



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

September 14th 2020

"Let no one ever come to you without leaving better and happier.

Be the living expression of God's kindness: kindness in your face, kindness in your eyes, kindness in your smile."

Mother Teresa

To All In Our Learning Community,

A few weeks ago I drew your attention to a recent publication of Mercy International Association – Global Action, "Hope in the time of a Pandemic Responding to COVID-19 through a Mercy lens". The publication captures the work of the Mercy sisters at an international level and also reflects the various works of Mercy sisters throughout the world. One thing that strikes me about the publication is the invitation for reflection of what the pandemic has meant for us. What are the learnings and hope we can draw from what has been and continues to be a very challenging situation.

As a learning community we value the time and opportunity to reflect on our learning and to consider the views of others. We often talk of learning through multiple lenses and valuing and listening to a multiplicity of voices. In reading the document I continue to be struck by the notion of a Pandemic of Kindness:

"And when this time has passed may we say that love spread more quickly than any virus ever could. May we say this was not just an ending but also a place to begin" (Christine Valters Paintner) p29.

After our experience, which I know is not yet over, how might we reflect on the experience. As we are nearing an end to lockdown what are the things we can name and notice about ourselves. In what ways have we missed our friendships and interactions with others? In what ways have we taken for granted the freedoms we have? How have we been challenged to consider the blessing we have? "Hope in the time of a Pandemic Responding to COVID-19 through a Mercy lens" is forward thinking. It finds its origins in the person of Jesus. In this way it invites us as Christians to consider our hope for the future – a pandemic of kindness.



Once again I invite you to consider the images of outreach and care for the vulnerable, the love for others and care for the earth that are so visible on our grounds. These are our images that stem from our thinking. I have chosen this particular photo of the images today as it captures the school building behind the images. I would like to suggest they are images of us. I hope we emerge from our learning community as people who offer care for the vulnerable. I hope we extend love to all no matter what race, religious belief or gender. I hope we are people who care for and have a growing aware of our way of

living and its possible positive or negative effect on the environment. I hope we emerge from our learning community having caught a virus – the virus of love evident in the pandemic of kindness that our community has nurtured. A virus of love, that is; a love of abundance for all, friend and foe.

It is not possible, however, to emerge with such thinking unless we take the time to reflect and to seriously consider what we have experienced and what we have learnt. As we come to the end of term 3 I invite all learners; children, staff and parents to consider what we have learnt from our experience. What do we hope for our future interactions with each other, with those beyond our learning community and for our earth in need of care?

Kind regards

Chris

This Week's Happenings

Monday 14th September

Remote learning for Foundation to Year 6
Mathematics Professional learning and planning
Year Foundation – Year 6 -Colleen Monaghan

Tuesday 15th September

Foundation – Year 2 Planning

Wednesday 16th September

Year 5 – 6 Workshops with Michael Wagner
Professional Learning – Term 4 organisation

Thursday 17th September

Year 5 – 6 Workshops with Michael Wagner

Friday 18th September

Term 3 ends

Mother Teresa Feast Day Prayer

Thank you to all those who took the opportunity to engage in prayer for our feast day. Thank you to those who read and for the participation of all.

End of Term 3 Prayer

All children will be invited to attend prayer this coming Friday in thanks for our term. Parents are welcome to join with the children through Microsoft Teams. A Microsoft Teams calendar invite is on each child's schedule this week.

Remote Learning Term 4

Term 4 begins on Monday 5th October. All children will begin term 4 through remote learning.

Return to Onsite Learning

Further details regarding the staggered return to school some time in Term 4 will be made available to you as soon as we have further details. The State Government in partnership with the Department of Education and Training and Catholic Education Commission of Victoria will provide this detail in the coming weeks. We do know that our ***Foundation – Year 2 children will return to onsite learning on Monday 12th October.*** Further details will be provide in the first week of term 4.

Psychological Care ~ increased support for Victorians

We are all responding to this crisis differently. The amount of sessions that are now available to Victorians to receive psychological care has increased to 20. You can access this care through contacting your local GP. Your GP will then provide a referral which can be used to access 20 sessions of psychological care through Medicare. Support for access to multicultural mental health services can be accessed through Embrace <https://embracementalhealth.org.au/translated-content> or Victorian transcultural Mental Health <https://vtmh.org.au/>

School Fee accounts

School fee accounts were forwarded to families via mail two weeks ago. Families received two invoices, one that itemises your account and the other with the total amount owing. A letter explaining this is attached to your fee account. Thank you to those who have finalised their 2020 fees. Please note fees can be paid directly in the school account. Remember to provide your family name and code on the bank transfer. Fee accounts are required to be finalised by the end of Term 3.

Care and Respite ~ Support for families that have children with additional needs and complex behaviour

Under stage 3 and 4 restrictions, these options are allowed in metropolitan Melbourne and regional Victoria:

In-home care from a relative or friend

A relative or friend can come to your home to help care for your child with disability, including during the curfew. They can travel more than 5km to get to your home, including traveling from regional Victoria to metropolitan Melbourne.

Respite care by a relative or friend

Children with disability can go to a relative or friend for respite care, including staying overnight. They can travel more than 5km to get there and they can travel during the curfew. This needs to be a pre-existing arrangement.

Taking your child for a drive to help support complex behaviour

You can leave home and take your child for a drive to escape harm, including harm to themselves. This includes leaving the 5km zone and going out during curfew.

It's important to use common sense and remember that this should only be done to escape harm and to help support complex behaviour. If you do take your child for a drive, do not stop anywhere unless essential, and do not leave metropolitan Melbourne.

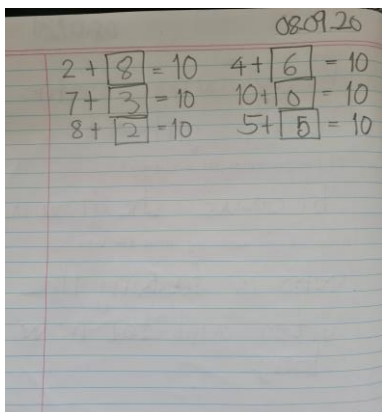
To stop the spread of COVID-19, stay home whenever possible.

For more information please read:

What's Happening in the Remote Learning Spaces

"Parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive (Parents in Partnership, Ministry of Education, Toronto, 2010)"

Foundation – Year 2 Remote Learning Spaces



As **mathematicians**, this week we will be continuing to find out and sort out our thinking about the different strategies that help us to solve addition and subtraction problems. These strategies help us to solve problems efficiently and without the need to use our fingers or objects around us. Some of the strategies include counting down to, counting on, doubles, near doubles, jump strategy and split strategy just to name a few!

As **thinkers**, we have been **tuning in** to the understanding 'There are many aspects to our well-being including physical, social, spiritual and mental.' Last week we explored our body and how our features have changed over time, such as our hair and the length of our arms. We will continue to explore this further by identifying our needs and wants and how these have changed in our lives. In our check ins we will also have the opportunity to dialogue about photos of when we were younger!



As **researchers**, we have been **tuning in** to the understanding 'There are many aspects to our well-being including physical, social, spiritual and mental.' We have been engaging in a range of meditation exercises to help us find out about strategies that we can use to be calm and mindful people. We will continue these exercises in our daily learning and when we feel anxious or worried.

Holiday Learning:

As **readers**, over the holidays, we will have the opportunity to revisit the Ziptales texts and Kids Helpline articles that we explored this term. Take the time and opportunity to focus on the texts and identify how your thinking has changed about the topic. If your child has sight words, please continue practising both their little ring and big ring throughout the holidays! **A reminder that it is expected that all 307 sight words are known by the end of the Foundation year.**

As **mathematicians**, we will begin to explore the concepts of Time and Money. These are great areas to focus on at home, by identifying different times for certain tasks during the day and what the hands look like on the clock. For money you can explore the coins by looking at their features, ordering them and finding out about how much different items cost to buy.

As **writers**, we will be continuing to explore descriptive language and how we can use this in our writing to catch the reader and help them make an image in their mind as they are reading. We will use different prompts and objects to help us write descriptions.

Further information in regards to the holiday learning a letter will be sent out later this week.

The Foundation- Year 2 teachers would like to thank our students and their families/ carers for being so empathic and supportive of one another throughout these times and we look forward to seeing you all online again in Term 4!

Bridging Centre

Year 3/ 4 Remote Learning Spaces

As **inquirers**, we are continuing to **explore** and **engage** in **dialogue** through Microsoft teams around our four **understandings**

Social and emotional challenges can provide me with opportunities to help me grow.

Change can present us with challenges but there are strategies and skills that can help us build resilience.

Messages in the media can influence health decisions.

Feeling connected to the community supports health and wellbeing.

As **inquirers**, we have had **time** and **opportunity** to take a step back from our inquiry and **reflect** on what we have learnt. As part of **sorting out** our thinking, we have **revisited**, **reflected** and **shared** our **thinking** through our **Microsoft Teams Sessions** and **independently** by making our **thinking visible** using the 'Self-Reflection Target.'



As **thinkers** and **writers**, we are **applying** our **knowledge** of **Michael Wagner's Straight A's** and the **5 senses** to **describe people** and **places** in our **writing**. We have taken **time** and **opportunity** to **engage** in a **virtual workshop** with **Michael Wagner** and we will continue to practise the skills of using the **5 senses** within our writing.

As **mathematicians**, we are continuing to **engage** in **targeted focus groups** through **Microsoft teams** and **consolidate** our **learning daily**. We are **focusing** on **applying** our **knowledge** of **number** and **place value** to solve a **variety** of **problems** involving **addition**, **subtraction**, **multiplication** and **division**. We are beginning to **find out** about **worded problems** and how to unpack the **questions**. We are using our knowledge of the different **vocabulary** in each operation, **addition**, **subtraction**, **multiplication** and **division**, to help us distinguish what the questions are **asking us** to do. We are using our **knowledge** of these operations to answer real world **worded problems**.

Leadership Centre

Year 5/6 Remote Learning Spaces

When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning.

Kath Murdoch

We would like to say **THANK YOU** for supporting your child throughout Term 3 remote learning. We are very **proud** of what your child has been **learning to do and to be**, their **ability to engage in learning opportunities independently** and on **Microsoft Teams**. As **communicators** and **collaborators** children have demonstrated **confidence**, **respect**, **empathy** and **reliability** through their engagement in Faith and Life inquiry and Mathematical Thinking learning opportunities on Microsoft Teams. As **thinkers** children have demonstrated **open-mindedness**, **flexibility** and **persistence** and as **researchers** they have shown **curiosity** and **resourcefulness** as part of their iTime investigations.

Throughout this week as part of our daily learning and on our Microsoft Teams Meetings we will be **engaging in learning opportunities** related to **self-assessment**. Some of the thinking moves we will be engaging in are **reflecting**, **reasoning with evidence**, **interpreting**, **perspective taking** and **wondering**. As **learners** we will be **identifying our prior knowledge**, **reflecting on it**, **making connections to our documented learning** and **demonstrating our progress** in relation to our Faith and Life inquiry compelling question: **Change: Threat or Opportunity?**, and our **understandings**

- **Mental health is a state of well-being where individuals can cope with the normal stresses of life and contribute to her or his community.**
- **Our mental health is influenced by our physical health.**
- **There are strategies we can use to help us manage the impact of change on our mental health.**
- **Connecting with others (friends, family, organisations, teachers) can help us maintain strong mental health.**

As a **guide to assist us in our self-assessment** we will be using **Kath Murdoch's *Sharing Evidence of My Learning Tool*** where we will be **identifying ways** that we believe we have **shown our understanding** and this will require us to **look at** and **reflect on our documentation** throughout Term 3 remote learning and also on **what we have been learning to do and be** - the **skills** and **dispositions** we have developed over this time too.

Our Year 5/6 End of Term Prayer is at 1:00pm on Microsoft Teams this Friday 18th September. Please be on Microsoft Teams at 12:55pm.

A message from Mrs Leahy -

- Please be on time and make sure your microphone is on mute.
- Remember that even though we are using Microsoft Teams, we are entering a prayer space. You need to enter in stillness and silence. Please make sure you have no distractions around you. In doing so we are respectfully engaging with the Catholic tradition.

On **Friday** you will receive a **PDF attachment with some learning to engage in during the holidays**. It is expected that you continue to engage in Mathematical Thinking, reading and writing learning opportunities.

Faith and Life Inquiry Reflections

This week families have continued in dialogue about the concept of an abundance of God's love, through the lens of our patron, Saint Teresa of Calcutta. Families have shared that an abundance of God's love was shown by Mother Teresa in her actions and outreach to others. Some of the reflections shared include this from Mikayla from Year 1 and her family;

- *Think: I think Mother Teresa gave food, clothes and a home to those that she helped. She also gave them love, time, kindness, understanding and told the world about them so we can also help the poor and sick too.*
- *Care: If I was Mother Teresa I would care about the poor and what I could give to them and how I could help them. What would be important to me is showing the sick and poor kindness and love. What makes me say that is that they need our help and because they are poor they can't help themselves. I will show them God and Jesus' love and kindness.*
- *Reflection: I know understand the scripture of the 'Feeding of the 5000' more and can connect it to Mother Teresa because just like Jesus she helped many people in her life. She gave food, drink, homes, and clothing but most importantly care and love. Jesus and Mother Teresa were not selfish and always thought about other people first.*

Mikayla's thinking reflects a reinterpretation of scripture and the Catholic teaching of outreach to others, as she has engaged in learning hermeneutically through interpreting text and symbols. In the coming week there will be the opportunity to reflect on all our thinking through our encounter with the scripture the *Feeding of the 5000* and what it means as part of a Catholic Dialogue School.

Students and families had the opportunity to also gather together in prayer to celebrate the Feast Day of Saint Teresa of Calcutta. Although being remote we were able to create a sacred space as a Catholic community and share in the tradition and ritual of prayer. It was wonderful to be able again share and experience this part of Catholic tradition. It also reflected another way we can stay connected and support each other as a community during the challenges of lockdown.

There will be another opportunity this Friday to gather in prayer and celebrate all the achievements of Term 3.

Visual Arts



My art making today made me feel excited because I really liked using my rocks for my art today
I discovered that art is so much fun when you using rocks
Charlotte



James



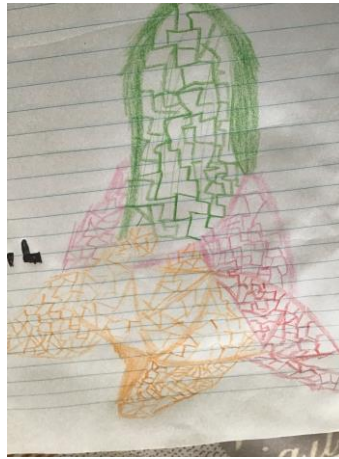
My art making today made me feel calm and relaxed.

I discover that there are so many patterns.
Christopher



My art making today made me feel happy because I was creating something that was a pattern that included stripes, circles, dots and swirls.
I discovered patterns are a type of crazy drawing that show craziness and laughter.
Tiffany





My art making made me feel relaxed and what makes me say that is that usually bright colours can make you feel happy and in a better mood.

I made some flowers with some zig zag patterns with bright Beautiful colours. **Lucas**

Physical Education

What is Game Sense?_Game Sense is an instructional approach that can be applied in teaching and coaching contexts. The Game Sense approach to teaching and learning emphasises the development of tactics and decision making. Game sense focuses on the game, rather than on technical skill drills and practice, to encourage participants to be more tactically aware and make better decisions during games. In Game Sense approaches, students are presented with challenges to solve in structured games, rather than having to practice technical skills in isolation. (Developing Game Sense through tactical learning - Breed & Spittle)

Students in Foundation to Year 2 have been focusing on Fundamental Movement Skills this week, particularly underarm and overarm throws at targets from different distances. Students engaged in a game called 'knock 'em down' where they set up targets at varying distances, the aim of the game is to throw an object with force to knock over the target.

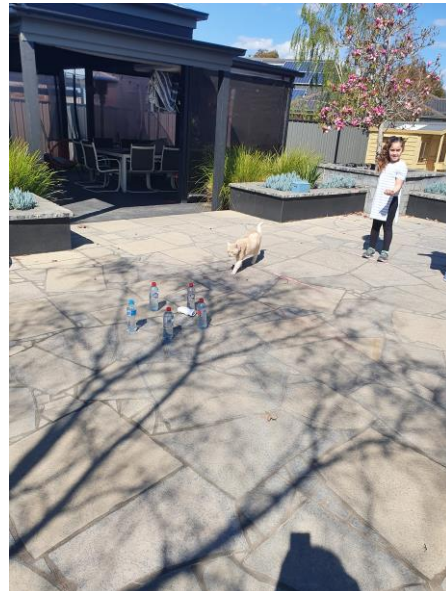
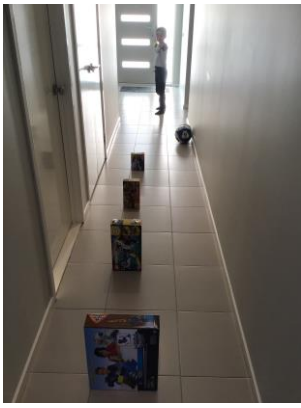
When asked to explain which target she aimed for first and why? Alice in Foundation said *"I first aimed at the target closest to me. I did this because it was the easiest target to hit. When I tried to hit targets that were further away, I threw harder and higher, to make the ball go faster.* Great learning!

Students in Year 3 /4 have continued to explore the category of sports known as target sports. Students learnt a new game called 'Risk', the purpose of this game is to throw objects to land inside a small target area, however the target area is protected by taller objects which cannot be knocked down by the object that is being thrown. When asked to explain the best flight path of the object he was throwing,

Gabriel in Year 4 said *"The best flight path for throwing the sandbag was up high, like an arch. My hand had to be up high and the sandbag in the palm of my hand when I let it go so the sandbag wouldn't roll as much when it landed".* Great observation!

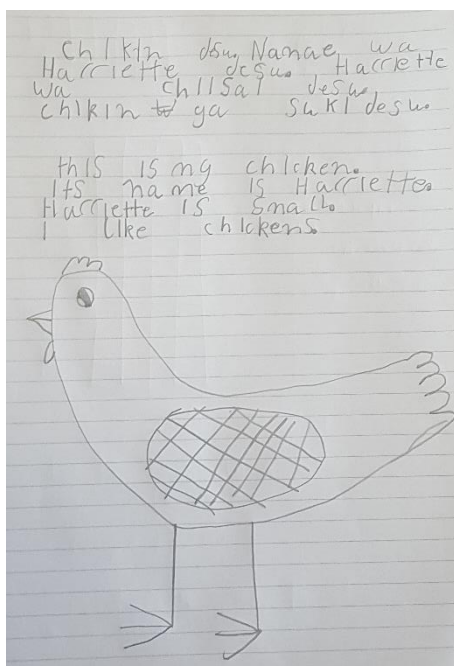
Students in Year 5 / 6 continued to explore Fitness activities, students engaged in a 100 point challenge task which involved different fitness challenges worth different amounts of points, the purpose of this activity was for students to try and complete all of the fitness challenges to try and reach a maximum number of 100 points. Students also viewed and analysed different tactical thinking videos about AFL Football to increase their ***Game Sense and Tactical Thinking*** knowledge of Invasion style sports. These tactical/ conceptual videos were used as they transfer across to many other invasion style sports.

Jaymie in Year 6 said *"Being the player with the score assist can help your team out because you can get the ball to a player who would have a better chance of scoring than you. What makes me say that is because if the footy has been passed to you, the other team is going to come and attack for the ball. Instead of trying to run really fast and score yourself, you can handball it or kick it to a player on your team who is more likely to score than you. The risk for using the corridor on the football field is that the more you go through the corridor the more risk you have for a turnover. The positive is that it's the fastest way through the field and it is directly in front of the goals".* Great tactical thinking

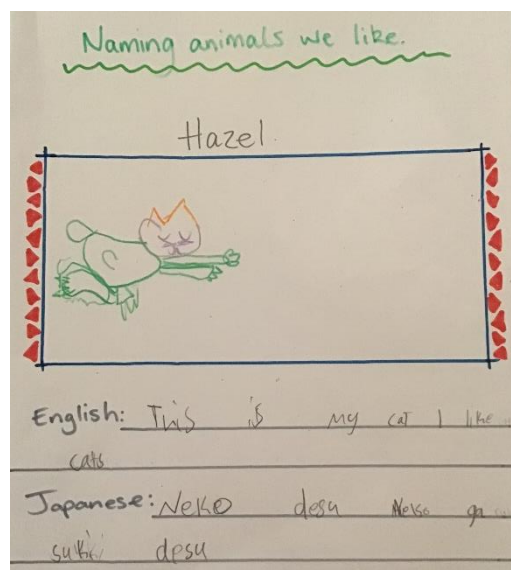


Japanese

As **thinkers** we engaged in finding out about animals in Japanese. We engaged in **Finding Out** about words for animals and how to say we like an animal through an oral story in Japanese called “Let’s Go to the Farm”. As **communicators** we identified an animal we like through writing and drawing. As **researchers** we used a word list to support our writing. Students in Foundation to Year 6 **activated prior knowledge** and built upon vocabulary knowledge and sentence structures they had engaged with in previous lessons.



Archer



Alyssia

Sustainability

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. (Laudato Si' no.211)

Throughout remote learning our **Sustainability** learners have been engaged in various learning **opportunities**. From cooking simple yummy healthy snacks, preparing yummy desserts and even preparing meals for their families. Our **learners** have also taken the opportunity to engage in gardening, some have planted their own vegetable garden or simply maintaining their existing garden. It has been fantastic reading all the **reflections** that our learners have been emailing through to us. Throughout this time we have seen a number of amazing chefs and gardeners.

We encourage all members of our **learning community** to take the opportunity to **engage in cooking or gardening** with your children and to forward your reflections and photos to us. We invite all parents, careers and children to visit our Mother Teresa **Instagram page** to see the amazing learning that our learners have been engaged in.

Spring is the perfect time to start growing your very own fruit and veggies so last week we invited our gardeners and their families to spend time outside creating or maintaining their existing garden. Our learners have taken the **opportunity** to create their own personal gardens by following the helpful tips that was provided. Our learners have been very **creative** as some have planted seeds in pots, garden beds, egg cartons and plastic containers. They have used seeds from vegetables, collected cuttings and have created some amazing gardens.

Today I engaged in the sustainability learning activity of growing plants from clippings and trimmings.

I cut the bulb of a spring onion that we had in our fridge and some sprigs of rosemary from the park across the road from my house. I followed the instructions in the learning sheet and placed both in a cup with water.

I was most interested in knowing how the two cuttings will grow. What makes me say that is the cuttings are so small now but I know they will become bigger plants?

I am proud of the way I used the scissors to cut the clippings by myself. What makes me say that is I know how to use them safely without hurting myself? - Willow

During remote learning we have been so proud of the wonderful dishes that our cooks have showcased for us. We invite you to demonstrate your talent by entering this competition which is part of the **Stephanie Alexander kitchen garden** organized by Coles.

CALLING ALL JUNIOR COOKS

Do you have a favorite recipe that you love to cook? We want to hear about it for our exciting cooking competition.

Go to coles.com.au/kidscookingcomp.

Fill in the entry form with your parents and send your special recipe along with a picture of you cooking it. Entrants aged between 6-13 years. Entries close Wednesday 30th September 2020.

annette.gasbarro@motherteresa.catholic.edu.au

tina.sabato@motherteresa.catholic.edu.au

Digital Technologies

This week in **Digital Technologies** students are focusing on **recording** their use of **digital devices** in a log and comparing them with a log of their **physical education**. Doing this on **Google Sheets** helps the students develop their skills in using **spreadsheets** and **interpreting data and graphs**.

Mr Collins has continued to carry out sessions on **Microsoft Teams** covering the **Cybersmart** modules **Forever**, **Detective** and **Hero**. These cover being **careful** with what you **share online** and making sure that you make good **choices** about who to share with online. Below LS 3 have **shared** some tips for being **safe** online.

- Tell your parents if you have a problem online
- Do not send scary photos
- Only share photos with your friends
- Be respectful and responsible when on the computer
- Only post responsible things online.

Mr. Nethercote has been engaging in **photography** focus groups. We have been exploring the use of **pattern**, and how patterns can be found in many places. Students have sent through amazing photos that will soon be on a gallery page on the school website!

Here's an example from **Serena** using **patterns** of a succulent plant. **Adela-Rose** displays how the links in a fence can make a **pattern**.



Performing Arts - Music

“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” – Plato

As **thinkers** and **researchers** the students in Foundation to Year 2 will be exploring and engaging in the concept of **harmony**. This week the students will explore different types of **Chords** using the chrome music lab web application Arpeggio.

As **thinkers** and **researchers** the students in Year 3 / 4 will be exploring **harmony** with a focus on Major and Minor chords. A chord is when 2 or more notes are played together at the same time. Students will be using the chrome music lab to help them experiment and explore the two different chord types.

As **thinkers** and **researches** the students in Year 5 /6 will explore different **pitches** using the chrome music lab web application Kandinsky. This experiment is inspired by Wassily Kandinsky, an artist who compared painting to making music. It turns anything you draw – lines, circles, triangles, or scribbles – into sound. Thank you to all the students that sent me their reflections last week, there was some wonderful thinking and wonderings,

I chose the 4 cords, C, F, A and G, what makes me say that is because when I play them, they sound really nice, and they gave me good vibes and I really liked how they played together.

Something I did well in this was...

Play the C, F, G and A cords together, what makes me say that is because so far these cords are the only ones that are interesting to me, and they make a really good sound, and something I also did well when I made new discoveries about new cords and such, what makes me say that is because I think cords to music are important, so you know what you are playing.

It was really interesting when...

*Some cords didn't sound good together, what makes me say that is because I think each cord sounds well with the cord that suits it, for example, C and F sound good together, and some don't, like G and F didn't make a good song with melodies, but they did sound really good alone. – **Angelina***

*Something I did well in this was to make music and draw pictures. It was really interesting to see the drawing making music. – **Shenelile***

*Something I did well in this was making different shapes, it was really interesting when the different shapes made different sounds. – **Wesley***

*Something I did well was drawing a picture. It was really interesting it didn't sound good. I noticed that the different shapes make different sounds. My favorite shape was the circle because I liked the singing it made. It was a different sound from the top to the bottom of the screen. – **Gabriella***

*Something I did well in this learning was being creative, it was really interesting when I pressed the play button to hear what my creation sounded like. – **Jed***



Specialist Learning

Remember to email each of the specialist with your reflections. Each week we have been sharing some of this learning but the specialists would love to hear from everyone.

Term 3

Friday 18th September

Term 3 concludes

Term 4

Monday 5th October

Term 4 begins – Foundation – Year 6 Remote Learning

At this point in time further dates for Term 4 will be added as information regarding onsite learning and gathering possibilities become known.