



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## **NEWSLETTER**

16<sup>th</sup> March 2020

*"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,

Earlier today the Chief Health Officer confirmed that school closures at this time are not required unless there is an outbreak in a specific community. He said 'pre-emptive school closures are not likely to be proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time'.

Our school will therefore remain open at this time.

I offer some weblinks that address some facts and some ideas of talking to children about the current virus.

<http://supportingparents.com.au/wp-content/uploads/2020/03/Coronavirus-FACT-sheet-for-Kids-2.pdf>

<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>

[https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff\\_2](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)

Our school community will continue to be advised by the Chief Health Officer and Catholic Education Melbourne. We will communicate with you via our school bag app of any changes.

*Kind regards*

*Chris*

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

**Monday 16<sup>th</sup> March**

Welcome Murrundindi

**Tuesday 17<sup>th</sup> March**

Professional Learning ~ Literacy /Positive Behaviour

**Wednesday 18<sup>th</sup> March**

Hot Cross bun distribution – Note new date!

Welcome Murrundindi

Science Incursion F - 2

Professional Learning ~ Faith & Life Inquiry

**Thursday 19<sup>th</sup> March**

Science Incursion 3 - 4

**Friday 20<sup>th</sup> March**

National Action Day against Bullying

Science Incursion 3 - 4

Zooper Dooper Friday

### ***First Reconciliation Celebration ~ Postponed***

Our Reconciliation celebration to take place this Thursday evening has been postponed. Families received a letter today about this. An alternative day will be set later in the year.

### ***Kolbe College Discovery Day – Postponed***

Our Year 5 children will not be attending the Kolbe College Discovery day tomorrow, It was decided at this stage not to engage in activities off school grounds. Kolbe College will reschedule this event at a later date.

### ***Before School Care Survey***

You would be aware due to the lack numbers our Before School Care program was not viable last year. As we begin a new year, Extend are happy to survey families again to see if there are sufficient to run a morning program. If you are interested in the program please complete the survey through the link.

<https://www.surveymonkey.com/r/VNKVG68> The survey closes Wednesday 18<sup>th</sup> March 2020.

### ***Sacramental Preparation and Celebrations***

Families of children in Year 3 – 6 who are to receive sacraments this year, are asked to note the dates below:

#### ***First Reconciliation***

Reconciliation Celebration – Postponed date to be confirmed next term

#### ***First Eucharist***

Wednesday 3<sup>rd</sup> June First Eucharist workshop 7.00pm. Children to receive the sacrament of First Eucharist are required to attend with a parent.

Saturday 16<sup>th</sup> May/Sunday 17<sup>th</sup> May Eucharist Sign Up Weekend. Attendance at one of the parish Masses is required.

Saturday 30<sup>th</sup> May/Sunday 31<sup>st</sup> May Eucharist Presentation Weekend. Attendance at one of the parish Masses is required.

Sunday 14<sup>th</sup> June 3.00pm First Eucharist Celebration at Our Lady's Parish Church, Craigieburn Rd., Craigieburn

#### ***Confirmation***

Tuesday 14<sup>th</sup> July Confirmation Workshop 7.00pm. Children to receive the sacrament of Confirmation are required to attend with a parent.

### ***ADHD Support Group***

ADHD is a neurobiological disorder affecting on average 1 -10 people worldwide. As an inclusive learning community Mother Teresa Catholic PS would like to invite parent of students who have ADHS to join a parent support group. If you are interested in joining this new support group please email your interest to our learning community's Learning Diversity Leader, Margaret Canny

[margaret.canny@motherteresa.catholic.edu.au](mailto:margaret.canny@motherteresa.catholic.edu.au) or register your interest at reception and Margaret will contact you.

### ***Skoolbag App ~ download it!***

You can keep up to date with school happenings, access the newsletter, update contact details and notify us of absences through the Skoolbag App.

You are encouraged to download this to your mobile phone or iPad. Details for download can be found at <http://www.motherteresa.catholic.edu.au/news-events/354/article/100/skoolbag-app>

## **Parents & Friends News**

### ***Hot Cross Buns***

Please note that the Hot Cross buns will now be available for collection on Wednesday 18<sup>th</sup> March – Order distributed

### ***Easter Raffle Donations ~ Eggs***

Families are invited to donate an Easter egg for our Parent and Friends Easter egg Raffle. Donations can be left at Reception.

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

Our next Parents and Friends meeting is to take place on Tuesday 24<sup>th</sup> March at 7.30am at the school.

### ***Zooper Doopers Fridays***

Zooper Doopers are sold each Friday in terms one and four. They are \$1 each with funds raised going towards the school.

If anyone is free to help on Fridays this term to sell the Zooper Doopers at lunch time please leave your name at reception.

## **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***

As **members of the Mother Teresa Learning Community**, we activated our prior knowledge to identify our first thinking around our new compelling question, '**How does the changing environment affect us?**'. As **collaborators** we engaged in a nature walk around the school to observe closely our school environment. As **thinkers**, we will be noticing and recording changes we see in our environment by checking in throughout the year.

As **mathematicians** we are focusing on building our mathematical skills around the concepts of **counting** and **place value**. We are continuing to use a **range of manipulatives** to help us consolidate our knowledge of place value and counting including **representing numbers in different ways**.

As **readers**, we are continuing to engage in shared reading, language experience and dialogue to build and consolidate our **concepts about print, letter-sound knowledge** and **literal and inferential comprehension**. As **writers** we have been responding to texts through shared and independent writing, focusing on **sentence structure** and **making meaning**.

**Home Learning - Foundation to Year 2** The consolidation of learning tasks assist learners to gain further skills and competencies. It is therefore agreed that at Mother Teresa Primary School home learning is set and to be completed every night. The children will bring home a book to read and a counting task. The counting task will focus on the skills that the child needs to practice and will be identified, by the teacher, on the take home counting sheet. Some learners will also bring home sight-words. These are to be practiced nightly as well. We thank you for your commitment to helping your child/ren with these home learning tasks and their development as a learner.

### ***Bridging Centre***

#### ***Year 3 – 4 Learning Spaces***

In Faith and Life inquiry, as people of a faith based community, we will have **time and opportunity** to look at the scripture of '**The Prodigal Son**' (Luke 15:11-24). We will **consider different perspectives** using the thinking routine **Step Inside**, and **make connections** to the text, thinking of a time when we may have been asking for forgiveness, focusing on the **disposition** of being **empathetic**. Through **dialogue with others**, we will interpret the text to **see new layers of meaning**, as we consider the choices and actions we make as we **encounter** others. We will consider what this means from a **Christian perspective** and the **challenge** this could present to us about our own faith and beliefs, in our own lives. Throughout this process will continue to revisit what we have found out about the season of

Lent, the Sacrament of Reconciliation and continue to **make connections** between the **Catholic faith traditions**.

As Scientists, we will be engaging in the thinking moves **activating prior knowledge**, as we document our first thinking related to the compelling question, 'How is design influenced by scientific knowledge?' We will **zoom in** on the key words; **design, chemical science and physical science** and document our first thinking on these key words. As communicators and collaborators, we will focus on using the dispositions of being **respectful, confident and courageous** as we share our thinking with others in a focus group.

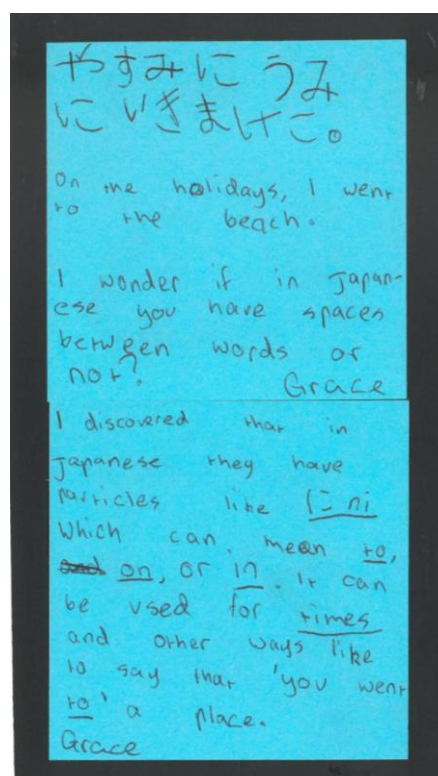
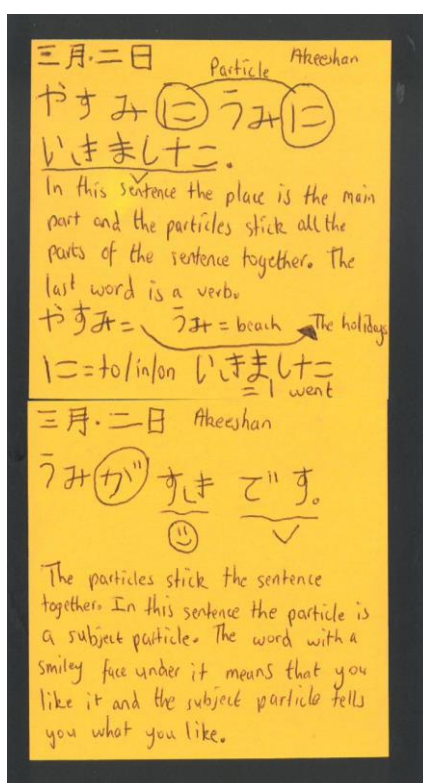
As mathematicians, we are continuing to **tune in** to the concept of money. As thinkers, we will use the thinking move **activating prior knowledge** to document our first thinking of money. We will make our thinking visible using the thinking routine, '**Making Meaning**.' As researchers, some of us will have time and opportunity to engage with our mathematics consultant Colleen Monaghan to find out about **interpreting** multi-step worded problems, **calculating** how much more money I need to make an amount and how much change I will receive from a transaction.

## Japanese

As **learners** Foundation, Year 1 and Year 2 will engage in being **curious** as we explore a **Japanese festival** called **Hina Matsuri** or the **Doll Festival**. As **thinkers** we will view images of the festival and use the **thinking routine SEE-THINK-WONDER** to dialogue about **what we might see** during the festival if we lived in Japan and **how we think it is celebrated**. Students will **record their first thinking** by illustrating what they noticed and discovered.

As **learners** and **thinkers** we will **activate prior knowledge** and reflect upon our understanding of how we use the **counter for month** to **name the months of the year** in Japanese. We will also **identify** how this counter word is **written in kanji** and **make connections** between its **shape and meaning**. We will then **make our thinking visible** by **writing a reflection** about what we **noticed** and **discovered** and add this to our recent learning about months in our Japanese journal.

As **learners** and **thinkers** Year 5 and Year 6 recently reflected upon our understanding of sentences about places we go and recorded our first thinking.



As **thinkers** we will use the **thinking routine Give One Get One** to explore how we use different elements of a sentence – noun, adjective, verb and particle – to create meaning. We will record one part



of a sentence on a strip of paper and use the **thinking routine** to collect other parts so as to create a complete, meaningful sentence. As **communicators** we will also continue to explore **active listening techniques** and how active listening is an important part of being a communicator in Japan. We will use a particular phrase to demonstrate that we are active listeners in our communication.

### Visual Arts Learning

*“There are painters who transform the sun to a yellow spot, but there are others who with the help of their art and their intelligence, transform a yellow spot into the sun”*

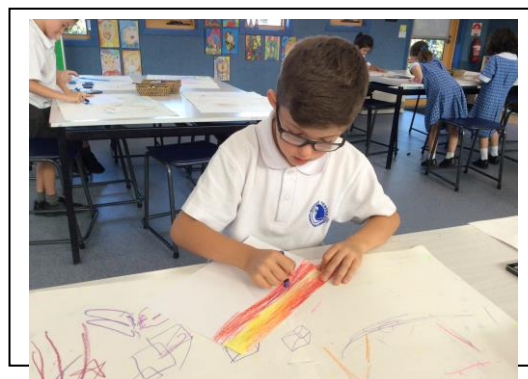
— Pablo Picasso

#### Drawing focusing on the element of colour: warm/cool colours, blending colours

The students will **reflect** on their learning about colours they chose for their sky scene. **“Did I use warm colours or cool colours.” How did I blend my colours to create new colours or tones?”** As **communicators** they will have the opportunity to share their learning with the class.

During last week’s class the students engaged in **dialogue** together as they created their sky showing much **curiosity** about features of the sky they want to include and how they will **create** these features. I look forward to exploring this together with the students.

#### Creating our sky scene using the technique of blending



#### Drawing in the abstract style with a focus on colour and shape

Year Three to Six students will **create** a drawing in abstract style. As **inquirers** they will have the opportunity to choose their own subject for their drawing and select drawing tools. The students will also need to **reflect** on the **elements** of abstract art and include them in their artwork.



**Layers** – A thinking routine for structuring analysis of creative works

**Aesthetic** “We like the colours the artist used for the desert”.



**Narrative** “We think the story of this painting is about people hunting for food.”

**Connections** “This painting has connections with indigenous art and abstract art.”

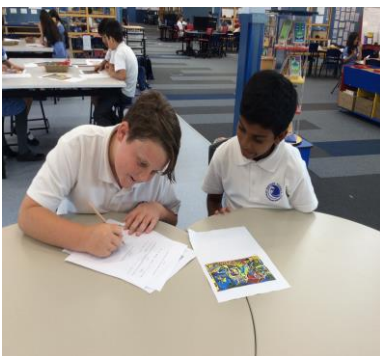


**Aesthetic** “We like the shades of blue in this Aboriginal painting.”

**Mechanical** “The artist used patterns to create this painting.”

**Mechanical** “The Artist’s technique of using fading colours is very cool. We like how it looks.”

**Dynamic** “I feel happy and calm when I see the red and white.”



**Connections** “This painting looks like, “The Weeping Woman.” Picasso used the same shapes and colours.”

**Narrative** “The story in this painting is about a rich man with his villa and yacht.

**Dynamic** “The painting makes you feel happy for the rich man. It is surprising to see the mix of colour and shapes.”



**Narrative** “It seems like there are two sides to this painting because it is black and dark and then there are neon colours. I think the artist is sharing his interests.”

**Aesthetic** “I look at this painting and see originality. I like the flowers and other objects that might belong to the artist.”



**Narrative** “Bloodshed in the bush with Ned Kelly.”

**Aesthetic** “This painting has drawn me in because of the design of the forest, the mix of the red with the forest.”

**Mechanical** “It symbolises the battle of Ned Kelly.”



**Connections** “I made a connection with the colours because I like to choose bright colours too.”

**Mechanical** “The technique the artist used was to mix colours. He used cool colours and warm colours.”

**Dynamic** “This painting makes me feel like swimming with the fish. It makes me feel happy.”

### ***Music ~Performing Arts Learning***

As **thinkers** and **collaborators** the students in foundation, Year 1 and Year 2 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The listening focus for this week, is an introduction to the string section of an orchestra featuring the BBC National Orchestra of Wales. Students will be **actively listening** to the music and trying to **identify** the different instruments that make up the string section they can hear in the performance. The students will be engaging in some learning opportunities to help them with their inquiry into **rhythm and beat**. Students will be practicing the song, “Sweet Beats.” This song will help to consolidate the students understanding of the crotchet beat (beet) and the quaver beat (cherry).

As **communicators** and **collaborators** the students in Year 3 and Year 4 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The song that we will be focusing on for this week's learning opportunity, is Wolfgang Amadeus Mozart – Symphony #40. Students will be **actively listening** to the music and trying to identify the different elements of music they can hear in the performance and share any **wonderings**. The students will be engaging in some learning opportunities to help them with their inquiry into **rhythm and beat**. Students will be practicing the song, “Sweet Beats.” this song will help to **consolidate** the students understanding of the crotchet beat (beet) and the quaver beat (cherry)

As **communicators** and **collaborators** the students in Year 5 and Year 6 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The song that we will continue to explore, is John Williams – Hedwig’s Theme. Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance and sharing any **wonderings**. The students will be engaging in some learning opportunities to help them continue their inquiry into **pitch** and tuneful singing. The opportunities the students will be engaging in this week to **find out** include, interactive video and sing along using **solfege** and the **Curwen** hand signs.



## ***Physical Education Learning***

In Physical Education classes this week students will be engaging in learning with a major focus on **Fundamental movement skills** and **game concepts** associated with **Striking and Fielding** sports (including where to hit the ball and where to field).

Foundation to Year Two students will continue to look at multiple **fundamental movement skills** in their learning including the **bounce, dribble** and **shoot**. As **learners, students** will practice the sequence to perform these movement skills with a major focus on **control**. Students will perform a series of play based learning opportunities which can be practised and performed at home with any type of round ball including a tennis ball.

Year Three and Year Four students will be playing a **striking and fielding** game called 'Rapid Fire'. This game will continue to build students' knowledge of the **fundamental concepts** of striking and fielding sports (including where to hit the ball and where to field). As **Collaborators** students will need to **work together** when they are fielding, we will also explore the question, *What can I bring to a team?*

Year Five and Six students will be playing Tee Ball, the game will be broken down based on the 'Game Sense Model of Learning', this model allows students to learn through play based learning activities, discuss **tactics and strategies** and then play the game again, applying these new strategies. There will be a focus on running between bases and different strategies the two teams can use. As **communicators and thinkers** students will need to **collaborator** as a team as they develop their **tactical knowledge** and **decision making** skills in game situations.

Last week some of our year 5/6 students participated in a golf focus group run by the teachers from Club Mandalay Beveridge.

## ***Sports Club***

Students are invited to come along and participate in a 'Sports club' with Mr Insolita at lunch times. Each week the club will have a different sporting focus and everyone is welcome to come and join in the fun while being physically active. This week we will focus on basketball. Looking forward to seeing you all there!

The club will run on the following days.

- **Foundation - Year 2 students:** Monday
- **Year 3 - 4 students:** Wednesday
- **Year 5 - 6 students:** Thursday

## ***Sustainability Learning***

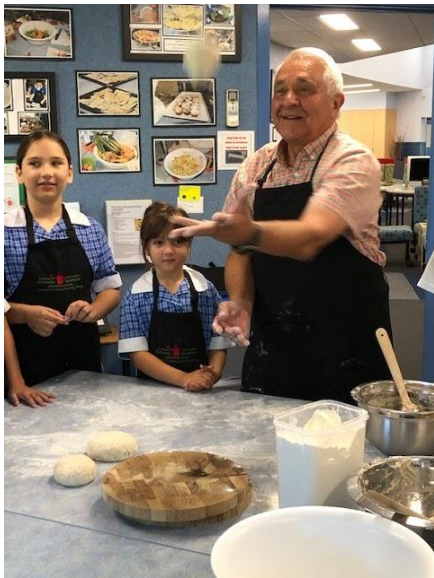
*In Laudato si', Pope Francis highlights the important role that education plays.*

*There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. (211)*

On Wednesday the 11th of March a group of Year 3/ 4 and Year 5/ 6 **learners** had the **opportunity** to **engage** in cooking an Indigenous meal with Murrundindi. Throughout the day our learners prepared the following meal: They made a delicious ***dampier served with lemon myrtle yoghurt followed by a broccolini and lemon myrtle risotto and finally the famous Murrundindi vanilla slice.***

This Wednesday we are fortunate once again to have Murrundindi join us in our Stephanie Alexander Kitchen garden. Our learners will have the opportunity to create a delicious meal with Murrundindi.





Our Learners took the opportunity to reflect on their cooking experience. They used a selection of dispositions to make their thinking visible. The following dispositions: **Respectful, Persistent, Flexible, Open Minded** and **Curious** were discussed and reflected upon.

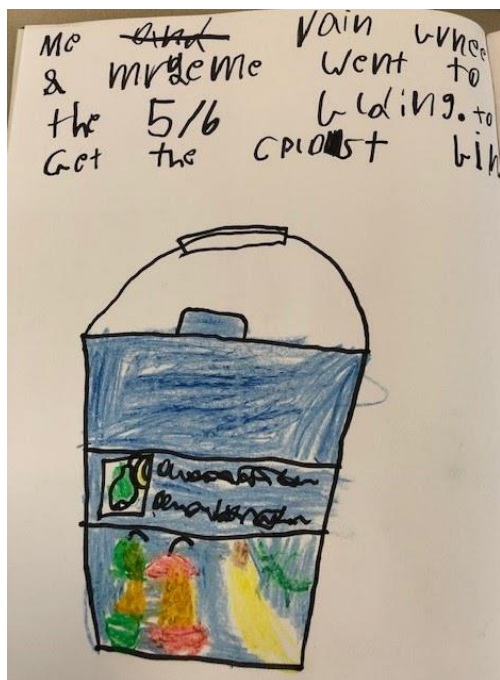


Today we were cooking with Murrundindi. I was **responsible** when the teacher was talking. We made 3 batches of vanilla slice. I was **curious** about the lemon myrtle. We also made a couple of dampers and risotto. I was **persistent** by making the pastry with Murrundindi. I loved eating it. I was responsive by talking to the teacher nicely. It was super-duper fun!

Learning Space 3 and a group of Year 5 and Year 6 students had the **opportunity** to spend time in our vegetable garden. They **discovered** that there were lots of cherry tomatoes in our vegetable garden and harvested all these

tomatoes. They will be used in our kitchen garden this week to make a **scrumptious** salad. Another group of children collected the **Organic Scraps** from the various Learning Spaces.

Learning Space 3 harvested cherry tomatoes. Organic scraps designed by Harrison



### **Digital Technologies**

This week, students will continue their Cybersmart journey and begin to **engage** in the **Cybersmart Detectives** module, which explores how to be **safe online** when **communicating** with other people. They will watch a video that prompts **dialogue** about different situations.

As **researchers** students in Year Foundation – Year 2 are **exploring** the different functions of **Lego WeDo** sets, finding out how the tilt and motion sensors work. Students can follow instructions in the **WeDo app**, then **extend** their **thinking** by adding to the **code** or the **creation**.

As **communicators**, the Year 3 and Year 4 learners will be **exploring** what is **safe** to put on their **website**. They will **dialogue** about what **safe information** they could **display** on their site, then put this in to practice as they insert a heading onto their page.

As **thinkers**, learners in Year 5 and Year 6 who chose to **engage** in **Mindstorms** will be **engaging** in the **Space Challenge Learning Missions**. These missions **guide** learners through the essential skills needed for completing the **Space Challenge**, such as **precise movements** and the functions of the different **sensors**.



### **After School Care at Mother Teresa Primary School**

*Watch this space throughout the term for regular updates from our Extend team!*

Please note the web link for our Aftercare program

<https://www.extend.com.au/school/mother-teresa-primary-school/>

## **Term One**

Thursday 19 <sup>th</sup> March	First Reconciliation Celebration 7pm Our Lady's Parish Church
Friday 20 <sup>th</sup> March	National Day of Action against Bullying
Sunday 22 <sup>nd</sup> March	4 <sup>th</sup> Sunday of Lent
Monday 23 <sup>rd</sup> March	Mathematics Co-Learning Physical Education Swap – Tuesday timetable
Tuesday 24 <sup>th</sup> March	Mathematics Co-Learning Physical Education Swap – Monday timetable Parents and Friends Meeting
Wednesday 25 <sup>th</sup> March	Parent and Friends Hot Cross Buns distributed
Friday 27 <sup>th</sup> March	Term 2 concludes Whole School Prayer 3pm Easter Raffle drawn 3.20pm
Sunday 29 <sup>th</sup> March	5 <sup>th</sup> Sunday of Lent

## **Easter Celebrations**

Sunday 5 <sup>th</sup> April	Palm Sunday
Thursday 9 <sup>th</sup> April	Holy Thursday
Friday 10 <sup>th</sup> April	Good Friday
Sunday 12 <sup>th</sup> April	Easter Sunday
Monday 13 <sup>th</sup> April	Easter Monday – Public Holiday

## **Term Two**

Tuesday 14 <sup>th</sup> April	Term 2 begins Welcome Murrundindi
Wednesday 15 <sup>th</sup> April	Welcome Murrundindi
Thursday 16 <sup>th</sup> April	Camp Information Night Year 5/6 children and parents 7pm
Friday 17 <sup>th</sup> April	School ANZAC Day ceremony at the Shrine of Remembrance Year 3/ 4 Excursion
Friday 24 <sup>th</sup> April	School Tours 2021 Foundation Families
Saturday 25 <sup>th</sup> April	ANZAC Day
Tuesday 28 <sup>th</sup> April	Information Night for Foundation children 2021 7pm
Friday 1 <sup>st</sup> May	Welcome Kath Murdoch
Monday 4 <sup>th</sup> May	Year 5/6 camp to Lady Northcote, Rowsley
Tuesday 5 <sup>th</sup> May	Year 5/6 camp at Lady Northcote, Rowsley
Wednesday 6 <sup>th</sup> May	Year 5/6 return from camp to Lady Northcote, Rowsley
Friday 8 <sup>th</sup> May	Mother's day stall
Monday 11 <sup>th</sup> May	Mother's Day Moring Tea Mathematics Co-Learning Colleen Monaghan
Tuesday 12 <sup>th</sup> May	NAPLAN
Wednesday 13 <sup>th</sup> May	NAPLAN
Thursday 14 <sup>th</sup> May	NAPLAN
Friday 15 <sup>th</sup> May	School Tours 2021 Foundation Families
Saturday 16 <sup>th</sup> May	Eucharist Sign Up Weekend
Sunday 17 <sup>th</sup> May	Eucharist Sign Up Weekend
Monday 18 <sup>th</sup> May	Mathematics Co-Learning Colleen Monaghan
Tuesday 19 <sup>th</sup> May	Welcome Murrundindi



Wednesday 20 <sup>th</sup> May	Welcome Murrundindi
Friday 22 <sup>nd</sup> May	Visitors from Sandhurst Diocese
Sunday 24 <sup>th</sup> May	School Tours 2021 Foundation Families
Monday 25 <sup>th</sup> May	Feast of the Ascension
	National Reconciliation Day
	Welcome Murrundindi
	Whole School National Reconciliation ceremony 9.00am
Sunday 31 <sup>st</sup> May	Pentecost Sunday
Wednesday June 3 <sup>rd</sup>	School Photo day
	First Eucharist Workshop 7pm
Sunday 7 <sup>th</sup> June	Feast of the Trinity
Monday 8 <sup>th</sup> June	Mathematics Co-Learning Colleen Monaghan
Sunday 14 <sup>th</sup> June	Feast of the Body and Blood of Christ
Monday 15 <sup>th</sup> June	Mathematics Co-Learning Colleen Monaghan
Friday 19 <sup>th</sup> June	Feast of the Sacred Heart
Friday 26 <sup>th</sup> June	Term 2 concludes 3.30pm