



NEWSLETTER

12th September 2022

"Love begins by taking care of the closest ones – the ones at home." - Mother Teresa

To All In Our Learning Community,

In 2010 the OECD (Organisation for Economic Co-Operation and Development) produced a research paper, *The Nature of Learning: Using Research to Inspire practice*. This paper highlighted the need for schools to consider learning opportunities that promoted the application of 21st century learning competencies, to re-vision education. Our learning community has been and continues to be committed to this work through an exploration of research and its practical application of contemporary learning. This is witnessed in many ways but most powerfully through an inquiry-based approach to learning, the promotion of learning assets and dispositions, critical thinking and within the Catholic school, recontextualising pedagogy.

Change in education is slow and requires a persistent resolve to ensure learning is reimagined. Through inquiry, critical thinking and an open hermeneutical approach this reimagining is possible. Learners within our learning community are empowered to engage in such approaches and reflect on their hermeneutical thinking, learning assets, learning dispositions and consider the transference of these skills to all aspects of their lives.

Last week we hosted onsite visitors from Brisbane Catholic Education Office and online staff from Immanuel Primary School, SA. These educators engaged with a number staff and Year 5/6 children to find out about our pedagogical approach. While I should not be surprised, I was actually blown away by the capacity of the six children who engaged with these educators. They were able to articulate so authentically and confidently the importance of inquiry learning, learning assets, learning dispositions and hermeneutical prompts. Further a number spoke explicitly about the transference of skills and dispositions as a key part of their learning within their lives. Our children understand and can articulate a reimagined school. This is of course facilitated by locally and internationally recognised educators at Mother Teresa PS.

Thank you to all in our learning community for this continued focus on learning in a variety of ways. This week we will further witness this when our Foundation to Year 2 children celebrate and share their learning related to Light and Sound. This inquiry process has seen learners consider their first thinking, engaging in a number of Finding Out experiences, Sorting Out their new discoveries and now sharing these with others. Congratulations to these learners who are witness to a rich and purposeful learning process.

Our Year 3/4 learners have been equally engaged in an inquiry through the lens of geography considering how places are connected to them. The Year 5/6 children have also been inquirers through considering the compelling question: Who's got the power? Once again this learning has involved the consideration of current issues and 21st century competences such as a focus on sustainability and care for the earth and our digital technology learning. Congratulations again to our 2nd place Lego Spike State winners.

When reflecting on the learning that Mother Teresa learning community offers it's important to consider what we do, how we go about it and the impact of the education for our children now and for the future. We may be in fact be enacting the long-time call to reimagine and recontextualise education.

Enjoy the term break

Kind regards,

Chris

This Week's Happenings

Monday 12th September

Year 5/6 Incursion Parliament role play

Tuesday 13th September

F- 2 Light & Sound Open Afternoon 2.30 – 3.30pm

Year 5 Discovery Day @ Kolbe

Professional Learning-

Experience Music Soiree 6pm

Wednesday 14th September

F- 2 Light & Sound Open Morning 9.15- 10.15am

Professional Learning –Planning

Experience Music Soiree 6pm

Thursday 15th September

Friday 16th September

Sport Colours Day

Tabloid Sports 11.30am-1.30pm

Whole School Prayer 3pm

Term 3 concludes at 3.30pm

Whole School Tabloid Sports & Sports Colour Day – this Friday 16th September

To celebrate National Health and Physical Education Day our Year 5 and 6 students will be hosting a **Tabloid Sports Day** for the whole school, the event will be held at **Olig Field** (opposite the school) and will run from **11:30 - 1:30**. Students are able to wear sports colours from any code and their runners. A \$1 donation for the sports colours day will be go towards our Parents and Friend fundraising. **Parents are welcome and invited to attend the event.**

Farewell Mrs Buggy

This Friday we farewell Mrs Buggy as she begin her time of maternity leave in preparation for the birth of her baby later next term. We wish Mrs Buggy every blessing at this time.

Mrs Louise Hall, Ms Erin Smith alongside a number of our Foundation to Year 2 staff will facilitate the learning of the children in learning space 6 for the remainder of the 2022 school year.

A letter was forwarded to families of children in learning space 6 last Friday.

School Fees 2022

Family fee accounts for 2022 should now be finalised.

Mother Teresa Feast Day Celebration ~ Thank You

Thank you to all those who took up the opportunity to join with us for prayer and Mass this week to celebrate our feast day. Thanks to our Parents and Friends for providing our pizza lunch. Thanks to Mr Insolia for booking the AFL inflatables once again and the staff who engage with the children during these sessions. Since our inception the feast day has been an important day for us with Mass and a variety of fun activities provided over our 14 year history. It was great to be able to resume this in a post-COVID environment.

Mini Vinnies ~ Thank You for Your Generosity

On behalf of the Mini Vinnies team we would like to thank everyone in our community who contributed in the Mother Teresa Feast Day Food Drive. We've gathered the many donations and plan on giving all of the donations to the Missionaries of Charity in Fitzroy. Thank you again for your generosity. Thomas, Keana, Honor, Garima on behalf of Mini Vinnies



These food items will be taken to the Missionaries of Charity house in Fitzroy this week by some of our Year 5/ 6 children. Our grocery drive in term 4 will be forwarded to St Vincent De Paul.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS)

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. This year's MACSSIS will be open until this **Friday 16 September 2022**. ***Thank you to the 31 families so far who have completed this year's MACSSIS Survey. To make our survey successful we need at least 90 families to complete the survey ...59 to go!***

The survey is also another way to share your thoughts about the future of our school. If you have any questions about accessing the survey, please contact Mrs Leahy via reception or email

amy.leahy@motherteresa.catholic.edu.au

Faith and Life Inquiry term 4

Our Term 4 Faith and Life Inquiry learning will be viewed through the lens of Health and in particular Health and Human Sexuality. In partnership with parents Mother Teresa learning community supports families in communicating the dignity of each person through its human sexuality program. Our Human Sexuality learning is situation within the teachings of the Catholic tradition. In term 4 there will be several important opportunities for parents and children. Please note these for your diary now. Additional information will be forwarded soon.

Wednesday 12th October – Parent only information night session for all parents Foundation to Year 6 facilitated by Open doors.

Monday 24th October – Year 3/4 Parent and Child session facilitated by Open doors.

Thursday 27th October – Year 5/6 Parent and Child session facilitated by Open doors.

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

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.

‘Children are the greatest beneficiaries of the digital era and are learning to navigate the online world at a younger and younger age. We need to ensure our communities are equipped to teach children, and the whole community, how to benefit from online technology whilst being savvy and prepared for the pitfalls - cyber bullying, scams, fraud, exposure to predators and inappropriate content.’

<https://www.esmart.org.au/esmart-schools/what-is-esmart-schools/>

Our Cyber safety learning is resourced through a number of key bodies including eSmart where the promotion of safety online is paramount.

In Term 4 on Wednesday 26th October 2pm – 3pm we will be holding a workshop for parents related to Cyber Safety. Please keep the date free if you can.

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.

Term 4 Zooper Dooper Fridays return

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1.40 – 2.10. If you are able to assist with sales please register your name at reception.

What's Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

"One of the most common responses from groups is that in a culture of thinking, there is a sense of purpose to the learning" ~Ron Ritchhart.

As **inquirers**, we are engaging in expert groups to share our learning about **Light and Sound** with our peers and how we can share this information with our school community. **On Tuesday 13th September from 2:30pm – 3.30 and Wednesday 14th September 9:10-10.10am** we are inviting our families to come and learn with us as we explore our discoveries, wonderings and new ideas from our inquiry.

As **writers**, we are continuing to develop our skills through our writing conferences and independent writing sessions. We are exploring different text types to help highlight our purposes for writing. Some children are exploring spelling patterns through onset and rimes, letter sounds with letter strips and digraphs to help with their writing.

As **readers**, we will continue to engage in reading a variety of texts. Some of us will use the comprehension strategies of **read** and **retell** and some of us will use the **colourful semantics prompts** to help us strengthen our comprehension skills and make meaning about what we read. We will **collaborate** by sharing our ideas in dialogue with each other to **make connections, question** and **justify our thinking**. We will continue to engage in reading and developing our reading behaviours through the PM eCollection. Congratulations to those children who have achieved the goal of learning all 307 sight words. We encouraged those who are not there yet to continue practicing their worlds as it is our goal that all children learn these by the end of the year.

As part of a Catholic Faith learning community, we are taking time and opportunity to reflect on make connections to scripture by considering what it means for our own lives today. We will engage in listening to and reading **The Acts of the Apostles** and share our interpretations. Last week we engaged in the celebration of Mother Teresa's Feast Day. We will pause to **reflect** and add **new layers of meaning** to our first thinking about being part of the community of Church by engaging in the thinking routine **See-Think-Wonder** using images from our mass.

The Foundation –Year 2 teachers would like to thank you for your ongoing support throughout Term 3. We would like to encourage you and your children to engage in a range of learning activities documented in the home learning letter that will be forwarded this week. We hope you have a safe and well rested break.

Bridging Centre

Year 3/4 Learning Spaces

Last week, we celebrated the Feast of Teresa of Calcutta. To continue **sorting out** our **thinking** related to the **Dignity of the Human Person**, we will **look closely** at our **patron Mother Teresa** and **considering** how she **maintains** the **dignity** of **each human person**. We will **look closely** at images of **Mother Teresa reaching out to others** and **reflect** by **engaging** in the **thinking routine See, Wonder, Connect x2**. As **thinkers**, we will **identify** what we **see**, develop **wonderings**, consider how this **connects** with the 'dignity of the human person?' and how this **connects** to **us**? We will **reflect** on the **hermeneutical prompt 'interpreting text and symbols'** and consider our personal responses through documenting our thinking using the sentence stem **'This symbol talks to me of a world in which...'**



Over the term, we engaged in a number of learning opportunities such as the role of **sacraments** in the lives of Catholic believers, dialogue with the Sikh faith and dignity of the human person. We will **reread** and **engage in dialogue** with Paul's letter to the Galatians. Through reflecting on the experiences we have had in our context, we will consider our **second thinking** as we **build explanations and insights** into the text. We will consider the **new layers of meaning** we have now and how we might **interpret** the text for ourselves and in

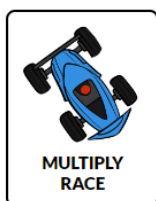
our own lives today. This dialogue enables us to **‘Respectfully engage with the Catholic tradition, in dialogue with other traditions’**.

As **thinkers**, we are **pausing** on our inquiry journey so far and **drawing conclusions** around our compelling question: **How are places connected to each other and to me?** We will use a **concept map** to document our thinking. We will dialogue about the key concepts using the words **features, conditions, perceives, connectedness, distances and similarities and differences**. These words will help us formulate the **main ideas** and **purpose** of inquiring into geography. Some of us will have the opportunity to use the digital platform, Jamboard to document our thinking. As we **go further**, we will consider: **How we might use this learning as a contribution and show others what we’ve learned?**

Leadership Centre

Year 5/6 Learning Spaces

As **persistent and curious mathematicians**, as part of our **holiday home learning**, we will be given an **opportunity to engage in solving some mathematically based word problems**. The questions will focus on **challenging us to be risk takers, to think flexibly** and to **apply some problem solving strategies**. We can **represent our thinking** through the thinking routine **Claim Support Question** where we will have an opportunity to **demonstrate our current understanding through diagrams, symbols and words** as we reason with evidence.



As **mathematicians** we can also access the website <https://toytheater.com/category/math-games/> as part of developing our understanding about **mathematical concepts** and developing our fluency with recalling **number facts**. In particular to assist us to develop our fluency with recalling our times tables we can engage in the **interactive games: Multiply Race and Mission Multiply**.

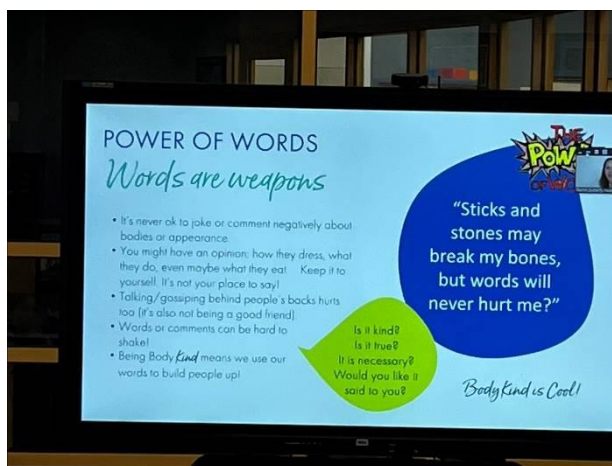
As part of **tuning in** to our Faith and Life inquiry, as **readers and inquirers**, we will be given two **Kids News articles to read over the holidays: How Much Sleep Do I need? and Fruit and Vegies to be included in new Health Star Rating system**. We can also access these articles on the Kids News website if we would like to listen to someone read them to us. <https://www.kidsnews.com.au/> As we **view and/or listen** to these Kids News articles we will **engage in the thinking moves making connections, identifying new ideas and reasoning with evidence through the thinking routine - The 3 Whys**.

Body Kind Workshop

“It’s not always easy for our young people to feel good in their body”

Body Kind is about being aware of how to be kind to your own body and to others, online and face to face.

A small group of our 5/6 students were able to participate in a Body Kind Workshop with the Butterfly Foundation. In this workshop the students learnt what is meant to be body kind, what influences our understandings and key messages to promote body kind messages for others. Families that are interested in finding out more about being Body Kind can click on [this link](#).



Digital Technologies

“Measuring programming progress by lines of code is like measuring aircraft building progress by weight.” – Bill Gates

This week in **Foundation – Year 2** some of us will have the **opportunity** to learn about **Scratch** and find out how to use very **simple codes**. We will learn to **add** different **images** into our **project** and **manipulate** them in simple ways – such as **rotating** them or **changing** their **colour**.

Year 3/4 learners will be continuing to use **Scratch** to **create** an **interactive project** about **different** things that they are **passionate** about. We will need to be **critical thinkers** as we **decide** what **codes** to use to make **information appear** on the **screen**. As we are coding, if we use a **code** that we haven't added to our **Scratch Code Dictionary**, we will use the **Snipping Tool** to add it.



“When I did Scratch with my partner we put one image each of what we liked. My partner chose a Quarter Pounder and I did MUI Goku. I coded it by making a speech bubble and saying a fact.

I was open-minded because I kept changing my code and my picture. I was respectful by giving my partner a turn and helping him if he needed it.” Arav 3/4

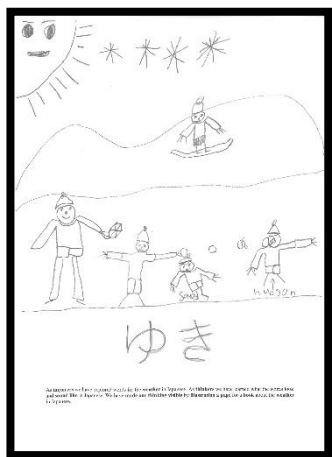
In **Year 5/6** we will be applying ideas that we've been developing with our groups. We will think about how we can improve our code to make our robot move in the way we want it to.

David shared his thinking about his group's learning, *Marvin, Staveyo and I had the opportunity to work together during digital technologies our goal was to code something simple, but we made something more complicated at the end, the thing we did at the end was a loop we had a mouse pad and coded the robot to go around and around even though we didn't do it on first try we were being persistent.”*



Japanese Learning

As **learners**, students in **Foundation, Year One** and **Year Two** have been exploring words for the weather in Japanese. As **thinkers**, we have created our own page for a book about the weather in Japanese.



As **communicators**, students will extend their learning by **making sentences about the weather** in Japanese. We will use the word **です** “desu” or “It is..” to **make out thinking visible**. We will practice chorusing these sentences during a flashcard game.

As **communicators**, students in **Year Three** and **Year Four** have been dialoguing about the weather in Japanese. As **thinkers** and **communicators**, we have learned to respond to the question **てんきは?** “Tenki wa?” or “What is the weather?” in Japanese. We have used the word **です** “desu” or “It is..” to **make out thinking visible**. We have illustrated the weather we are dialoguing about using whiteboards.



This week we will **continue to explore reading and writing hiragana**. As **thinkers**, we will **use memory hints to help us remember sounds** for each hiragana and **stroke order to help us with writing** correct shape for each hiragana.

As **communicators** and **thinkers**, students in **Year Five** and **Year Six** have explored a weather report role play in Japanese. As **thinkers** we read a script of the role play. We engaged in the **learning disposition ‘curious’** as we **translated** familiar words, phrases and sentences in the role play into English.

I already know that “Tenki wa dou desu ka” means “What is the weather today?” Nardeen

I already know that “samui” means “cold”. Massimo

I already know “cloudy” because it is “kumori”. Chris

I already know what “desu” means. I think it means “it is”. Nathan

I already know that “Meruborun” is the Japanese version of “Melbourne”. Ruthresh

This week we will engage in creating our own version of a weather report role play. As **researchers** and **thinkers**, we will use the sample we have read in our previous lesson to support our thinking.

Sustainability Learning

As **Communicators** our Foundation to Year 2 students read a big book together on Recycling. Students were encouraged to engage in the thinking routine Think-Pair-Share, then look closely at the Yellow Recycle Bin. What types of waste can be placed in the yellow recycle bin? Students discovered what items can be made using these waste recycled items.



As **self-managers** some of our **Year 3/4** students engaged in planting a few vegetables in our Spring Garden. Snap Peas, Snow Peas, and Bok Choy were among the few planted this week. Some students engaged in adding Organic Sugar Cane Mulch to some garden beds to help improve the soil's moisture retention. Some students assisted with removing healthy soil from old wooden pots into buckets in preparation for repotting herbs into our new pots. As **collaborators** some Year 3/4 students **participated** in preparing suitable fruit and veggie scraps for worms in several of our worm farms.



As **collaborators**, some of our **Year 5/6** students engaged in dialogue about the Water Cycle. We navigated our way through the various stages of the cycle and what happens at each stage of the cycle. Students re-watched a clip on what happens during the water cycle and made connections to their own thinking. As **researchers** we split into groups, where each group was given one stage of the cycle; Evaporation, Condensation, Precipitation, Accumulation or Transpiration. Students took turns to read snippets of information on what happens at that stage of the cycle and made meaning through dialogue, documenting new ideas and diagrams in their groups. Some students participated in cleaning up around our school grounds and caring for our common home by collecting packaging and weeding.



Stephanie Alexander Kitchen Garden – SAKG

As **self-managers** some of our **Foundation to Year 6** students engaged in our **SAKG** program. It was Broccoli and Garlic Pasta on the menu this week. We also baked Lemon & Cinnamon Muffins which created a fragrant aroma around the spaces.

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

Physical Education

“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.” - Fred Rogers

Foundation to Year Two students will be practising their fundamental movement skills particularly the underarm throw. Using the ‘tic, toc, step and rock’ rhyme, students will continue to learn the sequence to perform this movement skill. Students will look at the important elements of the ‘**catch**’ and begin to catch different sized objects, they will also **reflect** on what makes something easy or hard to catch?

Year Three and Four students will be **tuning in** to a new category of sports known as **Net and Wall sports**. Students will begin by playing small games of ‘*down ball*’ and ‘*up ball*’ as these simple games provide the foundations and concepts for all Net and Wall games (e.g. Tennis and Volleyball). Students will then apply these concepts or key ideas into an exciting game called Spike ball. This game is a mixture of down ball and Volleyball and is fast paced.

Year Five and Six students will be practising all of the activities that they will be running on Friday’s **tabloid sports opportunity between 11.30am–1.30pm afternoon**, this will give the students the opportunity to think of how they can adjust or modify these activities to suit all students of the school. As **thinkers** and **collaborators** students will be required to problem solve with one another to overcome a problem.

Mother Teresa Feast Day ~ AFL inflatables activities

Thank you to all students and staff for their participation in the AFL inflatable activities, a fun day was had by all (both big and small) as we were greeted with beautiful weather on the day. Please see below some photos from the day.





Cybersafety

'Data is the pollution of the information Age, and protecting privacy is the environmental challenge' Bruce Schneier.



This week we will be reflecting on our term 3 learning and considering our term 4 learning opportunities. For **Foundation - Year 2** students this term we have engaged in learning about **Sharing Inappropriate Photos with People We Know and Trust**, **Year 3 & 4** students have been engaging in lessons regarding **Cyberbullying** with **Year 5 & 6** following the eSafety program **Online Friends and Strangers** focusing on communicating online with known and unknown people.

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

Play it safe and fair — online and offline | eSafety Commissioner

Upcoming FREE eSafety Parent Webinars

Webinar	Date and Time	Registration Link
Digital Technologies & Mental Health Designed for the parents and carers of young people aged between 10 and 18 years old. It will cover: <ul style="list-style-type: none">● current research on young people, time online and mental health● what to do about accidental exposure to content about suicide, self-harm or eating disorders● using games, apps and social media to support mental wellbeing● the pros and cons of digital mental health platforms● strategies for young people to support friends online.	Wednesday 12 October 7:30pm to 8:30pm Monday 17 October 12:30pm to 1:30pm Thursday 27 October 12:30pm to 1:30pm	https://register.gotowebinar.com/rt/9223357062192996109

Performing Arts

“Music has a power of forming the character and should therefore be introduced into the education of the young.” - Aristotle

Our musicians from Foundation – Year 2 will be engaging in our inquiry of the musical notes C and D. We will be practicing how to sing and perform the matching Curwen hand sign for these notes. Then we will explore the different ways that we can play these notes on some instruments. We will focus on the learning asset *collaborator*, we will consider what it means to be a *collaborator* as we perform the music together.

In Years 3 and 4 we will be engaging in our inquiry of the musical language solfege and the matching Curwen hand signs. We will be practicing reading, writing, and performing these notes. This will require actively putting into practice the learning assets of *self-manager*, *collaborator* and *contributor*. In the past few week's students have demonstrated these assets when practicing and performing music together.



Our musicians in Years 5 and 6 we will be engaging in our inquiry of the musical staff. The musical staff is the lines and spaces that we use to write our music on. Our focus will be on the notes Middle C, D and E. We will need to use the learning assets *self-managers*, *contributors* and *collaborators* as we tune into some new notes together.



Visual Arts

“An artist must have his measuring tools not in the hand, but in the eye.” –Michelangelo

As artists we have been **inquiring into** the art of **Still life**. We have **stretched and explored** our understanding of drawing by viewing artworks and demonstrations of the skills involved in this artform and by **observing closely** to notice details such as line, form, texture, pattern, and tone.

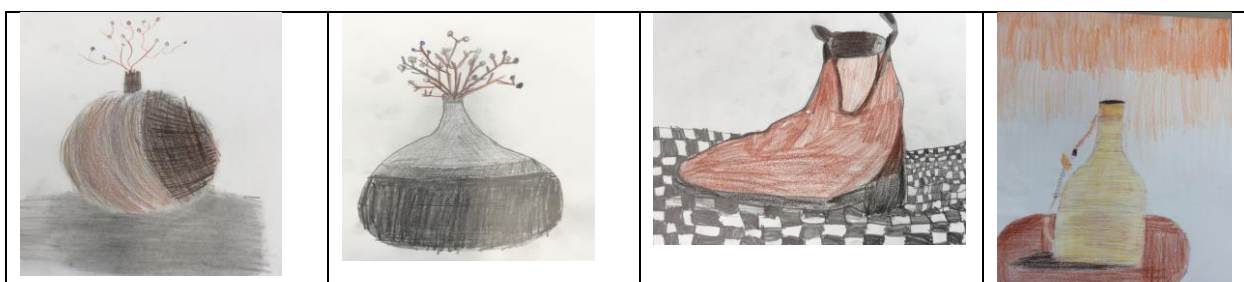
Artworks by Foundation – Year Two students



Artworks by Year 3 – 4 students



Artworks by 5- 6 students



Term Four Dates 2022

Monday 3rd October
Monday 10th October
Wednesday 12th October

Monday 17th October
Tuesday 18th October
Wednesday 19th October
Monday 24th October

Wednesday 26th October
Thursday 27th October

Monday 31st October

Term 4 begins
Year 3/4 Japanese Incursion
Human Sexuality Foundation – Year 6 Parent only information evening session
(Time to be confirmed)
Year 5/6 Healesville Excursion
Year 5/6 Healesville Excursion
Year 5/6 Healesville Excursion
Human Sexuality Year 3/ 4 Parent/child evening session
(Time to be confirmed)
Cyber Safety Seminar for Parents 2pm - 3pm
Human Sexuality Year 5/ 6 Parent/child evening session
(Time to be confirmed)
Closure Day – Report Writing Day

Tuesday 1 st November	No School for children Melbourne Cup Day - Public Holiday
Friday 4 th November	No School for children
Monday 14 th November	Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Friday 18 th November	Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Monday 21 st November	Family Movie Night TBC
Monday 28 th November	Mathematics Game Day 3/ 4
Friday 9 th December	Mathematics Game Day 3/ 4
Friday 16 th December	Year 5/6 Farewell Bowling Outing & Pizza Lunch
	Term 4 finishes for children

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.

CRAIGIEBURN CRICKET CLUB NEW PLAYERS WANTED

CRAIGIEBURN CRICKET CLUB IS LOOKING FOR
NEW JUNIOR **FEMALE** PLAYERS TO JOIN OUR
FAMILY CLUB FOR **SEASON 22/23**



WE ARE LOOKING FOR
UNDER 12 – 14 – 16 PLAYERS

CRAIGIEBURN CRICKET CLUB IS AN INCLUSIVE CLUB
AND IS FOR ALL ABILITIES TO LEARN AND DEVELOP
SKILLS AND ENJOY THE GREAT GAME OF CRICKET IN
A SAFE AND FUN ENVIROMENT

FOR PLAYING INQUIRIES

CONTACT TARZ

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0405 545 637