



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

11<sup>th</sup> July 2022

*"I see Jesus in every human being. I say to myself, this is hungry Jesus, I must feed him.*

*This is sick Jesus. This one has leprosy or gangrene; I must wash him and tend to him.*

*I serve because I love Jesus." Mother Teresa*

**To** All In Our Learning Community,

*I welcome all our Learning Community back after the break and trust all are safe and well.*

*At the end of last term, I accompanied our Year 3&4 children to the Jewish museum as part of their Faith and Life Inquiry. The opportunity invited me to reflect on what it means to be part of a Catholic Dialogue School today – one that is open to listening to and encountering other religious beliefs and cultures, through respectful dialogue.*

*This opportunity invited me to reflect on what it means to be a Recontextualised Catholic Dialogue School today. Two of the ten criteria for Recontextualised Prayer, which we introduced earlier this year, reflected my experience of hospitality felt at the Jewish museum. These are #4 The Principle of Hospitality and #5 Catholic Identity in Diversity, which we will inquire into as part of Faith and Life Inquiry. These characteristics describe the Catholic faith being present and inviting those from other beliefs to share their own practices and prayers, alongside those from the Catholic tradition. The opportunity to encounter other religions and cultures can enrich Catholic prayer, rituals and tradition. Pope Francis wrote of encountering those from other religions and cultures in his 2020 encyclical, Fratelli Tutti; "What is important is to create processes of encounter, processes that build a people that can accept differences." (Pope Francis, 2020).*

*At Whole School Prayer (on Monday, Wednesday and Friday mornings), we invite all members of our Learning Community to gather with us in prayer and extend the invitation to those from other faiths in our community to be present and share through dialogue about their own traditions. In this way as a Catholic Dialogue School, we are not only hosts but guests. As the Principle of Hospitality describes, "The Catholic prayer culture is enriched as it recognises the face of God in the others who are invited as guests." (ECSI 2020). I wonder how we may take up this invitation both as individuals and as the Learning Community of Mother Teresa? What makes you say that?*

Kind regards,

*Amy*

## ***This Week's Happenings***

### ***Monday 12<sup>th</sup> July***

*Welcome Colleen Monaghan – Mathematics Consultant*

### ***Tuesday 13<sup>th</sup> July***

*Professional Learning – Learning Diversity Team Teach*

### ***Wednesday 14<sup>th</sup> July***

*Victorian Parliament Incursion online Yr. 5/6  
Professional Learning – Faith and Life inquiry*

### ***Thursday 15<sup>th</sup> July***

### ***Friday 16<sup>th</sup> July***

*Victorian Parliament Incursion online Yr. 5/6*

## ***2023 Enrolment at Mother Teresa PS***

Our enrolment demand means we now have waiting lists in most areas. If you are a currently family with a Foundation child for 2023 make sure you have enrolled as we don't want current families to miss out!

## ***Covid-19 Updates***

While face masks are no longer mandated, the current health advice from the Victorian government is that it is recommended face masks are worn in indoor settings (except for close contacts, who must wear a mask indoors unless an exception applies).

Rapid Antigen Tests (RATs) will be coming home with your child this week. Further information regarding the continued distribution of RATs by the Victorian government will be provided this week.

## ***Semester One Reports***

Semester One reports will be available to access from nForma tomorrow. Information on how to access nForma will be sent home with your child/ren tomorrow as well.

## ***Parent/Child/ Teacher Conversations ~ Term 3***

Parent/Child/ Teacher Conversations will take place in Term 3 on Thursday 21<sup>st</sup> July. **Children will be dismissed at 1pm on Thursday 21<sup>st</sup> July.** Booking forms will be forwarded this week.

## ***School Closure Day ~ Friday July 29<sup>th</sup>***

Staff will be engaged in a professional learning opportunity focussed on Wellbeing and Behaviour Management on Friday July 29<sup>th</sup>. **There is no school for children on Friday July 29<sup>th</sup>.**

## ***Winter Bonus for Families***

**“Do your little bit of good where you are; it is those little bits of good put together that overwhelm the world.” Desmond Tutu**

The Victorian Energy Compare website is now open for all eligible Victorians to apply for the \$250 Bonus. The website can provide this information in other languages if needed.

To apply you need to have a residential electricity account and to be the account holder. The application process takes five to ten minutes, and you will need a recent electricity bill with you. For more information and to apply please go to <https://compare.energy.vic.gov.au/>

## ***Frogs on Holiday***

The first day of the holidays I brought the Green Tree Frogs from our Leadership Centre home. I was extremely excited, but no one was more excited than my little brother. He'd only seen the frogs once before. That night

I showed my family how to feed the frogs crickets and spray them with water. (I'm lucky that I taught mum and dad how to feed the frogs because I'm scared of crickets and they're not.)



I learnt that the frogs need at least six hours of UVB light a day to survive. I also learnt that these green tree frogs are partly nocturnal so when we turned their light off at night they were jumping around and eating more crickets than they usually did during

the day.

I discovered that frogs have feelings almost the same as humans, and what makes me say that is because on the first day I brought the frogs home they were as still as statues, but by the third day of the holidays they were everywhere.

So overall the holidays with the green tree frogs were great. Some of the best moments were when my brother almost lost half the crickets in the container by dropping it, or the time where one frog almost jumped the length of the tank!

So, I hope that someday one of you reading this will get to experience the frogs too.

***There's a lot of responsibility needed to take care of the frogs, so only ask to be a frog carer (if you want to) if you're dedicated to them.***

***Angus Sherwood – Leadership Centre***

## ***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 for quite some time. A reminder that **any brand** of bread can be recycled in this program. Keep up the great recycling!



## ***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 4 – Families and communities are informed, and involved in promoting child safety and wellbeing.*

There are many examples of the ways in which we as a community promote and inform the community of our child safe practices. As you enter our school you will see displayed the Catholic Schools Child Safe Schools commitment. This states we are committed to providing a safe and nurturing culture for all children and young people in our school. This is enacted through upholding the primacy of safety and wellbeing of all children, empowering families and children to have a voice if they have concerns and implementing rigorous risk-management and employment practices.

## ***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.

### Upcoming Events

Parents and Friends Meeting – Tuesday 19<sup>th</sup> July, 7:30pm

Father's Day Stall - Thursday 1<sup>st</sup> September

## What's Happening in the Learning Spaces

### Foundation-Year 2 Learning Spaces

*"When students feel that they are the ones "doing the learning" rather than the teacher they are undoubtedly more engaged, and with engagement comes increased potential for learning."*

*(Kath Murdoch, 2007)*


As we begin Term 3 we would like to welcome our F-2 students and families back and hope that you had a restful break. We look forward to engaging in many learning opportunities throughout this term.

As **readers** and **inquirers**, we will engage in a shared reading "Stuck" by Oliver Jeffers to spark our curiosity. In the book 'Stuck' a kite gets stuck in the tree and Floyd demonstrates persistence to try and get the kite out of the tree. As part of our Faith and Life inquiry, '**What makes it move?**' we have **identified** and **made connections** to a similar problem where we have some balls stuck in some trees on the Football Oval. As **researchers** and **designers**, we will be challenged to design something that uses a **push** or **pull force** to help us get the balls out of the tree. We will use the design process that includes, purpose, planning and designing to help us make our thinking visible about what we have learned about 'What makes it move?'

As **inquirers and reflective thinkers** we are **sorting out** our thinking and **reflecting** on what we have discovered about our compelling question 'What makes it move?' by using Kath Murdoch's Reflection Wheel to share what and how we have learned about movement.

As **people of a Catholic Faith Community** and **hermeneutical learners**, we will **make connections** to the Resurrection story by **interpreting** an artwork by Sieger Koder. We will use the Thinking Routine, **See-Think-Wonder** to **describe, interpret and wonder**. We will use the following prompting questions to help us identify how we are engaging with the mystery of God.

- *How are the people in the image engaging in the mystery of God?*
- *How might the mystery of God be represented?*
- *When we engage in prayer how are we engaging with the mystery of God?*
- *What are we saying about God's presence with us when engaging in whole school prayer?*



Engaging with the  
mystery of God

As **mathematicians**, we are continuing to **find out** about the mathematical concept of **addition** and **subtraction**. We have been exploring a range of strategies such as **count all, counting on, doubles and near doubles, friends to ten** and **partitioning** to help us solve addition and subtraction problems. We have been using a range of materials such as counters, tens frames and unifix blocks to help us build our understanding and make our thinking visible.

As **readers**, we will continue to explore a range of fiction and non-fiction texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We have engaged in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored. Some of these strategies include:




- Getting our mouth ready to make a particular sound
- Looking at the pictures/images for extra information
- Identifying Sight Words in the text
- Identifying the first sound in a word
- Breaking up words into chunks
- Asking if what we have read makes sense - and if it doesn't make sense, going back to try again
- Reading with fluency
- Syllables
- Breaking words into Onsets and Rimes

A reminder - It is expected that students identify **all 307 Oxford Sight Words** by the **end of Term 3**. In addition to targeted teaching and practice of words at school, daily practice at home is essential to support your child in reaching this goal. If sight words are at home, could these also be returned with the two rings, pencil case and all word cards. Learning space teachers will be checking childrens rings and updating their sight words.

As **writers**, each learning space will continue to develop their Writer's Notebook, by sharing special personal seeds that we have collected over the holidays. Prior to writing, we will engage in dialogue and thinking routines to reveal deeper thinking by sharing what our seeds have us thinking about. We will then apply writing behaviours and strategies to make our thinking visible on paper, keeping in mind the purpose of our writing and the audience for whom we are writing.

*Changes to Sports Days – Please note that the children in Learning Space 2 (Miss Cassie) now have PE on Tuesday. Please ensure your child wears their PE uniform on Tuesdays in Term 3. Thank you for your flexibility.*

### ***Bridging Centre Year 3/ 4 Learning Spaces***



Openness to and  
learning from other  
religions, cultures  
and ways of life

As members of a **Catholic Dialogue School**, we are continuing to **find out, sort out** and **reflect** on the Jewish tradition of Passover. As researchers, we viewed the movie Prince of Egypt and **made connections** to our Jewish Museum excursion and the story of Passover as found in the book of Exodus. As **thinkers**, we will **reflect** on our discoveries and **make connections** to our own lives, as well as the traditions from a **Catholic perspective**.

As **thinkers**, we will **tune in** to our new compelling question, **'How are all places connected to each other and to me?'** We will **activate our prior knowledge** of features of different places and how those features can influence how people are connected to them and how those places are used.

As **mathematicians**, we are taking **time and opportunity** to reflect on our learning around **addition and subtraction**. As part of **tuning in**, we will **activate our prior knowledge** to identify our thinking strategies to solve multiplication and division problems. Some of us have our **'Goodies'** and **'Baddies'** to practise each night as part of home learning, to develop fluency in multiplication and division facts.

As **writers**, we will continue to engage in **writing conferences** to **share our writing purpose** and **use feedback to improve our writing**. We are encouraged to bring in **seeds for thinking** to unpack. Seeds can be anything that provoke our **thinking or curiosity**, such as tickets, artworks, food, sporting equipment or fun experiences on the holidays. We will unpack our seeds in our writer's notebook and identify purposes for writing.

## Leadership Centre

### Year 5/6 Learning Spaces

*"Education is not the learning of facts, but the training of minds to think."*

(Albert Einstein, 1921)

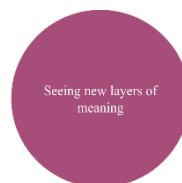
As part of **tuning in** to our **Faith and Life inquiry**, *Who's got the power and how do they use or misuse it?* we will identify our **first thinking** about what we think we know about **Parliament**. As part of **finding out**, we will **view a series of video clips** to assist us in **identifying new ideas**, **make connections** and identify **wonderings**. To **find out** about **Parliament**, we will have the **time and opportunity** to engage in a **virtual webinar** with **Parliament Victoria**, exploring **'How are laws made?'** As **thinkers** we will **reflect** on our **discoveries** and **identify** further **wonderings**.



As people of a **faith learning community**, we will be **tuning in** to the sacrament of **Confirmation** in the Catholic tradition. We will use the thinking moves **activating prior knowledge** and **reasoning with evidence** to **identify what we already know** about **Confirmation** and use the thinking routine **'What makes me say that is...'** to

**justify our thinking**. As **hermeneutical learners** we will **engage** with the **hermeneutical prompts** **'seeing new layers of meaning'** and **'dialoguing with others'** to reflect on our thinking about **Confirmation**.

As **mathematicians** we will tune in to **Multiplication** and **Division**. Some of us will be engaging in learning opportunities related to **fact families**, **multi-digit multiplication problems** and **division problems with and without remainders**. Some of us will also explore **division** and **multiplication of decimals by powers of 10**. As **mathematical thinkers** we are **engaging** in the thinking move **reasoning with evidence** through using the thinking routine **'what makes me say that...'** to **justify our strategies** documented.



On the last Friday of Term 2, during Whole School Prayer our **peer mediators** were **presented** with their **personalised vest**. The **orange vest** will assist students to **identify** the **peer mediators on yard**. Peer mediators are **trained** to **empower their peers** to **manage and problem solve minor issues** during play time, while also being of assistance to the yard duty teacher. They are **on duty every lunchtime**, usually on **basketball court**. Thank you to **Ms Canny** for her **continued support** with our **peer mediators**.



## Digital Technologies

In **Foundation - 2** we will be continuing to explore **Lego WeDo** which we begun to do last term. We will **make discoveries** about the different robots that can be created. As **collaborators** we will work in small groups to **find out** what these robots can do. We will **experiment with the different ways** we can make robots **move** and how we can use the **sensors** to interact with them.

This term in **Year 3/4** we will be **going further** and exploring the **Makey-Makey**, using it with **Scratch** to make a simple **controllable game**. Later in the term we will be using **Makey-Makey** with **Lego WeDo** and use it to **control** and **interact** with **robots** that we build.

In **Year 5/6** we will **find out** and **sort out** our thinking about how to **create** and **code** more complex robots using **Lego Spike** and **Lego Mindstorms**. As **collaborators** we will share our thinking respectfully to use a **basic driving robot** and **find out** about how we can add different sensors to it so we can code it to move and react to different inputs.

## Visual Arts

**"Drawing is rather like playing chess: your mind races ahead of the moves that you eventually make."** – **David Hockney**

In Term 3 as **inquirers** we will tune into and **explore** the art area of **drawing**. We will focus on developing the skills in using materials and a variety of drawing tools.

As **artists** we will “**develop our craft**” by exploring:

- Drawing with lines, shapes and colour
- Drawing with the technique of mark making
- Drawing with the technique of rubbing

<p><b>Foundation – Year Two</b></p> <p><b>Exploring line</b> Identify &amp; draw lines as straight or curved, thick/thin, long or short. Extend awareness that lines can be made scribbly, zig zag, crossing over each other, dotted, are jagged, gentle, curling, bubbly.</p> <p><b>Exploring shape</b> Identify &amp; name shapes Lines can become shapes - shapes can become me, my family, animals, etc. Extend the quality of shapes by changing them.</p> <p><b>Exploring colour</b> Colours can represent feelings Colours can be mixed, primary colours can make secondary colours Exploring the difference between colouring with pencils and markers</p> <p><b>Mark making</b> Marks can give variety to shape and &amp; can express more detail with texture Explore mark making with different materials eg pastels Pastels can be used in different ways: the tip, the side and end. Each part can be pushed on paper to produce a different mark. Different actions produce different marks: twist, twirl, roll, stamp, pull, push, drag, dab or dot. Marks can be combined</p> <p><b>Rubbings</b> Explore rubbing as texture: take rubbings from different surfaces Explore rubbings as shape: create images found rubbings Explore rubbings as pattern</p>	<p><b>Year 3-4</b> Extend understanding of pattern, contrast, and movement Line making tools- 6B &amp; 2B pencils, fine line markers 6B- give softer &amp; darker effect &amp; can be used to explore shading <b>The skills of drawing with line, shape, colour</b> Explore the decorative &amp; quality effects of line work by exploring different types of lines- flowing, jerky, wriggling, hairy, tangled, and clustered together. (repeated curved lines can give the illusion of movement Combine line, shape &amp; colour for patterns <b>Explore the illusion of texture</b> Small shapes can be repeated close together or in lines which overlap. Small circles or triangles can be overlapped to create texture <b>Exploring contrast &amp; pattern</b> Black &amp; white contrast <b>Awareness of backgrounds</b> Explore the illusion of space- technique to show depth of space - make colours fade as they move up the page <b>Rubbings</b> Extend the quality of rubbings Move shapes &amp; textures around and combine them in different ways.</p>	<p><b>Year 5-6</b> Introduce the principle of emphasis (- (we place emphasis on a point of interest in a work to draw the eye to it.) <b>Line, shape, colour, space</b> Lines &amp; shape can be used to record reality or exaggerated &amp; distorted to express imagination &amp; feelings Colour value (lighter/darker) is incorporated into artworks for special effects. Space- A flat 2D surface is a picture plane which has length, width but no depth. Spatial effects can be used on a flat surface to explore the concept of space. <b>Exploring &amp; extending line</b> Extend further the quality of line work, wandering, rippling, drooping, spindly, tangled, wriggly, dented, jagged, exploding, repeated parallel lines. Lines in nature, lines as pattern, Contour drawing with lines <b>Awareness of backgrounds</b> Optical illusion- black &amp; white optical illusion can deceive the eye of viewer Changing the shape of the background- backgrounds don't have to be a rectangle, explore different shapes for backgrounds <b>Extend mark making</b> Marks as texture, colour and texture, <b>Rubbings</b> Extend the quality of rubbings Move shapes &amp; textures around and combine them in different ways.</p>
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## Performing Arts – Music

*“You know what music is? It’s God’s little reminder that there’s something else besides us in the universe; harmonic connection between all living beings, everywhere, even the stars.”*

– Robin Williams

As **thinkers** and **collaborators** in Foundation, Year 1 and Year 2 we will be exploring and engaging in the concepts of melody, pitch and rhythm. We will be engaging in the practice of active listening and continue our ongoing inquiry of rhythm and steady beat. To help us practice these musical skills we will engage in a few circle game songs “Bee Bee Bumblebee” and “All Around the Buttercup”.

As **researchers** and **collaborators** in Years 3 and 4 we will be exploring and engaging in the concepts of melody, pitch and rhythm. We will be engaging in the practice of active listening and continue our ongoing inquiry into pitch and tuneful singing. To help us practice these musical skills we will be



learning to sing the song “star light” and practice using the Curwen hand signs to recognise the notes Sol and Mi in the song.

As *researchers* and *thinkers* in years 5 and 6 we will be exploring and engaging in the concepts of melody, pitch and rhythm. We will be engaging in the practice of active listening and continue our ongoing inquiry into pitch and the notes on the musical staff, exploring the notes on the lines and spaces of the treble clef.

### ***Sustainability Learning***

*“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”. (Laudato Si #1)*

As **Researchers** our **Sustainability Leaders** engaged in an Energy Audit throughout our learning community at Mother Teresa PS. We welcomed Pia from [CERES](#) in Brunswick in the final week of last term where students were briefed on which spaces the audit would be conducted as well as how to effectively use the equipment, for example the Lux Meter (to measure light) and the Infrared Thermometer (to measure temperature).



We were assigned to four different groups, and as **Collaborators** were given the tools needed along with the audit documentation. The four groups were **Heating & Cooling, Windows and Doors, Lighting and Appliances**. There were certain criteria for each group which needed to be considered. For example - room temperature (should ideally be between 18 – 20 degrees), Lux reading (light) of the room (depends on what the room is used for), how many appliances are used in each space and its star energy rating, determining the direction doors and windows are facing and whether all doors have a rubber seal around its edges? We had an opportunity to reflect on the audit process, share their discoveries, debriefed about what they noticed we were doing well within our learning community and offered suggestions for possible improvements.



### ***Cyber Safety***

**“Cyber security isn’t easy, but it comes down to three basic principles - PROTECT, DETECT and RESPOND.”**

**Simon Singh**

**Foundation - Year 2** students will be continuing their learning from Term 2 about identifying who they can trust when online and beginning to identify photos that can and cannot be shared with others. **Year**



3/4 are completing our learning connected to the eSafety program **Keep It Sweet Online** then tuning in to Cyberbullying. **Year 5/6** will be concluding their learning about Cyberbullying then will be engaging in learning using the eSafety program **Online Friends and Strangers** focusing on communicating online with known and unknown people.

### Useful Websites

[eSafety's Parent Guide to Popular Apps](#)

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

[eSafety's Parent Checklist](#)

[Common Sense Media](#)

[Office of the eSafety Commissioner](#)

The Office of the eSafety Commissioner is running a free parent webinar over the course of Term 3, below are the details and the registration link.

Webinar	Date and Time	Registration Link
<b>Popular Apps</b> <ul style="list-style-type: none"> <li>- Covering apps such as TikTok, Instagram, Snapchat and YouTube</li> <li>- Designed for parents and carers of young people aged 8 to 13.</li> </ul> <p>Includes:</p> <ul style="list-style-type: none"> <li>- Case studies, research and targeted advice ways of supporting the young people in your life to have safe, enjoyable online experiences.</li> </ul>	<p>Monday 1 August 12:30pm to 1:30pm</p> <p>Tuesday 16 August 7:30pm to 8:30pm</p> <p>Thursday 25 August 12:30pm to 1:30pm</p>	<a href="https://register.gotowebinar.com/rt/5639946412689525773"><u>https://register.gotowebinar.com/rt/5639946412689525773</u></a>

### Physical Education

*"Goals are attained not by strength but by perseverance"*

Foundation-Year 2 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 3/4 students will revisit the category of sports known as **invasion sports**. Students will draw on their prior knowledge of the key concepts and ideas on how to attack and defend in games. Students will play small-sided games to try and maintain possession of a ball and then discuss how they were successful in these games and try to link these to other similar sports.

Year 5/6 students will also continue playing invasion style sports, this week they will begin to investigate the sport of Hockey. Through their learning students will learn 2 skills specific to Hockey - *the push pass and the trap*. Students will be required to think tactically and will dialogue about the similarities between all invasion style sports and what concepts can be transferred from one sport to another.

As the weather becomes colder students are reminded to wear their sports jackets out to Physical Education lessons. Please ensure that **all items** of clothing have **your child's name clearly labelled** to avoid confusion.

The photos below show some of our Year 3/4 children engaging in the Surf Lifesaving Victoria Water Safety incursion at the end of Term 2. Children from F-6 participated in this learning opportunity.



Thursday 21<sup>st</sup> July

Friday 29<sup>th</sup> July

Saturday 13<sup>th</sup> August

Sunday 14<sup>th</sup> August

Monday 15<sup>th</sup> August

Thursday 25<sup>th</sup> August

Saturday 27<sup>th</sup> August

Thursday 1<sup>st</sup> September

Friday 2<sup>nd</sup> September

Sunday 4<sup>th</sup> September

Monday 5<sup>th</sup> September

Friday 16<sup>th</sup> September

### **Term Three Dates 2022**

Parent/ Child/ Teacher conversations

**Children dismissed at 1pm**

Staff Professional Learning – Closure day

**No School for children today**

Confirmation Sign Up Weekend

Confirmation child/parent online workshop (Microsoft Teams) 7pm

Bishop Terry Curtin to visit TBC

Confirmation Celebration

Father's Day Stall

Father's Day open morning

Father's Day

Mother Teresa Feast Day

Term 3 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!







**KOLBE CATHOLIC COLLEGE**

[www.kolbecc.catholic.edu.au](http://www.kolbecc.catholic.edu.au)

**REGISTER  
NOW**

**SCIENCE  
MINDZ**

**TERM 3  
2022**

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

Come and have fun in a real Science Laboratory in these interactive one hour workshops themed around particular areas of Science.

This is a 4 WEEK program commencing Thursday 4 August 2022.

**DATES:**

Thursday 4 August 2022  
Thursday 11 August 2022  
Thursday 18 August 2022  
Thursday 25 August 2022

**TIME:**

4.30pm - 5.30pm

**REGISTER ONLINE NOW**

[www.trybooking.com/CAMML](http://www.trybooking.com/CAMML)

**BOOKINGS ARE ESSENTIAL**

**THERE IS NO COST FOR THIS  
PROGRAM**

For more information contact Kolbe Catholic College on 8339 3060