



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

6th June 2022

'The culture of encounter is built in the search for harmony among diversity, a harmony that requires acceptance, openness and creativity. At the root of this style of life there is the Gospel. Never tire of invoking the Holy Spirit, Creator of harmony'. Pope Francis @Pontifex Twitter

To All In Our Learning Community,

Yesterday the Catholic tradition celebrated the feast of Pentecost. This feast celebrates the presence and gift of the Spirit in the life of the Christian believer. It recalls the promise that Jesus gave his disciples when he returned to his Father after his resurrection. Jesus told his disciples that he would not leave them orphaned but that he would send a gift, the gift of the Holy Spirit to be with them and guide them.

Pope Francis describes the Holy Spirit as, 'the supreme gift of the risen Christ to his apostles, yet he wants that gift to reach everyone'. This idea of the first gift to the apostles is further explored by Pope Francis when he states, 'The first gift of every Christian existence is the Holy Spirit.' Without the Holy Spirit, 'there is no relationship with Christ and with the Father'.

In the Christian scriptures St Paul in a letter to the Corinthians says:

There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose.

The Spirit, as St Paul tells the people of Corinth, is given to followers of Jesus to be with them, inspiring them and guiding them to bring about God's ways in the many gifts they have in their lives. Again, Pope Francis provides more insight when he suggests, 'Once they (the disciples) received the Spirit, they gave primacy to the 'whole' that is God's plan. If we listen to the Spirit, we can look beyond our differences and accept the call 'to unity, to concord, to the harmony of diversity'.

How might Christian believers live witnessing the Spirit in their lives today? How might our Catholic Dialogue School explore the presence of the Spirit? How might we encounter the presence of the Spirit today amidst difference? How might we be hospitable enough to allow our encounters with others to reveal the presence of the Spirit in our lives?

Kind regards

Chris

This Week's Happenings

Monday 6th June

Tuesday 7th June

Foundation Interviews 2023

Professional Learning – Learning Diversity PLPs

Wednesday 8th June

School Photo day

Foundation Interviews 2023

Professional Learning – Learning Diversity PLPs

Thursday 9th June

Foundation 2023 Interviews

Friday 10th June

Before School Care ~ Survey

Over the past term a number of families have asked about the possibility of having a Before School Care program. EXTEND our OHSC provider is engaging with families to see if there are sufficient numbers to run a Before School Program at Mother Teresa PS. If you are interested in this program for your children please complete the survey via the following link: <https://www.surveymonkey.com/r/7SFSP7>

School Photos ~ Wednesday 8th June

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

All children are required to be in full winter uniform.

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.

Secondhand Uniform Sales

This coming Thursday 9th June and Friday 10th June our Parents and Friends will be selling a number of secondhand uniform items. This will take place between 8.30 – 9.15am and 3.00 – 3.45 pm outside the hall areas near the basketball court.

Whole School Prayer

Each Monday, Wednesday and Friday our school gathers for whole school prayer. This takes place at 8.50am - 9.05am in our prayer space. Parents are welcome to join us for prayer on these mornings. This coming Wednesday we will not engage in whole school prayer due to school photos.

Be on Time for School ~ 8.50am

School begins at 8.50am each day. Over the past weeks up to 34 children have been collecting late passes! Children are able to enter the learning space at 8.30am and begin to prepare for an 8.50am start.

School Fee Accounts Term 2

School fee accounts were forwarded to families via email last week. Please check your email and note the due date for term 2 fee is 10th June 2022.

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 10th 2022.

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

Learning Diversity

Free Understanding Behaviour Webinar

Understanding behaviour lays the foundation for all that we do when supporting a person on the autism spectrum.

In this webinar, we will further explore this concept through a planned, proactive approach to understanding the behaviour itself and the impacting factors as well as sharing a range of resources and supports for you to consider.

Tuesday June 14th 7-8 pm

Wednesday June 15th 10-11am

To register for this free webinar please visit and choose your preferred date: positivepartnerships.com.au

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 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.

In the coming 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 2 – Child safety and wellbeing is embedded in organisational leaderships, governance and culture.

Mother Teresa Catholic Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS). We have a public commitment to child safety. This is visible in our policy documentation and through the processes and procedures that ensure our school is a child safe place. Staff and volunteers are required to follow a code of conduct related to behavioural standards and responsibilities. Our school policies, readily available on our webpage, outline and promote a culture of child safety.

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)

Sick Children

While it is expected that children attend school daily if they are sick they are best kept home until they are well.

Parents & Friends News

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

Biggest Morning Tea ~

Congratulations to all those who participated and donated to our Biggest Morning tea. Special thanks to Delani Polizzi for the donation of tea for the event.

The total funds raised were: \$580.00



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 our **Faith and Life Inquiry**, the Foundation – Year 2 learning spaces have **engaged in various learning experiences** to **find out** more about our compelling question **"What makes it move?"** Some learning spaces have engaged in **excursions** where we were **scientists** and found out more about our own expert question.

The students learning about **how animals move** engaged in an excursion to **Collingwood Children's Farm**. We **closely observed** a range of different farm animals and **named and noticed** the ways they move. We **shared our theories** about what we believe makes them move.



The students learning about **how the human body moves** engaged in a **shared learning experience** where we **engaged in dialogue** with an **expert**. Santhiya is a **paediatric physiotherapist** who visited our learning community and answered our wonderings about **how the human body moves**. We also **engaged in our excursion** where we **experimented** with **how we as humans move**. We **shared our theories** about what we believe makes us move and engaged in a range of **physical exercises** to **explore our theories**.



All our Foundation – Year 2 inquirers will have the opportunity to engage in an excursion to find out more about their own expert question. There are a number taking place this week and in the weeks ahead. Keep an eye on the newsletter to find out more about our investigations.

As **mathematical thinkers**, we are **sorting out** our learning on **time** and beginning to **tune into** the mathematical concept of **addition and subtraction**. We will be exploring a range of strategies to help us with adding numbers together, including the **count all**, **count on**, **count up/down** to strategies. We will also be exploring **doubles** and **near doubles**.

As **writers**, we continue to engage in **weekly conferences** with our teachers. During these conferences we **engage in dialogue** with the teachers on different **strategies we can use to improve our writing**. We then use these strategies when we are engaging in independent writing.

As **readers**, we are exploring a range of **fiction** and **non-fiction** texts. We are focusing on **breaking words up into parts** to help us read unknown words.

Bridging Centre

Year 3/4 Learning Spaces

"Inquiry is easy to say, harder to do, even harder to be, but not impossible!" Kath Murdoch-2020.

As **inquirers** and as part of **finding out**, we are **exploring** the **understanding** **'A change of state can be caused by various actions including adding or removing heat'** we will **engage** in a mini experiment about how ice cubes can **change states** without an **external source**. We will **reflect** on how to make a **test fair** and consider how we can keep each test the same, with only one **changing variable**. As **scientists**, we will **observe closely** and **document** our observations using **scientific language** within our observation journals.

As **mathematicians**, we are continuing to **find out** about a variety of addition and subtraction **strategies**. We are **focusing** on using **derived strategies**, such as **near doubles**, **doubles**, **fact families** and **build to the next 10** to solve addition and subtraction problems **mentally**. As **thinkers**, we are using the **key thinking move reasoning with evidence** to **justify** and **explain** our thinking. We are **transferring** the skill of **documenting our observations accurately** as we use **concrete materials** to represent our thinking.

As **literacy learners**, we will continue to **build our schema**, **prior knowledge**, around **information texts** and information around our **compelling question** **'How does science influence our connection to food?'** We are **continuing** to develop an **understanding** through **reading** and **viewing** an array of **multimodal texts**, **online** and within **books**. As **writers**, 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

"We need to have hungry minds that stay relentlessly curious about the way the world works and the way we understand the world" Kath Murdoch, 2020.

As **inquirers**, as a way of **finding out** we will be **identifying** different **natural disasters** that have **caused change** to our **land today**. We will do this by **observing details**, **note taking** and **sketching**, this is a way of being researchers when **finding out about our understanding** **'Sudden and gradual changes to the land can be a result of either human or natural activity'**. When we are engaging in this learning opportunity we will be **naming** and **noticing** the different **information** we can **gather** and **identify** about the impact of these natural disasters including, **floods**, **fires**, **severe windstorms**, **rising sea levels**, **drought**, **erosion**, **tsunami's** and **cyclone's**. We will be **observing** different **environmental characteristics** within these case studies including **what happened**, **when it happened**, **when it happened**, **what change or impact they had on the land**, **what was the impact on the people** and **where else did it happen**.

Valuing multiplicity
of voices & practices

As members of a **faith learning community**, last week we engaged in learning **hermeneutically** when we interacted with **Aboriginal Elder Murrundindi**. When finding out about the **indigenous symbols** that we engage in using as **signs** and **symbol** in our prayer space we engaged in **valuing multiplicity of voices and practices**. Students **reflected** on this opportunity and their **findings** about the purpose of these **symbols** within our **learning community**, how we **recontextualise** these in our **faith community** and also what these **symbols mean** for the **indigenous communities**.

"I am proud of the way I was focused and was listening to what Murrundindi said to us."



One disposition I used during my learning is being a self-manager what makes me say that is because I was self-managing when I was talking with Murrundindi on Microsoft teams.” Daniel 5/6-4

“Murrundindi told us about the land and how he has a spear made of wood with spikes all over it, the aboriginals used that to get food for each other and they used to cook it on fire. We all got to feel the possum ball because we have one at school and it felt really fluffy and it was really cool to hold. It was also special to hold because it was not from my tradition and it was from the aboriginal tradition. So, it meant a lot to me to hold.” Braxton 5/6-4

“Now I know what the colors of the aboriginal flag represents and what makes me say that is the yellow represents sun, the black represents people and the red stands for land. Now I know that there is not only one animal that you could make the cloak out of and what makes me say that is there is kangaroo, wallabies, and possum skin you could make the cloak out of.



I was surprised to learn that the possum feather represents male energy and the Brolga represents female energy. I was surprised to learn that it takes 50 hours to make the possum cloak and it takes 2-3 hours to make the possum ball. I discovered that on the five stars that are on the Australian flag represents Southern Cross. I discovered that when it is cold they use the cloak as a blanket.” Helen 5/6-4

As curious and flexible **mathematical thinkers** some of us are engaging in learning opportunities related to **location** some of us will be engaging in learning related to **grid references** within our mapping to **interpret** and **understand** different locations on a map. Some of us will engage in **finding out** ways to **interpret maps** and identify a range of directional language to discuss and **identify** different locations. Some of us will be **engaging** in the **cartesian coordinate system**, **locating** and **interpreting** the 4 quadrants. 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**.

Digital Technologies

Students become confident, life-long learners through unlimited possibilities for hands-on, playful STEAM learning. (www.education.lego.com)

In Foundation – Year 2 we will be **exploring** the **Lego WeDo** sets and make **connections** to our **compelling question** ‘What makes it move?’ We will be **exploring** 3 different **creations** over the coming weeks and **discover what makes them move**. The first creation we will be looking at is the **flapping bird**. We will be **thinkers** as we try to **answer** “How do the wings move when we press the tail?”

In Year 3/4 we will be **continuing** to **find out** about **Makey-Makey**. We will **experiment** with it and **discover** what an **electrical circuit** is and **how** we can **affect** this **circuit** in **different ways**. We will be **persistent** and **courageous** as we try to **attach different wires** to it.

In Year 5/6 some of us will be **exploring different robots** created with **Lego Mindstorms** and **reflect** on how we could use the **design** of these **robots** in our own **designs** that we’ve **collaborated** on for the **Lego Spike Challenge**. One **robot** we will be looking at is the **Robot Arm H25**. We will **discover** how this **robot** can **pick up objects** and **deliver** them to another. We will also **find out** how it can use to **colour sensor** and **touch sensor** to **control** its **movements**.

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

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

Visual Arts Learning

“Behind each artwork is a personal story or meaning. Even when it’s not always visible, it’s there.” Christine Karron

Great art is able to convey so much more than just colour and form. It can communicate emotions, ideas, creativity and tell stories.

Some of our Year 3/4 students share the thinking and meaning behind their art.

Nate “The story of my art is that someone will be cooking in an outdoor kitchen. It is connected to our inquiry on food. The man will be cooking food outside. I really like my sky I made it by tearing paper of different colours. The sun is going down.

Harrison “In my collage the delivery man is delivering sausages. I used different types of paper like red cellophane paper for the sauce. I scrunched green paper to make the lettuce.”



Abigail “My collage is about a garden. It reminds me of my aunty Jan’s garden. Aunty Jan passed away, she was my great aunt. I scrunched up tissue paper to make the clouds, apples and flowers.

Chloe “My ice-cream is growing in the garden. I cut a cone shape from paper and scrunched up tissue paper to make the ice-cream.”



Performing Arts – Music

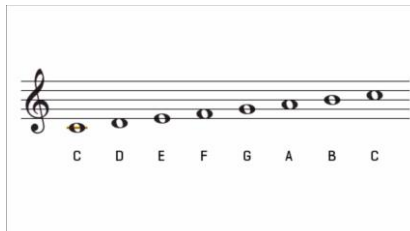
“Research indicates the brain of a musician, even a young one, works differently than that of a non-musician. There’s some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you’re a musician and you’re playing an instrument, you have to be using more of your brain,” Dr. Eric



Foundation – Year 2 will take turns in listening to short musical phrases and play these back. As *musicians* 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.

Musicians require many learning assets and dispositions to master their instrument playing. As *self-managers* in Year 3/4 we know that with practice we can continually improve, this requires being *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 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

As **thinkers** students in **Foundation, Year 1 and Year 2** will continue to **engage in writing a reflection** about our learning foci for Term 1 and Term 2. We will use the **reflection stems** “As a thinker I was curious about”, “I learned...” and “Something I can do now is...” to **make our thinking visible**. We will also reflect on how we demonstrated **the learning dispositions ‘Persistent’ and ‘Curious’** in our learning.

As **thinkers** students in **Year 3 and Year 4** will return to an earlier focus on **hiragana characters**. As **learners of a character language** we will **activate prior knowledge** about how we **read hiragana** with the support of memory hints. As **thinkers** we will **make connections** between the **shape** of the hiragana and the **memory hint** and how this helps us **remember the sound** the hiragana character makes. We will also complete a **hiragana mindfulness colouring task**, during which we will colour code groups of hiragana according to where they appear in the hiragana chart.



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 using **traditional calligraphy brush and ink**. As **thinkers** we used **stroke order** to support our writing and learned that it shows us **where to start** writing each stroke and which **direction** to write in.



As **thinkers** students in **Year 5 and Year 6** will continue to engage in creating a reflection about our recent Japanese learning foci. Students who have engaged in a **calligraphy focus group** will write a reflection about this learning opportunity. As **inquirers** and **thinkers** we will **activate prior knowledge** about the **calligraphy implements** we used and the **kanji characters** we explored. As **thinkers** we will

reflect on how we have demonstrated the **learning disposition ‘Curious’** and **‘Persistent’** in connection with this learning opportunity.

Sustainability Learning

As **Communicators** some of our Foundation to Year 2 learners continued their learning on recycling plastics watched a clip and listened carefully to 10 year old – Molly Steer, a Cairns school girl’s 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 Cairns and now Brisbane have banned the use of single use plastic straws at all council events because of the effects on our environment as well as its effects on all living creatures.

Watch the short clip [HERE](#).



The students formed **wonderings**, made **connections** and **discoveries** between the big book *Recycling Plastic* and the above clip. They **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! Students observed our recent delivery of recycled furniture, made from recycled plastic for our students to use around various spaces within our learning community.

As **Thinkers** our Year 3/4 students revisited making our Beetroot Relish and Tomato Chutney. In connection to our big question – *How does science influence our connection with food?*, we analyzed photos taken during the activities of when the beetroot and tomatoes were harvested to when they were placed into jars and sealed as relish and chutney and all the steps in between. We looked at a flow chart of the process from beginning to end. **Is it natural or processed? Where did these foods begin? What do you think needed to happen to get to the desired end result? How does heat or cooling affect it? What makes you say that?**



As **Collaborators** and **Researchers** our Year 5/6 students participated in various activities. Some students used Stephanie Alexander’s suggested planter guides to investigate which plants would be suitable to plant in the winter months. They researched what the plant needed to optimise its growth e.g. what plants would be most suitable to plant alongside it or which plants would be best planted as far away as

possible, how long does the fruit, vegetable and / or herb plant take to grow before it is ready to harvest etc.

Some students engaged in [dialogue](#) and documented using dot points using the [Thinking Routine: Connect. Extend. Challenge](#). After reading a couple of pages about *Soil* and its importance from our class sets – “*What’s Under Our Feet?*” Students discovered soil has many uses essential for healthy plant growth, human nutrition, for our creatures, animals and for water filtration and much more.

Other Year 5 /6 students [Collaborated](#) with some Year 3/4 students and [took turns](#) to plant some vegetables in our winter garden. We planted:

- Broad Beans
- Sugar Snap Peas
- Carrots
- Spring Onions
- Spinach
- Lettuce



Stephanie Alexander Kitchen Garden – SAKG

As [Self-Managers](#), our young chefs from Foundation to Year 6 engaged in cooking, making Corn and Zucchini Fritters with Mint Yoghurt for lunch, followed by an all-time favourite – Apple and Cinnamon Muffins!



Cyber Safety

“Cybersecurity is a social responsibility. We all have a role to play.”
Magda Chelly

Foundation - Year 2 students have been engaging in learning about who we can trust online. Using the eSafety program **Hector's World** we have identified characters from the episode **It's a Serious Game** that we can trust and that we cannot trust. Below are examples of the students' thinking.

Characters we can trust	Characters we cannot trust
Hector - He is nice to his friends	Squid - He is not a nice person
Ming - She helps people	Humphry - He looks mean
Tama - Helps his friends	Ranjeet - He makes bad choices

Year 3/4 have continued to engage in learning about **sharing information online** and the risks that come with sharing as well as beginning to identify behaviours connected to **cyberbullying**. Below are some of the thoughts shared by students.

- **Risks of sharing information online include** getting your information robbed.
- **I feel comfortable sharing my information with** my mum, dad, grandparents, uncles and aunts
- **If I am cyberbullied I can** tell the teacher so the problem is solved.

Following on from previous lessons about **cyberbullying** Year 5/6 have engaged further in: What is cyberbullying? How does occur and how we can help those who have experienced it? Below are some of the responses of the students regarding what makes cyberbullying.

- Saying rude things about other people online
- Putting mean photos online
- Gossiping about others
- Excluding others from online activities
- Making threats

Useful Websites

[eSafety's Parent Guide to Popular Apps](https://www.esafety.gov.au/key-issues/esafety-guide)

<https://www.esafety.gov.au/key-issues/esafety-guide> (The eSafety Guide)

[eSafety's Parent Checklist](#)

[Common Sense Media](#)

[Office of the eSafety Commissioner](#)

There is still one free Parent Webinar on **Safer Online Gaming** being run through the office of the eSafety Commissioner.

Webinar	Date and Time	Registration Link
eSafety's Guide to Safer Online Gaming - 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

“Victory is in the quality of competition and not the final score” – Mike Marshall



In Physical Education learning this week all students will be reflecting on the learning that occurred in terms 1 and 2 showing how they have grown as a learner through Physical Education.

Foundation to Year 2 students will be reflecting on the new ***Fundamental Movement Skills*** they have learnt and practised throughout terms 1 and 2, they will explain which skill was their favourite and why?

Year 3/ 4 students will be reflecting on their new found knowledge around ***Striking and Fielding sports***. Students will describe some of the movement skills they have used while engaged in PE lessons this year and explain some of the important skills involved when they play Striking and Fielding sports.



Year 5/ 6 students will also be reflecting on ***Striking and Fielding sports***. Students will explain how their thinking has changed since the beginning of the year compared to where they are at now and explain some of their new learnings around these types of sports.

Wonder Recycling Rewards for schools!

Thank you to all students for your support in bringing empty bread bags and bread tags to school as part of the Wonder Recycling Rewards for schools. We have had a great response to this initiative throughout our learning community, this will continue to run until September. A reminder that **any brand** of bread bag can be recycled in this program. Keep up the great recycling!

Term Two Dates 2022

Sunday 19th June
Friday 24th June

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.

Help us turn **BREAD BAGS** into **SCHOOL* PLAY EQUIPMENT**



Our school* is taking part in the Wonder Recycling Rewards campaign this term.

Help us collect bread bags so we can earn points to redeem on new RHSports equipment.

It's simple! All you need to do is keep your empty bread bags and send them to school* with your kids! We will then place them in Wonder's pink collection box and post them off to be recycled. The more we collect the more points our school* earns!

Collections close 9th September.

Tip for collecting:

Use one empty bread bag to collect a bunch of other bags.

Did you know?

Our school is now in the draw to **WIN an exercise circuit** made from the soft plastic we collect!

LET'S GET COLLECTING!

* Includes early learning centres and pre-schools.



Tag [@wonderaustralia](https://twitter.com/wonderaustralia) [#wonderrecyclingrewards](https://twitter.com/wonderrecyclingrewards) to share all your recycling champion stories!





Mercy Creative Arts Holiday Program Term 2 Holidays



Years 4 to 6 Girls Holiday Program

If you love to read, write and perform, come along to
our Creative Workshop and ignite your passion for
Literacy and The Arts!

10.00am - 3.00pm Monday 27 June 2022

First Monday of Term 2 Holidays

Mercy College

760 Sydney Road, Coburg 3058

Morning Tea and Lunch will be provided

Register online at

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

Cost \$20

If you require any further information please contact the College on

9319 9299