



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

22<sup>nd</sup> 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,

Throughout the term our learning community has been listening to a reading from St Paul's letter to the Galatians found in the Christian scriptures. This letter shares the story of the early Christians and the way in which they were invited to be follower of Jesus. Chapter 5 of this letter reminds Christian followers that 'God's Spirit makes us loving, happy, peaceful, gentle, and self-controlled'. Further St Paul tells the Galatians that 'God's Spirit has given us life, and so we should follow the Spirit'.

In 2022 there are many who offer similar promises for a happy and fulfilled life! Through attaining the latest devices, following people of influence and seeking ways to increase personal happiness we are guaranteed our life will be fulfilled. Sadly we know the human experience is not always one that is fulfilled in this way.

For the Christian the Spirit of God offers a new way of being. To be Spirit-filled enables the trials and disappointments of life to be considered in light of a new way of being. While St Paul's letter was written long ago Christian followers today. They are invited to consider its message in 2022 and for the future that is from a future orientated perspective. I wonder how our Confirmation children might interpret this passage as they prepare to celebrate the Sacrament of Confirmation. I wonder how other religious believers in our learning community consider the Catholic tradition's perspective in light of their own Christian, Hindu, Buddhist or Sikh faith. How has this message affirmed or challenged your perspective? What makes you say that? How might you take the time this week to dialogue with your child/ren about your faith perspective?

Kind regards,

**Chris**

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

### **Monday 22<sup>nd</sup> August**

OH&S School Audit

Welcome Mathematics Consultant Colleen Monaghan

Year 3 – 6

### **Tuesday 23<sup>rd</sup> August**

Professional Learning

– Reporting

Parents & Friends Meeting

- Preparation for Father's day events

### **Wednesday 24<sup>th</sup> August**

Professional Learning – Planning for learning & teaching

### **Thursday 25<sup>th</sup> August**

Welcome Bishop Terry Curtin

### **Friday 26<sup>th</sup> August**

### **Saturday 27<sup>th</sup> August**

Confirmation Celebration 2pm Our Lady's Parish Church

### ***School Fees Term 3***

The final family fee instalment \$530 were forwarded via email this week. This payment is **due on Friday 2<sup>nd</sup> September**. Fees form an important part of our school budget. Please ensure your 2022 fee account is finalised by Friday 2<sup>nd</sup> September.

### ***Father's Day Open Morning and Morning Tea – Friday 2<sup>nd</sup> September***

A note was forwarded to families today regarding our Father's Day Open Morning and Morning Tea – Friday 2<sup>nd</sup> 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 5<sup>th</sup> September. A note regarding was forwarded to all children. Please return your order form by next Monday 29th August.

### ***Road Safety***

Parents and carers are reminded that double parking, letting children out of vehicles while double parked and U-turns in front of the school crossing are all illegal. For the safety of all in our community please abide by road laws.

### ***COVIDSafe Practice & Updates***

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.

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

### ***Confirmation Dates***

#### ***Bishop Terry Curtin's Visit***

Date: Thursday August 25<sup>th</sup> 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 27<sup>th</sup> August

Time: 2pm

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

### ***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 9 Child Safety in physical and online environments – Ensure that physical and online environments promote safety and wellbeing whilst minimizing the opportunity for children, young people and students to be harmed.**

At Mother Teresa Catholic Primary School there are many ways in which we actively promote physical and online environments to be safe for all students. Our weekly newsletters contain valuable information for parents to attend free webinars on child safety and wellbeing in the online environment. All students

are required to sign a code of acceptable online conduct so that they can be safe when using technology online. All student-to-student emails are required to be CCD to their learning space teachers. We promote physical safety and our peer mediators, who volunteer every lunch time, help keep our outside play areas safer. Recently our 5/6 students participated in an online safety and online bullying prevention talk by members of the Victorian Police Force.

## ***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 1<sup>st</sup> September

Father's Day Open Morning and Morning Tea – Friday 2<sup>nd</sup> September

Mother Teresa Feast Day and Pizza Lunch – Monday 5<sup>th</sup> September

### ***Parents and Friends Meeting***

The next Parents and Friends Meeting will be held on Tuesday 23<sup>rd</sup> 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 with these events please come along or register your assistance at reception.*

## ***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."*

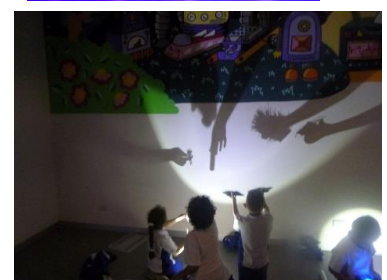
*(Kath Murdoch, 2020)*

As **curious scientists and researchers**, we engaged in an excursion to Scienceworks to find out about our compelling question, '**What can you see? What can you hear? Where did it come from?**' We engaged in two learning opportunities, the **Illuminate Exhibition** and the **Discover Light and Colour Workshop** to find out about our wonderings and make new discoveries about light and Sound.

We explored light and sound by engaging in a range of activities that allowed us to find out about how light travels and how we sense sound. We focused on the skills of being **curious researchers, communicators** and **collaborators** by working together to create night lights using different colours and objects.

Some of the discoveries we made were:

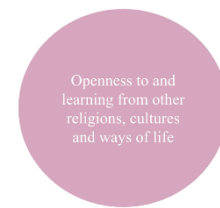
- As a scientist, something I discovered about light is that light can bend. What makes me say that some objects are made of materials that light can bend around. - Isla
- As a scientist, something I discovered about light is... that light from a torch is white light and we can change the colour of it by putting coloured plastic in front of it. - Daniel
- As a scientist, something I discovered about sound is that sound can also be sensed by touch and feel. What makes me say that is you can feel the vibrations of sounds when a sound is loud enough. - Marcus
- As a scientist, something I discovered about sound is that every



object and instrument has its own unique sound. What makes me say that is the sound of an object or instrument depends on what it is made out of. - Daksh

As **people of a faith learning community** we are **tuning in** to the hermeneutical prompt, '*Openness to and learning from other religions, cultures and ways of life*'. As **thinkers** will have time and opportunity to engage in the **Think-Pair-Share** thinking routine to **activate our prior knowledge** and consider the following prompts:

- How can we be open to other cultures?
- Why should we be open to learning about other people's faith?



As **mathematicians**, we are tuning in to the mathematical concept of **patterns** and **algebra**. Some of us will explore creating, copying and continuing patterns using different materials, shapes and colours. Others will explore number patterns that involve repeated addition.

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

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

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

This week we will **sort out** our **thinking** related to our walk to **Malcolm Creek**. As we reflect on this experience will we review our booklet documentation and **practise** the **skill** of **offering ideas** to the **group** as **contributors**. We will be invited to remain **open-minded** and **creative** as we **make connections** between **new ideas** and what we **already** know. While **Zooming in** to the **observations** we made during our visit - *vegetation, native animals, natural, human made and animals* we will come together and **consider** what this means in light of the understandings '*Features and conditions of a place influence the way people live*' and '*The conditions of a place, influence decisions people make*'.

We will sort out our thinking using a **data chart** - we will have the following questions - *What opportunities are there for the community? How might the community use this location? How can locals reconnect with nature? What responsible choices might the community need to make to maintain this location?*

As **Mathematicians**, we are continuing to focus on location and using our skills of reading maps to identify the route we took to get to Malcolm Creek.

As **writers** and **readers** we are continuing to **find out** the types of sentences (**Statement, Question, Exclamation and Command**) and the different structures of sentences (**Simple, Compound and Complex**). We are using **mentor texts** relating to our compelling question, '*How are all places connected to each other and to me?*' We are unpacking the texts to help us further our understanding of different sentences, their structure and how to use these sentences within our writing.

As **members of a Catholic Dialogue School**, we have had **opportunities** to further **find out** about the **gifts received at the sacrament of Confirmation**. Our inquiry will include considering the **gifts of the Holy Spirit** Mother Teresa exhibited. This will form part of **tuning in** to the **Mother Teresa feast day**. We will have **time** and **opportunity** to visit the statue of Mother Teresa, located at the front of the school, and **engage** in the thinking routine, **See-Think-Wonder**. Using the **thinking moves**, **observing**

**details, wondering and describing**, we will reflect on the person Mother Teresa was and what fruits she may have drawn on in her life.

## **Leadership Centre**

### **Year 5/6 Learning Spaces**

*"We do not learn from experience...we learn from reflecting on experience."* (John Dewey, 2003)

As we continue to inquiring into the compelling question '**Who's got the power and how do they use it?**', we will engage with a variety of resources, including **video clips**, and **digital** and **print texts** to find out about various legal issues. This will enable us to use both **primary** and **secondary sources** of information when investigating. As we are **finding out**, we will use the thinking moves; **identifying new ideas, connection making, summarising and reflecting**. We will also identify the multiple perspectives possible when considering an issue.

This week is an important one for a number of our Year 6 children who will receive the Sacrament of confirmation this Saturday. We will continue to **explore** the **gifts and fruits of the Holy Spirit** this week. As part of **sorting out**, we will **connect** these to **someone** who we is **considered** a '**Spirit-filled person**'. When Bishop Terry visits us on Thursday we will have the time and opportunity to share our thinking about Spirit filled people and share some of the Confirmation names our Confirmation candidates have chosen.

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**

*"Coding is today's language of creativity. All our children deserve a chance to become creators instead consumers of computer science."* - Maria Klawe

Last week a number of our Foundation to Year 2 groups participated in the excursion to Science works and so did not participate in digital technology. This week in years **Foundation - 2** we will therefore 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 **continuing** our **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**. We will complete another **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 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 **Soccer** we will need to **create** a **robot** that **competes** with **other robots** in a **soccer match**. We will be **thinkers** as we **code** our **robot** to be able to **react** to an **IR ball** and other **robots** while trying to score a goal.



### ***Japanese Learning***

As **learners**, students in **Foundation - Year 2** will continue to **make connections** with **prior knowledge** about **months of the year** through **identifying the month** at the beginning of the lesson. As **inquirers**, we will then begin exploring how to **describe the weather** in Japanese. As **inquirers** and **thinkers**, we will learn the four core words はれ(hare/sunny)、くもり(kumori/cloudy)、あめ(ame/rainy)、ゆき(yuki/snowy). As **thinkers**, we will use labelled flashcards to begin to **develop a working memory bank** of these new words. We will also focus on identifying how to **correctly sound out** these words, thus developing **correct pronunciation**.

As **learners**, students in **Year 3/ 4** will continue to **make connections** with **prior knowledge** about **days of the week** and **months of the year** through **identifying the day** and **month** at the beginning of the lesson. As **inquirers**, we will then begin exploring how to **describe the weather** in Japanese. As **inquirers** and **thinkers**, we will learn the five core words はれ(hare/sunny)、くもり(kumori/cloudy)、あめ(ame/rainy)、ゆき(yuki/snowy)、かせ(kaze/windy). As **thinkers**, we will use labelled flashcards to begin to **develop a working memory bank** of these new words. We will also focus on identifying how to **correctly sound out** these words, thus developing **correct pronunciation**.

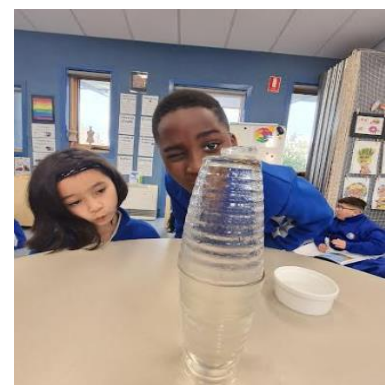
As **communicators** and **collaborators**, students in **Year 5/ 6** will practice asking the question てんきはとうです か (Tenki wa dou desu ka) which means “What is the weather?” We will also **extend our response** to **include two types of weather** with the word ときと き(tokidoki) or “sometimes”. For example, “sunny sometimes cloudy”. As **thinkers** we will then dialogue about the weather in this way using flashcards as prompts.

## Sustainability Learning

Our **Foundation to Year 2** students displayed the disposition '**curious**' as they observed their seedlings sprout and engaged in **dialogue** about how to responsibly care for them. This week was an opportunity to **reflect** on this process over the past couple of weeks before taking theirs home soon to plant in a pot or in their garden at home where they can continue to nurture their plants.



As **Researchers** and **Thinkers** our **Year 3/4** students conducted an experiment as part of finding out about **The Water Cycle**. Our **aim** was to **create condensation**. We discussed why and how **condensation** can occur indoors or outdoors and shared where we might see (or not see) this happen, for example, condensation forming in clouds. Our **method** was to use hot water as the substitute for the sun, providing heat to our water to create steam or **evaporation**. We trapped the vapour to see what would happen. We observed closely and compared this to our own **hypothesis**. We concluded that this is the step prior to **precipitation**. Our experiment proved this because as we placed the ice block on top of our glass, water began to drip down like rain (precipitation).



As **Collaborators** our **Year 5/6** students participated in looking closely at Pope Francis' seven **Laudato Si' Goals**. We engaged in **dialogue**, in turns we **shared our thinking** about what each might mean to

us. We **made connections** to an activity in relation to climate change we engaged in at Edendale Farm. It included different scenarios, for example - *Become familiar with labels to buy more Australian made products, Start a worm farm or compost heap (Food waste is the 2<sup>nd</sup> largest source of methane pollution in the atmosphere, and makes up around 40% of household waste) ...* Students placed their chosen scenario under the Laudato Si' goal they connected with and stated - ***What makes me say that?***



### **Stephanie Alexander Kitchen Garden – SAKG**

As **self-managers** some of our **Foundation to Year 6** students engaged in our **SAKG** program. We harvested spring onion and parsley from our veggie garden to make Cauliflower Rice. We also made an all-time favourite, Hummus Dip with Crispy Pita Bread.

**For All Your Favorite Recipes – Visit our Mother Teresa Blog at - [mtpskitchengarden.com.au](https://mtpskitchengarden.com.au)**



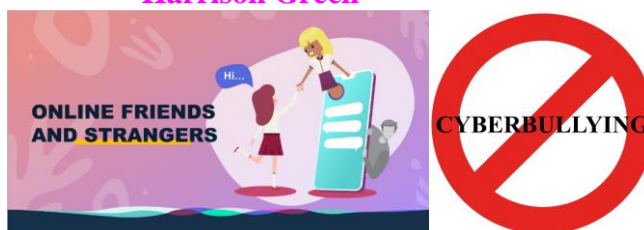
### **Wonder Recycling Rewards for schools!**

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

## Cyber Safety

A cyberbully is like an angry bee. The more you respond to it, the angrier it gets. But if you leave it alone it goes away.

Harrison Grech



This week in **Foundation - Year 2** we will be looking to complete our learning about **Sharing Inappropriate Photos with People We Know and Trust**. As part of this learning, we have been identifying photos that can and cannot be shared, who we can and cannot trust with our personal information and photos.

In **Year 3 & 4** we are engaging in learning about **Cyberbullying**, how it occurs and how we can prevent it. We have also engaged in learning about different strategies to combat cyberbullying including **talking to an adult, saving evidence of the bullying, blocking the bully, not responding to the bullying and updating privacy settings**.

**Year 5 & 6** will continue to engage in learning about communicating online with known and unknown people using the eSafety program **Online Friends and Strangers**. Through this we will be dialoguing about what to do if you are contacted by someone you either do not know or makes you feel uncomfortable when they contact you.

### 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](#)

[Play it safe and fair — online and offline | eSafety Commissioner](#)

### Upcoming FREE eSafety Parent Webinars

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

## Physical Education

*"It's not about being the best, it's about being better than you were yesterday"*

Foundation to Year Two students will continue **finding out** about and practising their Locomotor Movement Skills, Fundamental Movement Skills and Object Control Skills through a play-based circuit. Students will focus on combining **Locomotor Movements** such as running, jumping and side stepping with a different **Fundamental Movement Skill** to create a movement sequence.

Year 3/ 4 students will begin **tuning in** and **finding out** about the sport of Soccer. They will discuss the similarities and differences they notice that Soccer has to other **Invasion Style sports**. Students will focus on the skills of passing, dribbling and striking the ball and discuss the differences that happen in their bodies when passing the ball along the ground and in the air.



Year 5 / 6 students will **extend on their knowledge** of **Invasion Style sports** as they continue to learn about the sport of Soccer. Students will play small sided games and discuss the tactics they used to be successful. As **thinkers** students will need to think logically, creatively and tactically in this style of sport.



I learnt how to skip, skipping is a locomotor movement – Joseph

I learnt how to do a sidestep – Emilia

I learnt that using my hands are important when I run because it makes me run faster – Anderih

I learnt that a locomotor movement skill means how we move our bodies from somewhere to somewhere else – Eela

I learnt that our arms give us momentum when we jump straight up high in the air – Mackenzie

## Performing Arts

*"He who sings frightens away his ills." - Miguel de Cervantes*

Our Foundation to Year 2 musicians we will be engaging in the practice of active listening and continue our ongoing inquiry of steady beat. To help us practice these musical skills we will continue to engage in the circle game "All Around the Buttercup". Through this learning we will consider the learning dispositions **risk taker** and **courageous** as we perform the song and keep a steady beat on our lap.

Year 3/ 4 will be engaging in our inquiry of 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".

The concepts of **melody**, **pitch** and **rhythm** will be explored in Year 5/6 performing arts this week. 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 continue composing our own short rhythms to perform.

## Visual Arts

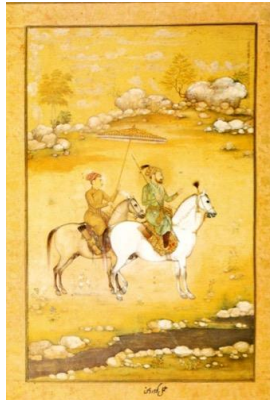
*“Sketching is almost everything. It is the painter’s identity, his style, his conviction, and then colour is just a gift to the drawing.” – Fernando Botero*

As artists we continue to **explore** colour. We **experiment** with combinations of colour, which can be used in our completed artwork. We discover that Colour can be used in our sketches to create focal points and highlight details and that white space can be used in a similar way.

**Analogous colours** two or more colours that are side by side on the colour wheel.

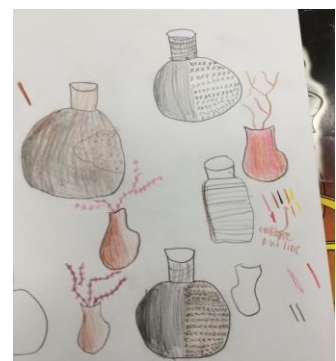
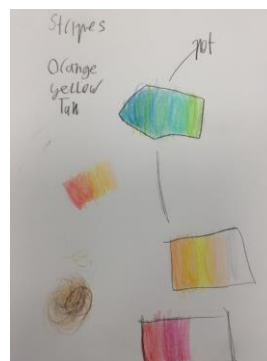


### Paintings using analogous colours



**Shah Jahan & Dara Govardhan (Indian), 1657. green/yellow**

**Water Lilies, Monet (French), 1906. purple/blue/green (red compliment accent)**



### **Term Three Dates 2022**

Thursday 1<sup>st</sup> September  
Friday 2<sup>nd</sup> September  
Sunday 4<sup>th</sup> September  
Monday 5<sup>th</sup> September

Tuesday 13<sup>th</sup> September

Wednesday 14<sup>th</sup> September  
Friday 16<sup>th</sup> September

Father's Day Stall  
Father's Day open morning and morning tea  
Father's Day  
Mother Teresa Feast Day  
Sports Day activities  
Kolbe Discovery Day  
Experience Music Soiree  
Experience Music Soiree  
Term 3 Concludes  
Tabloid Sports

### **Term Four Dates 2022**

Monday 3<sup>rd</sup> October  
Monday 31<sup>st</sup> October  
Tuesday 1<sup>st</sup> November

Term 4 begins  
Closure Day – Report Writing Day  
Melbourne Cup Day

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!

