



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

1st August 2022

"To show great love for God and our neighbour we need not do great things. It is how much love we put in the doing that makes our offering something beautiful for God." Mother Teresa

To All In Our Learning Community,

The Mini Vinnies team meet regularly to engage in dialogue and collaboratively plan social justice actions for our learning community. It is a group that turns hospitality and dialogue into action, with its members being made up by children from Foundation to Year 6. In the coming weeks the Mini Vinnies group will be sharing their next action to support Socktober and Catholic Missions later in the Term and at the beginning of Term 4.

The actions that Mini Vinnies carry out in our community are based in Catholic Social Teachings - solidarity, preferential option for the poor, dignity of the human person, participation and subsidiarity, stewardship and the common good – and are inspired by the gospel teachings of Jesus Christ. Through understanding these teachings that opportunities become visible for us as a Catholic Dialogue School for prayer to be turned into action, where we are invited to become witness and live out the teachings of Jesus Christ.

Through dialogue the group were invited to reflect critically and share with each other their understandings of what Catholic Social Teaching is. I invite you to read and reflect on their responses and make your own connections, particularly in terms of our patron Saint Teresa of Calcutta and her example of showing hospitality and outreach to neighbour;

- I think that Catholic Social Teaching is a way of teaching about messages in Scriptures and taking different interpretations of the messages of God and Jesus. Also by taking thinking into actions and getting others involved.*
- I think Catholic Social Teaching is a community that helps others who are in need.*
- I think Catholic Social Teaching is when Catholic schools come together to teach others about what Jesus has done.*

What connections can you make? How might their thinking invite you to reach out to others? What makes you say that?

Amy

This Week's Happenings

Monday 1st August

Tuesday 2nd August

Yr 5/6 online Victorian Parliament

Professional Learning – Positive Behaviour Support

Wednesday 3rd August

Yr 5/6 online Victorian Parliament

Professional Learning – Faith and Life inquiry

Thursday 4th August

Welcome Deb Sukarna online – Writing Consultant

Friday 5th August

Year 5/6 Sustainability Excursion – Edendale Farm

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!

Re-enrolment 2023

In order to plan effectively for our 2023 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2023.

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) continue to be available for children. Please test if symptomatic.

Confirmation Dates

Confirmation Child/ Parent workshop

Date: **15th August 2022**

Time: **7.00pm**

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

Facilitated by Maria Forde.

Confirmation Sign up and Presentation Weekend

Date: Saturday 13th August 2022

6.30pm Vigil Mass at Our Lady's Church

or

Date: Sunday 14th August 2022

8.00 am Mass at Our Lady's Church

9.30 am Mass at Good Samaritan Chapel

11.00 am Mass at Our Lady's Church

6pm Mass at Our Lady's Church

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

Sporting Schools - AFL Footballs



Sporting Schools is an Australian Government initiative designed to help schools increase children's participation in sport and connect them with community sport opportunities. Sporting schools programs are provided to children to help students build the confidence and capabilities to be active for life.

Throughout Term 2 and Term 3 all children have had a focus on **AFL Football**, thanks to Sporting Schools, **all children** in our learning community will be receiving a **free AFL Football** for them to practise at home with family and friends.

Mr. Simon Insolia

Kolbe Catholic College Tour

The next Kolbe Catholic College tour is taking place on Tuesday 9 August at 9.30am, prior to applications for Year 7 2024 closing on Friday 19 August. For further information please see the flier at the end of this week's newsletter.

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!



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 6 – Ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing practices.

At Mother Teresa there are many ways in which we as a community ensure that all those adults whom enter our building are supportive of child safety and wellbeing practices. All external visitors to our school must have a current working with children's check and need to use our sign in register which informs them of our child safety and wellbeing practices. All current teaching staff are required to maintain their VIT registration which also includes regular working with children checks. Staff are required to have yearly mandatory reporting training so they are aware and know of the requirement to report any child safety and wellbeing concerns. As a community we utilize resources including Kids Helpline, eSafety and the Police and regularly engage children in online workshops.

COVIDSafe Practice

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. We will soon be asking for volunteers to help with preparing gifts for the Father's Day Stall, to sell items and help with the Father's Day morning tea. Keep an eye on the newsletter for further details in the coming weeks.

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

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)

Our compelling question for Term 3 is ‘What can you see? What can you hear? Where did it come from? This week, as **scientists**, we will predict, observe and explain our thinking about why and how our shadows change and move.

As **thinkers**, we will observe and trace our shadows while making predictions about how we think our shadows will change throughout the day. As **mathematicians**, we will measure the length of our shadows at different points in time and document our findings in a table.

As **researchers**, we will use multiple sources of information to find out about how shadows change and move. We will engage in a shared viewing of the video ‘Why does my shadow change?’ from Scienceworks. As **thinkers**, we will use the split screen strategy to document what we discovered using the prompts:

- What did we discover?
- How did we discover this?

As people of a Catholic learning community, we will continue to engage with the story of Pentecost from Acts 2:1-11. As **thinkers**, we will engage in the thinking routine, Colour-Symbol-Image to show and share our understanding of this scripture passage. We will use the following prompts to make our thinking visible

- What colour comes to mind when you hear this scripture?
- What's a symbol that comes to mind when you hear this scripture?
- What image comes to mind when you hear this scripture?

As **mathematicians**, we are continuing to find out and sort out our thinking about the mathematical concepts of addition and subtraction. We have been continuing to develop our knowledge and understanding of a range of strategies including count all, count on, count down, doubles and near doubles, friends of ten and partitioning. We have been practising the use of these strategies when solving addition and subtraction worded problems and number sentences. We have been utilising a variety of materials such as counters, tensframes, unifix blocks and number lines to help consolidate our understanding and make our thinking visible.

As **readers**, we are exploring a range of fiction and non-fiction texts and continuing to develop 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 pointing to words, looking at the pictures, identifying initial sounds and breaking up and chunking words.

Some of us will continue to identify sight words in the texts we are reading, whilst some of us will continue to develop our comprehension skills and strategies.

Bridging Centre

Year 3/4 Learning Spaces

"On this journey of life, spirituality is the very sand on which we travel"

Robert W. Chism

As a **Catholic Dialogue School**, we are **tuning in** to the **Sacrament of Confirmation** - the final sacrament of **Initiation**. Through **dialogue with others**, we are **identifying** what we **think** we **know** about this Sacrament, the **connections** we can make with the **Catholic faith** and other **faiths**. We will make our **thinking visible** through the **thinking routine Think Puzzle Explore** using the **key thinking moves** - **activating prior knowledge, wondering and planning**.



Valuing multiplicity
of voices & practices

To build our knowledge about the **Sacraments of Initiation** we will have **time and opportunity** as **communicators** and **contributors** to **read** the page from the e-book 'Baptism and Confirmation' – '*The Beginning of a Journey*'. **Reflecting** on the **hermeneutical prompt** '**searching for new layers of meaning** and '**valuing multiplicity of voices and practices**' we will **engage** in the **thinking routine Connect-Extend-Challenge**. We will **reflect** and **identify** our **thinking** around the title, the symbol of the dove and the text as part of **finding out**. We will **consider** what is the **role** of the **Sacraments** in the faith journey of Catholic person today? We will **reflect** and **invite** those from other faiths to make connections to the Catholic tradition.


During our **Mathematical** learning we have been carefully observing a range of different maps **naming** and **noticing** the variety of **features** they contain and the purpose they serve. We will apply these **understandings** to **generate** our own maps in future learning **opportunities**. To make **connections** with our compelling question, "*How are all places connected to each other and to me?*" we will visit some **geographical** locations and generate some maps, **identifying** the natural and human made features, as well as making **inferences** about how different groups of people might feel **connected** to the area.

Leadership Centre

Year 5/6 Learning Spaces

"Whether you share it or not, documenting and recording your process as you go along has its own rewards. You'll start to see the work you are doing more clearly and feel like you are making progress. And when you are ready to share, you will have a surplus of materials to choose from" (Kath Murdoch, 2014)

As part of our **Term 3 Faith and Life inquiry** compelling question '**Who's got the power and how do they use it?**', specifically focusing on our **key understanding** **Government have powers to make decisions that impact on the community**, we will be engaging in **virtual webinar** with **educators** from **Parliament House, Canberra**. As **researchers**, we will have the **time and opportunity** to **tune in** to **Parliament house** and **work out what we need and want to know**, through **identifying wonderings** prior to webinar. As part of **finding out**, during the webinar, using the skill **record our new learning in words and pictures**, we will discover **how laws are made through parliament**, the **responsibilities of representatives**, the **formation of government** and **how government is kept accountable**. As **reflective thinkers**, as part of **sorting out**, we will take the **time and opportunity** to **reflect** on our **discoveries** and **new ideas identified**.



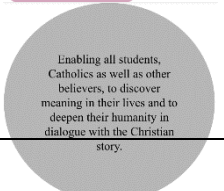
Reflecting critically

As a **Catholic Dialogue School** and as part of **Faith and Life inquiry**, *all students* engage in a **process of tuning in, finding out and sorting out** their thinking about **Sacraments** in the **Catholic tradition**. This week, children will receive a **resource booklet** to bring home, **incorporating readings and prayers** that may assist in

your **dialogue at home about the Sacrament of Confirmation**. For **students receiving their Confirmation** this term, we **invite you to read through**



Interpreting texts and
symbols



Enabling all students,
Catholics as well as other
believers, to discover
meaning in their lives and to
deepen their humanity in
dialogue with the Christian
story.

prayers and engage in rich dialogue as a family to assist in preparing for the sacrament. For families of different faiths or Christian rites, we invite you to share your connections with the rituals that are important to your families. As hermeneutical learners, you will have the opportunity to interpret texts and symbols and reflect critically. Through engaging in dialogue as a family, all students will be able to share their connections, new ideas identified and wonderings as we dialogue and unpack the Sacrament of Confirmation further in the learning space. This provides an opportunity for rich dialogue, enabling all students Catholics as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story.

This Friday, 5th August, as part of our sustainability learning, all year 5/6 students, Mrs. Bernadette, Mrs. Sabato, 5/6 learning space teachers and other staff members, have the opportunity to engage in learning about Water and Energy. Students will be visiting Edendale Community Environment Farm in Eltham. As part of tuning in, as researchers, students will take the time and opportunity to find out about the community environment farm, and document wonderings prior. Whilst at the farm, as researchers, students will ask an expert questions to get to new information. As part of finding out, students will participate in various workshops throughout the day to further enhance our sustainability initiatives at Mother Teresa Catholic Primary School.

As mathematicians, we 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. Using the thinking moves making connections, reasoning with evidence and identifying new ideas, some of us will explore Maths Olympiad and Maths Games questions as we develop mathematical problem skills and strategies. 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

This week in years Foundation - 2 we will be exploring Lego WeDo and will be observing how pulleys and belts work. We will collaborate to build simple machines, that have different ways of setting up the pulleys and belts. As we complete each model, we will document the changes that occur depending on how the creation is made.








This week in year 3/4 we will be further exploring the Makey-Makey and Scratch, following different tutorials in Scratch to create an interactive project. The tutorial “Make a Clicker Game” teaches us to create an object that randomly appears in different places around the screen and adds points to a score when it is clicked. We will need to be thinkers as we use codes that can make an object respond to being clicked and that can track a score.

In year 5/6 we will be continuing to research for the next competition, which is a national one and 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 Rescue Maze we will need to create a robot that can navigate from one end of a walled maze to the other by using sensors to respond to obstacles and colours on the ground.

Japanese Learning

As learners of an additional language, students in Foundation, Year One and Year Two will continue 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”. We will also discover that the kanji character for “moon” is also used as the counter word “gatsu” in Japanese. We will engage in a flashcard matching game to reinforce recognition of these words. As thinkers, we will make our thinking visible by labelling the months in sequence using the kanji for “moon/month”.

As **learners of an additional language**, students in **Year Three** and **Year Four** will continue 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 each day of the week. We will discover that each kanji has a connection with a symbol we find in nature. We will engage in illustrating a table with these symbols next to the words and kanji for days of the week.

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

As **learners of an additional language**, students in **Year Five** and **Year Six** will continue to explore words for the weather in Japanese. As **communicators** and **collaborators**, we will play a board game in which we use the phrase きょうはweatherです “Kyou wa _____ desu.” (Today will be _____) to describe the weather in Japanese. As **thinkers** we will then view a weather map of Australia and use the sentence pattern “weatherです” (“_____ desu.” It will be _____) to describe the weather for each capital city. We will make our thinking visible by writing simple sentences about the weather forecasts 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** and **Thinkers** our **Foundation – Year 2** students carefully observed their seedlings and **made predictions** on how long their seedling would take to sprout and what it may need to grow, for example a little **water** and an adequate amount of **sunlight light**.

As **Thinkers** and **Researchers** some **Year 3/4** students discovered what a Swale is, how this construction in our natural environment is effective and



helps minimise or prevent puddling, possible erosion and how it may lessen pollution reaching our waterways. We watched a short clip and listen attentively about Rain Gardens and Berms – Rain Gardens being another name for a Swale and how berms help guide the water into the Swale.

As **Self-Managers** some of our **Year 5/6 students** were **resourceful** and **responsible** collecting and preparing our food scraps from around the spaces. The fruit and vegetable scraps were **sorted** where students were able to **listen carefully** and **follow instructions** to carefully cut the scraps into smaller pieces to feed our worms. Once we had enough to feed the worms in all 12 worm farms, we placed the excess into the few Lugg boxes we have around our garden beds. We discovered through our **interaction and dialogue** with our brother **Murrundindi**, that crushed eggshells have an abundance of nutrients and are a wonderful source of calcium for soil, particularly soil surrounding our Lemon Myrtle Trees. We currently have four Lemon Myrtle Trees around our learning community.



Cooking with Murrundindi

This term we were extremely privileged to be able to engage with our brother Murrundindi over three days. As **Collaborators** some students from **Foundation to Year 6** had the opportunity to engage in one of 15 sessions we had with Brother, **taking turns** making either Lemon Myrtle Biscuits or several chocolate varieties; Rocky Road (Cranberry instead of peanuts) and Lemon Myrtle chocolate to name a few!

These sessions were valuable and a huge success where children were super excited to be engaging with Murrundindi and not to mention making the ever so popular Lemon Myrtle biscuits. During the sessions brother shared some of the stories of how the First People of Australia used heat as energy and how it was quite different to today.

There were many questions for Brother from our students:

- When was the first time you (Murrundindi) tried any sort of chocolate?
- What sort of dessert was consumed if there was no flour, sugar or chocolate?
- Was the same fire used to keep warm as well as to cook?





Our Mother Teresa SAKG Stall was a huge success! We had a great turnout of children and some families. Selling all the Lemon Myrtle Biscuits and Chocolate Varieties by day two and our delicious beetroot Relish and Tomato Chutney we raised an amazing \$582!

As part of Year 5/6 students' inquiry as Researchers and Collaborators, students will engage in searching for a charity they are passionate about and participate in decision making as to which charity they believe the \$582 raised should be donated to and why, backed with evidence. Students will have the opportunity to agree or respectfully disagree and state – 'What makes you say that?'



Cyber Safety

Cybersecurity is a subject that requires logic, knowledge, thought and commitment.

Ian R McAndrew

In the coming week all learning spaces will be further engaging in learning carried out over the last few weeks in **Sharing Inappropriate Photos with People We Know and Trust** (Foundation-Year 2), **Cyberbullying** (Year 3/4) and **Communicating Online with Known and Unknown People** (Year 5/6). In **Year 3/4** and in **Year 5/6** we have been **THINKERS, COLLABORATORS** and **COMMUNICATORS** in how we plan out our task, inform our audience when creating our PowerPoint presentations and when engaging in dialogue and sharing of ideas in focus groups. In **Foundation-Year 2** we have been **THINKERS** and **SELF MANAGERS** in how we identify ways to improve our learning and taking risks with our learning and challenging ourselves to make our learning better.

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](#)

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. Includes: <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.	Tuesday 16 August 7:30pm to 8:30pm Thursday 25 August 12:30pm to 1:30pm	https://register.gotowebinar.com/rt/5639946412689525773

Physical Education

"Good players inspire themselves, great players inspire others"

Foundation to Year Two students will continue to **find out** about target sports and games. 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 **extend on their knowledge** of fundamental movement skills as they play small sided games around the sport of Basketball, their focus will be on **'control'**. Students will engage in dribbling and shooting games and discuss how they were successful and how they were in control.



Year Five and Six students will continue playing and **finding out** about the invasion style sport, **Hockey**. Students will continue to play small sided games of Hockey. Through the use of **Game Sense**, students will talk about the **strategies and tactics** they used for their team to be successful.

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.**



F-2 Bowling Excursion - Wednesday 10th August



In Physical Education this term, students have inquired into, **'Target games and sports'**. Throughout the term students have **Found Out** and **Sorted Out**, about many different games that require the skill and ability to hit a target. As part of the Inquiry phase **Going Further**, students in F-2 will be provided **time and opportunity** to practise the skills of hitting a target in an excursion to **Wyncity Bowling Keon Park**.

Performing Arts – Music

"Music multiplies all that is beautiful and of value in life."

Houlahan, Micheal; Tacka, Philip. Kodály Today (Kodaly Today Handbook Series) (p. 19). Oxford University Press. Kindle Edition.

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 the circle game "Bee Bee Bumble Bee".

As **researchers** and **collaborators** in Years 3 and 4. We will be engaging in our ongoing inquiry into pitch and tuneful singing. This week we are going to practice the musical pitches Mi and Sol. We will tune in to these two different pitches through practice of known songs "Bee Bee Bumble Bee and All Around the Butter Cup".

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 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 game "I Have Who Has?" and make connections between these two different beats and the songs we perform.

Visual Arts

"I sometimes think there is nothing more delightful than drawing." Vincent Van Gogh

This week we have been **discovering** all about the art of **Still life**. We have **stretched and explored** our understanding of drawing by viewing a demonstration of the skills involved in this artform and by **observing closely** to notice details such as line, form, texture and pattern.

Foundation Year – 2

Artwork inspired by "Sunflowers"- Vincent Van Gogh



Reflections

“A success for me was planning my drawing first.” Alice

“A challenge for me was making my drawing look realistic, but I was persistent and tried. I am happy with my drawing I think it looks good.” Shenelie

“I think black and white drawings look good.” Isla

Year 3-6

Still Life Drawing - Observe- Look closely and notice details



Term Three Dates 2022

Saturday 13th August -

Sunday 14th August

Monday 15th August

Thursday 25th August

Saturday 27th August

Thursday 1st September

Friday 2nd September

Sunday 4th September

Monday 5th September

Friday 16th September

Confirmation Sign Up Weekend

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

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

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
GREENVALE



COLLEGE TOUR

Tuesday 9 August at 9:30am

We are delighted to invite you into our College to meet the Principal and tour our facilities.

Register online now.

www.kolbecc.catholic.edu.au

Please note: Applications for Year 7 2024 close on 19 August 2022.
Applications received after that date will be placed on a waiting list.



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-ladvs.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 Seesion: Tuesday 9 August @3:45pm Or Wednesday 10 August @4:15pm @Our Lady's Church