



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

October 19<sup>th</sup> 2020

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

*Mother Teresa*

**To** All In Our Learning Community,

Over the past months we have all experienced various challenges related to COVID-19. The experience of remote learning was one such challenge to many. As a principal it certainly required the application of the learning dispositions that we encourage within our learning community. Each one of these learning dispositions came into play: being curious, courageous, open-minded, flexible, persistence, resilient, responsible, reflective, empathetic, compassionate, reliable, confident, responsive, respectful and resourceful. It has been wonderful to hear how our children have also reflected on the learning dispositions they have developed over this period. Last week I shared Keana's reflection about this. I wonder if you can identify the application of any dispositions in your own work experience or experience of remote learning. I imagine many of you suggesting you were required to be flexible, persistent, resilient, and courageous.

As we re-engage with each other through onsite learning I am thankful for the community that I am privileged to lead and the focus on our children, where it should rightly be. My leadership of this learning community is only possible if we have a shared vision for learning and a desire to bring this vision to life. The role of principal as I have shared before is a privileged one. It is one that involves sharing in the life of children and families during important times in their lives. This includes sharing first days at school, end of year farewells and at times difficult family situations that can come our way. The role is therefore a privileged one, one I don't take for granted.

Last month I was honoured to receive an award for my school leadership. The Australian Council of Educational Leadership (ACEL) - Victorian branch acknowledged my leadership through awarding me a Victorian ACEL Fellowship Award for my contribution to educational leadership. I am extremely grateful to have been given this award, which acknowledges leaders across the Government, Independent and Catholic sectors. Such an award however, is not possible to receive unless you as a leader have the support of colleagues and families who believe and work towards a common goal - for us to bring about the very best in Catholic education. I want to thank you for your ongoing commitment to our educational endeavours and I am proud to know that others see we are successful in bringing about our vision.

Kind regards

**Chris**

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

**Monday 19<sup>th</sup> October**

Foundation to Year 6 return to onsite learning

**Tuesday 20<sup>th</sup> October**

Professional Learning – Learning Diversity referral processes /Report Writing

**Wednesday 21<sup>st</sup> October**

Professional Learning – Term 4 organisation

**Thursday 22<sup>nd</sup> October**

Sport Colours days

Professional learning – Sustainability

**Friday 23<sup>rd</sup> October**

Grand final Public Holiday

### ***Public Holiday ~ Friday 23<sup>rd</sup> October***

Despite the Grand final taking place in Queensland the Victorian government has maintained the public holiday for Grand final day in Victoria. **There is no school this Friday 23<sup>rd</sup> October.**

### ***Footy Colours Day***

On Thursday 22<sup>nd</sup> October the children are invited to wear their favourite sports team colours to school. This can be a footy team, soccer team or basketball team.

### ***Birthday celebrations***

It is a common practice within our learning community for parents to send cupcakes or something similar to share for a birthday. Unfortunately we are unable to continue with this practice until health advice indicates it is safe to do so. Guidelines currently indicate No Food Sharing.

### ***Families 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**



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***The LEA Victorian Learning Environments Awards are announced on Friday 30<sup>th</sup> October 2020.***

### ***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 and Safety practices at school***

All children will continue to 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.

### ***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.

### ***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.

### ***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
Wednesday	F/1/2 - Miss DeMarco's learning space
	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
Thursday	Year 3/4 Sport
	Year 5/6 - Miss Fisher's learning space
	Year 5/6 –Miss Angerosa's learning space
	Year 3/4 – Miss LaPorta's learning space
Friday	Year 3/4 - Miss Pereira's learning space
	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.

### ***Family School Fee and Levy's 2021 & Book Packs***

A letter regarding the Family School Fee and Student Levy was forwarded to all families today via their children. Please note the Family School Fee of \$1500 and Student levy \$300. The Student levy is payable by Friday 5<sup>th</sup> February 2021.

Book packs are ordered through WINC online service and if ordered and paid for by 1<sup>st</sup> December 2020 a delivery fee will be avoided. The order form for book packs was also forwarded today with your child.

# 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

As **mathematicians**, we will continue to explore the mathematical concept of time. We will be focusing on the movement of the hour and minute hands on a clock. Some learners will be telling the time by identifying o'clock and others will be identifying half past, quarter past and quarter to. We will also be considering the connection between analogue and digital times. Please consider helping your child make connections in their morning and night routine by identifying the times at which they occur.

As **thinkers**, we will continue to **reflect** on our Agreed Ways of Learning and Learning at Mother Teresa Primary School by making connections to our compelling question "**How can we keep ourselves safe, happy and healthy?**" We will identify ways we can keep ourselves and others safe, happy and healthy at school. As **thinkers**, we will begin to explore a variety of texts that help us to identify the body clues that our body gives us in different situations such as tears when we cry. We will be engaging in dialogue about why these body clues are important and what we can do if we have a body clue that we don't feel comfortable with.

As **people of a Faith based community**, through our engagement with Prayer and reading of the scripture stories in our spaces, we will be exploring the Mystery of God and identify what the Scripture Luke 1: 26-38 means to us. This will be our first thinking and will help us notice how our thinking changes over time. We will also be engaging in dialogue with our Learning Space of the importance of engaging in Prayer in Stillness and Silence and what Prayer means for us today.

As **writers**, we are continuing to explore the notion of descriptive language and how we can incorporate this into our writing. We will observe a range of prompts and use our '5 senses' to help us describe the prompt to add detail to our writing. We will also be focusing on developing the beginning writing behaviours such as writing on the baseline, using punctuation and forming more complex ideas and sentences.

As **readers**, we will be exploring the key strategies that a good reader uses when engaging in a text through engaging in shared reading and independent reading. Some learners will be developing the strategies of identifying key information in a text while others will be developing their ability to break up an unknown word into parts. All of these strategies will help us to efficiently read a text and be able to understand what we have been reading.

Just a reminder that headphones, Showing Growth Over Time Portfolio and any Sight Words need to be returned to school.

## Bridging Centre

### Year 3/4

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

**We are proud of the way** you have all transitioned back to face to face learning! We have **noticed** how you continue to **follow the agreed ways** and continue to be **respectful, responsible and safe** as you **engage** in your **learning**. As we move back into on-site learning, and as part of our **agreed ways** you are **expected** to **engage** in **home learning**. This includes **reading** and **consolidating mathematical thinking**.

As part of a faith based learning community, we have and will continue to **engage** in **prayer together** in the **Bridging Centre**. During prayer, we are **engaging** in the **mystery of God** and **respectfully engaging** with the **Catholic tradition**. This provides us an **opportunity** to **strengthen** our **relationship** with **God**, both individually and collectively, as well as affording us some valuable **time** to **reflect** on our day in **stillness** and **silence**.

As **inquirers**, we are **reflecting** upon and **making connections** between compelling questions ‘*What can I learn about myself as a learner?*’ and ‘*Why and how can we manage challenges?*’ As **thinkers** and **collaborators**, we are **viewing** and **engaging** in **dialogue** with **others** around the definition of the **Bridging Centre** and **identifying key concepts**. We are considering **building friendships**, **communicating effectively**, **growing self-awareness** and **independence** and **developing learning assets** and **dispositions**. Through **dialogue** with **others**, we will **share** our **thinking** around what this means to us as **learners** and **members of the school community** and some of the **challenges** that we can face.

*The notion of a **Bridging centre** for **Year 3 & 4 learners** captures the concept of **building friendships**, **communicating** more **effectively** through a **growing self-awareness** and **independence**. Within this learning space learners are further **developing learning assets** and **learning dispositions**. Learners are building further the essential **knowledge** and **skills** in **literacy**, consolidating ‘**learning to read and write**’, they are further enhancing their **mathematical thinking** and **applying** these understandings in a variety of ways. **Year 3/ 4 Learners** are **growing in independence** and **engaging collaboratively** with their **peers**.*

As **mathematicians** this week we will have **time** and **opportunity** to use the **key thinking moves** **activating** our **prior knowledge** and **reasoning** with **evidence** around **measurement**. We will have **learning opportunities** to **apply** what we **know** to **solve problems** around **length**, **perimeter** and **area** and **angles**. Each week, we are continuing to **build fluency** and **develop reasoning** around the **multiplication** and **division facts**. For **home learning**, some of us will **practise** these known as ‘**Goodies and Baddies**’. To use **effective** and **efficient strategies** when **solving multiplication** and **division facts** - *remember the following!*

**Doubling and Halving** is **efficient** when **learning**

<b><u>3x, 6x, 12x</u></b> facts E.g. <b>3 x 4 = 12</b> <b>6 x 4 = 24</b> <b>12 x 4 = 48</b>	<b><u>2x, 4x, 8x</u></b> facts E.g. <b>2 x 5 = 10</b> <b>4 x 5 = 20</b> <b>8 x 5 = 40</b>	<b>5x and 10x</b> facts E.g. <b>5 x 3 = 15</b> <b>10 x 3 = 30</b>
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## **Leadership Centre**

### **Year 5/6**

As part of our Faith and Life inquiry, as **thinkers**, we **engaged** in the thinking moves **making connections**, **wondering**, **building explanations** and **capturing the heart** as we **explored** the idea of **hope** through the thinking routine **Making Meaning**. As **collaborators** we made **collective meaning** by **responding to and building off each other’s responses**. **Taking turns**, we responded with a **single word**. Each of our words had to be unique so that it **added to the collective meaning**. Next we **added to someone else’s word** with an **additional word or phrase**. Then we **documented a question**. As we were **building meaning** we responded one at a time so that **our contributions added to the conversation**.

As **readers** and **critical thinkers**, as part of **tuning in** to **Galatians 5:22-26**, we engaged in the thinking moves **activating prior knowledge**, **generating ideas** and **curiosity** through the thinking routine **Think-Puzzle-Explore**. We **identified puzzling questions** and **areas of interest** we wanted to **find out** and **explore**. As we were **interpreting text** and **symbols**, **reflecting critically** and **engaging in a continuous process of dialoguing with others** we were learning in a **hermeneutical** way. As **collaborators** and **communicators** we engaged in the thinking routine **What makes me say that?** as



this supported us to **share our current interpretations with reasoning** and **encouraged us to understand multiple perspectives**.

As **mathematicians** we are **exploring efficient ways of calculating area, perimeter and volume**. 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**. We will be engaging in a variety of **interactive digital technology tasks** including **programs on Rainforest Maths and reSolve** where we will **consolidate our understanding of and skills in calculating area and perimeter** and have an **opportunity to observe patterns, reason mathematically and make generalisations**.

As **writers** we are **exploring and finding out** about some **strategies** we can use to assist us to **describe action** in our written texts. As part of our **Guided Writing Journal**, published by Michael Wagner, we are **finding out** about **how to describe action** by including **super-slow-motion descriptions** in our texts where we are encouraged to write every single tiny detail. This will **enable the reader of our written text to feel like they are right there**. As **writers** we will have an **opportunity to choose** from a variety of pictures to **inspire** us to write some **descriptive texts** in Set 6 and Set 7 of our **Guided Writing Journal**.

## Visual Arts

*“Art has the power to transform, to illuminate, to educate, inspire and motivate.”*

### Design Process

#### Inspiration

As **researchers** the students viewed floral collage art by Eric Carle and Pete Cromer. As a group we dialogued about the shapes, colours and patterns used to create different flowers. The students explored different materials and made decisions about the materials and colours they would use.

#### Design: Planning, making choices, organizing ideas



#### Creation: reflect, revise



“I am making a lily pad flower. I am cutting the little bits of paper to cover the space.”



“I am making a flower planet full of flowers. There is nothing in the planet just flowers.”



"I am making a cat, it will be big. First I am putting the face on. The eyes are not like people's eyes."



"My flower is in the garden. The rain drops will water the flower."

## Year 3 - Year 6

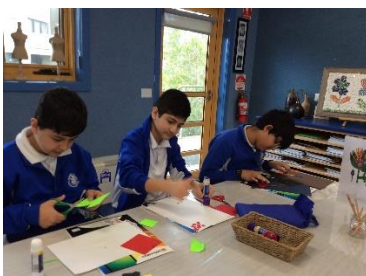
### Inspiration

As **researchers** the students had the opportunity to explore different materials, artwork and techniques which could be used in their own artwork.

### Design: Plan, sketch, brainstorm



### Creation: reflect, revise



## Physical Education

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

Foundation to Year two students will begin to explore sports that involve striking, these students will be introduced to the fundamental movement skill known as the 'forehand strike'. Students will engage in

activities that will encourage them to step towards the object they are hitting or striking and will be trying to hit towards targets.

Year Three to Six students will continue to inquire into the category of sports known as net and wall sports. A net sport or wall game is commonly played with singles or doubles, with the opponents divided by a net (for example tennis), or squash where instead of a net, the ball is struck against a wall and rebounds back.

Students will continue to learn about the key game concepts and strategies in these sports including hitting the ball away from their opponent into the open space, using the length or depth of the court to move their opponent further away and using the width of the court to create wide angles to move their opponent sideways. Students will be engaging in small sided games that teach them these fundamental concepts for all net and wall games or sports.

Students are reminded to wear their sports jackets and hats out to physical education lessons. Please ensure that all items of clothing are labelled with your child's name.

### ***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)*

Our **Sustainability learners** took the time and **opportunity** to **engage** in cooking, planting, maintaining and creating their personal gardens during remote learning. During this time our learners **reflected** on their **learning opportunities** and **documented** their **discoveries**.

***During remote learning I discovered that:*** Cooking and planting are a good match because when you plant some vegetables and herbs you can use these when you are cooking.

I **discovered** that you can make a meal from whatever vegetables you have in your garden. I also **discovered** that plants need lots of sun and water to grow. (Esther)

***Reflect on your learning opportunities during remote learning and use various Dispositions and Learning Assets to reflect on your thinking and document how you have grown as a learner.***

During remote learning I showed the **disposition** of **open minded**, and what makes me say that is because when I was building my pumpkin patch I was open minded about the materials I had to use. I had to use recycled materials and incorporate them into my veggie patch. (William)

Last week we began preparing our veggie garden at school. Our **Sustainable learners** were **engaged** in weeding and digging the garden beds. A group of children were given the **opportunity** to plant some silver beet, parsley and sunflower seeds in our garden. This week we will continue to prepare our veggie garden beds and plant the following: tomatoes, basil, sage, corn and spring onion. If any parents, grandparents or carers have any seedlings that can be donated to our school veggie garden please send them in, they will be much appreciated as children can plant and take care of their veggies at school.

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.

***Stephanie Alexander Kitchen Garden competition: As we fling into spring, it is the perfect time to plant up that veggie patch for bountiful summer harvests! Tell us your favourite spring vegetable and what recipe you would feature it in and you could win our spring gardeners prize pack including: Stephanie Alexander's Kitchen Garden Companion Planting Chart, a Kitchen Garden Journal, and a set of gardening tools. Send your spring-inspired entries to:***

[annette.gasbarro@motherteresa.catholic.edu.au](mailto:annette.gasbarro@motherteresa.catholic.edu.au)

[tina.sabato@motherteresa.catholic.edu.au](mailto:tina.sabato@motherteresa.catholic.edu.au)



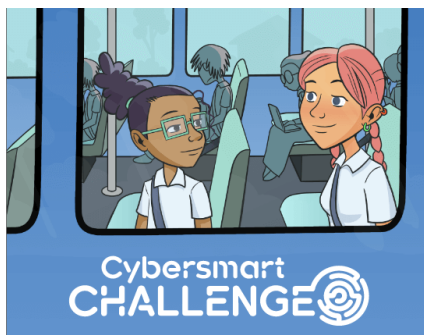
## Digital Technologies

This week, students in Foundation to Year 2 will be **reconnecting** with the **technologies** in the learning spaces, refreshing themselves on how to log on to computers and treat the technology **respectively**.

Students in Year 3/4 will be continuing their **Making Meaning** from last week and will begin learning about **Google Slides** and **thinking** about a topic to create an **interactive** document.

Year 5/6 students will be revisiting **Google Sheets** and will **explore** different **functions** and their uses. They will **think** about the different types of **data** that can be inserted into a **spreadsheet**, and the different ways to **show** this data in **charts**.

In the coming weeks students are completing the Cybersmart Challenge. The challenge consists of three modules each with a different focus:



Cybersmart Forever focusses on being careful who you share information with.

Cybersmart Detective focusses on being careful not to share personal information with people you don't know; and

Cybersmart Hero focusses on cyberbullying and being respectful to others when online.

### Cybersmart Tips of the Week from LS1

- Ask permission before going on a device
- If people are being rude to you just leave the group
- Ignore requests that are sent by strangers
- If someone is being rude to you online don't be rude back. Just tell a trusted adult

## Performing Arts - Music

*"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." -Plato*

The students in Foundation - Year 2 will continue to 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. This week students will practice the concepts of beat, cheery and the note C. They will practice by tapping and clapping along with an interactive music video using call and response. This will be completed first using body percussion, then students will practice playing the different rhythms using rhythm sticks.

Year 3/4 students will continue to 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. This week students will learn about the different types of Ukulele and how to name and label all of the different parts of the ukulele.

The students in Year 5/6 will continue to 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 a West African drum called a djembe. This week students will be learning about the three different strikes you can use when playing the drum, the bass, tone and slap. They will also be learning about a technique called a rumble and engage in a musical game "rumble if."

## **Term 4**

Tuesday 3<sup>rd</sup> November      Melbourne Cup Day  
Wednesday 16<sup>th</sup> December      End of School Year for children

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