



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

October 26th 2020

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

Mother Teresa

To All In Our Learning Community,

The Book of Genesis provides for Judeo-Christian believers two stories about creation. The biblical truth that these stories hold is that God created the world. The earth is holy ground, filled with a variety of creatures and natural wonders. Through the many learning opportunities within our community we have the time and opportunity to consider this Christian or Catholic understanding. This is lived out through care for creation and in particular our community's sustainability actions. It is also seen in our consideration of who we are called to be neighbour. This stems from this Judeo-Christian belief in a Creator God, a God in whose image we are made.

In dialogue with Murrundindi, Wurundjeri elder, we have had the opportunity to hear the Indigenous peoples' story of creation. The Wurundjeri hold the belief that Bunjil is the creator spirit. Through dialogue with Murrundindi staff and children have had the chance to consider their own beliefs about creation whether they are Buddhist, Sikh, Hindu or Christian. This therefore, is a dialogue between an Indigenous believer and Buddhist, Sikh, Hindu and Christian believers. A Catholic dialogue school values this authentic interaction as it enables believers to gain insights into their own beliefs and the beliefs of others.

The Catholic dialogue school has a preference for exploring the Catholic story in dialogue with others. Through dialogue members of our learning community gain new understandings and opportunities to express these in various ways. Our learning community has visually presented the creation story of the Wurundjeri peoples and the Christian story of creation.



Last year in partnership and dialogue with Murrundindi, we created the Indigenous story of creation through the medium of mosaic pavers. These are outside our leadership centre. In recent months, in consultation with artist Christine Sage, we have created a visual representation of the Christian story of creation. A number of our children provided illustrations and ideas for Christine in her work, a work which represents our understanding and interpretation of the creation story, faithful to the Catholic tradition. This

painted representation is mounted outside the leadership centre.

This Christian story of creation is deliberately placed in close proximity to the Indigenous story of creation – the two are in dialogue.

Through our interactions with these visual representations and ongoing dialogue with each other, we hope to discover similarities and differences and discover new layers of meaning. From a Catholic perspective we hope to gain greater insights into the Catholic tradition and the mystery of God as creator. Through the richness of dialogue with believers from other religious traditions, in response to these two religious stories, we hope to continue to gain deeper understandings.



Kind regards

Chris

This Week's Happenings

Monday 26th October

Professional Learning

- Mathematics / Colleen Monaghan

Tuesday 27th October

Professional Learning – Report Writing

Wednesday 28th October

Professional Learning – Administration/ Reporting

Thursday 29th October

Professional Learning – Inquiry practices 2021

-Kath Murdoch

Friday 30th October

Professional Learning – Projecting Faith & Life Inquiry 2021

Melbourne Cup Day Holiday ~ Tuesday 3rd November

Tuesday 3rd November is Melbourne Cup Day Public holiday. There is no school on this day.

School Photo Day ~ Friday 6th November

Our school photos will take place on Friday 6th November. Details related to this were forwarded to families last Thursday.

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.

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.

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. Should you require to contact the school during school hours please call our reception on 7303 1200.

Safe Health Practices

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.

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 30th October 2020.

End of school dismissal

The following arrangements remain in place:

- 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.

Health practice 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.

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	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
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	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 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

Family School Fee and Levy's 2021 & Book Packs

A letter regarding the Family School Fee and Student Levy was forwarded to all families last week. Please note the Family School Fee of \$1500 and Student levy \$300. The Student levy is payable by Friday 5th February 2021.

Book packs are ordered through WINC online service and if ordered and paid for by 1st December 2020 a delivery fee will be avoided. The order form for book packs was forwarded last week with your child. For your reference the site is wincschools.com.au and the Mother Teresa Primary School access key is 3QY3W.

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 are beginning to explore the mathematical concept of **Multiplication**. As **thinkers**, some learners will be exploring the concept '**groups of**' by identifying how many items all together are in different groups. Other learners will be exploring the concept of '**arrays**' by creating and identifying the total of different arrays. An array is one strategy we can use to solve multiplication problems by showing an amount in a symmetrical picture form. For example a block of chocolate is an array. We can see that 4 rows of 10 chocolate pieces makes 40.

As **thinkers**, we will continue to **explore** our compelling question of "**How can we keep ourselves safe, happy and healthy?**" by engaging in a range 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 in a **faith based community**, we will continue to explore a scripture passage from Luke's gospel during our Foundation to Year 2 prayer and through dialogue in our learning spaces. We will begin to consider who the key characters are in the story and what the story means to us today. We will have the opportunity to make connections to peers thinking about the text in order to deepen our own understanding.

As **writers**, we are focusing on the key elements of our writing. For some learners this will include writing on the baseline and including capital letters and full stops. For other learners it will be including descriptive language and more complex punctuation such as exclamation marks and quotation marks. We will continue to use Michael Wagner's texts as an inspiration for incorporating our senses into our learning.

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

Bridging Centre

Year 3/ 4

"Good learners... also need to be aware of how their learning is going and make strategic decisions about it... Good learners like taking responsibility for planning and organising their learning... they also monitor themselves – they have that little voice of self-awareness that keeps their goals in mind" (Claxton, G., 2002 & Murdoch, K., 2015)

During **remote learning**, we had many **opportunities** to **self-reflect** on ourselves as **learners** and the **learning opportunities** we **engaged** in. As **thinkers**, we had to **consider** what we **needed** to **do** and **be** to **find out** more about **ourselves** as **learners** in a **different environment**. As we continue to **reflect**, we are **revisiting** our **agreed ways matrix** and **engaging** in **dialogue** about what it **looks, sounds** and **feels** like to be **respectful, responsible** and **safe** in our **learning environments**, both **indoor** and **outdoor**. As **self-managers**, we will **identify** a **goal** in which we want to **work towards** in the coming weeks with an **emphasis** on a **disposition** that we want to **strengthen**.

As a **faith community, collaborators** and **thinkers** we are using the **key thinking moves** **activating** our **prior knowledge, reasoning with evidence** and **making connections** as we **reflect** on the notion of '**hope**.' As we continue to **tune in** and **share** our **ideas respectfully** while **engaging** in **dialogue** with **others**, we are **thinking back** over our **time** during **remote learning** and our ever **changing world** and **considering** the following **questions**:

What have you been grateful for?
What are you grateful for?
What have you been hopeful for during this pandemic/time?
What might others be hopeful for?
What makes you hopeful?

As communicators, we will have **time** and **opportunity** to **reflect** and **uncover** our **prior knowledge** by **recalling** the story of *'The Good Samaritan.'* We will **confidently share** our **thinking** and keep others **engaged** as we **articulate** our **connections** between the story and the notion of **hope**. We will use the following **questions** to assist us in our **dialogue** with **others**, as we **search for new layers of meaning** and **value multiplicity of voices and practices**.

What could they tell us about hope?
In these stories where was God present?
What might these stories tell us about what God hopes for in the world?

Leadership Centre

Year 5/6

Inquiry involves kids being really active. I don't just mean physically active, although there is a bit of that too, but very cognitively active. The teacher helps them build a toolkit of strategies that they can use to identify, gather and analyse information and then later on apply it and come to deeper understanding.

Kath Murdoch

As part of our Faith and Life inquiry we are exploring some biblical commentaries related to **Galatians 5:22-26** to help us find out some explanations and interpretations of this text and provide an **opportunity** for us to develop **deeper understanding** and **insight**. As **critical** and **reflective thinkers** we will **engage** in the **thinking moves making connections** and **identifying new ideas**. We will be **learning hermeneutically** as we **engage** in the **continuous process** of **seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing with each other**. Through our reading of this text we will consider what this text might tell us from a future orientated perspective. *What does this text reveal to us? What is our new reading of this text? What does this text talk to us about the world? What does it mean to live by the Spirit?* As Reimund Bieringer (2010), Belgian scripture scholar suggests, *'The bible is a witness to the ongoing dialogical process of revelation and communication between God and humans'*. We will have an opportunity to document our thinking: This text talks to me of a world in which

As part of our Faith and Life inquiry understanding, **There are strategies we can use to help us manage the challenges of change**, we are **exploring resilience**. This week we will have an **opportunity** to **engage** in a **Kids Helpline** workshop *Developing Resilience*. As part of **finding out** we will also **explore** and **view** the text *The Hugging Tree* by Jill Naimark. As **curious** and **open minded learners**, as part of **finding out**, we will **explore** some **resilience strategies** to **enhance and support** our **emotional wellbeing** including being positive, perspective taking, problem solving and perseverance and practice. As part of **sorting out** our thinking we will **engage** in a variety of **thinking moves** and **thinking routines**.

As **mathematicians** some of us will be **engaging** in the **Maths Olympiad** and **Maths Games competition** questions this week. As **persistent**, **curious** and **flexible learners** this is an **opportunity** for us to **engage** in some **problem solving skills** and **apply** our **mathematical problem solving strategies**. The questions will focus on **challenging us** to be **risk takers** and to **think flexibly** and **creatively** when **solving** mathematically-based problems.

As part of our **iTime investigations**, our **personal inquiries**, as **learners** we continue to **focus** on **strengthening our learning muscles**. As **reflective thinkers** we are **documenting** the **changes in what**

we are learning to ‘do’ and ‘be’ through taking the time and opportunity to **reflect on ourselves as learners** through the **learning assets and dispositions**.

Visual Arts

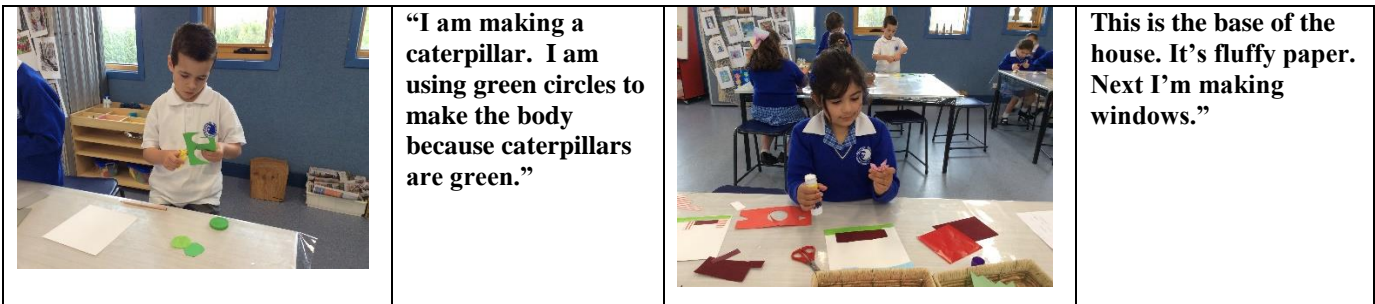
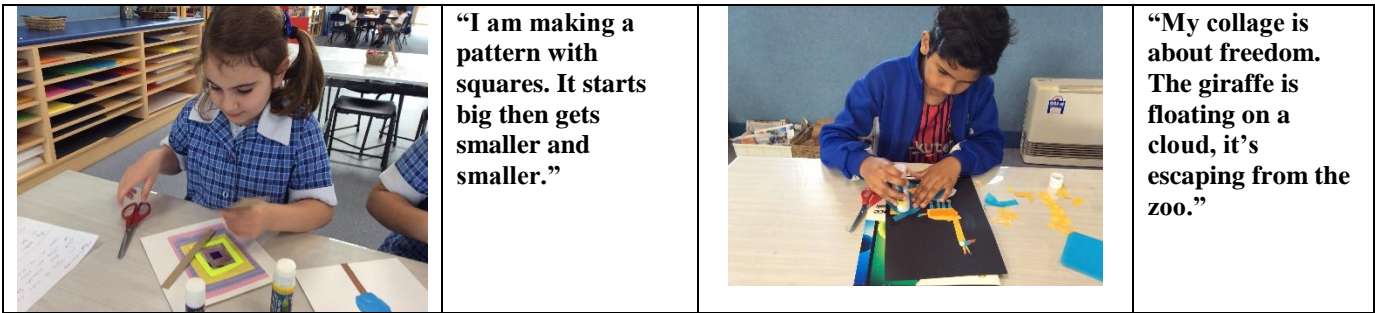
“Children need to explore, take risks, and make their own choices. This is the richness of creativity. This is the ground work for future problem solvers.” (Reggio Emilia)

This week the students continued to **create** their collage art. As **researchers** they explored materials, techniques, colours, shapes and size. As **thinkers** they problem solved, made decisions, revised and reflected on their art making.

Choosing materials and techniques



Reflecting, problem solving, revising, making decisions.



Physical Education

Physical Education is an all-encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each.

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

Foundation to Year Two students will continue to explore sports that involve striking, these students will practice the fundamental movement skill known as the 'forehand strike'. Students will begin to track (using their eyes) and hit a moving ball. Students will also use the underarm throw as they propel a ball to their partners.

Year Three to Year Six students will continue to inquire into the category of sports known as net and wall sports. This week these students will focus on the fundamentals of tennis - serve, return and rally whilst incorporating the concepts and strategies that the students have learnt in the previous 2 weeks. They will also begin to have match play where students will think tactically about how they can win the point against their opponents.

Students are reminded to wear their sports jackets and hats out to physical education lessons, please ensure that all items of clothing has your child's name on it.

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)

This week our **Foundation to Year 2 Sustainable learners** will be given the **opportunity** to continue preparing our veggie garden for our summer harvest. They will be **engaged** in weeding, digging and preparing the soil. We continue planting herbs and vegetables that will be used in our **Stephanie Alexander kitchen**. As we prepare our veggie garden we ask that 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 3 /4 Sustainability learners** will begin **researching** various vegetables that we can plant in our vegetable garden and that are suited for our climate. They will be given the **opportunity** to contact Bunnings to find out what vegetable plants are in stock and what is the process needed to place an order with Bunnings for click and collect.

Our Year 5/6 Sustainability learners will be visiting our **Indigenous garden** to **research** ways that we can maintain and care for all the current **indigenous** plants that have been planted. They will be given the **opportunity** to **research** where we can purchase **Indigenous** herbs that can be used in our **Stephanie Alexander Kitchen garden**.

Our **Year 5/6 Sustainability leaders** will be given the **opportunity** to begin researching and designing what an Indigenous garden looks like. *What can we make or design for our Indigenous garden? Who can we contact for ideas?*

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 tina.sabato@motherteresa.catholic.edu.au

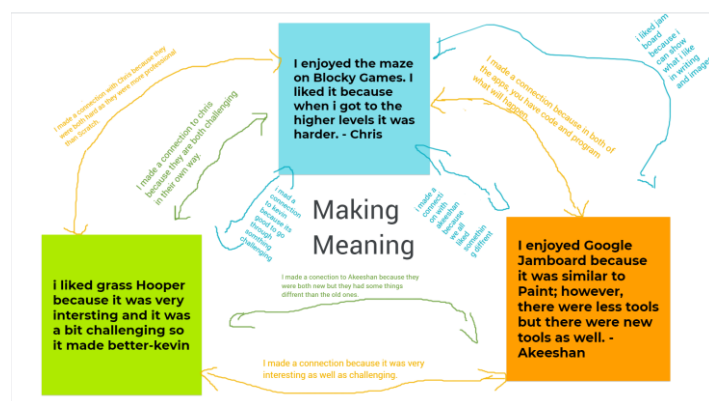
Digital Technologies

Students in **Year F-2** are continuing to focus on being **persistent** in using their **username** and **password**. Students have been **exploring** the use of **motors, gears** and **sensors** and following building **instructions** carefully while using **Lego WeDo**.

As **thinkers**, students in **Year 3/4** will be beginning to **experiment** with how pages can link together in **Google Slides**. Some students have had the opportunity in **engaging** in a **Lego Mindstorms** focus group. They were **finding out** about the different pieces of the set, and **collaborated** on deciding on a **model** to **build**.

Year 5/6 students have begun to **explore** how different types of **data** can be **recorded** and **displayed** in different ways. As **thinkers**, students have decided on a set of **data** to **collect** which we will use in the following weeks. Some students in Year 5/6 have the **opportunity** to learn to use the **3D printer** and create their own **3D model**. They have been curious in exploring the **123D Design app**, **finding out** about the **tools** they can use, and **thinking** about something they can **create** which has a **purpose**.

Students in groups last week **reflected** on learning opportunities during remote learning, **collaborating** on **Google Jamboard** and creating a **Making Meaning**. Students from 5/6 - 1 **shared** their **thinking**:



Performing Arts - Music

Music is the shorthand of emotion.” — Leo Tolstoy

The students in Foundation to 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 continue to practice the concepts of beet, 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,



The students in Year 3/ 4 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 strumming patterns on the ukulele and how to play the C chord.

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 continue 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 rd November	Melbourne Cup Day
Friday 6 th November	School Photo Day
Wednesday 16 th 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.

Community News

Craigieburn Eagles Softball Club

We are waiting in the wings, the countdown is on! The start of the season is just around the corner. With U8, U13, U16, U18, Men's and Women's teams ready to soar, now is the time to register. Training starts soon. Register here: <https://bit.ly/2FWxcHy>