



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

15th August 2022

*"We need to realise that poverty doesn't only consist of being hungry for bread,
but rather it is a tremendous hunger for human dignity.
We need to love and to be someone for someone else". – Mother Teresa*

To All In Our Learning Community,



Do you recall the birth of a child in your family? This may be your own child or a niece or nephew. As a parent I have been witness to the birth of my three daughters, these experiences are life changing. The birth of each child is a miracle, one that evokes a sense of awe and wonder.

Within the Catholic faith tradition it is held that each person is made in the image and likeness of God. Theologian Didier Pollefeyt in his writing describes the human person as 'a life filled image of God'. What are the implications of this belief and thinking?

Being created in the image of God implies each one of us has the capacity to be a mirror of God's presence in the world. Each of us has an inherent dignity as a human person. This encompasses ethnicity, creed, gender, sexuality, age and ability—all are images of God.

At the heart of our patron saint's work was outreach to the poor. This outreach was undertaken by Mother Teresa with the belief that each person is made in the image and likeness of God. Through her actions Mother Teresa ensured each person was given respect and cared for as 'a life filled image of God'.

As a Catholic school community this belief in the dignity of all people is at the heart of our educational endeavours. Through our learning and teaching we promote the dignity of all—male and female, black and white, old and young and those who are different to me or you.

At times we know that children and adults can be challenged by difference. Vygotsky a famous educational psychologist states that 'children grow into the intellectual life around them'. This indicates that children are influenced by what they see, hear and experience within their lives. How are we as adults promoting the dignity of each person as a life filled image of God? In what way is our dialogue respectful to women and men, black and white and the old and the young? Through our Faith and Life Inquiry learning we will be engaging in dialogue about respect and the inherent dignity of the human person. This dialogue will present the Catholic tradition's belief and understanding that we are all images of God. What's your thinking? How might your family be promoting the dignity of all? How do you talk about difference? What does human dignity and respect mean to you? What makes you say that?

Kind regards,

Chris

This Week's Happenings

Monday 15th August

*Foundation – Year 2 Science Works excursion
Year 5/6 Victoria Police Incursion
Year 5/6 Parliament online workshop
Year 3/4 Malcolm Creek walk
Confirmation Workshop online*

Tuesday 16th August

*Foundation – Year 2 Science Works excursion
Year 3/4 Malcolm Creek walk
Visitors from the School of the Good Shepherd
Professional Learning
– Planning for learning & teaching*

Wednesday 17th August

*Year 3/4 Malcolm Creek walk
Foundation 2023 interviews
MACS Principals 'Briefing'
Professional Learning – Faith and Life inquiry*

Thursday 18th August

Foundation – Year 2 Science Works excursion

Friday 19th August

*Year 3/4 Malcolm Creek walk
Year 3/4 KidsHelp Line Workshops*

Congratulations once again to our Lego Spike participants

A few weeks ago we celebrated the success of our Year 5/6 Lego Spike 2nd place winners in the Victorian Competition. This week our success was posted on the Melbourne Archdiocese Catholic School's Webpage. Well done to all children who participated in the challenge.

<https://www.macs.vic.edu.au/News-Events/2022/August/Interest-spikes-in-LEGO-robots.aspx>

Thanks Mrs Leahy & Leaders

Thank you to Mrs Leahy, Miss Canny and Team leaders for their ongoing leadership and management of our learning community during the first four weeks of term when Mr Reed was on LSL.

Welcome ~ sharing best practice

Sharing professional practice is a key activity of a successful learning community. Participating in dialogue about learning and teaching enables teachers to share practices and to gain deeper understandings into pedagogy. This week we welcome teachers from the School of the Good Shepherd who are interested in learning more about our Faith and Life Inquiry and specifically the use of hermeneutical prompts.

In a few weeks' time some of our staff and children will be sharing our learning related to learning assets and dispositions. This will be an online session with a school in Adelaide who have reached out to us. Next term we will also welcome staff from various schools in the Northern area associated with Resources Smart. Through sharing our Sustainability learning we will also gain insights into the work of other schools who are engaged in this important area of learning and action.

School Fees Term 3

The final family fee instalment \$530 will be sent to families via email on Monday 22nd August. This payment is **due on Friday 2nd September**. Fees form an important part of our school budget. Please ensure your 2022 fee account is finalised by this day.

Reenrolment 2023

Preparations for 2023 staffing and school organisation is underway. Please return your reenrolment forms for 2023 if you have not already done so as this assists in future planning.

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

A note was forwarded to families today regarding our Father's Day Open Morning and Morning Tea – Friday 2nd September. For catering purpose Fathers/Grandfathers/Guardians are asked to note their attendance.

Mother Teresa Feast Day Pizza Lunch

Our Parents and Friends supported by the Craigieburn Pizza bar, Bank Street Craigieburn are providing a Pizza lunch for all children on our Feast day Monday 5th September. A note regarding was forwarded to all children. Please return your order form by Monday 29th August.

COVIDSafe Practice & Updates

Minimising the transition of COVID-19 means we are committed to the following COVIDSafe Steps, these include:

- taking all steps possible to maximise external air flow and good ventilation including the use of purifiers;
- maintaining strong hygiene practice
- Strongly encouraging the wearing of masks Year 3 – 6

While face masks are no longer mandated, the current health advice from the Victorian government is that it is **strongly 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) continue to be available for children. Please test if symptomatic.

Confirmation Dates

Confirmation Child/ Parent workshop facilitated by Maria Forde

Date: **15th August 2022**

Time: **7.00pm**

Venue: Online (Check your child's Microsoft Teams calendar)

Bishop Terry Curtin's Visit

Date: Thursday August 25th 2022

Our learning community will welcome and meet with Bishop Terry Curtin, who is to confirm our Year 6 Confirmation candidates.

Celebration of Confirmation

Date: Saturday 27th August

Time: 2pm

Venue: Our Lady's Catholic Church, 171 Craigieburn Road, Craigieburn

Kolbe Catholic College Applications

Kolbe Catholic College applications for Year 7 2024 closing on Friday 19 August.

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.

Child Safe standard 8 Child Safety skills, knowledge and awareness

At Mother Teresa Catholic Primary School there are many ways in which we as a community ensure that ensure that staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.

All of the school's wellbeing and child safety policies are available online for all members of the community to freely access. Staff are briefed yearly on expectations to report any concerns for child safety and the process that needs to be followed. All staff must complete yearly mandatory reporting training to keep their knowledge and skills current. Staff recently have completed Team Teach training which skilled them in child safety knowledge and best ways to provide positive behavior support.

Parents & Friends News

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events. If you are available to help on any of the following dates, please leave your details on the sign-up sheet at the front office and we will be in contact with you.

Upcoming Events for Term 3

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

Parents and Friends Meeting

The next Parents and Friends Meeting will be held on Tuesday 23rd August 7pm.

The purpose of this meeting is to organise the Father's day stall, Father's day morning tea, Mother Teresa Feast Day and upcoming events. If you would like to assist please come along or register your assistance at reception.

What's *H*appening in the *L*earning Spaces

Foundation-Year 2 Learning Spaces

'When we consciously engage young people in inquiring into how they learn, we are developing skills and dispositions that act as important assets to them as learners.'

– Kath Murdoch

Foundation – 2 Learning Spaces

As part of Faith and Life inquiry, we will be **activating our prior knowledge** about the Catholic symbols of **water, oil, and light**. We will engage in observing a provocation of the symbols for *Baptism*. We will use the thinking routine **See-Connect-Wonder**, to **describe, make connections** and **raise questions**. As hermeneutical learners we are **interpreting text and symbols**.

Interpreting texts and symbols

Our Faith and life inquiry related to light and sound continues.

As **thinkers**, we are pausing to **reflect** on what we have discovered so far about light and sound. We will then share what we are still **curious** about by documenting what we are still wondering about light and sound.

As **researchers**, we are engaging in the shared experience of going to **Scienceworks** this week, to engage in the *Discover Light and Colour Workshop and the Illuminate Exhibition*. After engaging in the shared experience, will take **time and opportunity** to document our **new ideas** about light and sound.



As **mathematicians**, we are continuing to **find out** about the mathematical concept of **location**. We will be **sorting out** our thinking and exploring, by engaging in tasks such as describing position and movement of objects, giving, and following directions, and interpreting maps.

As **readers**, we are continuing to listen to and read stories from **PM eCollection** to consolidate reading strategies and behaviours that we have discovered in our focus groups. We are exploring a range of fiction and non-fiction texts and learning a range of **reading strategies** to help us decode unknown words. As we listen to texts, we will have the opportunity to observe and name the reading behaviours that good readers use, such as *identifying initial sounds* and *breaking words into parts*.

Foundation children should be able to identify all 307 Oxford Sight words by the end of Term 3.

Scienceworks Excursion Dates:

Monday – Learning Spaces 2, 4, and 7

Tuesday – Learning Spaces 1, 5, and 8

Thursday – Learning Spaces 6 and 9

Please refer to the excursion note for details.

Bridging Centre

Year 3/4 Learning Spaces

“Whether they grow up to a life of inquiry, invention and ideas – or a life without these – depends on nothing more or less than the company of adults who stoke their intellectual fires.” – Susan Engel, 2021

As **researchers** and **geographers**, we are **finding out** about our key understanding, “**There are similarities and differences between geographical locations**”, by engaging in a learning opportunity to visit **Malcolm Creek**. We will take **time and opportunity** to **observe** the area closely and **notice** what is around the creek. We will record **natural and human-made features**, such as **vegetation, native animals and other animals**, using **labelled sketches**. As **mathematicians**, we will **plan** our route using our **mapping skills**.

As **writers, readers and inquirers**, we are **tuning in** to the different **types of sentences**. As **contributors**, we are practising the skill of **offering ideas to a group**. We will build our schema by **noticing and naming** what is **similar** and **different** in different types of sentences, such as **statements and questions**. As part of **finding out** about our compelling question '**How are all places connected to each other and to me?**' We are reading and **identifying the purpose** of these sentences in the text.

As **members of a Catholic Dialogue School**, we have had opportunities to listen to the **Acts of the Apostles (2:1-11)** and a **letter by Paul to the Galatians (5:22-23)**. We will continue to use the hermeneutical prompt '**Seeing New Layers of Meaning**' as we engage in the finding out and sorting out phase of inquiry. We will reread and **engage in dialogue** with the Acts of the Apostles (2:1-11). Using the thinking routine - Think-Pair-Share we will **reflect critically** about the scripture. After our dialogue about the Catholic faith journey we will explore the tradition of Sacraments. What new layers of meaning do we have now? We will add our second thinking as we use the thinking move '**building explanations**' into the text. As researchers we will read a short commentary that will give us insight into the historical-context of the scripture.

- What might the author's message have been to his audience?
- What might the author be inviting us to think about?
- How might we interpret the text for ourselves and our own lives today? How might we read the text from a future orientated perspective – This text talks to me of a world in which ...

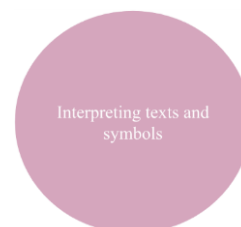
Leadership Centre

Year 5/6 Learning Spaces

"For many learners, the opportunity to choose what to inquire into is met with immediate enthusiasm. They can quickly identify things they care about and want to explore further and are eager to get going." (Kath Murdoch, 2022)

Our **Term 3 Faith and Life inquiry compelling question** '**Who's got the power and how do they use it?**' As part of **finding out**, over the next **few weeks**, students will engage in a **role play incursion** with **Parliament Victoria**. This will provide learners with the time and opportunity to **experience the law-making process firsthand** while they take on the roles of **Speaker, Clerk, Sergeant-at-Arms, Premier, Leader of the Opposition and other members of Parliament**.

We continue to engage in **finding out and sorting out** our thinking about the **Sacrament of Confirmation**. We will **read** the text '**spirit**' to gather **first thinking** and **wonderings** about the concept of **Spirit**. In the **Catholic tradition**, **Spirit** is called the **Holy Spirit**, the **third person of God** (Holy Trinity) We will inquire into the **symbols of confirmation**, with **provocation** in the learning space and engage in the thinking routine **See-Think-Wonder**. What do you **See**? What do the texts and symbols make you **think**? What do the texts and symbols make you **wonder**?



This approach to texts and symbols highlights a hermeneutical approach open to the thinking of all. Within our Catholic dialogue school the dialogue has the Catholic tradition as a key dialogue partner.

As we **tune in** to the **Gifts** of the **Holy Spirit**, through the **Catholic lens** and we will consider each learners perspective and how the Catholic understanding affirms or challenges this. Our **finding out**, will include students **reading a short paragraph** about how the **Catholic Church** defines the each **gift**. Students will have **time and opportunity** to **document** what they think the **gift means through a Catholic lens**; what might it mean for a **Catholic person** and how they are **invited to live their lives**. As **respectful communicators**, students will **share their interpretation with others**.

Tonight **Monday August 15**, all **confirmation students** with their parent or guardian, will engage in a **confirmation workshop** via **Microsoft teams** at **7pm**. This workshop is **facilitated by Maria Forde** and students will **access workshop** via their **Microsoft Teams calendar**.

As **mathematicians**, some of us will continue to explore **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.** Some of us will start to **tune in to transformations.** Some of us will be engaging in learning opportunities related to **creating symmetrical patterns, pictures and shapes.** Some of us will inquire into **describing translations, reflections and rotations of two-dimensional shapes.** Some of us will inquire into **applying the enlargement transformation to familiar two-dimensional shape.** 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

Foundation - Year 2 children we will be **exploring Lego WeDo.** This will include observing how **pulleys** and **belts** work. Drawing on the learning asset **collaborator** we will **build simple machines** that have **different ways** of setting up the **pulleys** and **belts.** As we complete each model, we will take the time and opportunity to **reflect** and **document** the **changes** that occur **depending** on **how** the **creation** is made.

This week **Year 3/4** we will be **beginning** to **create** a **dictionary** that **details** what **different codes** do in **Scratch.** This will help us **identify how** each **code** works. To **create** this we will be **persistent** as we use the **Snipping Tool** to take **pictures** of the **codes** on the **screen,** then **insert** them into a **Microsoft Word Document** or **PowerPoint** so we can **include** our **definitions.** After **completing 5 entries** into our **dictionary,** we will have the **opportunity** to **continue** any **Scratch** projects started previously.

In **Year 5/6** we will be **continuing** to **research** for the next **competition,** which is a **national** one. We will make discoveries about the **different categories** that we can **participate** in. The categories are: **Rescue Line, OnStage, Rescue Maze** and **Soccer.** We will **research** each category, **documenting** about them and making a choice about which one we would like to practice for. In **OnStage** we will need to **create** a **robot** that **participates** in a **performance.** We will be **collaborators** as we **choreograph** a **performance** and **create props** and a **setting** for our **robot** to **perform** in. If we **create** a **dance number** for our robot we will have to **code** it to **perform** in **time** with the **music.**

Japanese Learning

As **learners of an additional language,** students in **Foundation, Year One** and **Year Two** have been exploring **counting from one to ten** in Japanese. As we played a counting game we focused on **the learning disposition ‘Persistent’.** We have also **made connections** between our **prior knowledge** about **numbers** and the **names for months of the year** in Japanese. Below are some student reflections connected with this learning.

We were practising counting to ten. We were counting on our hands. Joseph

We were persistent when we were counting to ten in a game. When we stopped at five we sat down and when we stopped at ten we sat down. Tia

We were persistent when we didn’t get a number correct. We would try again and not give up. Danisa

I notice that the numbers eleven and twelve are different. Theodore

They sound different because they have ‘juu’ in them. ‘Juu’ is number ten. Tyler

We hear ‘gatsu’. Lourd

‘Gatsu’ is counting the month. Danisa

As **learners of an additional language,** students in **Year Three** and **Year Four** have been exploring **days of the week** and **months of the year** in Japanese. As we practiced pronouncing and recalling the words we focused on **the learning disposition ‘Persistent’.** We have **made discoveries** about **what the words sound like** in Japanese. We have also made **discoveries** about **the characters used to write the days of the week.** Below are some student reflections connected with this learning.








Every day of the week ends in the sound ‘youbi’ in Japanese. Eva T

I discovered that the days of the week have symbols which connect with the elements. Marcus H

The months of the year start with numbers. Reuben

We are counting the months. Charlotte

They end with ‘gatsu’. Brij

nichi	getsu	ka	sui	moku	kin	do
日	月	火	水	木	金	土
						

As **communicators** and **collaborators**, students in **Year Five** and **Year Six** have been practicing asking about the weather in Japanese using the question てんきはとうですか (Tenki wa do desu ka) which means “*What is the weather?*” We have also learned to respond using flashcards and a familiar sentence structure including the verb てす (desu). As **thinkers** we have **reflected upon the sentence structures in questions and statements**. Some of our reflections connected with this learning are below.

Japanese sentence structures are different to English and other languages. Clare

The topic is said first, then the topic indicator. Carmelo

We say ‘wa’ to know the topic. Henry

We use ‘desu’ in questions and statements. Keanna

We use ‘ka’ when asking a question. It is like a question mark. Ben

Why can’t we change the Japanese sentence structure to the English sentence structure? David

It would sound different and mess up the language. This would confuse people. Amelia

Sustainability Learning

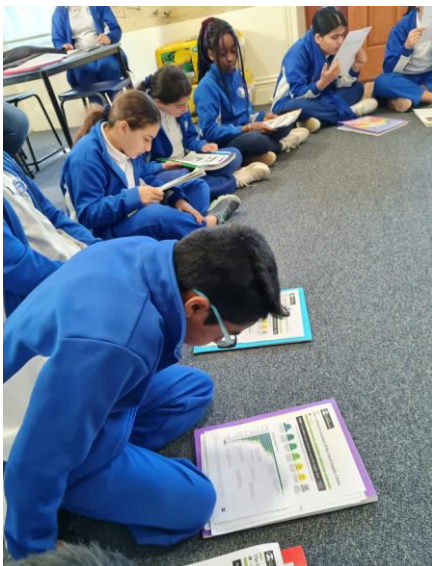
As **researchers** some of our **Foundation –Year 2** students read the big book “*Growing Things*” and **added to their thinking** about how plants grow and what seedlings need to begin to sprout. As **collaborators** we **shared our ideas** with others in the group and made **further discoveries** from reading *Growing Things*. We all **looked closely and carefully** at our seedlings and shared our **observations**. We **agreed** that regular natural sunlight and water were two important factors. We discovered that inside LED lighting does not have the same effect for a plant or a seedling’s growth. We were surprised to discover the tree grows on top of the ground as well as below of the ground too.



As **thinkers** our **Year 3/4** students shared their first thinking about words to do with **The Water Cycle**. We tuned in by sharing our thoughts on what the words **precipitation, infiltration, evaporation, condensation, and transpiration** might mean. The words were placed in a circular order one at a time to reflect the Water Cycle. Students were given the opportunity to place the three words- **Gas, Solid and Liquid** within the Water Cycle where there might be similarities to these words and state- **What Makes You Say That?**



As **thinkers** some of our **Year 5/6** students looked at data provided from 119 countries in relation to 'The **Carbon Footprint** of the Food Supply Chain' and **analyzed information** that was gathered from different sources. We looked for **patterns and trends** in relation to Green House Gas emissions per kilogram of different food products and the potential consequences of people's action to our environment.



Some students had the opportunity to unpack their thinking and new ideas from our excursion to Edendale Farm using the **thinking routine - Making Meaning**.

Stephanie Alexander Kitchen Garden (SAKG)

As **self-managers** some of our **Foundation to Year 6** students engaged in SAKG cooking on Tuesday and Wednesday. Students took turns to prepare and make delicious Corn and Chive Fritters with Mint Yoghurt and for something sweet we made Apple and Cinnamon Muffins which were enjoyed by all.

For All Your Favorite Recipes – Visit our Mother Teresa Blog at - mtpskitchengarden.com.au



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 the September 9th. A reminder that **any brand** of bread can be recycled in this program. Keep up the great recycling!

Cyber Safety

Cybersecurity is a shared responsibility, and it boils down to this: In cybersecurity the more systems we secure, the more secure we all are. **Jeh Johnson**



Following on from the theme of Safer Internet Day 2022 “**Play It Fair Online**” the Office of the eSafety Commissioner and the Australian Football League have joined together in an effort to promote being respectful towards others when online. As part of this the players and staff from all 18 AFL clubs will be receiving additional training in being safe and respectful online and will be promoting this as well as promoting the work of the eSafety Commissioner. To read more about this program and to view the promotional video featuring AFL and AFLW players Lance Franklin (Sydney Swans), Michael Walters (Fremantle), Chelsea Randall (Adelaide), Vaomua Laloifi (Carlton), Chad Wingard (Hawthorn) and Jack Graham (Richmond) head to <https://www.esafety.gov.au/newsroom/whats-on/play-it-safe-and-fair-online-and-offline>.

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](#)

[Parent Videos](#)

[eSafety Cyberbullying Media Release](#)

Upcoming FREE eSafety Parent Webinars

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. Includes: <ul style="list-style-type: none"> - Case studies, research and targeted advice including ways of supporting the young people in your life to have safe, enjoyable online experiences. 	Tuesday 16 August 7:30pm to 8:30pm Thursday 25 August 12:30pm to 1:30pm	https://register.gotowebinar.com/rt/5639946412689525773

Physical Education

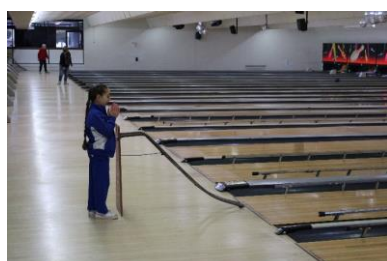
“Fundamental Movement Skills (FMS) are the building blocks of Physical Education” - Australian Council Health Physical Education Recreation (ACHPER)

Last week our Foundation-Year 2 children participated in a Bowling excursion. Thank you to the staff who assisted with this learning opportunity. Some of our learner has this to say about bowling:

Bowling was very fun, I felt very proud of myself because I scored 53 points. – Ben V

I noticed when I put my body lower, I knocked over more pins – Anderih

I scored 97 points, I even rolled a strike! – Mackenzie



This week Foundation - 2 students will be practising their locomotor movement skills, fundamental movement skills, object control skills and aiming skills through a play-based circuit. Students will focus on kicking and throwing, both underarm and overarm as they complete tabloid rotations and work together through these play-based learning activities.

Performing Arts

"Rhythm develops attention, concentration, determination and the ability to condition oneself. Melody opens up the world of emotions. Dynamic variation and tone colour sharpen our hearing." Houlahan, Michael; Tacka, Philip, Kodály Today: Kodaly Today Handbook Series, p. 19. Oxford University Press. Kindle Edition

Foundation - Year 2 learners will be engaging in the practice of active listening and continuing our inquiry of **steady beat**. To help us practice these musical skills we will engage in the circle game "All around the Buttercup". We will need to employ the dispositions of being a risk taker and courageous as we perform the song and keep a **steady beat** on our lap.

As **self-managers** and **collaborators** in Years 3 / 4 will be engaging in our inquiry in to how to use the **crotchet beat Ta** when performing songs and chants. This week we are going to continue to sing and perform chants and songs using the **crotchet beat Ta**. We will tune in to the use of the **crotchet beat Ta** through the practice of known songs "Bee Bee Bumble Bee and All around the Butter Cup".

Year 5/ 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 rhythm exploring the concepts of the **crotchet beat Ta** and the **Quaver beat Ti-Ti**. To help us practice these musical skills we will engage in the rhythm games "I Have Who Has?" and "Bounce High Bounce Low" to make connections between these two different beats and the songs we perform. We will also use these two different beats to compose our own short rhythms to perform.

Visual Arts

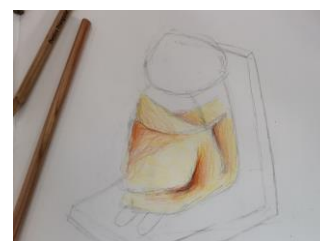
"A drawing is simply a line going for a walk." [Paul Klee](#)

In **Foundation – Year 2** we have been **discovering** all about the art of portraiture. We have **stretched and explored** our understanding of portraits by viewing a demonstration of the skills involved in this artform. We focused on shape of the face, proportion of eyes, nose, mouth and how to use the space on an A4 page.



Year 3- 6

As **artists** we **tune** into the **Studio Habit** of "**Develop Craft**." We have **stretched and explored** our understanding of **blending colour** with colour pencils. We **experimented** with the layering technique by overlaying lightly applied layers of each colour on our drawings.



Term Three Dates 2022

Thursday 25th August
Saturday 27th August
Thursday 1st September
Friday 2nd September
Sunday 4th September
Monday 5th September
Friday 16th September

Bishop Terry Curtin to visit Year 5/6
Confirmation Celebration
Father's Day Stall
Father's Day open morning and morning tea
Father's Day
Mother Teresa Feast Day
Term 3 Concludes

Term Four Dates 2022

Monday 3rd October

Term 4 begins

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!

