



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

18th July 2022

"Love begins at home, and it is not how much we do...but how much love we put in that action." Mother Teresa

To All In Our Learning Community,

This Thursday many of our families will be engaging in Parent-Child-Teacher Conversations. Along with Parent-Support Group meetings, Faith and Life inquiry journals and Reports, this is another way we can share the progress of your child or children with you. It is also a chance to celebrate their successes and to set new goals with them for their learning.

Parent-Child-Teacher Conversations have at their heart, the voice of the child as they have the opportunity to share their growth academically, as well as their growth as thinkers and inquirers. It is another way children are invited to have agency in their learning and to set future goals. In my time at Mother Teresa, I have developed the belief in the importance of children having agency in their learning. This belief is that when children have agency in their learning they become empowered. As inquiry consultant Kath Murdoch writes, "Young children are capable, competent, resilient and curious about the world around them. When their agency is nurtured, they can positively influence their lives and take action to improve the world around them." (Murdoch, 2022). This is also held by the belief that each child is made in the image and likeness of God and as such holds an inherent dignity that is to be honored. The opportunity to have voice in their learning journey is such an important part of this process.

All children will bring home their Faith and Life inquiry journals and Growth Over Time portfolios on Thursday. We invite you to sit with your child and let them share their learning journey with you.

Kind regards,

Amy

This Week's Happenings

Monday 12th July

Welcome Colleen Monaghan – Mathematics Consultant

Tuesday 13th July

*Professional Learning – Learning Diversity Team Teach
Parents & Friends Meeting – 7:30pm*

Wednesday 14th July

Thursday 15th July

Parent-Child-Teacher Conversations – All children dismissed at 1pm.

Friday 16th July

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).

The Victorian government are continuing to provide Rapid Antigen Tests (RATs) to schools. For the time being RATs will continue to be sent home with your child. The next box should come home in the next fortnight.

Parent/Child/ Teacher Conversations ~ Term 3

Parent/Child/ Teacher Conversations will take place in Term 3 on Thursday 21st July. **Children will be dismissed at 1pm on Thursday 21st July.** All children will bring home their Growth Over Time portfolios and Faith and Life Inquiry portfolios on Thursday. Please take the time for your child to share their learning and we welcome your feedback on the parent feedback form which you will find inside. We ask that you ensure Growth Over Time portfolios are returned to school by Monday 25th July.

School Closure Day ~ Friday July 29th

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

Our Lady's Parish Altar Servers

There is the opportunity for children in the Parish of Our Lady's who have made their First Eucharist to join the Altar Servers Ministry. If you are interested you can complete the form at the end of this week's newsletter and forward to Mrs Leahy or email Father Toan Nguyen at tnguyen@our-ladys.org

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!



Learning Diversity

New from the Murdoch Children's Research Institute: Sleep with Kip
"Teaching your kids healthy sleep habits is a valuable life skill."

Based on over two decades of research, the Sleep with Kip™ stories are a fun and friendly way to learn to manage common sleep problems in children. Research shows almost every parent has experienced a behavioural sleep challenge with a child. Challenges getting to sleep, waking in the night and early waking are common issues faced by parents across the world.

Sleep problems can adversely affect your child's mental health and learning, not to mention making life harder for mums and dads and others caring for kids. Sleep with Kip™ is here to help. No apps, no notifications, no screens. If you read to your kids before bed, Kip will fit right into their bedtime

routine. Whether you are currently experiencing a sleep problem, or you just want to teach your kids how to sleep better, Sleep with Kip™ is here to help. It is a series of 6 books. For more information please visit: <https://sleepwithkip.com/>

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.

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 19th July, 7:30pm

Father's Day Stall - Thursday 1st September

Father's Day Open Morning and Morning Tea – Friday 2nd September

Mother Teresa Feast Day and Pizza Lunch – Monday 5th September

What's Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

"When we begin to think about the environment as something we can curate to enhance learners' curiosity and wonder, we can transform the spaces in which we learn."

(Kath Murdoch, 2020)

This term we will be focusing on our new compelling question and understandings:

Compelling Question:

What can you see? What can you hear? Where did it come from?

Understandings:

- Our senses help us to learn about the world around us.
- Light and sound are produced by a range of sources.
- We can use our knowledge of materials and movement to design or change objects to solve a problem.
- Scientists wonder, predict, observe and explain, to help them understand how the world works.



As **curious learners** we are **tuning in** to our new compelling question by using our senses of **sight** and **hearing** to **observe closely** different natural and man-made light and sound sources. We will use the thinking routine, **See-Think-Wonder** to **describe** what we are seeing and hearing, **interpret** what the

sound and light is and where they are coming from and develop wonderings and questions about light and sound. We will document our first thinking using the thinking routine, ‘**I used to think... Now I know...**’.

We will continue to focus on the skills of being **researchers** and **communicators** by using the following I can statements:

- I can be open minded and change my thinking.
- I can observe closely and record my observations.
- I can communicate my thinking and teach someone.

These statements will help us **reflect** on **how** we are learning to be **researchers** and **communicators**.



Engaging with the
mystery of God

As **people of a Catholic faith learning community**, we will read and listen to a story of Pentecost (Acts 2:1-11). We will engage in the thinking routine **Think-Pair-Share**, to share our first thinking with each other. We will then use the thinking routine **Think-Puzzle-Explore** to document our first thinking about the scripture. As **hermeneutical thinkers**, we have been **engaging in the mystery of God**. We will **extend our thinking** by **reflecting** on what we think the mystery of God means in **connection** to the scripture. We will use the thinking routine ‘**What makes me say that is...**’ to **justify** our thinking.

As **mathematicians**, we are continuing to **find out** and **sort out** our thinking 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**. Some of us will continue to think about the ways in which we can apply **reading behaviours** to help us decode words and some of us will continue to develop strategies to **build our comprehension**. We engage in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored.

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 be returned with the two rings, pencil case and all word cards. Learning space teachers will be checking children’s 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.

Bridging Centre

Year 3/ 4 Learning Spaces

“Effective personalised inquiry flourishes in a culture that champions a growth mindset, immerses children in the language of learning and helps learners inquire into learning while inquire into the world around them.” (Kath Murdoch, 2022)

To **tune in** to our Faith and Life inquiry compelling question, *‘How are all places connected to each other and me?’* we have had **time** and **opportunity** to **document** our **first thinking**. We used the thinking routine **‘3-2-1 Bridge’** as a way to make our thinking visible using the **key thinking moves**, **activating prior knowledge** and **wondering**. As part of our Faith and Life inquiry, we are launching a new learning asset, **‘Contributor’**. This learning asset enables us to consider the **talents and skills** we can bring to a group. To **tune in** and **find out** we will consider what it means to be a **contributor** by engaging in puzzles of world maps together. Through engaging with puzzles we will consider the ways we are **contributors**. We will be given time and opportunity to **represent** our **thinking** through **words** and **pictures** and together **collaborate** with each other to **share** our **thinking**.

We will document our **first thinking** about the Scripture from the **Acts of the Apostles (2:1-11)**. By documenting our first thinking we will **make connections** and **wonder** about the first community of Christians. We will reflect on our thinking using the hermeneutical prompt, **‘Multiplicity of Voices and Practices.’**

As **mathematicians** we are beginning to **tune in** to the **mathematical concept** of **location** and **transformation**. We will have **time** and **opportunity** to **activate our prior knowledge** about **maps** and **directional language**. Today we welcomed our **mathematical consultant Colleen** who will be supporting us to extend our thinking around location and transformations. We will continue to 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 **provokes** 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

“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.” (Llyod Alexander)



As part of our **Faith and Life inquiry**, as part of **finding out about Parliament**, we had **time and opportunity** to **speak with an expert** through engaging in a **virtual webinar** with **Parliament Victoria**. The webinar focused on the process of, **‘How a law is made’**. As **researchers**, we took **time and opportunity** to **identify new ideas**, **activate prior knowledge** and **make connections**, through **recording our findings** through **dot points** and **sketches**. As **reflective thinkers**, as part of **sorting out** our thinking, students **reflected** on their **discoveries**;

“There are two different parliament houses: Legislative assembly-lower house, Green and the Legislative council- upper house, red. Both of these houses are in Canberra, Australia. Anyone can add an idea to make a law, even Victoria police, Nurses and Doctors, builders and Tradies and even circus clowns can, sometimes. Before a law is official, they debate the bill three times within two weeks to see if they agree if this is or isn’t a good idea. To make it official it get the royal assent (a type of stamp that says it approved or official).” (Tiffany~ 5/6 2)

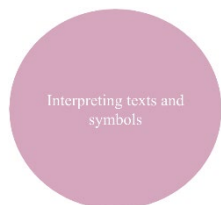


“On Wednesday the 13th, we had a webinar with a parliament staff member. We engaged in learning about how the laws are made. I got chosen



to read out loud to the class. I had to be persistent as I was very nervous, but I still did it and it was about if we should or shouldn't use plastic straws." (Thomas ~5/6 2)

"I discovered how a law is made. The steps are: 1. To make a law you need an idea. 2. Turn the idea into a bill. 3. Introduce the bill to the representatives. 4. Introduce the bill to the senate. 5. Give it to Royal Assent." (Massimo ~5/6 2)



As people of **Catholic faith learning community**, we will be **tuning in** to the **scripture, Pentecost- Acts of the Apostles, 2:1-11**. We will use the thinking moves **activating prior knowledge** and **connection making** as we **document our first thinking** and use the thinking routine, '**What makes me say that...**' to **justify our thinking**. As **hermeneutical learners** we will **engage** with the **hermeneutical prompt 'interpreting text and symbols'** as we **record our first thinking**.

As **mathematicians** we will continue 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.

Digital Technologies

In **Foundation - 2** we will be continuing to explore and **find out** about **Lego WeDo** and will be **observing** how gears work. We will **follow instructions** to build models, which have simple variations of the positioning of the gears. We will **observe the changes** in the ways that the gears spin and find out how large and small gears make one another **move differently**.

This week in **Year 3/4** we will be finding out further about the **Makey-Makey and Scratch**. We will **find out** by being **researchers** and following different **tutorials** in Scratch to create an interactive project. The tutorial, "Animate a Name" teaches us to **place different objects** (called sprites) and make them **move or change** when we click on them or press a button.

In **Year 5/6** we will be using the **Driving Base** robot in **Lego Spike** to **complete different challenges** that help us understand how to **code a robot**. The **first challenge** teaches us basic movement of the robot, such as moving it a precise distance or turning to a certain angle using the gyroscopic sensor. Our **skills will be tested** in an **obstacle course** where we must make our robot **navigate** around coloured Lego Bricks.

Japanese Learning

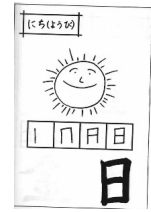
As **learners of an additional language**, students in **Foundation, Year One and Year Two** will begin to explore words for **months of the year** in Japanese. As **inquirers** and **thinkers**, we will discover that the Japanese language uses numbers to name the months of the year followed by the counter word "gatsu". As **thinkers**, we will **activate prior knowledge** about counting from one to ten and then use this to help us to learn the months of the year in Japanese. As **learners of a character language**, we will then focus on learning the kanji for "month", which takes its shape from a symbol of the "moon". We will demonstrate the **learning disposition 'Persistent'** as we practice tracing and copying this kanji using stroke order.



(image taken from Ohisama Clouds, M. Taguchi)

As **learners of an additional language**, students in **Year Three and Year Four** will begin to explore words for **days of the week** in Japanese. As **inquirers** and **thinkers**, we will discover that the Japanese language uses the word stem "youbi" to end each word for the day of the week. As **thinkers**, we will identify this word stem and the sound prefix that comes before it for each day of the week in Japanese.

As **learners of a character language**, we will then focus on learning the kanji for “day”, which takes its shape from a symbol of the “sun”. We will demonstrate the **learning disposition ‘Persistent’** as we practice tracing and copying this kanji using stroke order.



(image taken from Ohisama Clouds, M. Taguchi)

As **learners of an additional language**, students in **Year Five** and **Year Six** will begin to explore words for the weather in Japanese. As **inquirers** and **thinkers**, we will discover what each word looks and sounds like in Japanese. As **thinkers** and **researchers**, we will organise a word list into our Japanese journals for future reference. As **communicators**, we will use the phrase; きょうはweatherです “Kyou wa _____ desu.” (Today will be _____.) to describe the weather in Japanese. We will demonstrate the **learning disposition ‘Persistent’** as we practice using our word list and the modelled sentence to help us respond to the question “What will the weather be?” in Japanese.

Sustainability Learning

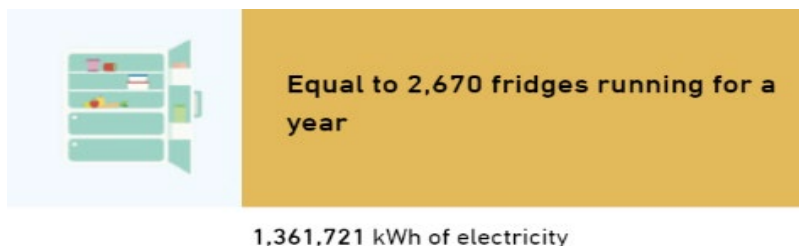
“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister,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

As **Researchers** some of our students have been engaging in learning about Energy, types of Energy and whether it is renewable or non-renewable. Students will **investigate** more about these together in pairs to **discover** more about their **wonderings**.

Other students will be engaging in planting seasonal flowers, weeding, compost cutting, feeding our worm farms and maintaining our beautiful garden around Orlig.

Here is an interesting fact!

Did you know throughout the past 10 years, we have saved an impressive 1,361,721 kWh of electricity at Mother Teresa school since 2011 to date?



This equals to 2,670 fridges running for a year! A fantastic joint effort of past and present students and staff with monitoring energy usage, the process of all lighting being changed to LED lights throughout the spaces and the installation of our solar panels. What a fabulous effort!

Stephanie Alexander Kitchen Garden (SAKG)

We would like to thank the Sherwood family for their donation of massive pumpkins from their Nono’s garden. We are excited to use this beautiful vegetable in our SAKG sessions beginning again this week!

Cyber Safety

Before you post THINK

T - is it true?

H - is it helpful?

I - is it inspiring?

N - is it necessary?

K - is it kind?

Foundation - Year 2 students will be continuing to **engage in learning about communicating online with people we know**, identifying images that we can and cannot share as well as people we can **trust** to assist us when online. They will be using Microsoft Word to **record their thinking** about using the **Indi robots** and inserting images of courses they have created.

Year 3/4 will be engaging in learning about cyberbullying, specifically **what is cyberbullying**, how being cyber bullied can **make people feel**, how to **identify if a person is being bullied or cyberbullied** and when does a joke amongst a group become bullying. We will also be engaging in learning using **Microsoft PowerPoint** to create a presentation of our interests and hobbies.

Year 5/6 are going to be engaging in learning using the eSafety program **Online Friends & Strangers**. This program focuses on recognising **unsafe online situations and behaviours**, communicating online with people you do not know and recognising inappropriate contact. As part of our learning, we will be also investigating **services** that are available to assist those who have been cyber bullied and use Microsoft PowerPoint to present this information.

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](#)

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
Popular Apps <ul style="list-style-type: none"> - Covering apps such as TikTok, Instagram, Snapchat and YouTube - Designed for parents and carers of young people aged 8 to 13. <p>Includes:</p> <ul style="list-style-type: none"> - Case studies, research and targeted advice ways of supporting the young people in your life to have safe, enjoyable online experiences. 	<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>	https://register.gotowebinar.com/rt/5639946412689525773

Physical Education *"Do you know what my favourite part of the game is? The opportunity to play!"*

- Mike Singletary

Foundation to Year Two students will continue **find out** about target sports and games. Students will be invited to **wonder**; *What a target is used for? What can be a target? In what ways can we propel an object towards a target?* They will have time to **find out** about their **wonderings** through a play based circuit, where students will practise kicking, hitting, rolling and throwing objects towards targets.

Year Three and Four students will continue their **inquiry** into the sport of AFL Football. Students will continue to **find out** by practicing their **kicking (drop punt)** and **handballing skills** through small sided **invasion games**. They will also be kicking and handballing for **accuracy** as they try to **hit a target**.



Year Five and Six students will continue playing and **find out** about the invasion style sport, **Hockey**. Students will **combine the sports specific skills** previously learnt (push pass, trap and dribbling) and use their **prior knowledge of invasion skills** to play small sided games of Hockey. By using **smaller team numbers**, they will be encouraged to **attack and defend** more often and encourage higher scores to be made.

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 on it to avoid confusion.*

Performing Arts – Music

As *thinkers* and *collaborators* in foundation, Year 1 and Year 2 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 circle game song “All Around the Butter cup”.

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 “Bee Bee Bumblebee” 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.

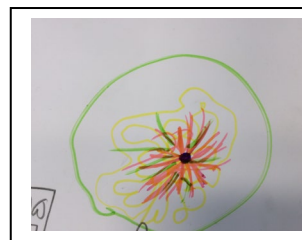
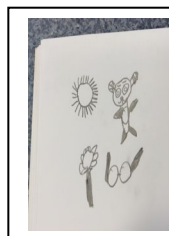
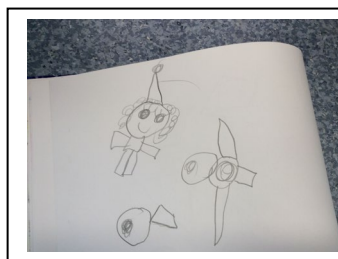
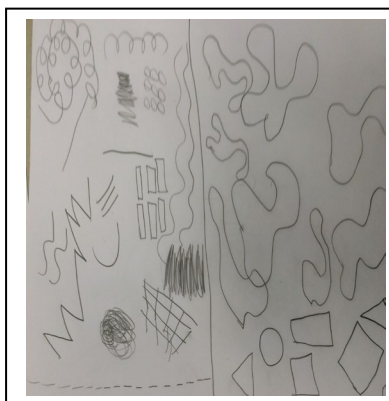
Visual Arts

A drawing is simply a line going for a walk." Paul Klee

As **artists** we tuned into the **studio habit of “Develop Craft”** to explore drawing skills.

Foundation – Year 2

As **researchers** we **inquired into** the art elements of line, shape and colour. We explored how they work together to create art.



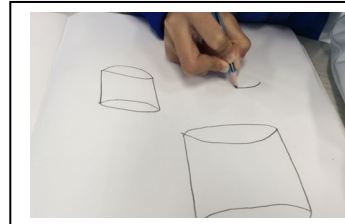
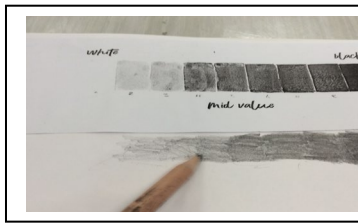
We found out:

- That there are many different types of lines
- That some shapes have names and others don't
- All drawings have line and shape
- Colour makes drawings look beautiful and more interesting



Year 3/4

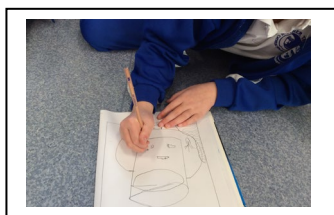
As **artists** we reviewed the use of line and shape in drawing. We **explored** the technique of **contour drawing** to draw a cylinder and **tone** and **shading**.



Year 5/6

As **thinkers** we tuned into our learning by using the “**See, think wonder**” thinking routine to **observe** and discuss the painting “Fishbowl” by Henri Matisse.

As **artists** we **explored** the technique of **contour drawing**. Using “Drop everything and draw” strategy we observed the painting and recreated the artwork by Matisse focusing on the contour.



Term Three Dates 2022

Thursday 21st July

Parent/ Child/ Teacher conversations

Friday 29th July

Children dismissed at 1pm

Staff Professional Learning – Closure day

Saturday 13th August

No School for children today

Sunday 14th August

Confirmation Sign Up Weekend

Monday 15th August

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

Thursday 25th August

Bishop Terry Curtin to visit

Saturday 27th August

Confirmation Celebration

Thursday 1st September

Father's Day Stall

Friday 2nd September

Father's Day open morning

Sunday 4th September

Father's Day

Monday 5th September

Mother Teresa Feast Day

Friday 16th September

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?

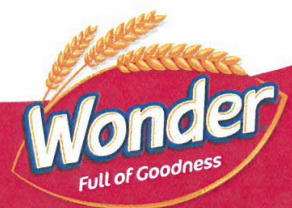
Our school is now in the draw to **WIN an exercise circuit** made from the soft plastic we collect!

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

**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

BOOKINGS ARE ESSENTIAL

**THERE IS NO COST FOR THIS
PROGRAM**

For more information contact Kolbe Catholic College on 8339 3060



OUR LADY'S PARISH ALTAR SERVERS MINISTRY



"Our Lady's Parish is committed to the safety, wellbeing, and dignity of all children and vulnerable adults"



Altar Servers

The altar servers' primary role is to assist the priest in the celebration of the liturgy during Mass, including carrying the processional candle(s), holding the book for the priest celebrant when he is not at the altar, and assisting the priest when he receives the gifts from the people. At the conclusion of the liturgy, the altar

servers process out of the church with the Priest.



Junior altar servers serve alongside adult altar servers at weekend masses. Children, both boys and girls, who have received their First Holy Communion, are welcome to participate in this Ministry. They will undergo a training session conducted by the Priests and/or Sacristan, as well as

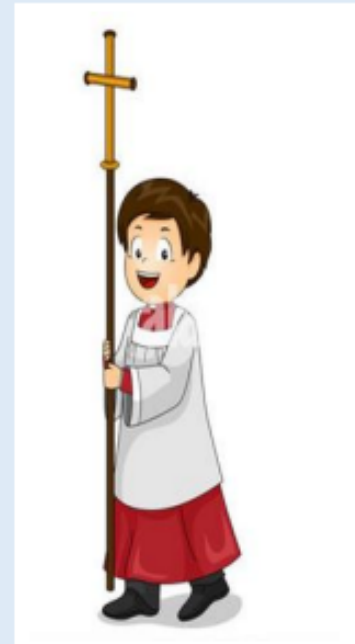
mentoring by adult altar servers. At the conclusion of the liturgy, the altar servers process out of the church with the Priest.

Participation in the Ministry of Junior Altar Servers is a wonderful avenue of fostering the spiritual growth of young children and teenagers.

PLEASE CUT & RETURN THE BELOW FORM

to THE TEACHER or to THE PRIEST

or Email to: tnguyen@our-ladys.org



Would you like to become Altar Servers at Our Lady's Parish?

How? – Your parent/s permission:

- Put down your name:
- Your parent/s name:
- Mobile: Email:

What mass you would like to serve? PLEASE circle your preferred time:

@Our Lady's Church: Saturday 6:30pm, Sunday 8am, 11am, 6pm

@Good Samaritain Chapel: Sunday 9:30am.

Training Session: Tuesday 9 August @3:45pm Or Wednesday 10 August @4:15pm @Our Lady's Church