



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 7th December 2020

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

Mother Teresa

To All In Our Learning Community,

Art is a powerful way of expressing feelings, thoughts and encouraging others to consider various perspectives. The icon image presented here is by artist and iconographer Kelly Latimore.

In presenting this image Kelly documents:

"This Advent, let us remember the poor, the sick, the dying, the grieving, those persecuted simply because of their race, gender, sexual orientation, those in prison, the refugee, and the migrant. To dismiss the image of God in anyone is a complete denial of the incarnation"



Advent invites us to prepare for Christmas, the celebration of the incarnation, that is; God becoming human in the person of Jesus. Kelly's insight that we deny the incarnation if we dismiss the image of God in anyone, is very powerful. It challenges each one of us to consider our relationships with one another and perhaps our preconceived ideas about others.

<https://kellylatimore.com>

In the Catholic dialogue school it highlights the necessity to authentically promote an openness to others, a recognition of God's image in all; authentic dialogue. Belgian philosopher Roger Burggraeve describes dialogue as, 'a way of being'. Burggraeve extends Kelly's thinking to suggest we are beings called to be in relationship, we are created to engage face to face.

Dialogue is a learning process where I listen to another. Through this listening I can discover things about myself and the other. From a Christian perspective dialogue enables me to see the Christ in myself and in the person with whom I dialogue. It is an acknowledgement of the incarnation; the gift of God in the person of Jesus celebrated at Christmas.

The challenge for us in a Catholic dialogue school is to learn to engage in authentic dialogue so it's 'a way of being'.

What do you think? What makes you say that?

Kind regards

Chris

This Week's Happenings

Monday 7th December

Assumption College Year 7 Transition

Confirmation Celebration 7pm

Tuesday 8th December

Mt Ridley College Year 7 Transition

RoseHill College Year 7 Transition

Professional Learning ~ Planning 2021

Wednesday 9th December

Professional Learning ~ Planning 2021

Thursday 10th December

Year 6 Farewell 7 - 8.15pm

Friday 11th December

Year 5/6 Movie & Pizza Day



Confirmation Celebration

Congratulations to our Year 6 children who are to receive the Sacrament of Confirmation this evening.

The reception of this sacrament is a significant step in their initiation and life of faith. While we are invited to pray for our Confirmation candidates as they receive the Sacrament we ask that they also pray for us.

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

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. Please check at home to see if you have any school books to return. Thank you.

End of term 4

Our 2020 school year will conclude on Wednesday 16th December 2020 at 3.30pm.

End of Year Report

Your child will receive their end of year report on Thursday accompanied by their Portfolio Showing Growth Over Time.

School Return in 2021~ Please note your child's attendance requirements

Thursday 28th January, 2021 - Children in Year 2, Year 4 and Year 6 are required at school.

Children are required to attend school in their full summer school uniform and to bring their brain food, morning tea and lunch and all stationary to school this day.

This includes books, pens, pencils, glue sticks, book box, two boxes of tissues, art smock and headphones.

This will be a normal school day for the children. They will have their photo taken and engage in a number of literacy and numeracy tasks. School will begin at 8.50am and conclude at 3.30pm.

Friday 29th January, 2021 - Children in Year 1, Year 3 and Year 5 are required at school

Children are required to attend school in their full summer school uniform and to bring their brain food, morning tea and lunch and all stationary to school this day.

This includes books, pens, pencils, glue sticks, book box, two boxes of tissues, art smock and headphones.

This will be a normal school day for the children. They will have their photo taken and engage in a number of literacy and numeracy tasks. School will begin at 8.50am and conclude at 3.30pm.

Foundation children begin school on Monday 1st February, 2021. Current families with a Foundation prep child begin at 8.50am. New families to our school with a Foundation child begin at 9.50am.

All children Year 1 – 6 attend Monday 1st February, 2021.

Student Levy 2021 ~ Payable by 5th February 2021

The student levy of \$300 per student is due to be paid by 2021. If you pay directly into the school account please ensure you place the child's name and family name in the reference.

The school bank details are:

Mother Teresa Catholic Primary School

BSB: 083 347

Account: 82676 1906

National Australia Bank

Trespassing

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.

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.wincschools.com.au and the Mother Teresa Primary School access key is 3QY3W.

What's Happening in the Learning Spaces

"Parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive (Parents in Partnership, Ministry of Education, Toronto, 2010)

Foundation – Year 2

As **thinkers**, we are reflecting on our compelling question **"How can we keep ourselves safe, happy and healthy?"** by finding ways to share our thinking with others. Some learners will be creating videos, books, PowerPoint presentations and pamphlets to share what they have learned about keeping themselves safe, happy and healthy. As **communicators**, children will be given time and opportunity to share their thinking with their learning spaces.

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 identifying number patterns and sequences such as counting by 2's, 3's, 5's and 10's from a non zero starting number and for others it will involve counting forwards and backwards from 120. 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** 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 ie. c-at for cat. This will help us to understand the importance of reading with meaning and how to be efficient readers.

As **writers**, we are finding out about what good writers do and practicing these skills during guided focus groups and independent writing time. Some learners are focusing on using the writing process to plan, draft, edit and publish a piece of writing of their choice.

Bridging Centre

Year 3/ 4

*I alone cannot change the world, but I can cast a stone across the waters to create many ripples.
(Mother Teresa)*

As part of our **Faith and Life Inquiry** we will have **time and opportunity** to **observe closely** and **describe** the **artwork** that **represents** the **Christian story** of **creation** outside The Leadership Centre. We will **engage** in the **thinking routine See-Think-Me-We** and **engage** in **dialogue** with others about our own **interpretation** of the artwork. As we **recontextualise** and **search** for **new layers** of **meaning** we will **make connections** to our recent **engagement** in the **scripture** story from **Luke's Gospel**. As **communicators** and **collaborators**, we will **respectfully engage** with the **Catholic faith tradition** but will remain **open** to **learning** from other **religions, cultures** and **ways of life**. We use the key **thinking move perspective taking** as we **consider** from a **future orientated perspective** *'This artwork tells me of a story in which...'*

As we continue to **reflect** and **document** *Our Stories of Learning*, we are **considering** how we might want to **show** and **share** our **stories** with our **learning community**. While some of us have chosen to create a **video**, some of us have created **websites, jamboards, artworks** and **pamphlets**. As **researchers**, some of us have become **experts** at **finding out** how to create **QR Codes** as another way to **read, access** and **view** different **Stories of Learning**. When **investigating** how to **generate** a **QR Code**, we **collaboratively sought** the **best source** of **information** and **recorded** the **steps** to be able to assist others.

As **mathematicians**, we are continuing to **explore** **shape, angles, capacity** and **number sense**. We are **applying** our **knowledge** of **place value, addition** and **subtraction, multiplication** and **division** to **investigate 2 dimensional** and **3 dimensional shapes** and **identify angles** within this shapes. As **collaborators**, we are **revisiting** different containers and **dialoguing** with **others** about **capacity** while **comparing, measuring** and **converting** between **measurements**. We are spending some **time** in the coming week, **reflecting** on **ourselves** as **learners** as we think back and **consider** what **skills** and **dispositions** we have **developed**.

Leadership Centre

Year 5/6

True inquiry teachers have what Susan Engel (2015) so beautifully calls 'hungry minds.' They become fascinated by the questions children are raising, they are curious about their own ways of thinking about and seeing the material they are sharing with their students. They are voracious learners with open minds and hearts. Kath Murdoch 2020

As part of our Faith and life inquiry we will have **time and opportunity** to revisit our initial thinking related to the notion of hope and what it means to us at this moment in time. As **curious, open minded** and **reflective thinkers** we will **engage** in the thinking moves **making connections, identifying new ideas** and **wondering** as we **explore** the Season of Advent and Christmas through the notion of waiting and hope. In particular as part of **finding out** we will explore **Luke Chapter 2:1-14**, view the artwork **Bonding Time: the nativity in Townsville Australia** and the **short film clip The Boy** – the real Christmas film. We will be **engaging hermeneutically** as we are enabling Catholics as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story. This process of recontextualisation will also **allow new interactions to happen**, provide an opportunity for us to **see new layers of meaning** and **engage in dialogue with others**.

As part of our Faith and Life inquiry understanding, **There are strategies we can use to manage the impact of change on our mental health**, we will have **time and opportunity** to **make connections** and **identify new ideas** as we **explore** things we can do to help us process and cope with our emotions during puberty. As part of **finding out** we will **read a short text** about what happens during puberty and how mood changes are a part of puberty. We will have the **opportunity** to **explore some strategies** through a **Kids Helpline article** including taking the time to **problem solve** and having space to

identify and process our feelings in a **positive way**. As part of **sorting out** our thinking we will bring the short text home to share and engage in dialogue with our parent/s.

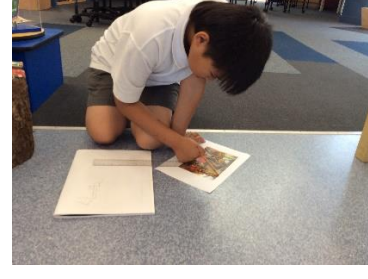
Our Year Six Farewell will take place this **Thursday 10th December** at **7pm** at **Mother Teresa PS**. We are required to wear our summer **school uniform**. On Friday as part of our Year 5/6 celebration we have selected a movie to view - Ant-Man and The Wasp, identified some games we would like to engage in at Sport and have chosen the topping we would like for our pizza lunch. In the afternoon Year 6 children will be given a Graduation Bear and have an opportunity to get it signed by others.

Visual Arts

"I am seeking, I am striving, I am in it with all my heart." Vincent Van Gogh

What does Christmas look like?

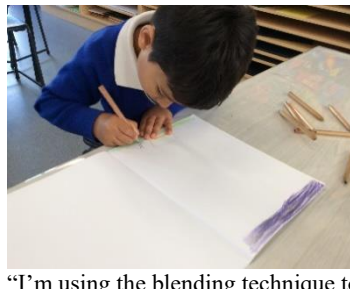
What can artists learn by looking at and discussing other artist's work?



"This is a stable with angels. One is a boy and one is a girl. The angels are here to bless and celebrate Jesus."
Esther & Jenica



Eve: "The donkey is taking Mary to Bethlehem."
Lincoln: "The shepherds are running to see Jesus."



"I'm using the blending technique to draw the sky. My picture shows when Jesus was born in the stable."
Angad



The Annunciation



"I am drawing a Christmas tree farm and above I am adding the star of Bethlehem and the angels that were in the sky when Jesus was born. They represent the past and the present." Ria

Physical Education

Physical Education in schools aims to ensure that all students have the skills, confidence and motivation to be active for life!

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

Foundation to Year 2 students will be revisiting many Fundamental Movement Skills which they have learnt throughout the year. Students will engage in play based learning activities that will focus on running, jumping, striking and skipping. Students will also explain how they were successful in these activities and alternative ways to complete these movement challenges.

Students in Years 3/ 4 will activate their **prior knowledge** of games and sports which require them to attack and defend (Invasion style sports). The focus for these students is to begin to develop their tactical thinking and knowledge of these games and to learn new transferable skills which they can apply to other games.

Students in Years 5/ 6 completed their reflections last week and in their learning this week will be activating their **prior knowledge** of throwing and catching games and sports. Students will focus on tactical thinking and explain the way they were successful or why they were unsuccessful in these games and different ways they could improve on their performance.

Through reflecting on his learning, Rain in Year 5 said *"A disposition I used within my fitness circuit was resilient, I have shown this by not giving up when doing exercises like planks, running, push-ups and mountain climbers. When I was already at my limit I pushed myself even more so I could finish the fitness circuit properly."*

Through reflecting on her learning, Eliana in Year 6 said *"I have grown as a learner in Physical Education through engaging in these fitness circuits, I learnt new exercises and workouts and found out how far my body can go in terms of using it up to its full potential!"*



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)

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. These bins have been placed near the Sharon Marley Sustainability Space. Moving forward with our **composting** we currently have a number of different and affective ways for re-using our food scraps.

- **Mega bins:** are vented bins with a layer of soil at the bottom of the bin. The food scraps can be placed directly into the bins.
- **LUG crate:** are crates that are buried directly into our garden beds. These crates also have a layer of soil and food scraps are added to them. This allows the worms to move freely around the garden beds and to fertilize the veggies.
- **Worm farms:** We currently have 15 worm farms. Our food scraps are cut up and these food scraps are fed to the worms which produce worm tea that is also used in our garden.

Last Monday a group of children were given 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. The day was very **informative** and **productive**. A group of guest speakers from around Australia interacted with our children throughout the day.



***It was really interesting when** we discovered about **Plastic Free Boy** and the difference he made with the ocean, about what it used to be and what it is now. He gathered a group of people to pick up all the rubbish around our beaches. The amount of rubbish collected was shocking as we found out that many people just throw their rubbish everywhere. **Now we know that** shampoo bars are better than shampoo bottles. What makes us say that is that shampoo bottles are made of plastic which will not disintegrate and this harms our animals? Shampoo bars are equal to 3 bottles of shampoo which means there is less plastic. **We discovered that** cigarette butts are the biggest problem in the environment and ocean life. What makes us say that is lots of people litter their cigarette butts and another danger is that it can start a fire. (Arussan, Toby, Mili, Grace & Bethany)*

We have been busy in the garden planting our veggies. Last week a group of children planted over 50 tomato plants. As a learning community we would like to thank Paolo, Mrs Sabato's dad for kindly donating a variety of different types of tomato plants.

The other week we received a delivery of 2 concrete outdoor settings that will to be placed outside of Olrig. Thanks to Jason for assembling these settings for us. Our **learners** will be given the **opportunity** to sit outside when **engaging** in outdoor learning. During our **Stephanie Alexander**

Kitchen Garden program the children will be given the **opportunity** to dine outside weather permitting.

This week our Sustainability learners will continue to plant and maintain our veggie garden. We will also continue planting our indigenous plants that were donated to our school from Hume city council. We have nearly completed planting all 300 donated plants!

Digital Technologies

"Technology is best when it brings people together."

Matt Mullenweg - Social Media Entrepreneur

In Foundation to Year 2 students are developing **fine motor skills** and **problem solving** using **Lego**. They are creating different **landscapes** or **objects** using a range of **different pieces**. This will assist students in the future by helping them **create solutions** to **problems** while using different **Lego robotics** sets.

Students in Year 3/4 are continuing to **create code** in different **coding apps**. The students who decided to engage in a **bridge building** game **coded** a robot to build bridges over the water so they could reach the goal. Some students have had the opportunity to engage in **Lego Mindstorms**. These students decided to build the **Puppy**, and have **discovered** that they can **code** it to react to different **colours**. They each chose a **colour**, and are **programming** it to do an action for their own **colour**.

Year 5/6 Students will be continuing to explore the various **coding programs**. Some students have been **altering parameters** of a **sports** game, **creating** different difficulties by **changing variables** such as **ball speed** and **movement speed**. There have been students who have had the opportunity to use the **3D printer** and **create** a **3D model** that has a **purpose**. Jaydina created a **tissue box holder**, while Yasmin created a **storage box** for her **Nintendo Switch games**, it also has a **ledge** on it to hold her console.

During cybersmart some of the Year 3 and 4 students have been participating in a new esafety program called **Be Secure**. This program allows them to develop their critical thinking about online safety and other important aspects of cybersafety including ensuring your devices are safe for online use, maintaining your privacy when online, how to avoid popups and other viruses when online and where to access help and support.



If you are after more information about the different programs offered by esafety the links below will take you to the website for each one including the video clips.

Cybersmart Forever - <https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever>

Cybersmart Detectives - <https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-detectives>

Cybersmart Hero - <https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-hero>

Hector's Word - <https://www.esafety.gov.au/educators/classroom-resources/hectors-world>

#GameOn - <https://www.esafety.gov.au/educators/classroom-resources/gameon>

Be Secure - <https://www.esafety.gov.au/educators/classroom-resources/be-secure>

This weeks Cybersmart Tip of the Week is from Learning Space 8

- Tell a trusted adult if you have a problem
- If someone is getting cyberbullied, don't join in. Tell a trusted adult
- Always be nice to other people.
- If someone is cyberbullying you tell them to stop, if they don't stop tell an adult like your parents or the principal.
- Ask permission from an adult before going online

Performing Arts - Music

"Music is the soundtrack of your life". Dick Clark

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 couple of music rhythm games called "poison rhythm" and "Bee Bee Bumble Bee." These rhythm games will help the students to practice their listening skills, recall short rhythms made up of quarter and eighth notes and help them to develop a steady sense of beat.

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 then be practicing a new version of sweet beets that introduces the watermelon beat (whole note)

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. Students will then be learning a new rhythm and song called the "listening song". Students will conclude the learning by engaging in a rhythm game called "mystery conductor." The mystery conductor will lead the class in a performance while sneakily changing the rhythms, all the while trying not to get caught out by the rhythm detective.



Term 4

Wednesday 16th December End of School Year for children 3.30pm

Community News

Colour Melbourne

Mother Teresa PS was invited to participate in the promotion of this initiative. This came about through our access of learning opportunities with Kid Helpline. 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>

All children are encouraged to participate in this initiative – Let's see how many Mother Teresa artists can be represented! See the link below to enter to your artwork.

<https://www.bupa.com.au/campaigns/colour-melbourne>

Help Bupa and Kids Helping bring some colour back into Melbourne by encouraging the little ones in your life to draw their favourite thing about visiting the city.

Is it catching the tram? Eating dumplings? Going to your favourite playground? Whatever it is we'd love to see an artwork showing what they love most, to help create a colourful celebration of Melbourne.

Local artist Beci Orpin will then use these drawings to help create a giant artwork that will live at 33 Exhibition Street for you to visit. Chances are you might even spot a drawing you recognise!