



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 23rd 2020

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

Mother Teresa

To All In Our Learning Community,

While much of the world still grapples with continued outbreaks of COVID-19 and the more stringent lockdowns in Victoria we are slowly but cautiously moving to a COVID normal. The past year has effected everyone. For some the loss of family, separation from loved ones and COVID illness has impacted their lives significantly. The pandemic has highlighted the need for a greater understanding and awareness of our own mental wellbeing and that of others.

As a community of inquiry a focus this year has been an inquiry related to Wellbeing and mental health. You may recall the compelling questions:

Foundation to Year 2 ~ How can we keep ourselves safe, happy and healthy?

Year 3/ 4 ~ How can I manage challenges?

Year 5/ 6 ~ Change: Threat or Opportunity?

These compelling questions have provided the opportunity for learners and teachers as facilitators to explore wellbeing. Families have also played a significant role in this inquiry. As inquirers we have also sought experts to assist us in the 'finding out' phase. Kids Helpline has provided so many opportunities for our children and teachers to gain new understandings and practical actions to maintain a healthy life. Some children have sought further information and gained new insights. Jess Sanders, social worker and author has also assisted our year 5/6 children to delve deeper into our perception of self and body image. This has provided further opportunities to engage in dialogue about change as a natural stage of life and the feelings associated with change.

Our inquiry concepts are always formulated in light of student interest and experience, co-designed with parent input and in line with the Victorian curriculum. There is no doubt the learning experiences this year have very much mirrored our life experience and our attempt to make sense of this pandemic.

What have we learnt? We may have discovered that we are far more resilient than we thought we were. We may have gained a greater appreciation for what we have. We may have developed a sense of mindfulness or appreciation to stop and be in the present moment. We may have realised that challenges can nurture a sense of hope.

The notion of hope is one that has been associated with this global pandemic. What does hope mean to you? What do you hope for? How might you consider hope in light of your religious and/or philosophical beliefs? What might the notion of hope mean for a Catholic school today?

What's your thinking? What makes you say that?

Kind regards

Chris

This Week's Happenings

Monday 23rd November

Professional Learning ~ Mathematics 2021 planning

Tuesday 24th November

Professional Learning ~ Planning 2021

Wednesday 25th November

Professional Learning ~ Planning 2021

Thursday 26th November

Friday 27th November

Mini Vinnies

"Those who speak the language of Jesus are not the ones who say I, but rather the ones who step out of themselves," Pope Francis said, reiterating that "the word of God spurs us to a genuine love to give to those who cannot repay us, to serve others without seeking anything in return."

3rd World Day of the Poor, Pope Francis' Homily 15th November, 2020

Hello parents and students of Mother Teresa Catholic Primary School,

The St Vincent de Paul society has identified that this year due to COVID-19 many more families are in need of support this Christmas. The Mother Teresa Mini Vinnies group are organising for our community to assist St Vincent de Paul, through the donation of gifts for men, women and children.

Over the next three weeks, we are asking our community for the donation of;

- Men's gifts of toiletries including; socks, deodorant, shaving cream, razors and Towels. (Please make sure all these items are new)
- Women's gifts of toiletries including; perfume, soap, hand creams, towels and socks. (Please make sure all these items are new)
- For children they are looking for books (good condition, old or new) to assist with a reading club they have begun. We will also as a school be sending Christmas cards to children as an act of kindness and hospitality to them.

We will start collecting the donations on Monday the 16th of November and finish on the first week of December. All students will be able to participate in helping gather and organise the gifts and cards ready to donate. We will be providing a more detailed list of items to donate in the coming weeks,

Thank you,

Yasmin, Zara, Xavier and Cassidy on behalf of the Mini Vinnies Group

School Photo Day ~ Access via Code

On school photo day each child received a personalised flier with a personalised code highlighted. This code will enable access to your child's school photo and ability to purchase the photos.



Confirmation Celebration

Archbishop Comensoli has granted the faculties (permission) for Parish Priest's to administer the Sacrament of Confirmation to our school Confirmation Candidates until 31st December, 2020. Parents of our Year 6 children were informed of this and invited to bring their child to receive the Sacrament this year.

Twenty-three of our Year 6 children will receive the Sacrament on Monday 7th December at 7pm. This celebration will follow strict COVID-19 regulations. It will however will be a wonderful celebration of the presence and gift of the Holy Spirit in the lives of these young people. Please pray for our Confirmation candidates as they prepare to receive the Sacrament in a few weeks' time.

Image © Sr. Mary Grace Thul, O.P <https://sistermarygrace.artspan.com/>

COVID-19 Current health and safety practices

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.

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.

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.

Book Packs ~ Online order

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 www.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 **thinkers**, students will begin to **reflect** on our inquiry about **"How can we keep ourselves safe, happy and healthy?"** by engaging in dialogue about ways we can share our **discoveries** with others. Children will have the opportunity to start planning their own documentation of the inquiry and identify different ways that they would like to share their learning with others. As collaborators, children will have the opportunity to dialogue with each other to identify what they think is important to share from our inquiry and justify their thinking by using the sentence starter **'what makes me say that is..'**

As **people of a Faith based community**, we will be tuning in to the Scripture story **'Mary visits Elizabeth'** from Luke 1:39-45, by engaging in dialogue to share our first thinking of the text. We will then use the thinking routine **'Word-Phrase-Sentence'** to help unpack the scripture and identify new layers of meaning. Some learners will also engage in the thinking routine **'Connect-Extend-Challenge'** to see if they can make connections to the story as well as other texts such as the Annunciation.

As **mathematicians**, we are exploring the concept of **Division** by identifying the connection it has with multiplication. We will be using a range of materials to model and show our thinking in a variety of ways. We will be modelling worded problems and using texts such as 'The Doorbell Rang' by Pat Hutchins, to help us explore everyday contexts in which we use division.

As **readers and writers**, we will continue to explore what makes up a sentence and the different types of words we can find in a sentence, for example, Nouns, Verbs and Adjectives. We will explore these types of words by finding them in a range of texts, as well as trying to incorporate them into our own writing. We will make connections to our learning with Michael Wagner, when we included descriptive language into our writing.

PMeCollection

As **readers**, we continue to focus on reading behaviours. To help us consolidate and use the reading strategies we are learning, we have access to trial a website and app called **PMeCollections**. PMeCollections provides opportunities to listen to the text, record yourself reading the text and also add words to a word list. A number of children have been given their own username and password to access a set of books that have been selected for them to read at home. Children will also engage in these texts at school as part of their learning.

Bridging Centre Year 3/4

Deeper learning requires adequate time for investigation, processing and creating, and communicating learning. In inquiry, less is more. (Kath Murdoch, 2015)

As **inquirers** and as part of **reflecting and acting** on our **understandings** around **health** and **wellbeing** and our **learning to learn inquiry**, we will have **time** and **opportunity** in the coming weeks to **share our story of learning**. As **communicators**, we will **reflect** on our compelling question ‘**Why and how can we manage challenges?**’ as we think back to **remote learning** this year.

When we started the year 2020 and throughout the year we have had **time** and **opportunity** to **learn** about **ourselves** as **learners**. We **identified** there are **different dispositions** and **skills** we can **develop** depending on the **situation** and that **choices** and the **environment** around us **impacts** on our **learning**. Together with these understandings around health and wellbeing and learning about ourselves as learners, we will **show** and **share** our **story of learning** that **captures** how we **grew** as **learners** this year. As **communicators**, we will be **confident**, **responsive** and **respectful** as we **dialogue** with each other about the following **reflection** questions:

How did remote learning make us grow?

How did this experience of remote learning weaken you?

How do you think this experience of remote learning impacts our future?

What were some of the challenges during remote learning?

Who were some of the people we missed feeling connected to?

What were some of the messages in the media telling us to do?

As we begin to **Tune In** to the **season of Advent**, we will have **time** and **opportunity** to **view** an **image** of **Mary** by artist Antonello da Messina, 1476. As **thinkers** and **communicators**, we will **interpret** the **symbol** of **Mary**, **search** for **new layers** of **meaning** and **enter** into **critical dialogue** with the **Catholic faith tradition**. We will use the **key thinking moves** **observing closely**, **interpreting** and **connection making** as we **engage** in the **thinking routine** *See, Think, Me, We*. *The routine invites learners to make personal connections.* We will **revisit** and **reflect** on our **first interpretation** of **Mary** and be **open** to **change** and **re-interpretation** after we **engage** in the **scripture** passage from **Luke’s Gospel 1: 26-38**. We are also **continuing** to practise our **Multiplication and Division facts**.

The Victorian Curriculum states that by the end of year 3, all students should know their 2, 3, 5, and 10 times tables and related division facts. By the end of year 4, all students are expected to know their times tables and related division facts up to 10.

As part of their **home learning** and counting focus, students will be **expected** to **practise** these **Multiplication and Division facts**, known as **Goodies** and **Baddies**, to **develop their fluency**. Each student will be **focusing** on different sets of **facts** that have been **identified** during learning time. If students know their **Multiplication and Division facts**, they will practise extended facts, such as 40 x 50 or worded problems.

Leadership Centre

Year 5/6

As part of our Faith and Life inquiry Mrs Leahy is guiding and assisting us in **exploring** the **Sacrament of Confirmation**. Some of the prompts we will focus on as we **engage hermeneutically** are a **multiplicity of voices** and **in dialogue with the Catholic tradition and other traditions**. As part of **finding out** we will **engage** in the thinking moves **connection making**, **identifying new ideas**, **raising questions** and **considering implications** through the **thinking routine** the 4C’s. As **critical** and **reflective thinkers** we will be **invited** to make **connections** between why we have chosen a particular saint or person that we see as a role model **and** the gifts and fruit of the Holy Spirit in the Catholic tradition and our own life. We will **explore** some things that might be **challenging** our thinking and identify particular concepts. As part of **sorting out** our thinking we will **revisit our initial thinking** related to ‘**Hope**’ and **identify** what saints or particular people we see as role models tell us about hope in the world. We will have **time and opportunity** to **reflect** on our **current understanding** and any **changes** to our thinking and perspective.

As **mathematicians** we are **exploring** a variety of **effective** and **efficient** ways of **collecting**, **organising** and **analysing data**. 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 **researchers** and **mathematical inquirers** we will be **posing questions** and **collecting categorical or numerical data** through **surveying** our peers. As mathematicians we will explore the idea that **data can be represented in different ways**, sometimes with one symbol representing more than one piece of data, and that it is **important to read all information about a representation before making judgements**. We will construct displays, including **column graphs, dot plots, tables, side-by-side column graphs for two categorical variables** with and without the use of digital technologies. We will also have the opportunity to **identify the best methods of presenting the data** we gather to **illustrate the results of our investigations** and **justify the choice of our representations**.

As **writers** and **inquirers** we continue to **explore** and **sort out our thinking** 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 engaging in learning opportunities where we are **describing action by including super-slow-motion descriptions in our texts**. As writers we will have an opportunity to choose from a **variety of pictures to inspire us** to write some **descriptive texts** and also engage in opportunities in our Guided Writing Journal.

Visual Arts

During Visual Arts learning Foundation to Year 2 we have been evaluating our learning about the art making technique of Collage. We have focused on being **confident communicators** as we shared our new discoveries about Collage and listened **respectfully** to each other.



"What worked really well was using two pieces of paper to make my flower so that it looks 3D," Christos.

"When I first heard about Collage I thought it was painting but now I know it is about cutting and sticking," Charlotte.

"It was hard to cut out the little circles in my picture," Shae.

We have used different skills to create our collages including cutting, sticking, tearing, scrunching, drawing, arranging and overlapping.



Artist ~ Christos

Artist ~ Lamar

Artist ~ Charlotte

The student as artist

Students learn about art and the art world by assuming the role of artist and their own learning. They practice coming up with art problems to solve, asking questions and seeing possibilities in the world around them. Students learn to persevere through difficulties as well as to trust themselves and their own judgment.

Students participate in the day's demonstration. Some follow the teacher's lead and try the new idea. Others observe the demonstration, and may choose to use it another day. This week's demonstration lesson has been weaving. Students could also choose to work at different art stations which included painting, collage, digital art programmes and drawing. The students were very **persistent** as they engaged in weaving realising it was a challenging task that required time and patience. The older students also used their **prior knowledge** of fractions to create a loom from a paper plate. It was wonderful to see students **collaborate** together solving problems and sharing tips.

What did we find out?

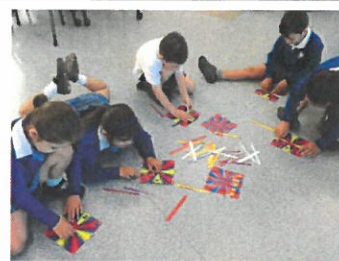
"The paper plate needs to be divided equally or it doesn't work well as a loom."

"Weaving is not as easy as it looks."

"I need to work carefully and slowly"

"If the piece of wool is too long you end up with a tangled mess."

"It is challenging but fun."



Physical Education

In Physical Education learning this week students will be engaging in learning with a major focus on **Fundamental movement skills (Bouncing, Dribbling and Shooting), fitness and the benefits of physical activities** and **reflecting** on the learning that has occurred during terms 3 and 4.

Foundation to Year Two students will revisit the sport of Basketball as they practice the fundamental movement skill of the bounce, they will also practice their dribbling and shooting skills. Students will engage in small games of 'Rob the nest' and 'Coin hide and seek' as they practice dribbling and shooting.

In Physical Education learning this week the Year 3/4 students will be reflecting on the learning that occurred in terms 3 and 4 showing how they have grown as a learner through Physical Education, particularly on their recent lessons performing the forehand strike and tactical thinking that they have developed from playing tennis.

Year 5 and 6 students will continue to be challenged this week as they perform their fitness circuits with their learning space. The students have researched and designed these fitness circuits in previous weeks of learning. The fitness circuits are a mixture of strength and cardio based exercises designed to increase the students' heart rate. In the following weeks, Year 5/6 students will reflect on the process of designing their fitness circuits and the health benefits of being physically active.

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 Foundation to Year 2 Sustainability learners will this week continue preparing our vegetable garden for our summer harvest. They will continue planting various vegetables and herbs. These vegetables and herbs will be used in our **Stephanie Alexander kitchen**. Our **Sustainability learners** will continue looking at how plants grow and how we can make new plants. This is called **propagation**. They will continue **researching** ways to **propagate** various plants around our school. Our learners will be given the **opportunity** to choose from a selection of plants to **propagate**.

In partnership with the **Hume City council Mother Teresa Primary School** has received a number of **Indigenous** plants. Over 300 plants were donated to our school. Last week a group of our **Year 3/4 Sustainability learners** will continue planting these plants around our school grounds. These Indigenous plants were planted in various areas around our school grounds.

Our Year 5/6 Sustainability learners will continue **engaging** and **researching** various ways that we can maintain and care for all the current **Indigenous** plants. This week we will continue planting our Indigenous plants that were donated by the **Hume City Council**. Our 5/6 Sustainability learners will continue **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? Our Sustainability learners will be given the opportunity to learn about various **Sustainability leadership roles** that will be introduced in 2021. As this role is new to our **learning community** we are looking at ways to enhance this role within our **community**. As learners, student voice is essential as we move forward to 2021.

As a **learning community** and in conjunction with Jason Trethowan we have **investigated** various options for re-using our fruit and vegetables scraps/organic waste. We have purchased four **Mega vented bins**. These bins can hold up to 500 kilos of food scraps/organic waste, which will then be used as **compost** in our school garden. They will be located in various places on our grounds. Last week a group of children were given the **opportunity** to unpack the Mega bins.

Digital Technologies

The most important thing we can do is inspire young minds and to advance the kind of science, math and technology education that will help youngsters take us to the next phase of space travel."

- **John Glenn**, Astronaut

Students in **Foundation to Year -2** will be **exploring** the creation of **tables** using **Microsoft Word**, and collecting **data** using a **dice rolling program**. They will create a **graph** showing the **outcome** of their **dice rolls** and **display** this **creatively** while being **curious** and using different **editing** options.

Students in Year **3/4** will be **exploring coding** through various **programs**, focusing on **direction** and **problem solving** for **simple solutions**. As **thinkers** they will create a **sequence of steps** that will complete a **task**, such as **navigating** through a **maze** with a set of **directions**.

Students in year **5/6** will be using different **coding programs** to practice **solving problems** that require **branching paths** in their **coding**. They will **explore** the use of **"if"** statements and **repeat functions** to create their **solutions**.

As part of Cybersafety the students have been learning about Cyberbullying and how this can affect them and the people around them.

What is Cyberbullying?

Cyberbullying occurs when a person is the recipient of abusive behaviour online. Examples of these behaviours include posting messages, images and comments that demean or humiliate others. This has become a major issue for young people aged between 8 and 17 with one in five people having been threatened or abused fifteen percent of children admitting to behaving inappropriately when online.

Some signs that your child is being cyberbullied:

- being upset after using the internet or their mobile phone
- changes in personality, such as becoming more withdrawn, anxious, sad or angry
- appearing more lonely or distressed
- unexpected changes in friendship groups
- a decline in their school work
- changes in their sleep patterns
- becoming secretive about their online activities and mobile phone use

A list of support groups can be found at <https://www.esafety.gov.au/about-us/counselling-support-services>. Any online abuse can also be reported on the eSafety website <https://www.esafety.gov.au/>.

This week's Cybersmart tips of the week are from 5/6 - 3

- Make sure your account is private
- If you get cyberbullied talk to a trusted adult
- Keep mean comments to yourself
- Don't talk to strangers
- Report inappropriate behaviour

Performing Arts - Music

Life is one grand, sweet song, so start the music" —Ronald Reagan

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 rhythm and pitch while practicing how to play music. By the end of their learning this week students should be able to play the C note on the xylophone using both long and short notes. Students will meet the note D and should be able to make the connection between the note D, the colour orange, the solfege name Re and the number two.

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 music. By the end of their learning this week the students should be able to recognize the difference between the quarter note and half note and how to read and play these different beats along with sweet beets. Students will continue to explore how to read and use chord diagrams for 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. By the end of the learning this week students should be able to recall and play all 8 heartbeat rhythms from memory. We will then be recording our performance of the heartbeat song so that we can watch it back at a later date and reflect on the performance.

Term 4

Wednesday 16th 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>

Hume City Council ~ Replacing the play equipment and improve Hamilton Hume Reserve,

Hume City Council is planning to replace the play equipment and improve Hamilton Hume Reserve, Craigieburn. The new playspace will be similar in size and type of equipment to the current one. We would like to hear from the local community, especially children, about what things you would like to see considered.

If you have any information you would like to share about this park, please be in touch by:

Letting us know online: participate.hume.vic.gov.au

Call the Open Space Planning team: 9205 2200

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