



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday April 22nd, 2024

"In loving one another through our works we bring an increase of grace and a growth in divine love."
Mother Teresa

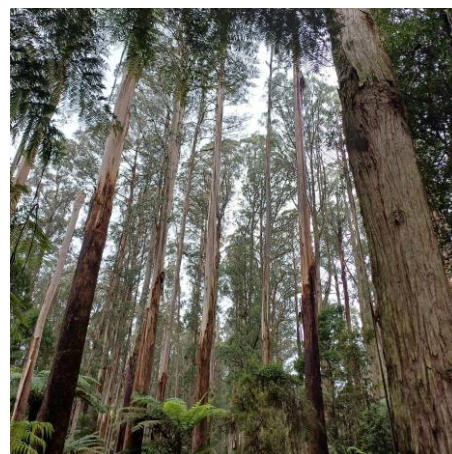
To All In Our Learning Community,

Today, April 22nd is Earth Day. Earth Day began in 1970 in America and has become a global environmental movement with the goal of safeguarding the planet we all share. In connection to Earth Day, last week I joined Years 5/6 on their excursion to Toolangi and Kinglake, as part of their Faith and Life inquiries.

Toolangi's forest is home to giant mountain ash trees. Standing amongst these giants, gave me the opportunity to make connections to the earth and reflect the challenges the earth faces in light of a changed climate.

While being concerned for and caring for the earth may be a universal belief, for Christianity, this belief is held in a particular way. Christians believe that humans have a responsibility to care for the earth as part of God's creation. This is shared with us through the scriptures, as told in the book of Genesis in the Old Testament and reaffirmed through the New Testament in the birth, death and resurrection of Jesus Christ.

As a Catholic Dialogue School, this is put into action by focusing on the Catholic Social Teaching of 'Care for our Common Home'. Our commitment to sustainable actions across our community is one way we provide authentic opportunities for this to be realised. Care for our Common Home or Laudato Si was written as an encyclical by Pope Francis in 2015 as a letter not just to Catholics but to the whole world. Drawing inspiration from the theology of St. Francis of Assisi, Pope Francis reminds us that our common home – the earth – is much more than an object that we live on. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. "Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs," (Laudato Si #1). If we consider the words of Pope Francis, we are invited into a relationship with the earth, just as we might have with our own family. It is in this way that we can be challenged to consider our own relationship with the earth and our own daily inactions that may impact our common home; are they positive or negative?



With blessings,

Amy

This Week's Happenings

Monday 22nd April

Welcome Murrundindi and Pallyan

Tuesday 23rd April

Staff Professional Learning – Faith and Life inquiry

Wednesday 24th April

Welcome Pallyan

Welcome Kath Murdoch – Faith and Life inquiry

Staff Professional Learning – Faith and Life inquiry

Thursday 25th April

ANZAC Day Public Holiday

Friday 26th April

ANZAC Day School Commemoration Service 10:30am

ANZAC Day Public Holiday

A reminder that the ANZAC Day public holiday is Thursday, April 25th. The school will be closed on this day. Mother Teresa PS will take part in the ANZAC Day service at the memorial at Craigieburn ANZAC Park, (Windrock Avenue, cnr Marathon Blvd) in the entrance parade and in the laying of the wreath. We encourage as many children as possible to attend to represent Mother Teresa. Children attending need to be dressed in full school uniform. Mrs Leahy will meet children on the day at ANZAC Park. Please see the advertisement at the end of the newsletter for further information.

We will gather as a school for our ANZAC Day prayer service on Friday morning at 10:30am in lieu of Whole School Prayer

XUNO is Coming...

Xuno is an online portal which we will soon be rolling out to families. This portal will become a 'one stop shop' for communication between school and home. The portal will become the primary place for families to record absences, receive and give permissions for excursions, update medical forms and receive their child's school reports. Families will be invited to download the app and to set up an account. Keep your eye out on the newsletter for more information which will be coming soon.

2025 Enrolments Open

We are now taking enrolments for Foundation in 2025. Families with siblings are encouraged to fill out an enrolment form from reception or by visiting the school website.

Parent/Child/teacher Chats

Parent/teacher/Child chats for Semester 1 will be held on Tuesday 25th of June. This day will be a school closure day for children. Bookings for interviews will be open closer to the date and families will be notified with a letter about how to do so.

First Eucharist Celebrations

A reminder that families of Catholic children from Year 4 and above, children may receive their First Eucharist. To receive the Eucharist (Holy Communion) for the first time, children must be baptized Catholic and have received the sacrament of Reconciliation. As part of preparations for the sacrament of First Eucharist, it is an expectation that children and a parent/carer attend the First Eucharist Workshop, Tuesday May 7th. Children and their families must also attend mass on the Sign-up/Presentation weekend of the 18th and 19th of May.

If you would like your child to receive First Eucharist and have not returned the form you can contact Miss Mac via email – sophie.mackinnon@motherteresa.catholic.edu.au

End of Day Gate Closure Times and Drop off/Pick up reminders

Families please take note of a change to the closure of external school gates at the end of the day. From this term the gates will be closed at 3:40pm to comply with the new EBA. Children who are awaiting collection will need to be taken to and supervised from the front office. While this will be a period of adjustment we will give families time to adjust.

We recognize that pick up time can be challenging with limited parking and narrow side streets. While we are unable to control these factors we can support each other by showing courteousness to other families. This could include collecting children as quickly as possible and vacating parking spaces for others to use and avoiding double parking.

A reminder that the allocated parking bays in Windrock Avenue have a time limit of 15minutes from 8:30am to 9:00am and 3:00pm to 3:30pm. If you intend to come for Whole School Prayer or visit the school for longer than 15 minutes, please consider parking in a neighboring street. This will allow other parents to drop or pick up children easily and help ease the traffic congestion. A reminder too that no

cars are permitted to use the allocated bus bays. Please continue to practice patience with others around school during pick up times.

School Camp – Lady Northcote

A reminder that the Lady Northcote Camp will take place this term. All children are encouraged to attend camp. It is a wonderful and often the first opportunity for children to grow their independence and resilience in a safe environment. Children who attend camp often find that they strengthen friendships, make friends with other children and create lifelong memories. ***Any child not attending the Lady Northcote Camp will be required to attend school as per the school attendance policy. School camp is learning time and as such any child choosing to not go will be expected to be engaging in learning at school. A child who is away during camp without an authorized absence will receive a letter in writing.***

School Attendance and School Absences – MACS Policy Updates

School Refusal has been identified as a growing issue across Victoria, particularly since the COVID-19 pandemic and lockdowns. Melbourne Archdiocese Catholic Schools (MACS) have implemented a new policy in accordance with the Victorian State Government to address the issues of school refusal and growing student absences.

It is a legal expectation that children attend school. Regular attendance to school promotes and empowers collaboration, builds stronger relationships between children and teachers, provides routine and allows children to experience success in their learning. Absences from school are marked as approved or unapproved. Approved absences include; medical appointments, illness, bereavement or family holidays that have been approved ahead of time by the principal.

Beginning this term, if an absence is marked as unapproved for example, *truancy, unexplained absence where no reason is given or parent choice, families* will receive a letter in writing. This is in accordance with the MACS attendance policy.

Smiling Mind

As **resilient self-managers**, we are learning to **manage our emotions** by taking time and opportunity to **tune in, find out and sort out** our thinking around the concept of **the senses**. Sensory awareness brings us into the **present moment** and helps us **focus on our learning** by bringing us into **the here and now**. We will participate in a **meditation** with a spotlight on using our senses as an additional anchor point to our breathing.



Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Meditation</u>	<u>Activity</u>
F-2	Exploring Sounds 1 https://app.smilingmind.com.au/explore/kids/year-1-student-home-practice-exploring-sounds-1-1068/1	Seeing is one of our most used senses – let’s practice seeing things! Find a quiet space and sit down with your pen and a journal. Look around and count how many coloured you can see. How many things are red? Green? Yellow? Blue? Pink? Draw a picture of these things.
Year 3/4	Exploring Sound 3 https://app.smilingmind.com.au/explore/kids/year-3-student-home-practice-exploring-sounds-3-1070/1	Hearing is a great sense to practice – so let’s listen! Play your favourite song. Take a moment to really listen to it. Try and notice sounds that you have heard before. Write down 5 things about his song you’ve never noticed before. How does this change the experience of listening to the song?

Year 5/6	<p>Exploring Sounds 5</p> <p>https://app.smilingmind.com.au/expl ore/kids/year-5-student-home-practice/exploring-sounds-5-1072/1</p>	<p>Tune into all of your senses! Pick a room at home, or sit in a quiet space outside, to go and sit for a few minutes. Write down 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and 1 thing you can taste.</p>
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Dr Jodi Richardson Webinar - Bend without Breaking: Building Resilient Brains in Primary School Children.

“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela

Dr Jodi Richardson will be presenting online for our parent community on Thursday May 30th at 7pm via zoom. The main parts of the presentation will be translated into Arabic. As part of preparation for the event, Jodi has asked for any parent questions to be forwarded before the event. Please email your question to info@motherteresa.catholic.edu.au by May 17th with the subject heading ‘**Dr Jodi Richardson**’.

In this presentation Dr Jodie explains what resilience is and what it’s not. She helps parents view their child’s challenges through a different lens and support them to know what to say when they’re upset; she teaches practical strategies to build the skills of genuine resilience and shares grounding skills to weave into the fabric of daily life. We look forward to seeing many families join us for this online event

Volunteering at Mother Teresa PS

If you would like to be a parent volunteer there are sign-up sheets at the front office. We are creating a data base of parent volunteers for teachers to contact. This includes; helping in learning spaces, excursions or offering services as an expert for Faith and Life inquiries. Alternatively you can sign-up via the Google Form by clicking this link - [Volunteering At Mother Teresa](#)

Child Safe Committee

As part of our commitment to Child Safety, Mother Teresa PS is required to form a Child Safe Committee. The purpose of this committee is to ensure that we are compliant and adhere with the Child Safe standards. This committee is to be made up of teachers, learning support staff, education support staff and parents. If you would be interested in joining this committee please leave your details at reception or email info@motherteresa.catholic.edu.au with ‘**Child Safe Committee**’ as the subject heading.

Uniform reminders

As the weather at this time of year is quite transitional, children may wear summer or winter uniform depending on the weather. Please ensure your child is dressed in **either** summer or winter uniform and not a combination of both. Children will be expected to be in full winter uniform once the weather becomes more winter like.

Chewing Gum

There appears to be a number of children chewing gum at school. Chewing gum can get stuck in carpet and often is found under chairs or tables, which is unhygienic. Families are reminded to not allow children to bring chewing gum to school.

Parents & Friends News

Upcoming Events

The Parents & Friends have begun planning the following events to mark in your calendar;

Mother’s Day Stall (May 7th) and Mother’s Day Open Morning and Morning Tea (May 9th)

Please mark these events in your calendar. **If you are able to assist with the organisation of these events please leave your name and details with reception.** We are especially looking for male volunteers to assist with the preparation and serving of morning tea. Please leave your name at reception if you are available to help.

Hot Dog Day

Friday May 31st – Children will have the opportunity to purchase a hot dog for lunch this day.

What's Happening in the Learning Spaces

“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

Foundation – Year 2 Learning Spaces

Carefully selected materials can be one of the best ways to both stimulate interest and provide educators with opportunities to observe and listen to young learners as they play and respond to opportunities for inquiry as they emerge. (Kath Murdoch, 2022)

To **tune in** and **cultivate curiosity** around our Faith and Life inquiry, **‘How are we connected to places?’** we will look closely at snippets of images of places within our learning community. Some of these places include; Olrig Homestead, the Indigenous garden, our prayer space, the worm farm and the Creation mural displayed on the wall of the Leadership Centre. As we look at these snippets, we will **predict** the places the images might represent. As **researchers**, we will go on a walk around our school, use the clues in the snippets and identify the place it represents. As we **predict** and **dialogue**, we will think about how we might be connected to these places. As educators, we will have the **opportunity** to **observe** and **listen** to our young learners as they observe the environment around them and respond.

Over the next few weeks, we will be **finding out** about the season of **Easter**. Easter is the beginning of a fifty-day season that continues through until Pentecost. We will begin by **looking closely** at a painting by German artist, Seiger Koder using the thinking routine **See Think Wonder**. To **find out** more, we will read the scripture from John’s Gospel. We will **identify** key events within the text and notice the reactions of the characters in the gospel to the discovery of Jesus’s tomb being empty. Some of us will engage in the thinking routine **Step Inside** to identify how they may have been thinking and feeling. As **theologians**, we will engage in dialogue with others to consider why this story matters in the world we live in today. As **hermeneutical learners** we will **reflect** on our dialogue using the prompt - *engaging with the mystery of God*. We will theorise what we think this means and how it connects to our dialogue today.

As **mathematical thinkers**, we will be engaging in a pre-assessment around the concept of patterns. We will identify our strengths and the areas we need to get better at. As we move through the next few weeks, we will create patterns using materials within our space and identify number patterns.

Bridging Centre

Year 3/4 Learning Spaces

Inquiry is about what learners do. It involves numerous connected skills, dispositions and processes. (Kath Murdoch, 2015)

As part of the reflection phase of our previous Faith and Life Inquiry, *How do our decisions impact our wellbeing?* we had the time and **opportunity** to **reflect** and **engage** in making cards on how we as individuals can help others **health** and **wellbeing**.

As **inquirers** we will have the time and **opportunity** to **engage** in our **first thinking** on ANZAC day. We will document our **wonderings** and engage in the **thinking routine, think, pair, share**. We will have the **time** and **opportunity** to **engage** with Pallyan on Aboriginal **language** in relation to family and look forward to using these words in our everyday life. We will also **engage** with Murrindindi and hear his stories and thinking about **places** and how they are significant to the indigenous culture.

As **mathematicians**, we are focusing on addition and subtraction. As **thinkers** we are using different **strategies** to help in **consolidating** our learning such as the jump strategy.

Using the **learning assets Thinker, Communicator and Self Manager** we continue to **find out** and **sort out** our thinking about our **agreed ways** engaging in dialogue about the ways we follow these in the learning space and in the different playground areas.

A reminder that children are **expected to engage in home learning every night** which is to be signed by parents and teachers daily. **Home learning** consists of a **reading** and a **mathematical thinking** focus as assigned by the learning space teacher. Reading at home can take numerous forms including written texts (fiction and non-fiction), news stories and online sources such as Storybox and PM e-Collections.

Next week, we will have the opportunity to be involved in an excursion to **Toolangi State Forest** on **Tuesday the 30th of April** as part of the finding out phase of our Faith and Life inquiry. It is important that students' permission slips are brought back to school no later than **Wednesday 24th April**.

Leadership Centre **Year 5/6 Learning Spaces**

After all, education is more than instruction. It should empower young people to thrive in today's ever-changing world, helping them to create meaning and form their own identities through (self) discovery and reflection, in conversation with one another. ECSI Research Group 2024

After our visit to Toolangi State Forest, as **reflective** and **curious** learners, we will have the opportunity to **sort out** our thinking from our learning in relation to our compelling question: *What is the land telling us?* By **reflecting** on our experience through **dialogue with others**, we will be able to formulate questions about understanding the land.



As people of a **Catholic Dialogue School**, we are **tuning in** to the scripture of the **Resurrection (John 20:1-9)**. As readers, we will read the scripture passage, **identify new ideas, make connections** and **develop wonderings**. We will then reflect on the **hermeneutical prompt** of **interpreting text and symbols** and consider how this prompt has guided our thinking.

As writers, we will continue to use our Writer's Notebook to **shape our thinking** into purposes for writing. After unpacking our thinking, we will use the prompt: **I want my reader to...** to help us explore what it is that we want our reader to **feel, do or understand**. It is expected that we bring seeds to school and/or email these so that we can print them. This will not only assist us in writing for **authentic purposes and audiences** but also ensure that we are writing about something that we are interested in.

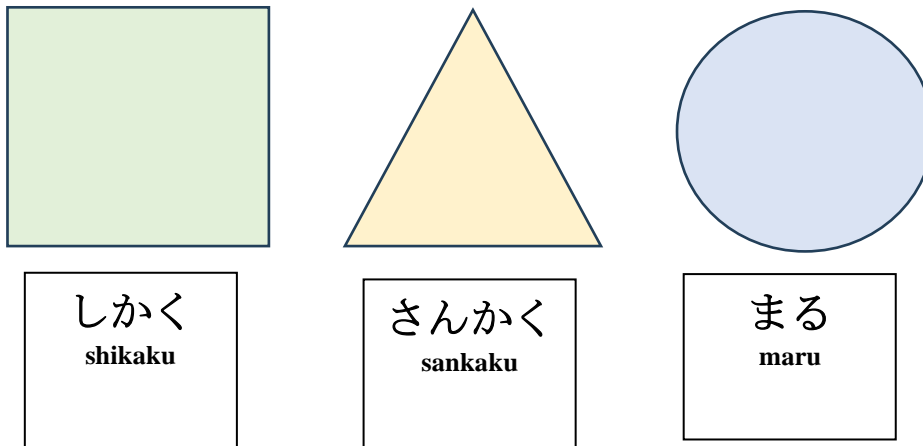


As mathematical thinkers, we are exploring Location and in particular the key ideas of **position, direction and orientation**. We will use the grid reference system to locate landmarks on maps and develop understandings about **graphical or visual** ways of describing location. In particular, we will have time and opportunity to explore maps of Toolangi State Forest, identify landmarks and where they are located in relation to Craigieburn, and track the spread of the Black Saturday bushfires in 2009. We will be given further opportunities to explore Location when we go to camp in **Week Five**.

Last week we welcomed back Pallyan who helped us explore family through the Wurundjeri language. As inquirers and researchers, we will use the Wurundjeri words he has taught us to form sentences that we can use every day.

Japanese

Children in **Foundation, Year 1 and Year 2**, will continue to **explore words** for **shapes** in Japanese. As **learners**, we will **Find Out** about **shapes** through **singing a song**. As **thinkers**, we will **make connections** with our **understanding of numbers** and how this connects with **names for shapes** in Japanese. As **creative thinkers** and **communicators**, we will **follow instructions** as we **create images of shapes** we are learning and **label** them in Japanese.



In Years 3/4 children will, as **learners** and **inquirers**, continue to explore **how to communicate about our school year level** in Japanese. As **learners**, we will use **numbers from one to ten** and the **counter word “nensei”** to express our year level in Japanese. As **collaborators**, we will **play a game** in which we **identify and describe images which express the year level in Japanese**.

In Year 5/6, as **learners** and **inquirers**, we will continue to explore **how to communicate our age** in Japanese. As **learners**, we will use **numbers from one to sixteen** and the **counter word “sai”** to express our age in Japanese. As **communicators**, we will practice responding to the question **なんさいですか (nansai desu ka)** “How old are you?”. We will respond with _____です。 _____desu which is the **simple statement** used to **respond to** such **questions**.

Physical Education

During Term 2 we will be focusing on **Invasion games**. These are games where the aim is to **invade an opponent's territory** and **score** a goal or point. They are typically **fast-paced** games that need the learning asset of **Collaboration** by using **teamwork** to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Sports that we will be **finding out** about invasion games this term are; Netball, Basketball, Soccer, AFL, Rugby, Gaelic Football and Hockey.



This week, in Foundation- Yr 2 we started **tuning in** to **Netball skills**, more specifically focusing on **safe passing** and **rulings** of the game. We began the lesson with a demonstration of different **passes** along with an **explanation** of the basic rules to which questioning followed. We then had the opportunity to **collaborate** through creating small groups to practice a mini game called

“Catch, Pivot Pass”. This enabled us to be in a play-based scenario and find out and learn netball skills of **Passing, Pivoting, Catching**.





This week, Year 3/4 started the term by engaging in our **reflections** of our learning in Term 1. This included aspects such as goal setting, reflecting on strengths and weaknesses and an opportunity for students to voice about their learning. We then began tuning in to a Netball skills session. The aim for this session was to **activate prior knowledge** of the specific skills and strategies involved in a game of netball. Children engaged in various stations, each targeting a specific netball skill of **Passing, Catching, Pivoting, Attacking, Shooting and defending**.



In Year **5/6** we will be incorporating designated breaks during learning time to focus on any questions or wonderings that arises amongst themselves and to **communicate** to each other about the potential to implement **strategies and tactics** for next week’s game of Netball.

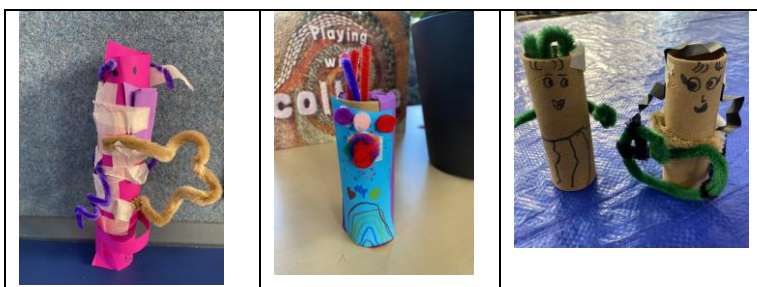
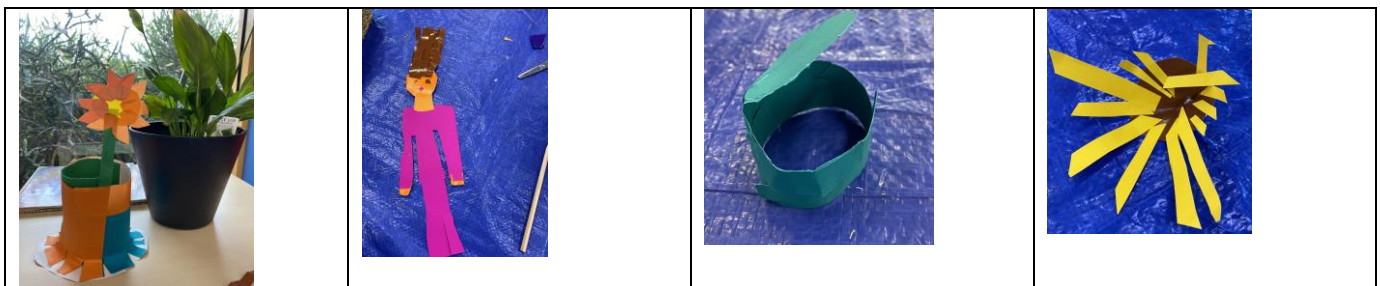


Visual Art

Foundation – Year Two

“Creativity is contagious, pass it on.” – Albert Einstein

As **researchers** and **artists**, we continued our **inquiry** into “What can paper do?” We reflected on our discoveries from last term and used this knowledge to **stretch and explore** further the skills and techniques to help us with our art making. We also **experimented** with what we can create when we use paper and pipe cleaners together. We **discovered** that tape and glue can be used for joining.



Years 3/4 and 5/6

As artists, children in years 3/4 and years 5/6 have continued their inquiry into, ‘What is Drawing?’ Children have reflected on previous sessions and are completing an assessment piece and preparing to share their learning with an audience. To reflect on their learning children had to use the following criteria;

- Consider your audience and select one picture to draw
- Select your drawing tool/s (grey lead, marker, pencil, paint sticks, copic markers, crayon, pastel)
- Select paper size (A4 or A3 paper) and type of paper (coloured cover paper, craft paper, cartridge paper)
- Lightly sketch and then add detail and colour to your drawing
- Frame your artwork
- Complete a brief written description of your artwork

Sustainability

“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”. (Laudato Si #1, Pope Francis)

As **Thinkers** some Foundation-Year 2 students tuned in to and **activated our prior knowledge** of the season of Autumn. What it might look, feel, smell and sound like. We made connections between our thinking and a short video “What



Is Autumn?” We **engaged in dialogue** about our **connections** and **discoveries** about the fascinating changes which occur, including a time of transition from Summer to Winter, days begin to become shorter and cooler and a time when many leaves change colour and eventually fall to the ground. Some Foundation-Year 2 students engaged in attending to our outdoor spaces collecting packaging and pulling out weeds.



As **Collaborators** some of our Year 3/4 students assisted in gathering tan bark by taking turns using buckets to transport it from the trailer to our adventure playground. Some students watered our potted plants and trees while other students attended to our outdoor spaces collecting packaging and pulling out weeds.

Some Year 5/6 students participated in cleanup tasks which not only helps to beautify our learning community it also helps **conserve natural habitats** and **reduces pollution**. This constant effort aligns with **Pope Francis’ message** on the need for a cultural transformation that **values the environment** and prioritizes **sustainable living practices**. Some Year 5/6 students harvested the last of our many cherry tomatoes from our garden beds near Olig. We discovered that although most were red, many were still green and unlikely to ripen because of the change of season and cooler weather. The plants were removed from their roots, deep in the soil and mixed the soil in readiness for planting our new Autumn / Winter herbs and veggies.



Several Year 5/6 students helped to clean and prepare previously harvested, dried **Lemon Myrtle** leaves ready to be ground in a food processor to be used at a later stage in our SAKG program.



Term Two Dates 2024

*Thursday 25th April
Monday 29th April
Tuesday 7th May*

*Thursday 9th May
Friday 10th May*

Walk to school safely day

Wednesday 15th – Friday 17th May

Saturday 18th & Sunday 19th May

Sunday 19th May

Thursday 23rd & 24th May

Thursday 30th May

Wednesday June 5th

Monday 10th June

Sunday 16th June

Tuesday 25th June

Friday 28th June

ANZAC Day Public Holiday

School Tours 2025

Mother's Day Stall

First Eucharist Workshop – 7pm

Mother's Day Open Morning and Morning Tea

F-2 excursion Science Works

Year 5/6 Camp – Lady Northcote

First Eucharist Sign-up weekend

Pentecost Sunday

School Review

Online Webinar with Dr Jodi Richardson

School Photo Day

King's Birthday Public Holiday

First Eucharist Celebration – Our Lady's Church 2pm

Parent/Child/Teacher Chats – No school for children this day

Term 2 Ends

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.



DISCOVER MERCY OPEN DAY

Sunday 26 May 2024 10.00am

Monday 27 May 2024 9.30am and 6.00pm

Book online at mercycoburg.catholic.edu.au/discover-mercy



**ANZAC DAY
COMMEMORATIVE SERVICES
25TH APRIL 2024
CRAIGIEBURN
DAWN & MORNING SERVICES**



Friends of the RSL

LOCATION:	CRAIGIEBURN ANZAC PARK NORTH-EAST CORNER (OFF WINDROCK AVENUE)
CONDUCTED BY:	CRAIGIEBURN WAR MEMORIAL AND REMEMBRANCE COMMITTEE MEMBERS – Officially a Friends of the RSL organisation
SERVICE FORMAT:	RSL ANZAC DAY COMMEMORATIVE SERVICE
SERVICES:	DAWN SERVICE – 5.45 AM FOR A 6 AM START MORNING SERVICE - 9.45 AM FOR A 10 AM START
SERVICE DURATION:	45 MINUTES

ANZAC Day Commemorative Services (Dawn and Morning) will be held at the Craigieburn War Memorial, located in the North-East Quadrant of ANZAC Park – near the corner of Windrock Avenue and Marathon Boulevard, Craigieburn (Melway: Map 386 Grid G6)

The services will provide the opportunity for the local community to remember those Australian men and women who served their country during times of conflict and to especially honour those who made the supreme sacrifice.

The ceremonies will be conducted by RSL Sub-Branch member(s) and will be hosted by the Craigieburn War Memorial and Remembrance Committee (CWMRC) – which holds official Friends of the RSL status. Attendees are encouraged to bring a small floral tribute (twig of wattle, rosemary or other flower) in memory of a relative, friend or other loved one, for placement at the memorial during the service.

WEARING OF MEDALS:

Recipients of medals and awards are encouraged to wear the full size versions in accordance with the protocols of the Australian Honours and Awards system. Family members are also encouraged to wear the medals of passed love ones – these are worn on the Right Hand side.

For further information phone Kevin O'Callaghan on 0400-511-188 or email:
contact@craigieburnwarmemorial.com or website: <https://craigieburnwarmemorial.com/>



Bringing up Great Kids

This parenting program is a mindful parenting program which gives parents the skills to slow down and respond to children in a calm and relaxed manner, leading to less stress in their lives and positive changes in their children's behaviour.

The BUGK program supports parents as they explore what influences their parenting practices and the messages they are passing onto their children.

DATE: Tuesday 30th April - 4th June 2024

TIME: 10.00am - 12.00pm

WHERE: Janefield Community Centre,
2 Manchester Crescent, Bundoora

COST: This session is free of charge but registration is essential

BOOKINGS: Bookings and enquiries to Parentzone Northern: 03 8641 8900 or Email: parentzone.northern@anglicarevic.org.au



City of
Whittlesea



KIDS
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PARENTZONE