



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 16th 2020

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

Mother Teresa

To All In Our Learning Community,

The Catholic Dialogue School is one that promotes and engages in dialogue with the multiplicity of voices that make up the lived experience of those in and beyond the learning community – it identifies its dialogue partners. A Catholic Dialogue School that engages in dialogue with the understanding that all dialogue partners are enriched in their faith is further defined as a Recontextualising Dialogue School. A Recontextualising Dialogue School is one that is open to difference and acknowledges that we can be enriched and transformed through our engagement with others.



A number of families within our community are currently celebrating Diwali. The celebration of Diwali, the festival of Light is celebrated by Hindu believers and those in the wider Indian community. It celebrates the triumph of light over darkness. In north India it celebrates the victory of Lord Rama over King Ravana and his return back home after 14 year in exile.

A reflection on Diwali and dialogue with Hindu believers and others who celebrate this festival can provide the Christian believer with the time and opportunity to consider what darkness and light means in the life of the Christian. Within the Catholic faith tradition Jesus is triumphant over darkness. Jesus is proclaimed Light of the world and Prince of peace. Both faiths are therefore identifying a human experience of darkness, an awareness of darkness that can be overcome by light. Light provides hope, a way forward, a belief that while we may at times find ourselves in darkness – light provides hope. Take a moment to find out a little more about the celebration of Diwali and consider your own perspective and faith understanding of darkness and light. In what ways has your reflection and dialogue impacted on your faith understandings? Through open dialogue with others, listening to the multiplicity of voices within the community our faith or philosophical positions can be enriched and understanding transformed. It is here that the Recontextualising Dialogue School truly comes to life. It enables mutual transformation.

Take a moment to listen to the voices of our own children and the impact open dialogue has on faith understandings <https://www.motherteresa.catholic.edu.au/learning-teaching/faith-life-inquiry/>

Kind regards

Chris

This Week's Happenings

Monday 16th November

Professional Learning ~ Mathematics 2021 planning

Tuesday 17th November

Professional Learning ~ School Organisation

Wednesday 18th November

Professional Learning ~ Administration

Thursday 19th November

Friday 20th 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

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.

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**, the Foundation-Year 2 learners, will be engaging with **Kids Helpline** in a session called **Developing Resilience**. We will be exploring the concept of resilience and strategies we can use when we need to be confident problem solvers and to strengthen our positive self-talk. 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 video from the Daniel Morcombe Foundation to identify body clues, feelings and strategies we can use when we don't feel safe.

As **writers**, we continue to focus on sharing our thinking in purposeful words. As **thinkers**, we will engage with Kath Murdoch's reflection and share how our thinking has changed by engaging in the **Kids Helpline** session about building resilience. We will document our new discoveries and strategies we have identified that can help us in situations where we might feel unsafe.

As **mathematicians**, we are continuing to explore the mathematical concept of **Multiplication and Division**. As **thinkers**, we will begin to explore the concept of **'arrays'** to help us identify an efficient way to model and solve simple multiplication problems. Some learners will continue to explore the

concept of '**times as many**' 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.

As **readers**, we are continuing to focus 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 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. As **readers**, we have been engaging in shared and guided reading opportunities to consolidate our thinking about **Onset and Rime**, and beginning to explore the concept of digraphs and blends to help us read unfamiliar words.

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.

Home Learning - Foundation to Year 2.

At Mother Teresa Primary School, it is agreed that students will engage in home learning nightly to help consolidate the new skills they are learning at school. The children will bring home a book and a counting task; that has been identified by the teacher, to engage in each night. Some learners will also bring home sight-words that are to be practiced nightly. We thank you for your commitment to helping your child/ren with these home learning tasks and their development as a learner.

Bridging Centre ***Year 3/4***

As **mathematicians**, we are continuing to explore **Measurement**. We are **finding out** about the concepts of **Perimeter** and **Area** as we investigate familiar metric units, such as **millimetres**, **centimetres**, **metres**, and **square centimetres**. As **thinkers**, we are using our knowledge of **Addition** and **Multiplication** to calculate the **perimeter** and **area** of regular and irregular objects and shapes. As **communicators**, we are **making our thinking visible** and using the thinking move **reason with evidence** to **justify our thinking** as we share our strategies.

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 can be practising extended facts, such as 40×50 and $2000 \div 100$, or worded problems.

As mathematicians, some of us are **tuning in** to the concept of **Time**. As **thinkers**, we are investigating the relationship between units of time as we focus on *telling time to the minute*.

At home, take the **time** and **opportunity** to tell the time on an analogue clock at different times of the day and identify where the hands are pointing.

As **writers**, we are exploring different types of punctuation, such as *speech marks*, *commas* and *apostrophes*. As **readers** and **thinkers**, we are viewing a range of different texts and identifying where and how the punctuation is used. We are then applying our knowledge by **rereading** and **editing** our own texts and considering where punctuation might go, to improve the meaning and structure.

As **thinkers**, we had **time** and **opportunity** to **sort out** our thinking by revisiting the clip '*Cocoon*' and viewing it from a different perspective. We **made connections** to the notion of 'hope' and the definition

of a cocoon, as we **interpreted** the clip. As **writers** and **communicators**, we identified what the people in the clip were grateful for and made connections to our own lives as we **reflected** on the good and the positive that emerged from this part of our history using the stem *'The most beautiful thing that has emerged from the pandemic is...'*

Here is some thinking from the 3/4 students...

- *The most beautiful thing that has emerged from the pandemic is the appreciation of all the health care workers who took care of those who were sick. (Pearla)*
- *The people in the clip were grateful for being able to talk to and connect to their family and friends on Zoom. (Jolyan)*
- *The most beautiful thing that has emerged from the pandemic is all the time we got to spend with our families doing different things. (Livia)*
- *I have discovered that our life at the moment is like a cocoon. At the end we will have an amazing transformation/evolution where we all get to meet our friends and do the things we weren't able to do. (Ryan)*
- *At the end of leaving our cocoon, I think we will be able to socialise with other people because if we don't socialise we can become mentally unhealthy. (Amelia)*
- *The most beautiful thing that has emerged from the pandemic is that my family is ok. (Dylan)*

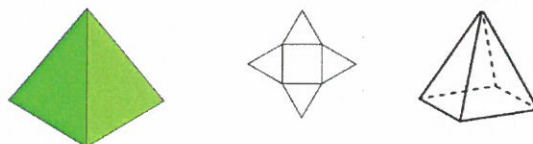
Leadership Centre

Year 5/6

Pondering questions, considering ways to investigate, navigating a range of sources, carefully analysing information gathered, considering ways to apply new learning and regularly pausing to reflect, review and rethink does indeed take time. But it is time so well spent. When engaged in deep inquiry, learners are building their 'learning muscles', growing their learning assets, strengthening their capacity to 'figure things out' and exercising their agency. Kath Murdoch 2018

As part of **iTime**, as **inquirers**, we are engaging in our **personal investigations** into an area we are passionate to **find out** more about and at the same time focus on and further develop particular **learning assets** and **dispositions**. As part of **finding out** and **sorting out**, we continue to engage in a **variety of learning opportunities** related to our **iTime investigations**. As **curious, persistent** and **resourceful learners** some of us are **emailing experts**, **conducting a mini sport clinics**, **taking photos** using the DSLR camera and **building models** using the 3D printer. We are **documenting what we are learning about ourselves as learners** by **identifying the learning assets and dispositions** we are strengthening as we engage in our personalised inquiries.

As part of our **mathematical thinking**, as **inquirers**, we are **exploring the connections** between a variety of **3D objects** and their **nets** through authentic problem solving. We will be **engaging** in the thinking moves **reasoning with evidence**, **interpreting** and **questioning**. As part of **finding out** we will be **investigating the connection** between the **shape**, the **number of faces** and their **relative positions** to help us **identify the similarities and differences** of 3D objects. As part of **sorting out** our thinking we will **demonstrate our mathematical reasoning**, as we **communicate** and **collaborate** with each other and **share** our thinking and ideas through the thinking routine **Claim-Support-Question**. This thinking routine encourages us to **reason** and to **formulate an interpretation** of 3D objects and their nets and **support** it with **evidence**. We will be **constructing** and **manipulating 3D prisms and pyramids from nets**. As **inquirers** we will also be manipulating a variety of **3D objects** and **drawing nets** to assist us in making the **connection between the shapes and positions of the faces on the object and in the net**. We will also **explore the different nets** that can make one 3D object.



As **writers and inquirers** we are **demonstrating** our **understanding** of the variety of tools we discovered, through our Michael Wagner workshops and his Guided Writing Journal, to assist us in creating imaginative texts. As **writers** we will **explore** and **investigate** the **features of descriptive texts** we discovered from Michael Wagner, to document some **short, descriptive texts** of our own. As **writers** we will **sequence** our **ideas**, **group related information in paragraphs** and **use more complex sentences for effective descriptions**.

Visual Arts

“We are part of the land and the land is part of us. We feel the roots of this land beneath the soles of our bare feet.” Aunty Joy Murphy – Welcome to Country.

As **thinkers** the students **reflected** on the theme for NAIDOC Week – **“Always was always will be”** making connections and recognizing that Indigenous Australians were the first care takers of this land. Through picture story books like **“Welcome to Country”, “You and Me Murrumbidgee”** and **“Respect”** the students explored the deep connection Indigenous Australians had and always will have with the land.

Art Responses F-2

The students had the opportunity to be outside and enjoy the beauty of nature. As **researchers** the students looked closely at plants, leaves and flowers noticing shape, line and colour which they then used to draw their own images.



Art responses 3-6

“Always Was, Always Will Be”

Students used a variety of art forms and materials to express their ideas.



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** 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 2 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)

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**.

Thank you to Fabiana and Raad for donating a selection of seeds to our school garden. These seeds will be planted in our veggie garden.

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** were given the **opportunity** to plant these 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. 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. They will be located behind the **Sharon Marley Sustainability Space**. Last week a group of children were given the **opportunity** to unpack the Mega bins.



Digital Technologies

"The only difference between 'I'm techie' and 'I'm not techie' is the willingness to click on stuff and see what happens." - Alice Keeler, Educator

This week, students will be **reflecting** on their use of different **technologies**, this will be displayed in learners **Growth Over Time Portfolios**.

Students in Foundation to Year 2 will be **making their thinking visible** related to a piece of **technology** they've been **learning** about and **identifying** the different **parts** of. Some examples of **technology** students will have the **opportunity** to **identify** are: **Lego Wedo, Ozobots and Laptops**. They will be using the **reflection stems** *"I was curious when I..."* and *"now I know more about..."*

Students in Year 3/4 will be **reflecting** about how they've used **Google Slides** and the uses it can have for them in the **future**. They will be using the **reflection stems** "*I am curious when I...*" and "*This will be useful in the future because...*"

Students in year 5/6 will **reflect** on their time using **Google Sheets** and will consider the **different uses** it has and what they would still like to know about. They will be using the reflection stems: "*I am curious when I...*", "*One way I could use this learning at home is...*" and "*I would still like to know more about...*"

Students will be have the time and opportunity to further **understand** the **importance** of keeping themselves **safe** when **online**. **Foundation to Year 4** are focusing on **who** they can and cannot **trust** and what makes a person **trustworthy** or **untrustworthy**. Years **5/ 6** are looking into how to develop **strong passwords** that are easy to **remember** but hard for others to work out as well as **online friends** compared to **real life friendships**.

If you are after more information about keeping your children safe online head to <https://www.esafety.gov.au/> and check out the **Parents** or **Kids** sections.

This week's **Cybersmart Tips of the Week** come from our Foundation to Year 2 learners in Learning Space 1

- Only use online games or websites that you know
- Don't accept requests from strangers
- Leave the chat if someone is being rude

Performing Arts - Music

Music is the art of thinking with sounds" —Jules Combarieu

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 make the connection between the note C, the colour red and the solfege name Do. Students will also be able to hand sign along with the song Hello C.

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. Students will also be inquiring how to read and use chord diagrams for the ukulele.

The students in year 5 and year 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 hitting the pause button on our inquiry and take the opportunity to reflect on our learning so far and explore some wonderings that we might have.

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



**DO YOU
WANT TO PLAY
CRICKET?
WOMEN
& GIRLS
WANTED**

**-ALL AGES
-ALL ABILITIES**

GREENVALE KANGAROOS CRICKET CLUB

- 2019/20 Premiers Womens A Grade WCCC
- 2019/20 Premiers Under 15 Girls
- 2019/20 Premiers Under 13 Girls

For more information please contact
Carmel Barone – 0407 885 688