



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

November 2nd 2020

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

Mother Teresa

To All In Our Learning Community,

The month of October ends with the celebration of Halloween. A celebration that finds its origins in All Hallows Eve, the eve before the celebration of the hallowed or holy ones, All Saints day. Today marks in the Roman Catholic tradition of the Feast of All Souls. This feast follows the feast of All Saints celebrated yesterday 1st November.

The feast of All Saints and All Souls and in fact Halloween focus on death and life after death. What might we gain from a dialogue between the celebration of Halloween and the Feasts of All Saints and All Souls? How could you facilitate dialogue in your home about death and life after death? Halloween has us consider skeletons and ghosts however, the Christian celebration recalls the promise of new life after our earthly life is complete. What do other religious traditions believe?

Within the Catholic tradition life after death is changed but not ended. The following prayer from the Catholic Requiem Mass captures the idea of new life:

*In Him, Who rose from the dead,
our hope of resurrection dawned.
The sadness of death gives way to the bright promise of immortality.
Lord, for Your faithful people life is changed, not ended.
When the body of our earthly dwelling lies in death
we gain an everlasting dwelling place in heaven.*

Catholic believers hold that when we pass from this life we enter eternal life with God whom we see face to face. A God who we call father, a God who displays so many fatherly and motherly characteristics such as love, nurturing, and hospitality, a God who leaps for joy at our presence.

During the month of November we recall those who have died and as is custom in our learning community we place these names in our book of remembrance. Sadly today we add to this book of remembrance Albert Espineli, father of Andre who died over the weekend. We extend our deepest sympathy to Rose, his wife and her young family. I conclude this week's item with the traditional Catholic prayer for Albert and all those who have died:

*Eternal rest, grant unto him O Lord
And let perpetual light shine upon him.
May he rest in peace. Amen*

*May his soul and the souls of all the faithful departed,
Through the mercy of God, rest in peace. Amen*

Kind regards

Chris

This Week's Happenings

Monday 2nd November

Tuesday 3rd November
Cup Day Public Holiday

Wednesday 4th November
Professional Learning – Reporting

Thursday 5th November

Friday 6th November
School Photo Day

Melbourne Cup Day Holiday ~ Tuesday 3rd November

Tomorrow 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.

All children will have their photo taken and families will also be photographed. The purchase viewing and purchase of photos is completed online. Each child will receive a code for access.

Children are required to be in full summer uniform. Please note the uniform below. Summer uniform for girls is short white socks NOT white or grey tights. Black school shoes are required for boys and girls.

Boys Summer Uniform		Girls Summer Uniform	
Short Sleeve Polo	White with logo	Dress	School Design
Shorts	Grey zip & fly	Socks	White (No tights – socks only)
Socks	Grey		

Book of Remembrance

During this month of November, the Catholic Church community recalls and prays for friends, members of their family and community members who may have died. This begins with the feast days of All Saints day on November 1st and All Souls day on November 2nd. The Mother Teresa Catholic learning community continues the tradition of praying for our relatives and friends who have died.

If you wish to pray and remember family or friends who have died, you are invited to complete the Google form, *Book of Remembrance* on the Mother Teresa website, using the link below.

<https://www.motherteresa.catholic.edu.au/learning-teaching/prayer/>

These will be collated to create a digital Book of Remembrance that can be shared with our Mother Teresa School Community.

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 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.

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.

Family School Fee and Levy's 2021 & Book Packs

The Family School Fee for 2021 is \$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

Onset and rime segmentation improves word recognition and reading comprehension. As well, structured explicit teaching leads to improvement in reading. (Munro 2011; *Assessing and Teaching Phonological Knowledge*)

As **readers**, we are focusing on breaking words into parts to help us decode unfamiliar words. The strategy we are focusing on is **onset** and **rime**. Onset and rime refers to the ability to segment words into smaller sound groups, for example in the word **cat**, can be segmented into c/**at**. The 'c' is the onset and the '**at**' is the rime. We will be engaging in focus groups to learn the **37 dependable rimes** and consolidate this learning through targeted independent learning opportunities.

Some further examples include: s/ing – sing, l/og – log, c/ake – cake, m/ate – mate

The following link provides further information for parents who may be interested in the teaching of onsets and rimes. Phonological awareness onset-rime.

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusphonological.aspx#link93>

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 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.

Some of our **readers** will be focusing on understanding the text and making connections between different texts and our world. We will be engaging in different texts both fiction and non-fiction to help us understand their purpose and the different connections we can make to texts.

As **mathematicians**, we are continuing to tune in and to find out about the mathematical concept of Multiplication. As **thinkers**, many learners have been finding out about what an array is and then

identify these in our learning community. Arrays provide us with a simple and effective way to solve how many items are in total. Other learners have been exploring the concept of making equal groups by engaging in multiplication stories and then using materials to help model and share our thinking.

As **thinkers**, we will continue to **explore** our compelling question “**How can we keep ourselves safe, happy and healthy?**” by engaging in a range of texts such as books and videos about protective behaviours that our body shows to tell us that we don't like something or we don't feel safe. We will continue to explore these body cues in order to help us keep safe, happy and healthy both at school and at home.

As people of a **Faith based community**, we will continue to explore the scripture **Luke** through our F-2 prayer and through dialogue in our spaces. We will explore the role that the different characters have in the text and identify through the thinking routine, Step Inside, what each of those characters would be feeling and thinking. This will help us to develop an understanding of the text in a deeper way.

“Writing is.. Thinking” Deb Sukarna

As **writers**, we are focusing on the purpose and key elements of our writing. For some learners this will provide us with opportunities to explore a range of texts and identify what their purpose is and for other learners it will be engaging in independent writing for a purpose such as to entertain or to inform. We will be continuing to focus on the key elements of writing on the baseline, finger spaces and punctuation in our writing to ensure that our thinking is shared to others.

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)

As **mathematicians**, we are continuing to look at the **mathematical concepts** of **Multiplication** and **Division**, and how these concepts relate with each other. We will have **time** and **opportunity** to explore the **mathematical strategies** of **repeated addition/subtraction**, and **arrays**, to help support students understand the correlation between these concepts. We will also have **time** and **opportunity** to explore mathematical **numberless worded problems**, as a way to explore what the question is asking of us. We will be using the **thinking moves interpreting** and **justifying** to further **reflect** on our learning and explain our thinking with **reason** and **evidence**.

As **writers**, we are continuing to explore **Michael Wagner's 3A's (Age, Air, Appearance)** strategy to further develop our **character description skills**. We have taken **time** and **opportunity** this week to **observe** the 3/4 teachers as they have taught their learning spaces. As **collaborators**, we **participated** in a **shared writing** focus group to **share our thinking** and **create** our own **descriptive paragraphs** about the teachers. As **writers**, we explored the **writing technique** of **similes** and how they can **enhance** our **descriptions of character**.

Please find below an example of a descriptive paragraph that the 3/4 students collaborated together to create.

Mrs McNeil descriptive paragraph:

Mrs McNeil sat next to her cherry red whiteboard, calming her student with the majestic tone of her voice. Her toffee brown, smooth hair is held together in a ponytail at the base of her neck, swishing back and forth, capturing people's attention. She exudes a sense of professionalism with the stylish outfits she wears each day. **Her brown eyes, as deep as dark chocolate, offer a sense of comfort for anyone she speaks too.** As she looks around, the pen fidgets in her smooth hand that is topped with a shiny silver ring. 3/4-1

As a reminder, please make sure that you bring back your **home learning folder**, your **Portfolios showing Growth Over Time**, and your **headphones**.

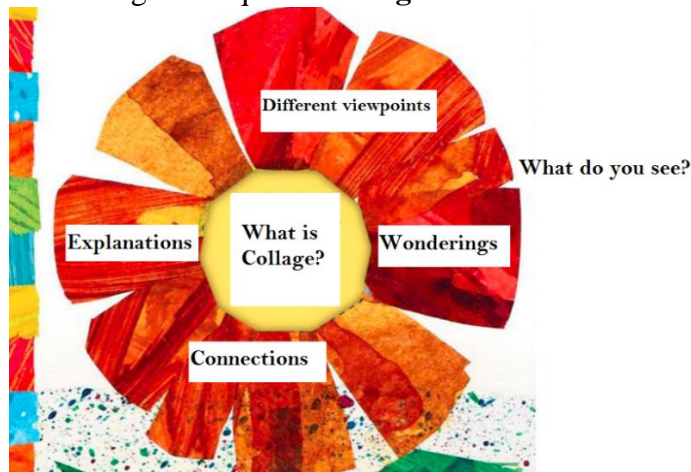
Visual Arts

“Listening and questioning are the basis for positive classroom interactions that can in turn shape meaningful collaboration, which can then build a culture of thinking. At the heart of these two practices lies a respect for and interest in students' thinking.”

— Ron Ritchhart, Creating Cultures of Thinking

Thinking routines teach students to make their ideas visible and accessible. This is done through a variety of graphic organisers which help structure the formation of ideas and reasoning. The purpose of thinking routines is to promote a deeper understanding of content, and help students understand how they think and learn.

“Peeling the Fruit” Thinking routine was used to help the F-2 students understand more about the art making technique of **Collage**.



Some of the students' thinking:

“I can see different colours and patterns on the petals” Kiara.

“I wonder how the petals are so beautiful. They inspire me!” Ava.

Viewpoints and explanations: “It is made out of paper” Charlotte.

“It has been cut with scissors” Christos.

Connections: “I made a flower with 6 petals in remote learning” Mason.



“I am making the hotel I stay in when I go to Queensland. There's a wide bit on the bottom and a tall skinny tower on the top.”



“This is a bushfire scene. I am using dark and light shades of brown for my cliff. The yellow is the fire burning the trees. I found headline in the newspaper about bushfires that I am adding to my collage.”



“I am making a crocodile flower. The petals are very sharp. Don’t touch them, you will bleed.”



“This is me. I am using this paper because the colours are close to the colours of my skin and hair.”

The same Thinking Routine was also used to introduce F-2 students to the artist Claude Monet and his artwork about his garden.

Student’s thinking:

View points

“Monet’s paintings are very beautiful.”

“Monet was a very good artist.”

“I think he took a long time to paint the painting.”

“I think he took photos of bits of his garden and then painted them.”

“I like the way Monet painted. It looks beautiful.”

Connections

“The creek near my house has a bridge and lily pads.”

“The painting reminds me of when I go walking in the park.”

“Monet’s garden is a little bit like my garden. I have lots of flowers too.”

I wonder.....

“How Monet painted the picture?”

“When did Monet stop painting?”

“How many paintings Monet painted?”

Physical Education

*In Physical Education classes this week students will be engaging in learning with a major focus on **Fundamental movement skills (Forehand strike) 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 engage in activities that will encourage them to stand with their body’s side on to the ball, step to hit the ball and swing their tennis racquets from low to high when striking the ball.

Year Three to Six students will continue to inquire into the category of sports known as net and wall sports. This week these students will continue to focus on the fundamentals of tennis, serve, return and rally whilst incorporating the concepts and strategies that the students have learnt in the previous weeks of learning - using the width and depth of the court to create space to win the point. Students will also be introduced to the shot known as the ‘volley’ and try to incorporate this into match play situations. They will also continue to develop their skills through match play where students will think tactically about how they can win the point against their opponents.

If you would like your child to engage in tennis lessons outside of school please contact Hume Tennis <https://humetennis.com.au/>



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** have been busy preparing our vegetable garden for our summer harvest. This week they will be engaged in planting various vegetables and herbs. Throughout the following week we will 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 **Sustainable learners** will also be given the **opportunity** to look at how plants grow and how we can make our plants. This is called **propagation**. They will **researching** ways to **propagate** various plants. We will begin this process by propagating rosemary.

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. **This week our Year 3/4 Sustainability learners** will be **engaged** in planting these plants around our school grounds.

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

Our **Sustainability leaders** will this week revisit their current role as a leader. 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.

Digital Technologies

In **Foundation - Year 2 students** are **focusing** on **creating** a **Slideshow** that shows **information** about a topic of their interest. They are being **researchers** and finding pictures of their topic, and **inserting** it in, along with **information** about it.

Year 3/4 students are **continuing** their **creation** of their **Google Slide**. They are being **researchers** and **collecting information** while being **safe online**. Students engaged in the **MindStorms** focus group are **collaborators**, deciding to build the **Puppy** model. So far they've built a **bone** and have a **motor** attached to **gears**. They have been very **curious** as to **how** it will work!

Students in Year 5/6 have been using their **Google Sheets data** to find out different **information**. Some students have used it to **find out** how many goals their favourite football played kicked per game on **average** this season. They were **curious** about the **functions** and used the **average function** to find this out. **Students** who **engaged** in **3D printing** are **measuring** their models, being **persistent** about **measuring accurately** so the model they **create** can be used **properly**.

Most Learning Studios have completed the **Cybersmart Challenge** and are **engaging** in other **cyber safe** learning. **Foundation to Year 4** are participating in **Hector's World** while **Years 5 and 6** are **engaging** in **#GAMEON**. These programs look at topics such as **cyberbullying**, **protecting your password** and your **personal information online**.

Cybersmart Tips of the week from 5/6 - 4

- Keep all of your accounts private
- Don't send things to people you don't know
- Make sure your comments are respectful
- Only post responsible things

Performing Arts - Music

Music is the heart of life.” —Franz Liszt

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 (quarter note), cheery (eighth note) and the note C. Two new beats will be introduced this week watermelon (whole note) and melon (half note). Students will then 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 four different types of beats 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 continue to learn about the four 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 be introduced to the heartbeat rhythms. There are 8 different heart beat rhythms that will be put together and used as a class composition.

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>