



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

8<sup>th</sup> August 2022

*"Never see a need without doing something about it." – St. Mary of the Cross MacKillop*

**To** All In Our Learning Community,

*Today is the Feast of St. Mary of the Cross MacKillop the patron saint of Australia. From her birth in Fitzroy into poverty, she dedicated her life as a religious sister serving the poor and vulnerable. Amongst her work, she became a trail blazer in Australian education during the 19<sup>th</sup> century, making it possible for children living in poverty to have an education. As part of Faith and Life inquiry and in preparation for the sacrament of Confirmation, this week some of us from the Leadership Centre will be visiting the Mary Glowrey museum. While not a saint, Mary Glowrey born in rural Victoria was a woman of faith. She became a religious sister after graduating as a doctor in the early 19<sup>th</sup> century. Her vocation led her to a life of service, providing medical aide and setting up hospitals for those living in poverty in India – similarly to our own patron, Saint Teresa of Calcutta. All these women could be considered filled with the Holy Spirit or 'Spirit-filled'.*

*What might it mean to be 'Spirit-filled' today? As a child, when I thought of saints being filled with the Holy Spirit, I imagined them as holy people, dedicated to God, who lived lives that were fully perfect. Now as an adult I realise that this perhaps literal interpretation is not necessarily true. Yes, like Mary MacKillop they may have had great faith but they were also human beings and lived fully human lives, experiencing both triumph and trial. Perhaps what sets them apart in the Catholic tradition, was how they drew on their faith to live a life of service to others; those who had no one else to care for them, those who were vulnerable or those without a voice. Perhaps this is part of what it could mean to be 'Spirit-filled' today. As a staff we gathered last week to consider what we believe it means to be Spirit-filled today. Through dialogue we tried to capture the heart of this and I would like to leave you with one interpretation;*

*"A Spirit-filled person is someone who is standing up for others who don't have a voice. It is someone who is using and taking only what they need and giving what they don't need to others, showing respect for all of God's creation."*

Kind regards,

*Amy*

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

### ***Monday 8<sup>th</sup> August***

Welcome Deb Sukarna online – Writing Consultant

### ***Tuesday 9<sup>th</sup> August***

Mary Glowrey Museum – Year 5/6

Victorian Parliament Online Video Conference – Year 5/6

Professional Learning

### ***Wednesday 10<sup>th</sup> August***

Ten Pin Bowling – Foundation-Year 2

Professional Learning – Faith and Life inquiry

### ***Thursday 11<sup>th</sup> August***

Mary Glowrey Museum – Year 5/6

### ***Friday 12<sup>th</sup> August***

Welcome Colleen Monaghan – Mathematics Consultant

## ***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!

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

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)

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 Sign up and Presentation Weekend – This weekend!***

Date: Saturday 13<sup>th</sup> August 2022

6.30pm Vigil Mass at Our Lady's Church

or

Date: Sunday 14<sup>th</sup> 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

### ***Confirmation Child/ Parent workshop***

Date: **15<sup>th</sup> August 2022**

Time: **7.00pm**

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

Facilitated by Maria Forde.

### ***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

## ***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.

## ***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 7 – Ensure that processes for complaints and concerns are child focused.***

At Mother Teresa Catholic Primary School there are many ways in which we as a community ensure that processes for complaints being child-focused, culturally safe, and accessible to children, young people and their families, as well as staff and volunteers.

As stated in the Complaints Handling Policy (available on our school website); “Mother Teresa Catholic Primary School understands that from time to time complaints arise regarding aspects of our school’s operation of programs and activities, and that it is important that all members of the community have the opportunity to be heard. Mother Teresa Catholic Primary School commits to ensuring procedural fairness is observed when dealing with complaints and grievances.”

The steps for making a complaint are clearly outlined in the policy from issues relation to the school, the Principal or relevant staff member. Rather than communicate complaints that may contain or discuss confidential, contentious or emotional matters by email. Mother Teresa Catholic Primary school is committed to school, relationships are founded in the gospel values of justice, compassion, reconciliation and kindness.

## ***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

## ***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 researchers and scientists, we will engage in the scientific process of **predicting**, **observing** and **explaining** to identify how sound travels and where we hear sound. We will engage in a range of experiments to find out how different materials affect sound, where we hear sound and how sound can travel through different objects.

As **scientists** and **researchers**, we are **finding out** about the different light and sound sources at home. We have been provided a learning opportunity to **engage in at home** to be **scientists** and **find out** about different sound and light sources in our houses. **We are also invited to bring in the objects that make different light and sounds to add to your learning space provocation.** *(Please return this opportunity to your learning space teacher.)*

As part of Faith and Life inquiry, we will engage in **finding out** about the Catholic Church and why it is important to the community of people in the Catholic Faith. We will make our **thinking visible** as we **document our discoveries** as **researchers** through a shared reading of an information text. As **thinkers**, we will **activate our prior knowledge** about the sacrament of Baptism in connection to the Year 6 children who are preparing for Confirmation. We will engage in the thinking routine, '**Chalk Talk**' to **identify our first thinking** about the sacrament of Baptism as the first **sacrament of initiation** in the Catholic Church.

As **readers**, we are continuing to explore a range of fiction and non-fiction texts and continuing to develop a range of reading strategies to help us decipher 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 our Oxford sight words within the texts we are reading, whilst some of us will continue to **develop our comprehension** skills and strategies.

As **mathematicians**, we are **finding out** about the mathematical thinking concept of **location** and exploring vocabulary and gestures to describe location. As **thinkers**, we will be **finding out** and **sorting out** our thinking about the **language of location** through experiences such as investigating maps, creating our own map and going on treasure hunts.

### ***Bridging Centre***

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

***"A disposition captures one's personal patterns of interaction with the world. Our dispositions are a part of our character. Our thinking dispositions reflect who we are as thinkers and learners."***

***(Ron Ritchhart and Mark Church, 2020)***

In the Bridging Centre as part of Faith and Life inquiry, we are **finding out** about the **interconnections between places and within places**. One of our understandings is; *Despite the distance, places are connected in different ways*. As **geographers** we will **tune in** to this by watching a video as provocation and **observing closely** the migration of birds from Siberia to Western Australia. As **curious researchers** we will document our first thinking. Through a **literacy lens**, we will **identify** the purpose of the video and what the narrator wants their audience to know think and feel. To show our understanding, we will engage in the comprehension strategy, **listen, sketch, label and summarise**. This is an opportunity for us to **paraphrase** and **retell** information in our own words.

We will also **zoom into** the words **features** and **conditions** which are part of our next understanding; ***Features and conditions of the environment influence the way people live***. We will use dictionaries to find out the meaning of these words and read a variety of non-fiction texts to find out about features of different environments. Through a literacy lens we will **identify** the **language choices** used within related texts to **describe** different places such as grasslands and desserts.

As a **Catholic Dialogue School**, we have been reading and listening to a scripture from the **Acts of Apostles (2:1-11)** and a letter by **Paul to the Galatians (5:22-23)**. We will engage in the thinking routine **Peel The Fruit** to help us **see new layers of meaning** about of both these scriptures over time. We will start with a process beginning with **tuning in**, by identifying our **wonderings**. As we will explore the historical context of the scriptures, by considering the **World Behind the Text** and the audience the authors wrote for. We will consider how we will **promote symbolic thinking** that helps us discover meaning in our own lives and future orientated perspective.



## Leadership Centre

### Year 5/6 Learning Spaces

*“Personal inquiry is just that - personal! So, when it comes to ways to organize and plan, we need to acknowledge there is no single or right way to go about it.” (Kath Murdoch, 2022)*

As people in a **Catholic faith learning community**, as part of **finding out** about **rituals and traditions of the Catholic faith**, we will engage in **finding out** about the **Sacrament of Confirmation**. As part of **finding out** ‘**what makes a spirit filled person**,’ we will **tune in** to the **Fruits of the Holy Spirit**. As **hermeneutical learners**, we are **open and inclusive of all faiths and traditions** as we **understand and respect other religious and philosophical views** in dialogue with the Catholic tradition. In what ways might this dialogue about the Holy Spirit enrich the faith of Catholic and other believers?

Inclusivity

This week, as part of **finding out** about ‘**what makes a spirit filled person**’, some of our year 5/6 students will visit the **Mary Glowrey Museum**. As part of **finding out**, as **curious researchers**, students will discover the **life and legacy of Mary Glowrey** in addition to the **Catholic heritage, community and beliefs, both past and present**.

Last Friday, as part of our **sustainability learning**, we had the **opportunity** to engage in learning about **Water and Energy** through visiting **Edendale Community Farm**. As a **researcher**, as part of **finding out**, we **dialogued with experts** and as we **identified new ideas, made connections and identified wonderings**, we **recorded the information we gathered in efficient and effective ways**. As **reflective thinkers**, as part of **sorting out** our thinking, we **reflected** on our **discoveries**.

“Today we went to Edendale Farm where we did home green home and we fed the chickens and sheep. Then we engaged in climate change and discovered that cows use 22, 000L of water, 2850g of gases emitted and 200m<sup>2</sup> of land per kilogram.” (Madelyn ~ 5/6 2)



“I discovered that the alpacas are guardian animals for the baby lamb. I used the disposition responsible and what makes me say that is when I was feeding the animals and doing other activities, I was being responsible with the food and respectful to the experts.” (Harley~ 5/6 2)



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 is...**’ to **justify our strategies** documented.

## Digital Technologies

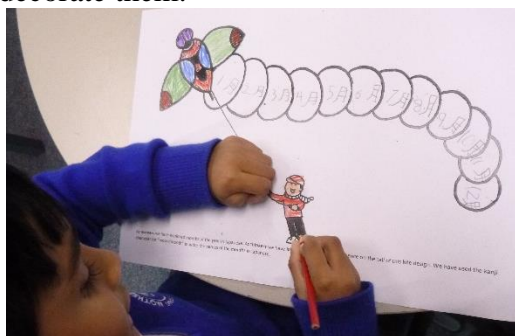
This week in years **Foundation - 2** we will be **exploring Lego WeDo** and will be **observing** how **pulleys and belts** work. We will **collaborate** to **build simple machines** that have **different ways of setting up the pulleys and belts**. As we complete each model, we will **document** the **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 it Fly**” teaches us to **create** an **object** that appears to be **flying** by **moving** other **objects** that **constantly scroll** across the screen. We will also use the **snipping tool** to take **screenshots** of our **code** and **document** out **progress** using **Word**








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 Line** we will need to **create** a **robot** that can **follow a line** to a **hazardous area** and **rescue** an **object** from it. We will need to **code** our **robot** to **react** to **different colours** so it knows **which way** to **turn** and also use a **sensor** to be able to **find** the **object** that it needs to **rescue**.

### **Japanese Learning**

As **learners of an additional language**, in **Foundation, Year One** and **Year Two** we have been exploring words for **months of the year** in Japanese. As **inquirers** and **thinkers**, we have discovered that months of the year are counted using numbers and that the second part of the word is “gatsu” which means “month”. For example, ichi-gatsu is January or the first month. As **thinkers**, we have **made our thinking visible** by labelling the months of the year on a kite design. We used the kanji for “moon/month” to write the words. This week we will complete these kite designs using colour to decorate them.



As **learners of an additional language**, in **Year Three** and **Year Four** we will continue to explore words for **days of the week** in Japanese. As **learners of a character language**, we will consolidate our learning of the kanji for each day of the week. We will discover that each kanji has a connection with a symbol we find in nature. As **inquirers** and **thinkers**, we will **Sort Out** our thinking by creating our own booklet about the days of the week in Japanese. We will use this booklet to practice our learning at home and introduce it to members of our family.

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

As **communicators** and **collaborators**, in **Year Five** and **Year Six** we 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 learn to respond using flashcards and a familiar sentence structure including the verb です (desu). As **thinkers** we will then dialogue about how to describe temperature using the suffix と (do) for degrees. As **thinkers** we will explore the weather map of Australia which we used last lesson and complete a table for the cities and their temperatures.

### **Sustainability Learning**

*“An ecological spirituality can inspire us to be in tune with what is happening in our world and its impact on God’s gift of planet Earth.”*

*(Trish Hindmarsh, 2022)*

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 **agreed** that regular natural sunlight and occasional 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.



As **communicators** some **Year 3-4** students engaged in **actively listening to instruction** given about our weeding tasks. Students needed to show they were **actively listening** by making **eye contact**. All were **encouraged to ask questions to help them understand**, for example, if they're not sure if it is a plant or a weed prior to pulling it out of the dirt. Students needed to ensure as much soil on the roots of the weed is lightly dusted off back into the garden bed as much as possible to avoid wastage of healthy soil. Some Year 3-4s engaged in finding out about Swales, Rain Gardens and Berms and their great benefits to our environment.



Our **Year 5-6** students and some teachers spent last Friday at Edendale Farm in Eltham. We divided into 4 groups where we engaged in various and exciting activities;

**Home Green Home- Eco building design** -Ways in which we can save energy naturally by the way our homes are built and what is in our backyard. E.g. double glass windows, eaves all around the outside of the building, trees for shade, fire place and chimney.





***Food Footprint / Climate Change*** –An energy focus on the environmental impact of what we eat. Looking at practical ways which we can all do our part by sourcing food locally and reading labels to see where things we buy, are made. Food items bought in places overseas might have travelled thousands of miles to reach us, refrigeration, we need to consider the time and cost taken to get to us, let alone the Co2 emissions etc.



***Cut your Carbon / Regenerate*** -Discover more about renewable versus non-renewable energy sources. How different energy types affect climate change. Looking at renewable energy sources and practical ways in which we can reduce our energy footprint. Our students had the opportunity here to make their own electricity in groups using pedal power! Turbines at the back of the bikes were wired up to make electricity via pedaling on the bikes which powered a storage unit enough to power the room for several hours. WOW!



***A Tale of a Creek*** – Role play of different people in a variety of occupations and its impact on our water, our environment. Particularly if people do not think about the consequences of their actions. Our world is made up of more than 70% of water, however we only have about 1% which is suitable for drinking! We need to strive to do our best as well as keep pollutants out of all our water ways and help protect our water creatures.





### Stephanie Alexander Kitchen Garden (SAKG)

As **self-managers** our young chefs were excited to make **Pumpkin, Cheese and Silver beet Pasta Bake** and **Lemon and Cinnamon Muffins**. Our students showed they needed to stay **focused on their task** particularly if they were peeling or cutting the pumpkin. These pumpkins were harvested from our vegetable garden last term.







## Cyber Safety

*“If someone steals your password, you can change it. But if someone steals your thumbprint, you can’t get a new thumb.” (Bruce Schneier)*

Over the course of this term **Foundation to Year 2** students have been engaging in learning about, *‘Sharing Appropriate and Inappropriate Photos with People We Know and Trust’*, focusing on the importance of knowing who we can and cannot trust. Below are the reflections on this learning, which highlights the use of **learning assets** in Cybersafety learning;

- When engaging in cybersafety learning I have been a **collaborator** when I **am working on a laptop with other people**. (Matteus)
- When engaging in cybersafety learning I have been a **communicator** when I **was in the focus group and I shared my thinking with my group**. (Peta)
- When engaging in cybersafety learning I have been a **communicator** when I **share my thinking**. (Christopher)

In **Year 3 and 4** we have been looking at **Cyberbullying** and how it can affect people and identifying different ways we can assist people who have been cyberbullied. As **communicators** we have also been creating PowerPoint presentations highlighting our hobbies and interests, the key part to this learning is searching for appropriate images to include and saving our learning correctly;

- **Cyberbullying** is when someone bullies you online and it goes for weeks. (Isaac)
- **Cyberbullying** is where someone is being rude every day online. (Lamar)
- **Cyberbullying** is bullying someone online at school or at home and makes other people sad. (Adriana)

During cybersafety learning our **Year 5 and 6** students have been engaging in learning about **Communicating and Friending Known and Unknown People**. This learning has been carried out using the eSafety program **Online Friends and Strangers**. As a follow up to Term 2s learning about **Cyberbullying** we have also been researching the different services available to those people who have been cyberbullied or bullied and using Microsoft PowerPoint to present these. Below is some of our current thinking;

- **Young people communicate online with people they don't know because they don't understand what can happen to them**. (Jonathan)
- **Young people communicate online with people they don't know because a lot of children have access to online chat services**. (Carmelo)
- **Young people communicate online with people they don't know because they do not know you shouldn't talk to people you don't know**. (Chiara)

## Useful Websites

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

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

[eSafety's Parent Checklist](#)

[Common Sense Media](#)

[Office of the eSafety Commissioner](#)

[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
<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 ways of supporting the young people in your life to have safe, enjoyable online experiences.</li></ul>	Tuesday 16 August 7:30pm to 8:30pm  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 is your response to winning or losing that makes you a winner or a loser” - Harry Sheehy***

Foundation to Year Two students will continue to **find out** about target sports and games. They will have time to practise the **Fundamental Movement Skills** of the roll and the underarm throw, where students will play a game that requires them to build a pizza out of sports equipment, this will also help to prepare them for their upcoming Bowling excursion this Wednesday.



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 Foundation to Year 2 will be provided time and opportunity to practise the skills of hitting a target in an excursion this coming on Wednesday 10<sup>th</sup> August to **Wyncity Bowling Keon Park**.

Year Three and Four students will **extend on their knowledge** of **Invasion Style sports** as they continue to learn about the sport of Basketball. They will engage in dribbling and shooting games and dialogue about *‘what they noticed happened to their bodies when they engage in physical activities?’*

Year Five and Six 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 then be **focusing on the skills of passing, dribbling and striking the ball**, by playing many small sided games which involve reading the play and trying to ‘steal’ the pass from their opponent. As **thinkers** students will need to **think logically, creatively and tactically** in this style of sport.



## 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.

**All students** in our learning community have now received their free AFL Football for them to practise at home with family and friends. It has been wonderful to see so many students playing with these footballs during play times.

### **Visual Arts**

*"Learning to draw is really a matter of learning to see – to see correctly."*

(Kimon Nicolaides)

This week we continue our **discovery** into the art of **Still life**. We **tune** into the **studio habit** of **Observation**, looking closely at the artefacts we are drawing and noticing **details** about form, line, texture and pattern.

### **Foundation Year – 2 Group B**



### **Reflections**

"I discovered that shading is important because it gives more detail and makes your picture look great."

Marcus

"A challenge for me was drawing the petals. I used curved lines with a sharp end that looked like a long triangle. I think it looked good." Aarav

"The flowers have some straight stems, and some have curved stems." Peter

### **Year 3/4**



"A challenge for me was drawing the contour for the body. So, I decided to draw it from different angles, this helped me because I could see the different forms. My favourite is the side view." Aarav

"A success for me was using curved lines to shade my vase because it made it look 3D. I found that observing the form of the vase closely helped me to draw the vase well." Natasha

## 1Year 5/6



### Reflections

“A challenge for me was making my drawing look 3D. Using curved lines helped.” Tatiana

“A challenge for me was to draw my vase so it looked symmetrical.” Tiffany

“A success for me was creating depth for the log, by observing closely at the knots, lines and different tones in the wood.” Jack

“I am proud of the way I added texture to my drawing.” Olivia

### Term Three Dates 2022

Saturday 13<sup>th</sup> August -

Sunday 14<sup>th</sup> August

Monday 15<sup>th</sup> August

Thursday 25<sup>th</sup> August

Saturday 27<sup>th</sup> August

Thursday 1<sup>st</sup> September

Friday 2<sup>nd</sup> September

Sunday 4<sup>th</sup> September

Monday 5<sup>th</sup> September

Friday 16<sup>th</sup> September

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](http://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.