



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 30th 2020

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

Mother Teresa

To All In Our Learning Community,

Last week's newsletter piece concluded with a number of questions: What does hope mean to you? 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?

In recent weeks the celebration of Diwali, saw Hindu and Sikh believers celebrate the festival of light and hope - the notion of light conquering darkness. On Sunday Christians marked the beginning of Advent, a four week preparation period prior to the celebration of Christmas.

For many the four weeks prior to Christmas are frantically spent in search of gifts or considering the minimal amount of time we have to do all we feel we need to do before the year's end. Advent, on the other hand, invites Christian believers to take some time to consider the coming of Jesus and what this means for the world. Jesus, Christians believe, is Hope for the world and Light in the darkness.

This year it may be particularly apt to consider this notion of hope within the context of the COVID-19 pandemic. As a Catholic school how then might we engage with the scripture stories related to waiting and hope? What experiences of waiting and hope might we bring to the scriptures?

Our learning about the Christmas story and preparing for it is drawn from the sacred text, the scriptures. It is, however, crucial that we explore this story in faithfulness to the original text but in light of our own experience, our own interpretation and discovered insights; a sentiment so beautifully captured by Pollefeyt and Bieringer:

"Without interpretation, without hermeneutics, the Scriptures are meaningless to people. The Bible presents itself to us as a mystery that challenges each new generation to interpret it and put it into practice. When we read the Bible, we are not only witnesses of the ongoing rewriting of the tradition, but we are also invited to discover new meanings and to develop new interpretations in dialogue with the biblical text and the God of the Bible". (Pollefeyt & Bieringer, 2010)



Pope Francis in his Advent homily this weekend captured this idea of Pollefeyt and Bieringer when he said: "Advent is an incessant call to hope: it reminds us that God is present in history to lead it to its ultimate end, to lead it to its fullness, which is the Lord the Lord Jesus Christ".

As a Catholic community this Advent may we gain new insights into the notion of waiting and hope and enable those with whom we engage to experience the hope that the Season of Christmas brings. Through our lives may we be witnesses to ongoing rewriting of the tradition and discover anew the presence and hope of Jesus' birth.

Kind regards

Chris

This Week's Happenings

Monday 30th November

Tuesday 1st December

Professional Learning ~ Planning 2021

Wednesday 2nd December

Foundation 2021 Orientation Sessions

Professional Learning ~ Planning 2021

Thursday 3rd December

Friday 4th December

Kolbe Year 7 2021 transition day

Let's Melbourne Again

Congratulations to those children who participated in the Let's Melbourne Again promotion through Kids Helpline and Bupa. It was amazing to see our school highlighted on Channel 9 news on Saturday. <https://www.facebook.com/9NewsMelbourne/videos/223744925786224>

Vandalism

Last week between Wednesday 25th November 6.15pm and Thursday 26th November 7.30am our school was the target of vandalism. Our wire statues sustained damage as did our Mother Teresa statue. Our neighbours have all received a letter informing them of this vandalism and a request to keep an eye on our school. We are most fortunate that in the past neighbours have notified police or contacted the school to let us know of people on our property. You are encouraged to contact Craigieburn Police if you saw any unusual activity on our property last week or notice anything in the future. Craigieburn Police can be contacted on 9303 4433 or call 000.

Orientation 2021

With reduced restrictions we are now able to facilitate an orientation session for our Foundation children 2021. The children have been allocated a session this coming Wednesday. These will occur within the COVID-19 safety guidelines. For those able to attend this will provide the opportunity to engage in some learning tasks with some of our Foundation to Year 2 team. Parent access to the school is limited with only one parent permitted onsite.

Resource Stocktake ~ Please return books ~ borrowing on hold

All children are asked to return books that they have borrowed from school so that we can account for all resources. Books borrowed from book spinners are now required to be returned as our stocktake begins. Please check at home to see if you have any school books to return and do so by Friday 7th December. Thank you.

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.

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.wincschoools.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 have the opportunity to reflect on the compelling question

"How can we keep ourselves safe, happy and healthy?"

by making connections to the understandings:

'There are a variety of strategies we can use to help ourselves and others stay safe, happy and healthy throughout the day',

The food that we eat impacts on our wellbeing and is different for each of us',

There are many aspects to our well-being including physical, social, spiritual and mental and

Resilience can help us lead safe, happy and healthy lives,

by engaging in the Thinking Routine, **Connect, Extend Challenge** to help identify what connections they can make, what has extended their thinking and what wonderings they still have about the inquiry. Children will begin to plan out their thinking and identify different ways they can share their thinking with others.

As **mathematicians**, we are revisiting the concepts of **counting** and **place value** by engaging in a range of tasks that help us to explore numbers in a range that is achievable for us as learners. For some learners that will be cementing their counting from 0-20 and others it will involve counting up to 1000 and identifying 10 and 100 more or less of these numbers. We will continue to make connections to concepts such as addition and subtraction to help us see how we can use our number knowledge in different contexts.

As **readers and writers**, we will continue to be word detectives by looking at words closely. Some learners will be identifying if the words are Nouns, Adjectives or Verbs and other learners will be focusing on breaking words up into parts by their onset and rime i.e. c-at for cat. This will help us to understand the importance of reading with meaning and how to be efficient readers and writers.

This week is the final week that we can borrow books from school. Please take this opportunity to check at home if you have any books in particular chapter books and return them as soon as possible. Thank you

Bridging Centre

Year 3/ 4

...We need to see the light of hope and to be men and women who bring hope to others. To protect creation, to protect every man and every woman, to look upon them with tenderness and love, is to open up a horizon of hope; it is to let a shaft of light break through the heavy clouds; it is to bring the warmth of hope! (Pope Francis)

As a **faith community** and as part of **inquiring** into the **season** of **Advent**, we will have **time** and **opportunity** to **read** the **scripture** from **Luke's Gospel (1:26-38)**. We will **consider** *whether we have heard this story before, what we remember from this story, what type of text it is, who wrote the text, why was it created? What do we think life was like?* We will use the **key thinking moves summarising** and **distilling (capturing the message)** as we **engage** in the **thinking routine Word-Phrase-Sentence**.

As we **dialogue** with **others**, we will **share** our words, phrases and sentences that have **captured** our **attention** or **provoked** us and think about what it **means** in the **context** of the **scripture**.

To **find out** more about the **scripture** we will **engage in dialogue** through a **commentary** from Mary Coloe. We can also **build explanations** about the **historical context** of **Luke's gospel** from an article entitled "The Jewish People." We will use the commentary to help us to **interpret text and symbols** and **reflect critically** using some guiding questions to help us gain **deeper understanding and interpretations**. We will **make our thinking visible** using the **Peel the Fruit thinking routine** as we continually **interpret** and **challenge** our **understandings** to **capture the heart** of Advent through the lens of hope. In light of the scripture from Luke's Gospel and the commentary we will **reflect critically** on the following questions as we **open up the hermeneutical space** with others...

- *What does Luke tell us about Mary?*
- *What might Mary's hope for the world have been?*
- *What does Mary invite us to think about? What do we hope for?*
- *Where is God present in the story? What makes you say that?*
- *What might God's hopes for the future be? Where might we see or interpret God's presence today in our community? Where might we be open to the presence of God in the hope that comes in Advent?*
- *This text tells me of a world in which...*

Leadership Centre

Year 5/6

When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning (metacognition).

As part of our Faith & Life inquiry we will **revisit the visual representation of the artwork by Christine Sage** representative of the **Christian story of creation** that is mounted on the wall outside of our Leadership Centre. As we **revisit this artwork** we will once again take the **time and opportunity** to **name and notice** and **identify** any **further changes in our interpretation** and **understanding** of the Creation story. As **curious learners**, as part of **finding out**, we are hoping to have some time and opportunity to **communicate** with the artist Christine Sage to help us **explore some of our wonderings**.

As part of **iTime**, as **inquirers**, we are **documenting the changes in our thinking** in our **personal investigations**. As **learners** we are taking the **time and opportunity** to **identify** and **reflect** on the particular **learning assets and dispositions** we have strengthened throughout our iTime investigations. As we **document** what we are **learning about ourselves as learners** we are identifying the specific learning assets and dispositions. Some of us are still in the process of **sorting out** our thinking so we are continuing to engage in a variety of learning opportunities related to our iTime investigations.

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

Pre-structural - I don't understand and I need help.

Uni-structural - I have one idea. I can identify, name and follow simple instructions.

Multi-structural - I have several ideas. I can describe, calculate, list and combine these ideas.

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

Extended abstract - I have several ideas and I can link them and look at these ideas in a

new and different way. I can create, predict, reflect, imagine, generate and create theories. You will have an opportunity to see the documentation of our thinking, in relation to the SOLO taxonomy, when we bring our Faith and Life inquiry Portfolio home.

Visual Arts

“Creativity becomes more visible when adults try to be more attentive to the cognitive processes of children than to the results they achieve in various fields of doing and understanding.” Loris Malaguzzi

The student as artist

As artists the students **explore** authentic **artistic behaviours**. Some artists sketch, write, **research** and **plan**. Others collect, play and interpret using their experiences to create their art. Some **reference** other artists and **techniques**, some work alone and others **collaborate** with others to create art.

Artists share their skills with other artists. Artists reflect and change their plans.



“I want to create a logo. I’m thinking of using this paper but I’m not sure”.

“Now I’m thinking it will be better with stitching.”

The artist chooses the subject and materials.



“I like to work with wool but I don’t know what to do with it.”

“I am making a friendship bracelet with the wool”

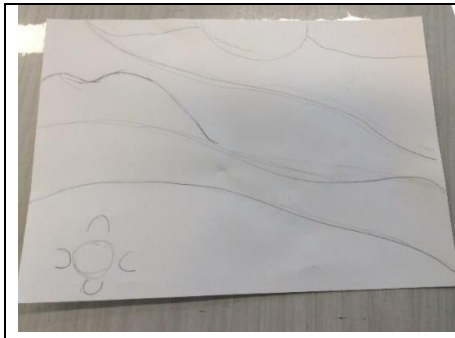
Artists tell stories

“This story has 2 parts. It’s about a meteor whose dad wants to blow up a house to get a diamond but he is too old. So the mum told the meteor he could blow it up. The meteor blows up the house and gets the diamond. Everyone in the house is dead.” **Hayden, Arav.**





There was a car that wanted to go everywhere. It went to a place where there is no city just sky. It was more fun than the city.”
Arthur



“The Aboriginal flag in the sky is the sunset coming down on Bunjil Mountain and the river. There are people gathered around the campfire.”

Artists collect, play and experiment with materials



Physical Education

In Physical Education this week students will be engaging in learning with a major focus on **Fundamental movement skills (Throwing and catching), 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 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 feeling towards Physical Education.

Students in Years 3 and 4 completed their reflections last week and in their learning this week will be activating their **prior knowledge** of throwing and catching games and sports.

Through reflecting on her learning, Keana in Year 4 said, *"Something new I learnt was some different tactics to win in Tennis, to hit the ball into the open space and if my partner is far away I hit it close and vice versa"*.

Through reflecting on her learning, Tiffany in Year 4 said, *"Something new I learnt was I need to start with my Racquet low and finish high when you hit the ball and that I need to be in the ready position so my partner knows I'm ready to play"*.

This week the Year 5/6 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 designing and performing their own fitness circuits.

Tennis Focus Group

During this term, a small group of Year 6 students have engaged in a Tennis focus group and have reflected on the learning that has occurred.



As part of our Physical Education learning, a group of year 6 students engaged in a tennis focus group with Mr Insolia which involved playing a full match of tennis on a full size tennis court.

Through this focus group we have grown as learners by developing and putting into practice new skills and tactics for when playing in a match of tennis. Some of these tactics include, hitting volleys, using topspin when hitting the ball, hitting the ball down the line and into open spaces. We used a higher compression ball during these focus groups to what we would normally use in our Physical Education lessons, these tennis balls went faster, harder and we could put more spin on the ball.

The game was played to 5 sets, with 6 games to win one set. The boys had a very early advantage over the girls after winning the first two sets of the match, however, the girls fought back, winning the third and fourth set, to equal the whole match. The boys took an early advantage into the fifth and final set by winning the first two games, but the girls did a fantastic job of fighting back to equal the fifth set 2 games all. For both teams the pressure was on. The girls were now nervous about how the match could turn out, either they could win and keep playing, or it could have been all over. The boys played with great precision and skill but the girls lifted their game to be triumphant in victory winning the final set, 6 games to 3 and winning the match 3 sets to 2.

We were all winners in the end, as we had all learnt new tactics and skills to apply when we play tennis outside of school with our family and friends.

Grace, Anabel, Kara, Akeeshan, Lucas and William.

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)

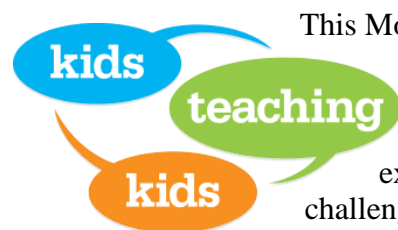
Our Foundation to Year 2 Sustainability learners did an amazing job last week in our veggie garden. They prepared our garden beds by adding soli to our existing garden beds. Great to see so many amazing new future gardeners. Well done! This week we will be planting tomatoes, cucumbers, beans, lettuce and other summer veggies.



Our planting of Indigenous plants donated by the **Hume City Council** continues this week. Over 300 plants were donated to our school. Last week a group of our **Year 3/4 Sustainability learners** planted these plants around our school grounds. This week we continue planting these Indigenous plants were planted in various areas around our school grounds. Three hundred plants is a lot of plants to plant!!

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. 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. We have purchased four **Mega vented bins**. These bins can hold up to 500 kilos of food scraps, which will then be used as **compost** in our school garden. Jason is currently making wooden boxes for these mega bins to be placed in. Last week our Sustainability learners were given the opportunity to investigate how these mega bins will benefit our school environment.



This Monday 29th November a group of children had the **opportunity** to take part in a **virtual conference**, “**Kids teaching kids.**” Kids Teaching Kids is a **peer-teaching** educational model that uses local **environmental** issues as a theme for learning. Kids Teaching Kids starts in the classroom and extends into the **community**. We know kids are prepared to take on the challenges of saving our environment when we give them **responsibility** to **manage** their own learning and **engage** their own peers in fun and creative ways.

Kids Teaching Kids aims to inspire **future environmental leaders** through events and conferences around Australia.

Digital Technologies

The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn

before, and so in a sense it is all about potential." **Steve Ballmer**- Chief executive officer of Microsoft from 2000 to 2014

Students in Foundation – Year 2 are continuing their **exploration** of **Lego WeDo**. Some students were curious about the **Tilt Sensor** and **discovered** that it can **sense** being **moved**, and that you can **run different codes** depending on the **direction** it has been **tilted**.

Students in Year 3/4 are continuing their **exploration** of different **coding programs**. Some students have continued their experiences in **Code.org**. They have been **exploring altering** the **code** of a **bird game**, making it **score points** depending on **different outcomes**.

Students in Year 5/6 have been **exploring coding** in **Code.Org** too. Some students chose to engage in a **building challenge**, where you have to code a **character** to create a building. They had to count how **long** and **wide** the **building** is, and **factor** in **turns**. They also had to use **repeat functions** to create **efficient code**.

Performing Arts - Music

The music is not in the notes, but in the silence between. Wolfgang Amadeus Mozart

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 reading from standard music notation. Students will then engage in a music rhythm game called “poison rhythm”. This game will help the students to practice their listening skills and recall short rhythms made up of quarter (♩) and eighth (♪) notes.

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 complete a reflection on their music learning for this term. They will be reflecting on what it means to be a musician, how we collaborate with each other as musicians and explore any wonderings they might have about music.

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 will be able to recall and play all 8 heartbeat rhythms from memory. We will then finish recording our performance of the heartbeat song so that we can watch it back and reflect on the performance. Students will be reflecting on what it means to be a musician and how we collaborate to make music together.

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

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