



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

October 12th 2020

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

Mother Teresa

To All In Our Learning Community,

Today we welcomed all children to onsite learning. After many months it was wonderful to see our children enter the gates this morning. It was delightful to see the excitement in the faces of the children as they reconnected with their friends and peers acknowledging in their own way the fact they missed each other over the past months.

Congratulations to our Foundation children who have indeed had a strange experience of schooling in 2020. While some learning has been disrupted for them they have displayed, once again, incredible resilience saying farewell to their mums and dads at the gate as they began to recall what the school day looks like.

While I have highlighted the need for all parents to keep social distancing of 1.5metre for many the drop off was quick! I imagine many returned to a somewhat unusually quiet home that also provided some sense of relief.

I have complete confidence in our learning community to return to a new normal school routine. Our children are amazing learners and take on challenges so confidently. There will be many learning opportunities provided throughout the term and as we have learnt in the past months we take one day at a time.

Let's enjoy the beginning of this new term, the warmer weather and longer day light hours. Let us be thankful for where we live and remember those who suffer so much from this global pandemic. While our restrictions are still in place we have much to be thankful for and together as a learning community and wider community we will get through this.

Kind regards

Chris

This Week's Happenings

Monday 12th October

Foundation to Year 6 return to onsite learning

Tuesday 13th October

Professional Learning – Learning Diversity referral processes

Wednesday 14th October

Professional Learning – Term 4 organisation

Thursday 15th October

Professional learning – Sustainability

Friday 16th October

As we return to onsite learning a number of the points in this week's newsletter are reminders of processes and procedures that were in last week's newsletter also.

Return to Onsite Learning ~ Foundation – Year 6

Our children Foundation to Year 6 returned to onsite learning today **Monday 12th October**. The provision of remote learning for students at Mother Teresa PS is not available from today Monday 12th October 2020. All children are required to attend school daily unless unwell.

Children entering school property

As per our previous return to onsite learning children are to enter via one of our four school entry gates and move to their learning spaces. Parents are unable to accompany children onsite.

Adults unable to enter school property

In the order to keep all in our learning community safe families are asked not to enter our school grounds. Children are to be dropped off at our school gates. Parents and carers are reminded that they are required to wear a mask when leaving their home and to keep a 1.5m social distance from others. Please DO NOT gather around our school gates during drop off or pick up times. While schools have been deemed safe places by the Chief Health Officer we have been reminded that gathering around gates etc. is not safe. Should you require to contact the school during school hours please call our reception on 7303 1200.

Instagram: - Search le_vic_chap and 'like' our leadership centre

Mother Teresa PS leadership centre has been entered into the Victorian learning environments awards. It has been placed in two categories. The first category is projects under \$2 million and the second is the People's choice award. You can support the entry in the first annual People's Choice Awards. 'Like' to cast your vote for Mother Teresa Senior Leadership centre designed by Architecture Matters in the first annual People's Choice Awards. Search **le_vic_chap**



The LEA Victorian Learning Environments Awards are announced on Friday 30th October 2020.

Morning Drop Off Times

Our morning drop off times will remain between 8.30am – 8.50am. Our experience last time we returned to onsite learning indicated that the flow of traffic during these times ensures safe arrival.

End of school dismissal. Note the adjustments.

- Families whose last name is between A – K are required to collect their children between 3.20pm and 3.30pm.
- Families whose last name is between L – Z are required to collect their children between 3.30pm and 3.45pm.

Your cooperation with the dismissal at the end of the day is appreciated and required. Social distancing of adults around our school is a priority as is the safe departure of children in a timely manner. Please ensure your child/ren knows what gate you will expect them to leave from as they will be directed to that gate every day for school dismissal. The organisation of staffing for supervision for these times has been increased to ensure the above procedures are followed.

Health practice at school

All children will be directed to wash and/or sanitise their hands various times throughout the day. Children will be reminded to sneeze or cough in their elbow. Masks are not required for primary school aged children.

Sick Children

Sick children are not to be sent to school. If your child is unwell in any way the best place for them is at home. Parents will be contacted to collect their child if they appear unwell at school.

COVID-19

If anyone in your family has any COVID-19 symptoms they should get tested without delay. If you or a member of your family test positive to COVID-19 you must isolate and contact the school so that we can ensure the safety of our learning community.

Drink Bottles

All children are required to have their drink bottle at school each day. It is not possible for children to access drinking taps at this time.

Physical Education Uniform

Please note the day/s your child is to wear their physical education uniform.

Monday	Year 5/6 - Miss Follacchio's learning space Year 5/6 - Miss Zappia's learning space Year 3/4 - Mrs McNeil's learning space Year 3/4 - Miss Marsico's learning space
Tuesday	Year 3/4 - Mr Richardson's learning space Year 5/6 - Miss Paolino's learning space F/1/2 - Mrs Mangat's learning space F/1/2 - Miss DeMarco's learning space
Wednesday	F/1/2 - Miss Sparano's learning space F/1/2 - Miss Caiafa's learning space F/1/2 - Miss Chayeb's learning space F/1/2 - Miss Willey's learning space Year 3/4 Sport
Thursday	Year 5/6 - Miss Fisher's learning space Year 5/6 - Miss Angerosa's learning space Year 3/4 - Miss LaPorta's learning space Year 3/4 - Miss Pereira's learning space
Friday	F/1/2 Miss Erin's learning space F/1/2 Mrs Books' learning space F/1/2 Miss Nicol's learning space Year 5/6 Sport

Families Contact details

Families are asked to ensure that the school has the most up-to-date contact details. A number of families have email addresses that are not current with messages bouncing back.

School Fee accounts

Thank you to those who have finalised their 2020 school fee account. Please note fees can be paid directly in the school account. Remember to provide your family name and code on the bank transfer.

What's Happening in the 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

Welcome back to onsite learning! It is lovely to see all children back at school.

As **mathematicians**, this week we will be exploring the mathematical concept of time. Some learners will have the opportunity to make a clock and then show different times on the clock. Others will be making connections to analogue and digital times. Children will also be able to identify important times throughout our day such as 10:00am is brain food time.

As **thinkers**, we will be reflecting on our Agreed Ways of Living and Learning at Mother Teresa by revisiting our Agreed Ways Matrix. As **thinkers**, we will also be reflecting on how we are feeling about returning to school by identifying our body clues. These connections will help us to dialogue with others about our feelings and what strategies we can use to help us feel safe, happy and healthy.

As **writers**, we are continuing to use our ‘**Five Senses**’ to help us add detail to our writing. We will engage in various learning opportunities in both focus groups and independent writing to help build our vocabulary and the use of adjectives and adverbs.

As **readers**, we will be exploring the key strategies that a good reader uses when engaging in a text. For some learners it will include looking at the pictures, looking at the whole word or breaking the word into parts. These strategies help us to be confident readers and enable us to identify unknown words and be a risk taker.

Bridging Centre

Year 3/ 4

Welcome back to school! We have been so excited to see you all and look forward to connecting with each other again and getting back into a routine.

As we return to onsite learning this week, we will revisit our ‘**Learning to Learn**’ inquiry. As **thinkers**, we will **activate our prior knowledge** about the **Agreed Ways** of living and learning within our school community and what learning within the Bridging Centre looks like, sounds like and feels like. As **self-managers**, we will **make connections** to and **identify new ideas** about what it means to be **respectful, responsible** learners. As a learning community, we will take the **time** to connect with each other through focus groups, **collaborative** learning tasks, sharing meals together outside and through 3/4 Prayer every afternoon.

As **people of a faith based community**, we are continuing to **tune in** to the notion of **hope**. As **confident communicators**, we will have **time** and **opportunity** to share the hearts that we created during remote learning and **extend our thinking** as we **listen respectfully** to the thinking of others. As **reflective thinkers**, we will unpack our hopes and dreams for the Bridging Centre and begin to consider what we are grateful for during this challenging time and what we are hopeful for.

As **mathematicians** some of us are **sorting out** our thinking about **Multiplication and Division** and **make connections** between the two concepts. As **thinkers**, we are continuing to solve problems using efficient strategies, including **arrays, skip counting, known facts, commutativity, distributive property and doubling and halving**. As part of our independent learning and our home learning, we will take the

time and **opportunity** to practise recalling our multiplication tables and related division facts. Some of us are **tuning in** to and **finding out** about the mathematical concept of **Measurement**, as we **make connections** to addition and subtraction and multiplication and division when finding the area and perimeter of different shapes.

As **writers**, we are continuing to **find out** about and explore **Michael Wagner's 'Instant Plot Machine'**. As **thinkers**, we will apply our knowledge of characters, problems and different types of endings when writing stories and narratives for the purpose of entertaining. We will **make connections** to our knowledge of the **3 Straight A's, Age, Air and Appearance**, and the **'Five Senses'** of **sight, smell, sound, taste and touch**, to help us engage our audience.

As we get back into our school routine, please remember that as part of our Agreed Ways, it is expected that we engage in home learning every night. As part of our Mathematical Thinking, we will have a specific focus that is to be recorded on our counting sheets and signed by our parents/carers. As readers, we are to continue to read every night for enjoyment, record this in our log book and get this signed by our parents/carers. If you need help selecting a book to borrow, please ask your teacher.

If you have not already done so, please make sure that you bring back your school hat, home learning folder, your Portfolios showing Growth Over Time, and your headphones.

Leadership Centre

Year 5/6

The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge. As the learning becomes more personalised, the active role of the learners themselves become more powerful. OECD 2017

As **open minded and flexible thinkers** we will be taking the **time and opportunity** to **reflect on ourselves as learners** and in particular **identify ways we have demonstrated our understanding** related to our Faith and Life inquiry. As part of our **self-assessment** we will **engage** in the thinking moves **reflecting, connection making, interpreting and reasoning with evidence**. In particular we will be using the **SOLO taxonomy of understanding** as this helps us to **think deeply and make connections** between **elements of an idea**. The taxonomy, which stands for **'Structure of Observed Learning Outcome'** provides **five levels of understanding** that can be helpful when **analyzing our learning**.

PRE-STRUCTURAL - I don't understand and I need help.

UNI-STRUCTURAL - I have one idea. I can identify, name and follow simple instructions.

MULTI-STRUCTURAL - I have several ideas. I can describe, calculate, list and combine these ideas.

RELATIONAL - I have several ideas. I can analyze, solve, apply, argue, compare, contrast, justify, explain, relate and question these ideas.

EXTENDED ABSTRACT – I have several ideas and I can link them and look at these ideas in a new and different way. I can create, predict, reflect, imagine, generate and create theories.

As **mathematicians** we are **calculating** and **exploring efficient ways of calculating** the **perimeters of rectangles** such as **adding the length and width together and doubling**. We are **exploring efficient ways of finding the areas of rectangles and measuring the volume and capacity by counting the number of cubic centimetres**. As **mathematical thinkers** we are **solving problems** involving the **comparison of lengths and areas** and are **engaging in a variety of tasks using digital technologies**. As **thinkers** we will **engage** in the thinking routine **Claim-Support-Question** as this will assist us to **activate our prior knowledge, reason with evidence, raise questions and identify new ideas** through a variety of learning opportunities.

As part of our **iTime investigations** we will be **documenting the process of our learning** in our **iTime journal**. We will be **reflecting** on the **learning assets, skills and strategies** we have been developing during remote learning and spending time now that we are together again **identifying and sharing our**

passions with each other. In the coming weeks as **communicators** and **collaborators** we will have the **time and opportunity to share our iTime investigations** via Zoom with our educational consultant, Kath Murdoch.

Visual Arts

Art is not always about pretty things, it's about who we are, what happened to us and how our lives are affected. Elizabeth Brown

This term the students will **inquire** into “**How can I use collage art to express my ideas/feelings?**” As **researchers** the students will **explore** techniques and materials used by other collage artists such as Eric Carle, Jeanie Baker, Pete Cromer and Kurt Schwitters.

As **artists** the students will **explore** different materials and techniques and use these to help them **express** their ideas. They will **engage** in **thinking** about the **process** required to create their artwork such as thinking about the **next steps, problem solving** and **reflecting** on this process and their completed artwork.

The students from Year 3 to 6 will plan their artwork using a **Design Process** which includes thinking about materials and techniques they will use, sketching what their art might look like and the process involved from start to end.

Physical Education

A game sense approach to learning. *You may have heard about a 'Game Sense or Tactical Thinking' approach to learning in Physical Education and wondered what this is? Below is the structure of a Game Sense approach to learning in Physical Education. This approach to learning is usually introduced to senior students as they have had the opportunity to learn and master Fundamental Movement Skills and apply these in game situations.*

- *Students participate in small-sided modified games with a focus on the game, rather than technical practice*
- *It encourages the development of tactics and decision making*
- *Skills are developed within the game context*
- *The teacher develops a 'Thematic or Conceptual' approach to teaching rather than a 'Sports Specific' approach to reinforce tactics and decisions in similar sports/games*

Welcome back to on site learning!

In Physical Education learning this week students will be engaging in a major focus on **Fundamental movement skills** and **game concepts** associated with Net and Wall sports.

Foundation to Year two students will be introduced to the Fundamental Movement Skill known as the '*forehand strike*', this skill is used in sports like tennis, table tennis and squash. Students will begin with striking a ball so it can roll and work up to a bounce and hit. Students will use a piece of equipment called an 'Ezy-Hit', this allows them to make good contact with the ball and to be successful when learning to perform the forehand strike, this will also help students with their hand eye coordination. As **learners**, students will demonstrate the correct sequence when performing the forehand strike.

Year 3/ 4 students will begin to inquire into a new category of sports known as net and wall sports. Students will begin by playing small games of 'down ball' and 'up ball' as these simple games provide the foundations and basic concepts for all net and wall games (e.g. tennis and volleyball). Students will find out about similarities in these games and how they can transfer across all net and wall sports. Students will then apply these concepts into an exciting game called spike ball. This game is a mixture of down ball and volleyball and is fast paced and entertaining to play. As **collaborators**, students will demonstrate teamwork when working in teams together.

Year 5/ 6 students will continue to inquire into net and wall sports. Students will activate their **prior knowledge** of concepts used in these types of sports as they engage in small sided games of down ball and spike ball. By using the game sense approach to learning, they will then discuss tactics and concepts

they have used to be successful in these games. As **learners**, students will apply critical and creative thinking processes to be successful in games.

Students are reminded to wear their sports jackets and school hats during physical education learning as well as have their water bottles. Please ensure that all items of clothing has your child's name on it to avoid confusion.

Japanese

This week in Foundation to Year 2 we will begin a focus on **reading and writing** in Japanese. Our **compelling question** is “**What does it take to read and write in Japanese?**” As **inquirers** we will continue to focus on **words for colours**. As **thinkers** we will **make connections** with the **hiragana characters** which are used to read and write the words for **black** and **white** in Japanese. These are くろ (kuro) and しろ (shiro). We will learn the **sound combinations** which make these words. We will also learn how to write them using correct **stroke order**.

This term Year 3/4 will begin by focusing on **reading and writing in Japanese**. As **inquirers** we will consider the **compelling question** “**What does it take to read and write in Japanese?**” This week we will consider the following **key understanding**: Japanese has three scripts used for reading and writing. We will **explore** what these three scripts look like and how they are used. We will **observe** examples of these and **make our thinking visible** by documenting our understanding using the reflection stems “I already know...”, “Now I understand...” and “I discovered....”

This term Year 5/6 will begin by focusing on **reading and writing in Japanese**. As **inquirers** we will consider the **compelling question** “**What does it take to read and write in Japanese?**” This week we will consider the following **key understanding**: Japanese has three scripts used for reading and writing. We will **explore** what these three scripts look like and how they are used. We will also explore how **romaji** is used to support our understanding of Japanese sounds when reading. We will **observe** examples of these scripts and **make our thinking visible** by documenting our understanding using the reflection stems “I already know...”, “Now I understand...” and “I discovered....”

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)

During remote learning our Sustainability learners were engaged in planting, maintaining and creating their personal gardens. This week we are proud to say that we begin working in our veggie garden at school. We will begin preparing our soil so we can plant our summer veggies and herbs. If any parents, grandparents or carers have any seedlings that can be donated to our school garden please send them in, they will be much appreciated.

Our Year 5/6 Sustainability leaders will get the opportunity to meet this week to continue working on their role and to discuss how this role has had an impact on their learning during remote learning. We continue reading all the wonderful reflections that have been sent through and we thank all our Sustainability learners for their amazing recipes and gardening tips.

Digital Technologies

As we come back to learning on-site students in Digital Technologies will be using Google Jam Board in groups to reflect on the knowledge gained and challenges experienced throughout remote learning in Term 3. They will be looking at how we were responsible, respectful and safe while learning online.

Students in Foundation to Year 2 will be exploring how their thinking has changed about different types of technologies. Students will be making connections with different opportunities they've already had in

Digital Technologies, such as Ozobots and Lego Robotics.

Students in Year 3/4 will be reflecting on how they used Google Sheets to document their Media Balance and think of other uses that this could have. They will also try to make connections with the coding opportunities they engaged in with remote learning, and with Lego WeDo 2.0 and HTML website coding they engaged in previously.

Year 5/6 learners will be making connections with functions and charts in Google Sheets and how they could be used for other purposes. They will also be reflecting on Grasshopper App and Blockly Games, and share their experiences with them.

Cyber smart tips of the week from LS8:

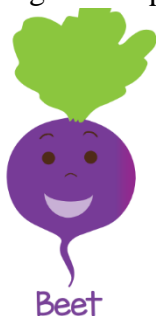
- Don't laugh at pictures that are embarrassing for others
- Only post appropriate photos
- Be respectful to others, try to not make them upset
- Use polite language towards others

Further cyber safety tips can also be found at <https://www.esmart.org.au/news/top-10-cyber-safety-tips/>
Are they old enough for social media? Check out that Australian Government eSafety Commissioner site <https://www.esafety.gov.au/parents/skills-advice/are-they-old-enough>

Performing Arts - Music

"Music is life. That's why our hearts have beats." – Cecily Morgan

As *Thinkers* the students in Foundation - Year 2 will be *open-minded* and *flexible* while they engage in new learning routines for music and performing arts. This term the students will engage in an inquiry into how they can safely and *respectfully* play music as part of a *collaborative* group. Students will use the dispositions *respectful*, *resilient* and *curious* as they explore pitch and rhythm while using and learning how to play the xylophone and rhythm sticks.



As *Thinkers* the students in Year 3 / 4 will be *open-minded* and *flexible* while they engage in new learning routines for music and performing arts. This term the students will engage in an inquiry into how they can safely and *respectfully* play music as part of a *collaborative* group. Students will use the dispositions *respectful*, *resilient* and *curious* as they explore and learn how to play the ukulele.

Term 4

Monday 12th October

Foundation to Year 6 Onsite Learning

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