathering and interpreting geographical data can help us understand about the land'**. When we are engaging in this learning opportunity we will be **naming** and **noticing** the different **geographical information** we can **gather** and **identify** on the land at **MTPS**. We will be **observing** different **environmental characteristics** including **landmarks** and **landforms**.

As a **Catholic Dialogue School**, we will be engaging **hermeneutically** by considering the prompt **valuing multiplicity of voices and practices** when finding out about **Reconciliation Week**. We will be engaging in an online workshop with

Valuing multiplicity
of voices & practices

Aboriginal Elder Murrundindi. We will be **finding out** about different **Indigenous symbols** that we have in our **prayer space** and what they mean to Brother and Wurundjeri people. We will also be engaging in finding out about **National Sorry Day**, by **listening** and **watching** a video clip with former Australian Prime Minister **Kevin Rudd** where he dialogues about his apology speech.

As **reflective learners**, we will be engaging in the **Learner Self-Assessment**, this is where we will reflect on the learning we have engaged in over Semester 1. We will be engaging in focus groups where we will **dialogue** about the **learning opportunities** we have engaged in throughout the semester including our specialist learning opportunities including **Physical Education, Visual Arts, Performing Arts, Digital Technologies, Cyber Safety, Sustainability and Japanese**. Students will consider the **thinking moves, skills and dispositions** when **reflecting on the learning assets**.

As curious and flexible **mathematical thinkers** some of us are engaging in learning opportunities related to **addition** and **subtraction** some of us will be engaging in learning related to **adding** and **subtracting fractions, decimals are three digit numbers**. We will be exploring a range of **different strategies** including, **partitioning, split strategy** and **algorithm** when finding out a solution to number sentences. Some of us will be using different **materials and tools** to help us with our thinking, including **number lines** and **MAB**. As part of our **mathematical thinking**, some of us will be exploring **adding** and **subtraction** using **worded problems**, students will be identifying new strategies of breaking up the problem to help them **solve it**. 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 and as part of documenting our thinking showing the strategies that we use to help us. Some of will also be engaging in **probability**, we will be doing this by interpreting different **chance experiments**, including using **spinners** and **dice**. Students will have the opportunity to **record their data** on their chance experiments in many ways including **tallying, fractions, decimals and percentages**.

Visual Arts Learning

"Creative people are curious, flexible, and independent with a tremendous spirit and a love of play." Henry Matisse

What is Collage?

Collage comes from the French word '*coller*', which means to *paste or to stick*. It is an art process of playing with materials which can be placed onto a surface, moved around, shifted and altered, until the artist is ready to attach them.

In Years 3/4 as thinkers we made connections with our Faith and Life inquiry, "How does science influence our connection with food?" As **artists** we **explored** different materials and found out what we could use to create food into collage art.

In **Foundation to Two**, we used the story "The Silver Sea" by Allison Lester as inspiration to create a collage about life under the sea.

Collage Skills

As **researchers** we explore materials and tools. We develop skills to select, arrange, combine, manipulate, assemble and attach materials to a surface. As **artists** we learn to understand, name and use the elements and principals of art in our collage including, line, shape, colour, texture and space.





Performing Arts – Music

“When you listen to music, multiple areas of your brain become engaged and active. But when you actually play an instrument, that activity becomes more like a full-body brain workout.” – Anita Collins

As *collaborators* in Foundation – Year 2 we take turns to listen to short musical phrases and copy them back. We will be *curious* as we continue to make connections between the note C, the colour red and the solfege name Do. We will *collaborate* to perform the song Hello C.

As *self-managers* in Year 3/ 4 we know that with practice we can continually improve, we will need to be *persistent* as we practice the notes E, G and A. We will continue to make connections between the notes E, G and A and the solfege names for these notes Mi, Sol and La.

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 and how to read them on the treble clef as we perform the song Hello Bells.



Japanese Learning

In **Foundation, Year 1 and Year 2**, we will continue to explore counting in Japanese. As **communicators** we will engage in using the **learning disposition ‘Persistent’** as we practice repeating the words by **counting on our fingers** and **playing a sequential counting game**. As **learners of a character language** we will then learn **memory hints** for reading the **kanji characters** for numbers one to five in Japanese. Following this we will begin to **engage in writing a reflection** about our learning foci for Term 1 and Term 2. We will use the **reflection stems** “I learned...”, “Something I can do now is...” and “I am proud of the way I...” to **make our thinking visible**. We will also reflect on how we demonstrated **the learning dispositions ‘Persistent’** and **‘Curious’** in our learning.

As **thinkers** in **Year 3** and **Year 4** we will continue to engage in creating a reflection about our recent Japanese learning focus “The Family.” As **inquirers** and **thinkers** we will **activate prior knowledge** about the vocabulary and sentence structures we explored as part of this learning focus. We will dialogue about how we have been **communicators**, **researchers** and **thinkers** when engaging in learning opportunities. In particular, we will explore how we have **demonstrated learning dispositions** in our learning. We will reflect on how we have been **persistent** when communicating in Japanese, and how we have demonstrated **the learning disposition ‘Empathic’** through showing our peers that we value when they have a go at communicating in Japanese.

As **thinkers** in **Year 5** and **Year 6** we will engage in creating a reflection about our recent Japanese learning focus. As **inquirers** and **thinkers** we will **activate prior knowledge** about the vocabulary and sentence structures we explored as part of this learning focus. As **researchers** we have used the **learning disposition ‘Resourceful’** as we **used word lists** in our Japanese journal to help us with the vocabulary we require to communicate about our family. We have demonstrated the learning disposition **‘Persistent’** and **‘Resourceful’** as we focused on using a stroke order chart to write in hiragana characters.

Sustainability Learning

As **communicators** our Foundation to Year 2 learners watched a clip and found out about 10 year old Molly Steer and her passionate ploy to rid all single use plastic straws. The steps she took to achieve this is inspiring! Quietly campaigning with her mother’s support, first in her home of Cairns and now Brisbane, her efforts have led to the use of single use plastic straws being now banned because of the effects on our environment as well as on all living creatures. You are invited to watch the short clip [here](#). The students made **connections and discoveries** between the big book Recycling Plastic and the clip and **shared their thinking** about what happens to plastic which does not make it to the recycling process but instead makes its way to landfill, or worse our oceans!



Our Year 3 to Year 6 students displayed the **disposition persistent** when removing the weeds growing around our plants in our garden beds, particularly when removing the many tiny weeds as well as the more robust weeds growing around our rosemary plants.



Stephanie Alexander Kitchen Garden (SAKG)

As **self-managers**, our students engaged in cooking a beautiful Primavera Pasta Bake with zucchini, cheese, spring onions, parsley, cream and of course pasta. Many students were curious to find out how the zucchini, onions and parsley were combined and sautéed over heat in our electric frypan. Most children were pleasantly surprised by its deliciousness! No doubt the Choc Chip cookies our students also made, were a lovely way to end our lunch.



Cyber Safety

“Technology is a useful servant but a dangerous master.”
Christian Lous Lange



Foundation - Year 2 students will be continuing to engage in learning about who we can trust to share our information and photos with as well as how we can identify whether a person is someone we can trust and engaging in learning about creating files using Microsoft Word to record their discoveries when using the Indi robots.

During cybersafety learning **Year 3/4** will be further engaging in the eSafety program **Keep it Sweet Online** about **cyberbullying**, **identifying inappropriate contact** and **identifying the risks in living online**. We will continue to develop presentations on Microsoft PowerPoint about our interests.

Year 5/6 will be further enhancing their knowledge of **cyberbullying**, **how it happens** and **what we can do to stop it**. We will also be researching the services that are available to young people if they are a victim of cyberbullying or at any time feel unsafe when online.

Parent Resources

Many children are using apps to stream online content or to communicate with others. Head to **eSafety's Parent Guide to Popular Apps**, <https://www.esafety.gov.au/key-issues/esafety-guide> (**The eSafety Guide**) and **eSafety's Parent Checklist**. These sites have a great deal of information about apps and whether they are appropriate for your child. For information and reviews about movies, books, games, podcasts and TV shows head to the website for **Common Sense Media** (<https://www.common Sense Media.org/>)

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 31 May 12.30 pm – 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 pm - 1.30 pm Friday 17 June 12.30 pm – 1.30 pm Tuesday 21 June 7.30 – 8.30 pm	https://register.gotowebinar.com/rt/4934585514215344653

Physical Education

The only way to prove that you are a good sport is to lose – Ernie Banks

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 continuing to develop their AFL skills. Students will continue to play fun and active games and continue to learn how to handball, kick and mark. As collaborators, students will work together to improve their skills. It has been wonderful to see the growth in these students over the past weeks.

Year 3/4 students will continue to investigate the category of sports known as **invasion sports**. Through their learning, students will continue to explore the sport of AFL football. Students will continue practising the skills of handballing and kicking the football. They will then play small sided modified games that will incorporate these skills.

Year 5/6 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. Students will investigate what can happen when there are 2 attackers VS 1 defender and how they can successfully move the ball down the field. 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

Wednesday 8th June

Sunday 19th June

Friday 24th June

School Photo Day

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.