



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 9th 2020

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

Mother Teresa

To All In Our Learning Community,

This week is NAIDOC week. NAIDOC stands for National Aborigines and Islanders Day Observance Committee. Today's newsletter item is drawn directly from the NAIDOC website <https://www.aidoc.org.au/get-involved/2020-theme> with a focus on "Always Was, Always Will Be". The extract captures our learning community's acknowledgement of the originals people of this land.

"Always Was, Always Will Be", recognises that First Nations people have occupied and cared for this continent for over 65,000 years.

We are spiritually and culturally connected to this country.

This country was criss-crossed by generations of brilliant Nations.

Aboriginal and Torres Strait Islander people were Australia's first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, first astronomers and first artists.

Australia has the world's oldest oral stories. The First Peoples engraved the world's first maps, made the earliest paintings of ceremony and invented unique technologies. We built and engineered structures - structures on Earth - predating well-known sites such as the Egyptian Pyramids and Stonehenge.

Our adaptation and intimate knowledge of Country enabled us to endure climate change, catastrophic droughts and rising sea levels.

Always Was, Always Will Be acknowledges that hundreds of Nations and our cultures covered this continent. All were managing the land - the biggest estate on earth - to sustainably provide for their future.

Through ingenious land management systems like fire stick farming we transformed the harshest habitable continent into a land of bounty.

NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 or 1606 - with the arrival of the Dutch on the western coast of the Cape York Peninsula.

The very first footprints on this continent were those belonging to First Nations peoples.

Our coastal Nations watched and interacted with at least 36 contacts made by Europeans prior to 1770. Many of them resulting in the charting of the northern, western and southern coastlines - of our lands and our waters.

For us, this nation's story began at the dawn of time.

NAIDOC 2020 invites all Australians to embrace the true history of this country - a history which dates back thousands of generations.

It's about seeing, hearing and learning the First Nations' 65,000+ year history of this country - which is Australian history. We want all Australians to celebrate that we have the oldest continuing cultures on the planet and to recognise that our sovereignty was never ceded.

"Always Was, Always Will Be".

Kind regards

Chris

This Week's Happenings

Monday 9th November

Professional Learning ~ Mathematics 2020 evaluation

Tuesday 10th November

Professional Learning ~ Data

Wednesday 11th November

*Remembrance Day
Professional Learning ~
Administration*

Thursday 12th November

Friday 13th November



REMEMBRANCE DAY
Let We Forget

School Photo Day ~ Access via Code

Our school photos took place last Friday. 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.

School Uniform

Children are now 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

The Mother Teresa Catholic learning community continues the tradition of praying for our relatives and friends who have died during the month of November.

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.

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

"You may not control all the events that happen to you, but you can decide not to be reduced by them." -Maya Angelou

As **researchers**, over the next two weeks all Foundation- Year 2 learners, will be engaging with **Kids Helpline** in a session called **Developing Resilience**. The children will have the opportunity to find out **what resilience is** and **how it can be developed**, **how to normalise a challenge or difficulty** and **strategies we can use to approach different situations with confidence**. We will reflect on the learning opportunity by making connections to our compelling question **"How can we keep ourselves safe, happy and healthy?"** Along with this opportunity we will continue to be **researchers**, when engaging in a variety of **protective behaviour texts** that provide us with ways to find out about different strategies we can use to keep us safe and ways to identify what our body is telling us about a situation.

As **members of the Mother Teresa Community**, we will engage in a virtual tour and exploration of the **Shrine of Remembrance**. This will provide us with an opportunity to connect to the History of Australia, the ANZAC people and Remembrance Day. This opportunity will allow us to have our wonderings about the Shrine and what ANZAC stands for to be answered by experts in order to help us extend our thinking.

As **writers**, we will be using the above experiences to help lead our purposeful writing. We will be reflecting on the experiences and identifying how our thinking has changed and been extended from the experiences. We will use the reflection stems from Kath Murdoch to help us reflect in a purposeful and effective way.

As **mathematicians**, we are continuing to explore the mathematical concept of **Multiplication and Division**. As **thinkers**, we will continue to explore the concept of **'times as many'** to help us identify an efficient way to solve simple multiplication problems. Some learners will continue to explore the concept of **'groups of'** by making the connection from a multiplication story to a number sentence and identifying what key facts we need to identify to solve different problems.

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.

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

As part of **sorting out** our **thinking** related to the **understanding** '**Feeling connected to the community supports health and wellbeing**', we are **viewing** the clip 'Cocoon' again to watch it from a **different lens**. In **connection** to the **notion** of '**hope**' we will have **time** and **opportunity** to **interpret** the **clip** and **identify** what the people in the clip were **hopeful** for and **grateful** for? As **thinkers**, we will **revisit** the **definition** of a **cocoon** - *It is a **protective covering**. It is about being comfortable and safe, but also about transformation...slowly, something beautiful or good emerges from it!* And **consider** our time during **remote learning**: What was something **good** that **emerged** from this part of our **history**?

The most beautiful thing that has emerged from the pandemic...

How did it make you grow?

How has it weaken you?

As **thinkers** and a **faith community**, we will have **time** and **opportunity** to look at the introduction of the **Letter** of **Paul** to the **Galatians** in the **Bible**. We shall take this **opportunity** to focus on the **Bible** as a **sacred text**. As **communicators**, we **engaged** in **dialogue** about our **interpretation** of the reading passage. We **looked** for **new layers** of **meaning** as we **dialogued** with **others** about the **Fruit** of the **Holy Spirit**. Through our **reflection** and considering what our **thinking** around **hope**, we will use the following question prompts to **extend** our **thinking** and **continuously search** and **inquire** into the **Catholic faith** and be **open** to **other faiths**. Through our **Sacramental celebrations** - **Confirmation** - we are **renewing** our **baptismal promises**. We will consider the following:

- *What do the fruits tell you about the Holy Spirit?*
- *How does the Holy Spirit inspire people to have hope in the world?*
- *How might others from different faiths - Sikh, Buddhist, and Hindu- bring hope to others?*

As we approach Remembrance Day, we will **activate our prior knowledge** and talk about what we already know about this day. We will begin to formulate **questions** and **wonderings** to work out **what we need** and **want to know more about**. Each learning space will have an **opportunity** to engage in a virtual tour of the Shrine of Remembrance to **gather new information**. To **sort out** our thinking, we will **share how our thinking changed** and **record them in words and pictures**.

Leadership Centre

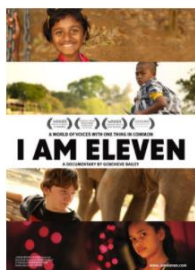
Year 5/6

When structured reflection is a regular feature of the inquiry journey, teachers also gain another valuable opportunity to assess learning. These 'understanding check-ups' are moments for students to stop and think and share what they are learning and how their thoughts and learning skills are evolving.

Kath Murdoch, 2015

As part of our Faith and Life inquiry, as **critical** and **reflective readers** we are exploring **Galatians 5: 22-26** and the picture story book *Spirit*, written by Cherri Ryan with a focus on the **hermeneutical prompts** **reflecting critically**, **dialogue with others** and **enabling all students, Catholics as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story**. Some of the **reflective questions** we are being **invited to consider** include: *How*

*do we care for our spirit? How does our spirit grow? How do we nourish our spirit? How can we nourish the fruit of the Spirit? How do we show love to our neighbour? What does Paul's letter to the Galatians tell us about how the Holy Spirit is present in the world? What might this mean for ourselves and our own beliefs? What connections are there with the sacrament of Confirmation? In Confirmation the presence and gift of the Holy Spirit is central. As part of **finding out** we will engage in the thinking moves **activating prior knowledge**, **making connections** and **identifying new ideas** as we **explore** the Sacrament of Confirmation in the Roman Catholic tradition through the text Baptism and Confirmation by Kathy Horan.*



As part of our **Faith and Life inquiry** we will also have an opportunity to **view a documentary** by Australian filmmaker Genevieve Bailey, **I Am Eleven**, who travelled the world for six years talking with 11 year olds. It is an insightful, funny and moving **documentary** that will provide us with an **opportunity to listen to children share their thoughts** on hope, love, war, global warming, music, culture, family, happiness, religion and the future. As much as it is a story about them, it is a story with them, of what it is like to be eleven today. As **reflective thinkers** we will have **time and opportunity** before we view the documentary to **document our own insights** to one of the following sentence starters: **When I turn eleven, I hope to...** and **what makes me say that is ...** .**What I like about being eleven is...** and **what makes me say that is** When I was eleven... and what makes me say that is



**Always Was,
Always Will Be.**
8-15 NOV 2020

NAIDOC 2020 invites all Australians to embrace the true history of this country – a history which dates back thousands of generations. As part of NAIDOC 2020 we will have the time and opportunity to join Elder Murrundindi as he shows us, using a virtual tour, through

Healesville Sanctuary. As part of **finding out** we will view the clip: Healesville Sanctuary - Walk and Talk with Murrundindi and to Murrundindi talk about his culture including the indigenous creation story, the importance and uses of native plants and the significance of William Barrak. <https://video.link/w/D4Pwb>



film
listen

As **learners**, we will have **time and opportunity** to **reflect** on the **learning assets** and **dispositions** we believe we have **strengthened** throughout this semester. As **communicators** we will **dialogue** with each other about the **variety of learning opportunities** we have **engaged** in **within** and **beyond** our **learning community**. We will **identify** what we have been **learning to 'do'**, the **skills** we have **achieved** and **what we have been learning to 'be'**, the **dispositions**. When we bring our **Portfolios Showing Growth Over Time** home, at the end of this term, we will have an **opportunity to share our Semester 2 Learner Self Reflection** and **documentation** with you in relation to each of the **learning assets** and the **dispositions** we feel have **impacted** us the most in **our growth as a learner**.

As **mathematicians** and **inquirers** as part of **tuning in** we engaged in a **preassessment** to **identify our strengths** and **challenges** related to **Data Representation and Interpretation**. As **thinkers** we will **engage** in the thinking moves **making connections**, **analysing** and **reasoning** to support our thinking with evidence as we **engage** in a variety of **learning opportunities** including using **digital technologies** to help us **explore** and **sort out** our thinking related to **gathering data** and **constructing** and **interpreting graphs**.

Visual Arts

"The true strength of our classroom lies in the collaboration of learners not in the knowledge of one expert." (Reggio Emilia)
Foundation –Year 2

The students focused on the **disposition** of **collaboration**. As **learners** they worked in small groups or in pairs to create their art. As **collaborators** they planned their art sharing ideas respectfully, sharing the responsibilities, compromised and negotiated and problem solved together.



“The snail is in the garden. We gave the snail big eyebrows.”



“We are making flowers in a garden. There is a rainbow in the sky.”



“This is a very colourful school bus. The driver is colourful too, he has a rainbow uniform.”

Reflection and Presentation

The students are **engaging** in the last part of the “**Design Process**” **reflecting** about their artwork and **presenting** it to the group. In their **reflection** the students focused on the story behind their artwork, where inspiration for their ideas came from, any challenges they faced and how they solved the problem and what they were proud of.





Student thinking:

Where did you get your ideas from?

"I got the idea from our current way of life. What makes me say that is that our lives are unusual at the moment so I wanted to express what we are going through during this time of COVID-19"

"I got the idea from the story The Secret Garden. The girl has all these bad thoughts and they turn into good thoughts when she walks into the garden."

What was challenging?

"The white whale was a challenge because I used too much glue and it almost ripped the paper."

"Something that was challenging was the sky because I wanted it to be amber but it looks like different layers of colours. I still like how it looks."

Physical Education

Physical activity is vital for children's health, wellbeing and development, now and in the future.

*Physical activity has lots of **health benefits for children**. It:*

- *strengthens children's bones, muscles, hearts and lungs*
 - *improves children's coordination, balance, posture and flexibility*
 - *helps children stay at a healthy weight*
 - *reduces children's risk of getting heart disease, cancer and [type-2 diabetes](https://raisingchildren.net.au/toddlers/nutrition-fitness/physical-activity/physical-activity-how-much) later in life.*
- <https://raisingchildren.net.au/toddlers/nutrition-fitness/physical-activity/physical-activity-how-much>

In Physical Education learning this week students will be engaging in learning with a major focus on **Fundamental movement skills (Striking and throwing), fitness and the benefits of physical activities.**

Foundation to Year two students will continue looking at sports that involve striking, particularly Cricket. Students will draw on their prior knowledge of sports that require them to hit an object, they will focus on the fundamentals of striking and try to hit targets at different distances. Students will discuss the importance of watching the ball when striking and explain what changes occur to their bodies when they are trying to hit hard compared to hitting for accuracy.

Year 3/ 4 students will also be practicing their fundamental movement skills particularly the overarm throw and be applying these as they engage in new games. As **learners** students will be practicing the correct sequence when performing this skill and will be learning to throw with accuracy.

Year 5/ 6 students will begin to research different areas of fitness - strength based exercises and cardio based exercises. Students will be designing their own fitness circuit which they will then engage in with their learning space, students will be focusing on the benefits of physical activities and how they can be more active in their daily lives.

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 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**.

This week 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.

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 continue **researching** where we can purchase Indigenous herbs that can be used in our Stephanie Alexander Kitchen garden. Our 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?

This week our Sustainability leaders will 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

Students in **Foundation to Year 2** will revisit the need for being **responsible with the technologies** that they use. They have been **dialoguing** about the **importance of packing away** our **technology** properly and being **gentle** with **cables** on the **Lego robotics**. Through focus groups and independent learning tasks Foundation to Year 2 learners will have the time and opportunity to collaborate with others using Lego Robotics. Some learners will be supported in revisiting entering their username and password independently to consolidate this important skill.

Students in **Year 3/4** will be continuing their **Google slides presentation**, adding **extra pages** with **interactive links** and **exploring** the different **animations** and **effects** that can be used to **enhance the slide show**.

Students in **Year 5/6** will be **curious, exploring** different ways that they can **visualise** their **data** with various types of **charts**. They will see how different **charts** can **represent** their **data** in many ways, and **finding out** the best way to **show** the **data** they've already collected.

Students are continuing to take part in **Cybersafety programs**, **Foundation to Year 4** are engaging in **Hector's World**. **Hector's World** is an animated series of short stories that highlight the importance of being **careful** when online and to think about what you are **sending** and to **whom** before it is sent. **Year 5 & 6** are completing **#GAMEON**, this program is designed for Year 5 & 6 students highlighting issues such as **cyberbullying**, **balancing** use of **online devices** and **protecting** your **personal information online**.

This week's Cybersmart Tips of the Week from 3/4 - 3

- Don't give out your personal information
- Ask an adult before going on the internet
- Avoid showing your face online
- Don't accept friend requests unless you know the person
- Only go on websites you know



Performing Arts - Music

Music can change the world” —Beethoven

The students 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 while practicing how to play the rhythm sticks. This week students will continue to practice the concepts of beet (quarter note), cheery (eighth note), watermelon (whole note) and Melon (half note).

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 practice 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 continue to practice the heartbeat rhythms. There are 8 different heart beat rhythms that will be put together and used to make a composition.

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>