School Mass and Celebration of the Sacrament of Eucharist: On Sunday, August 21st at the 10.30am Mass five Grade Four students will receive Eucharist for the first time. This Mass will also be the Term Three School Mass. All families are invited to attend and join in the celebration with Finn Molloy-Drum, Jacob Donnellon, Nicholas Belleville, Chloe Livingston and Brianna Harmer.

After Mass there is morning tea in the Multi-Purpose room and families are asked to bring a plate of food to share. The morning tea is being organised by the Parents and Friends.

Speech Therapist Visit – Tuesday, September 13th
Sarah’s visit has been changed owing to the sports being held on Thursday not Friday. Appointment reminders will be sent home.

Book Week: Week 7 Monday, August 22nd to Friday, August 26th “Australian Story Country”
Families are asked to focus on reading next week. This may involve reading to your children, hearing them read and discussing something you are reading with the students.

Next week students will have an opportunity to listen to a story read by a guest reader.

Also on Wednesday morning at 9.00am students will be sharing their family story. Families are invited to attend.
Pastoral Care Worker: Anne Boadle
Works at St. Mary’s each Thursday 8.30am – 4.30pm.
Contact Details: Through the school 54971116 or by ringing directly on 0409 598 481.
Email: Anne.Boadle@centacareballarat.org.au

Athletic Sports: Many thanks to the families who have volunteered to assist at the sports. Thank you to Miss McEvoy for her organisation and to her and Ms Hughes for helping line the ovals.

Bounce Back! Program - No Bullying unit.
This week in the Bounce Back class activities we will continue to think and talk about how we can respond to bullying in positive ways that care for ourselves and others, and help to prevent bullying from happening. This includes letting a teacher know about the bullying in a responsible way, things we can say to the person bullying that will help them understand it’s a mean and unacceptable thing to do, offering comfort and support to the person being bullied, and not being pressured into bullying too.

Key messages from the Bounce Back program about bullying, that parents can communicate to their child.
Encourage your child to support someone who is being bullied. Eg. They could: calmly tell someone who is bullying that it’s a mean thing to do, defuse the situation by suggesting something else to do, let a teacher know about it.

P&F News
Eucharist for Grade 4’s and School Mass - Sunday August 21st, 10.30am
A celebratory morning tea in the multi-purpose room will be held after afterwards, and we ask all attendees to please bring a plate of food to share.

Upcoming Events
Father’s Day Stall Sept. 2nd
Book Club Movie Night Sept. 9th
Spring Luncheon Meeting - Woods St Cafe Sept. 12th
Spring Luncheon Sept. 16th
Next P&F Meeting Oct. 4th

Candece Jay
St Mary’s P&F President

Principal’s Award: Congratulations Parker Bicket and Victory Davis on your writing.
**Book Week**: Week 7 Monday, August 22\(^{nd}\) to Friday, August 26\(^{th}\)

**"Australian Story Country"**

As part of celebrating Book Week students, family members and staff are asked to provide a favourite book to share for display during Book Week.

![Book Week smiling faces](image)

**School Banking**: A reminder that School Banking is on Wednesday. Remember there are many prizes to be won.

St Mary’s **Weekly** Tuck Shop Order

Due back with payment – Wednesday 24\(^{th}\) August

**Family Name** _____________________

<table>
<thead>
<tr>
<th>Please use a separate column for each child's order</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26(^{th}) August</th>
<th><strong>Please circle ‘SC’ for sour cream on Nachos/wedges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Helpers:</strong></td>
<td></td>
</tr>
<tr>
<td>Nachos</td>
<td>$4 sc sc sc</td>
</tr>
<tr>
<td>Wedges</td>
<td>$4 sc sc sc</td>
</tr>
<tr>
<td>Jelly Cup</td>
<td>$1.50 sc sc</td>
</tr>
<tr>
<td>Apple Pie</td>
<td>$2.50</td>
</tr>
<tr>
<td>Prima</td>
<td>$1</td>
</tr>
<tr>
<td><strong>Total Enclosed</strong></td>
<td></td>
</tr>
</tbody>
</table>
Pulse Mini-farms for National Science Week

It was great to see how well the children had cared for their field pea (juniors) and lentil (seniors) mini-farms, providing them with water, warmth and sunlight. Four weeks after sowing, Mrs Clark was excited to see 2/3rds of the mini-farms had tall, green seedlings and sad that some had no sprouts from their 10 seeds per mini-farm.

Science aims to provoke curiosity – *ignite the imagination*” this week’s National Science Week (NSWk) theme! Some children were surprised at how well, quickly and differently the plants grew. Some were understandably upset by the ones that did not sprout, while others were puzzled by the differences in sprouting, and Victory wondered why? Many were amazed by these same and other specific things that they observed e.g. seeing roots come out of a seed, sudden bursts of growth and, from Parker, the strength of the thin stems.

From 14 junior and 21 senior mini-farms with sprouts and seedlings, we found that:

- The first shoots and leaves appeared up to 3 weeks after sowing.
- Few recorded when seed coats opened or roots shot, to state a time.
- Most had between 5 and 9 of the seeds sprout into seedlings after 28 days.
- The field peas grew a little higher than the lentils: most field peas at 20.36 cm (tallest by Ethan) and lentils at 5-22 cm (tallest by Chloe and Zachery). Both were higher than what the most children had expected.
- Some had correctly predicted growing plants with roots, stems and leaves.

Most of those that didn’t grow were in blue soil tubes. Most had wet soils, in which hidden salt (in blue tubs at the rate of 1 tsp in a 2L tub of river sand) was the problem.

The mini-farms were also a farm simulation, a blind experiment into the effects of soils/knowledge (green, blue and white tubs). What more did the mini-farms help the children learn about farming as a practical science? Farmers: 1) know and apply a lot of science to grow crops (all tubes); 2) but face unpredicted things (blue tubes eg, new land, hidden salt, pests, weather events); and 3) adopt new knowledge from science that has been tested repeatedly before its general use (white tubes); so 4) there is an emotional aspect to farming, especially when crops fail, despite the science and efforts, and 5) Farmers replant, with better science knowledge from the failure or success. (All whose seeds had not sprouted now have new seedlings to grow.)

This session’s Pusing into Pulses’ plant model demonstrated:

1. ‘Food’ sources for the developing plant: seeds have food stored inside them to begin their growth; a white root shoots downward to get liquid food (nutrients) from soil, a green sprout shoots upwards to take carbon gas from the air (CO2) for photosynthesis, from which the carbon will build more of the plant.
2. What the pulses do for us: while growing, leaves return oxygen gas to the air for us to breathe; at the end of its life, seeds can be harvested for food; and after its life, pulse roots provide nitrogen to feed the soil.

To see the next stages of pulse growth, the children will plant out their seedlings into soil and care for them. Hopefully in late spring, everyone will harvest some seeds and find nitrogen nodules on roots, showing that pulses feed people and soils.

*With thanks to Peaco Ltd for supporting this 3rd incursion for the IVPulses, by Jeanie Clark, enviroed4all®*