



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

1<sup>st</sup> February 2021

*“Whatever our religion, we know that if we really want to love,  
we must first learn to forgive.” -*

*Mother Teresa*

**T***o All In Our Learning Community,*

*Welcome back to our 2021 school year. In particular we welcome to our Foundation children and their parents who joined us for the first time today. We wish them well as they begin this part of their learning journey.*

*Each year our Catholic Dialogue School has a focus for exploring 21<sup>st</sup> century learning, within a faith based context. In 2021 we will explore; “Hospitality and Dialogue – an invitation to encounter”. Through welcoming others and engaging in dialogue with ‘the other’ we discover and deepen our understanding about ourselves and others. This of course cannot occur unless we are open to and accept the invitation to dialogue with others. Canadian theologian, Thomas Reynolds suggests that the commandment to love is one that challenges us to reach out to all people, we cannot be exclusive. He concludes therefore that the commandment to love God and to love our neighbour becomes one as each person is made in the image and likeness of God.*

*Throughout 2021 time and opportunity will be provided to further explore the notion of, ‘Hospitality and Dialogue – an invitation to encounter’. There will also be many learning opportunities provided for learners to consider their wonderings and discoveries; to form and voice their opinions; to be challenged to justify and support their views; and to be affirmed in their attempts and successes in gaining new understandings.*

*In the coming months we hope to be able to have some gathering of parents to reacquaint ourselves with each other and continue to strength our learning community.*

*Please take some time to read this week’s newsletter and keep an eye out for our newsletter each Monday to stay in touch with the happenings throughout the term.*

*Kind regards*

*Chris*

## ***This Week’s Happenings***

### ***Monday 1<sup>st</sup> February***

*Welcome to all children especially our  
Foundation children 2021  
Specialist lessons begin*

### ***Tuesday 2<sup>nd</sup> February***

*Professional Learning ~ Administration*

### ***Wednesday 3<sup>rd</sup> February***

*Foundation children ~ Rest Day or Timetabled testing  
Year 5/6 Kids Helpline sessions  
Professional Learning ~ Faith & Life Inquiry*

### ***Thursday 4<sup>th</sup> February***

*Year 5/6 Kids Helpline sessions*

### ***Friday 5<sup>th</sup> February***

*Year 5/6 Kids Helpline sessions*

### ***Year 5/6 Camp Information Night ~Tuesday 2<sup>nd</sup> February***

Our year 5/6 children are to attend camp from Monday 22<sup>nd</sup> February to Wednesday 23<sup>rd</sup> February, 2021. As per our correspondence 17<sup>th</sup> December last year a meeting will be held tomorrow night Tuesday 2<sup>nd</sup> February at 7pm – 7.45pm outlining the camp.

Due to COVID restriction we ask that one adult per family attend with their child. Adults are asked to wear a mask. Thanks

### ***School Closure ~ Friday 19<sup>th</sup> February, 2021***

On Friday 19<sup>th</sup> February staff will be engaged in a professional learning day with Deb Sukarna related to writing. **There will be no school for children on this day.**

Deb Sukarna is a renowned educationalist with expertise in the area of literacy specifically writing. Deb will be working with our school over the next few years to assist us in enhancing our teaching and learning in writing.

### ***Welcome***

We welcome Miss Bianka Zorzut, Miss Shania Murray and Mr Cristian Stella to our learning community. We hope their time with us is both personally and professional rewarding.

### ***Parent Child Teacher Chats 2021***

All children Foundation to Year 6 will be dismissed at 1.00pm Tuesday 9<sup>th</sup> February 2020 when the Foundation – Year 6 Parent Child Teachers chats will take place.

Please refer to the online booking sheet for these chats that will be forwarded to you in the coming days.

### ***Keep up to date with school events***

To ensure you are kept up to date with school happenings our newsletter is distributed each Monday via email, Skoolbag App. and also on our school webpage. You are strongly encouraged to read it each week so that you are continually informed about school events. Today's newsletter contains lots of important information including coming school events and important aspects of school organisation.

### ***End of day dismissal ~ where your child will leave at the end of the day***

Please remind your child where you will collect them at the end of the day. Currently our Foundation (prep) families are able to come and collect their child other parents are asked to wait outside the school.

### ***Thank you ~ to all staff***

Thank you to all staff for their preparations for the beginning of the school year. A number of weeks prior to our start many staff returned to prepare for the beginning of our school year. Mr Trethowan's presence at the school over the holidays is evident by the maintenance of the grounds. Thank you to Mrs Sabato for her constant care of our Kitchen Garden over the holidays. We have a number of vegetables ready to be harvested for our Kitchen.

### ***Anaphylaxis***

A number of children in our Learning Community suffer from food allergies. A small number are anaphylactic. Ingesting foods such as nuts, eggs, milk (any dairy), wheat, or chickpeas can cause a life threatening reaction. We ask that sandwich spreads such as **Peanut Butter** and **Nutella** are **not sent in lunches**, as these can be very sticky and remain on furniture and door handles.

**You are also asked to remind and explain to your children that food is not to be shared at school.**

In particular families with children in Foundation to Year 2 are asked to remind their children of the importance of not sharing food as one of the children in this area does have multiple allergens. Staff will be revisiting this safety practice.

Your support of this request is appreciated and shows our care and support of all children and families in our community.

## ***Medical Conditions***

It is important that we are aware of children who have particular medical conditions. If your child does have a medical condition please notify the school immediately if you have not already done so. Medical Action Plans are required to ensure the correct care can be administered in the case of a reaction or emergency. This includes Anaphylaxis, Asthma and Diabetic Action Plans.

## ***Parking & Movement around our learning community***

Please be aware of parking areas particularly parking restrictions around the school. You are advised to allow extra time to drop off and pick up your children. **Please be patient and civil with others who are also dropping and picking up children. Please be aware of neighbours driveways and nature strips when parking your car.** Please ensure your child know which gate you will collect them from at the end of the day.

## ***Student Levy & Family Fee***

### ***Student Levy Payments 2021***

The Student Levy of \$300 will now be invoiced to families for Term 1 2020 and **payable by Friday 5<sup>th</sup> February 2021.** This levy is per student.

### ***School Fee 2021***

Our family school fee in 2021 is \$ 1,500. This fee is broken into three accounts:  
Term One \$500, Term Two \$500 and Term 3 \$500.

Term One \$500	Accounts forwarded	1 <sup>st</sup> March 2021
	Payable by	12 <sup>th</sup> March 2021
Term Two \$500	Accounts forwarded	10 <sup>th</sup> May 2021
	Payable by	21 <sup>th</sup> May 2021
Term Three \$500	Accounts forwarded	9 <sup>th</sup> August 2021
	Payable by	20 <sup>th</sup> August 2021

### ***Payment Arrangements***

If you wish to pay via instalments and/or direct debit please see one of our reception staff to arrange this.

Thank you to those who have already made payments of both levies and fees.

## ***Camps, Sports and Excursions Fund (CSEF) Application***

Parent CSEF applications close on 25<sup>th</sup> June 2021. To be eligible you must:

- Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be the holder of a Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
- Be a temporary foster parent, and
- Submit an application to the school by the due date.

***Application forms are available at the school office.***

## ***Our School Day***

Families requiring After Hour School Care are asked to book their child/ren in via the EXTEND Webpage <https://www.lookedafter.com/>

***Please note children at school after 3.45pm in the afternoon are required to attend the Extend OHSC programs.***

Please take note of our daily school routine and ensure your children are on time for school each day. School begins at 8.50am.

8.30 am School supervision begins and children are able to enter their Learning Spaces. Contact teachers will be in the Learning Spaces at 8.30am.

If parents wish to speak to a staff member about specific issues related to their child please make a time to do this. It is not appropriate to do this at the 8.30am time as other children and parents will be around the Learning Spaces.

8.50am	<b>Learning begins.</b> Whole school prayer occurs on Monday, Wednesday and Friday mornings in the Multipurpose learning space. At this stage we are still not able to accommodate parents.
10.00am	Brain food
11.00am - 11.05am	Supervised eating time
11.05am – 11.25am	Recess
1.30pm - 1.40pm	Supervised eating time
1.40pm - 2.25pm	Lunch
3.30pm	Dismissal

### ***School Starting Time and Supervision ~ Be On Time***

**School begins each day at 8.50am.** Children and families are able to enter the learning spaces at 8.30am **NOT before 8.30am.** While staff are at school prior to this time they are engaged in preparation for the day and are not able to supervise children prior to this time. **Your cooperation in this matter is appreciated and required.**

Children arriving after 8.50am are late for school and required to collect a late pass from reception.

### ***Safety and Emergency Management ~ practise drills***

The safety of our children and staff in our learning community is our top priority. Next week your child will engage in a number of emergency drills to ensure our processes and procedures are understood and easily implemented by all in our community. These drills will provide opportunities to practice evacuation and lock down.

Should our school be locked down or evacuated you will be notified via Skoolbag App, as soon as this is possible, and kept updated should this be necessary.

### ***External School Gates ~ locked***

The external school gates in Troward Harvey Way, Orlig Grove and the two in Windrock Avenue are open in the morning and afternoon for parents and children to access the school. At 8.50am all gates except for the main gate in Windrock Avenue are locked. All parents and visitors are required to enter and exit the school via the main gate and report to reception during school hours. The gates will be opened at the end of the day at 3.30pm for afterschool pick up. Gates are locked for the safety of our children and staff.

### ***Label, Label, Label***

Parents are asked to ensure all of your child's belongings are labelled including lunch boxes, drink bottles and clothing i.e. sports jackets, hats and jumpers. Labelling items means that they can be returned to their rightful owner.

### ***Items to bring from home***

Please note that all children are requested to bring the following items from home.

- 2 boxes of Tissues
- Earbud Headphones
- Art Smock

It is particularly important that all children F – Year 6 bring an art smock as paint, clay and ink are often used in Visual Arts and Japanese Calligraphy learning.

### ***Foundation Children Rest Days***

The Foundation children have the following as rest days

Wednesday 3<sup>rd</sup> February 2021

Wednesday 10<sup>th</sup> February 2021

Please note with your child’s contact teacher when your child is required to come for Learning Assessment. This assessment is a general assessment to assist in determining starting points for literacy and numeracy for each child.

### ***School Uniform***

**All children, Foundation – Year 6 are required to be in full school uniform each day.** The uniform is purchased through Northern Regional Uniforms the sole supplier of Mother Teresa PS School uniform. An annual commission is paid to the school by Northern Regional Uniforms. This commission is placed in the Parents and Friends fundraising account. While other suppliers may offer similar items they are not our uniform supplier. Our Parents and Friends Association has worked very hard to ensure the very best supplier and quality uniform.

Please note the summer uniform below:

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

<b>Boys and Girls Summer Sports Uniform</b>			
<b>Sport shorts</b>	School design cool fit	<b>Polo top</b>	School design cool fit with logo

**Shoes:** Children are required to wear black school styled shoes at school and while travelling to and from school. **Runners are only permitted to be worn during Physical Education learning.**

**Hair ties/ head bands:** These are either white or navy blue. Nail polish is not to be worn to school.

### ***School Hat***

Children are required to have a Mother Teresa Catholic PS hat from September to the end of April and whenever UV levels reach 3 or above. You are able to purchase school hats through Northern Regional Uniforms.

### ***Sunscreen***

Families are encouraged to apply sunscreen on children prior to coming to school. Children are able to reapply this when required.

### ***Brain food and Water***

All children are required to bring brain food and a water bottle (not glass) each day. The children are able to drink water throughout the day from their water bottle. Fruit juice and soft drinks are **not** permitted at school. Brain food breaks occur at 10.00am during learning time. Foods appropriate for brain food are fresh fruit and/or vegetables that can be eaten while engaged in learning tasks, such as apples, bananas, cucumber and carrots. **Canned or small packaged fruits are not a practical brain food.** Please pack your child’s brain food in a small plastic container.

### ***Packaging***

Over the past twelve years the children have been engaged in a number of inquiries that have investigated the many types of packaging that are used for food. These inquiries initially included weighing the amount of packaging children brought to school over a period of time and reducing this. We are now a package free school. As a **“Package free school”** we ask that you do not send food in packaging. There are many plastic containers available for food storage. This can assist in reducing packaging and keeping food fresh. Please label your plastic containers!

## ***Book Boxes ~ Take home books***

If your child requires a replacement Book Box these are available for purchase at the school office for \$5 each.

## ***Skoolbag App ~ download it!***

You can keep up to date with school happenings, access the newsletter, update contact details and notify us of absences through the Skoolbag App.

You are encouraged to download this to your mobile phone or iPad. Details for download can be found at <http://www.motherteresa.catholic.edu.au/news-events/354/article/100/skoolbag-app>

## **What's Happening in the Learning Spaces**

*"Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school". John Hattie, 2009*

### ***Foundation – Year 2 Learning Spaces***

As the new year begins we would like to welcome our Foundation to Year 2 students and families back. We hope you had a restful break and we look forward to engaging in many learning opportunities throughout the year.

As **learners**, we will have time and opportunity to **reflect** on the Agreed Ways of Living and Learning at Mother Teresa Primary School. As **inquirers**, we will actively participate in walks around the school and engage in dialogue to identify the agreed ways in both the outdoor and indoor learning spaces. As we encounter these new experiences we will share our thinking with others and ask **wonderings** when we are **curious** to find out more.

As **mathematicians**, we will be **tuning into** the concept of Patterns. Some learners will engage in learning opportunities where they copy, continue and create different patterns using objects. Some learners will focus on describing, continuing and creating number patterns.

As **readers**, we will read and listen to a variety of texts. As we listen to texts we will have the opportunity to name the reading behaviours that good readers use. Some children will begin to identify sight words in the texts they are reading. Others will begin to identify the strategy of breaking up a word into onset and rime. For example: bat/ b-at

As people of a faith community we will **tune in** to the scripture, Jesus and Zacchaeus, **Luke 19:1-10** by respectfully listening to the story during prayer. As **thinkers** we will interpret the story by identifying the characters and sequence the events. The hermeneutical prompt that we will focus on is '**Dialogue with Others**'. We will have time and opportunity to **reflect** on the way in which we listen and respond to each other's thinking.

Please remember to return headphones and book boxes to Learning Space Teachers. If you have sight words at home, could these also be returned with the two rings, pencil case and all word cards.

### ***Bridging Centre***

#### ***Year 3 – 4 Learning Spaces***

Welcome to the 2021 school year, we look forward to the many **learning opportunities** we will be **engaging** in over the next week to **identify** our **strengths** and **challenges**.

As **mathematical thinkers** and as part of ongoing **assessment** we **independently engaged** in **pre-assessments** around **length**, **volume** and **place value**. We **responded** to **questions** around **counting** and **place value** in a **mathematical interview** with our learning space teacher to **identify** our **current**

**understanding and areas of further development and growth.** During these **mathematical learning opportunities, recalling factual knowledge, communicating solutions effectively and developing the capacity for logically thinking** such as **proving and explaining.**

As **writers and readers,** we were **invited** to view a **stimulus** for **writing** and **choose** to write a persuasive, narrative or informative text to **show** how we use **paragraphs,** our **attention** to **spelling** and **grammar** and the **formation** of **simple** and **complex sentences.** We **read** a **text** and **showed** our **understanding** through a **cloze** task which was a **summary** of the text reworded and rephrased. This **reading comprehension opportunity identified** our **ability** to **locate information** in the text and **make inferences** about characters, settings and events.

As part of our **agreed ways of living and learning,** it is **expected** that we **engage** in **home learning every night.** We will have a **personalised mathematical thinking focuses** where we **increase** our **capacity** to **understand different mathematical concepts** and **build fluency** around **number sense.** Each of us will have **different** mathematical home learning **based** on our **areas indicated** through our **assessments.** It is also **expected** that each night, we continue to **read** a **variety** of **texts.** These include short novels, recipes, newsletter, magazines, newspaper etc.

### ***Leadership Centre***

#### ***Year 5/6 Learning Spaces***

**The learning environment should actively engage all students and develop in them the capacity to understand themselves as learners with the necessary strategies to be able to learn more effectively. Students exercise student agency by making an active input and taking responsibility for their leaning. Learner homes, the community and the wider world offer enormous potential and sources for learning. OECD 2017**

As part of our Faith and Life inquiry we are **exploring** our compelling question - **How can we be empowered learners and leaders?** As inquirers, as part of **tuning in,** we will **engage** in the thinking moves **activating prior knowledge, making connections** and **wondering** as we **document** our **first thinking** through the **thinking routine** Chalk Talk. We will have time and opportunity to explore As **curious and open minded learners,** as part of **finding out,** we will have **time and opportunity** to **dialogue** with an **expert** when we **engage** in the Kids Helpline session - **Being a School Leader.** As **researchers** this learning opportunity will help us **explore** the **qualities of a good leader, how to empower others to lead, how to be a good role model** and the **importance of supporting others.** As **reflective and critical thinkers** we will also explore our **MTPS Agreed Ways Matrix** and **make connections** between our **learning assets and dispositions** and **how they empower us in our self awareness and positive relationships with others.**

As **readers and viewers** we will **explore** the text **What We'll Build: Plans for our Future Together** by Oliver Jeffers. In particular we will **engage** in some **reflective thinking** through a variety of **questions formulated by our inquiry consultant** Kath Murdoch in response to this text. This text is about hope and about agency. The agency we all have to consciously and thoughtfully build our future together. As part of **tuning in** we will have **time and opportunity** to **dialogue** and **share our own interpretations** to a variety of questions some of which will include: *What skills and dispositions will help us learn together? What is already in my toolkit as a learner? What tools do I have to manage myself, communicate, collaborate, think and be an awesome researcher? What do effective learners DO? What dispositions or attitudes can we cultivate?* We will have **time and opportunity** to **document** our **initial thinking** in response to these questions and **engage** in the thinking routine **What makes me say that?** as we **justify our thinking, share our interpretations** and be **invited to understand the perspective of others.**

As part of **tuning in** to **iTime,** this week, we will be engaging in an **interactive workshop** with **Kath Murdoch.** This will be an **opportunity** for us to **explore our personal interests and passions, generate ideas for our investigations** and **develop some criteria** to assist us when engaging in iTime.

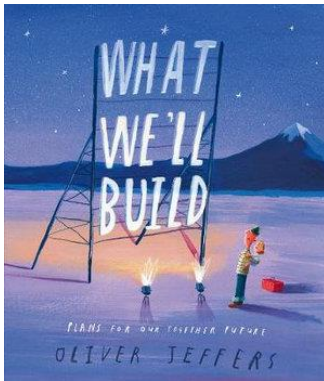
As part of our **assessment**, as **mathematical thinkers**, we engaged in a variety of **written pre-assessments** and a **Mathematical interview** to **identify our current understanding** and **areas for further improvement and growth** related to **Counting** and **Place Value**. As learners we will be **exploring some of the areas we need to develop or consolidate our mathematical understandings**. Some of us will be **reading and interpreting numbers, identifying numbers expanded into place value parts**, including whole numbers and decimals. Some of us will be **identifying factors, multiples, prime and composite numbers** and some of us will be **continuing counting patterns**. As **mathematical thinkers** we will **engage** in the thinking routine **Claim-Support-Question** as this will assist us to **activate our prior knowledge, reason with evidence, raise questions and identify new ideas** through a variety of learning opportunities related to Counting and Place Value.

As part of our **agreed ways** it is **expected** that we **engage in home learning every night**. We will have a **personalised Mathematical Thinking Home Learning booklet**. This will **provide opportunities** for us to **focus on the proficiencies of Understanding, Fluency, Problem Solving and Reasoning** which are **fundamental to learning mathematics and working mathematically**. Our **focus for our home learning is based on our areas for further improvement and growth identified during our mathematical assessments**. For example some of us need to practice working on counting sequences from various numbers. Some of us need to practice counting by fractions or decimals. Some of us need to **develop our problem solving strategies** so we will be **given opportunities to engage in solving authentic number stories** as part of our Home Learning. We are expected to engage in reading each night. Reading texts could include books from school or home, recipes, instructions for playing games and viewing digital texts. We can also use the Kids News website and Behind the News to read a variety of texts. The website addresses are <https://www.abc.net.au/btn/> and for Kids News <https://www.kidsnews.com.au/> Please remember to sign the Reading Journal every night.

### ***Visual Arts Learning***

This week as **collaborators** the students will engage in a conversation about the kind of community we can build together. As **researchers** they will explore which skills and dispositions will help us learn together.

To start our conversation we will share the story “**What we’ll build**’ By Oliver Jeffers.



In groups the students will **explore** the following questions and as **communicators** share their thinking with the whole group.

1. **How might we create a safe and supportive community where we all feel we belong?**
2. **What do we consider to be our rights and our responsibilities in this learning space?**
3. **How will we view mistakes and failures?**
4. **What agreements can we draft to help us learn together?**

### ***Japanese Learning***

Students in Foundation, Year 1 and Year 2 will dialogue about learning routines which reflect the **agreed ways** of learning at Mother Teresa Primary School and which support their learning in the



Japanese space. As **communicators** we will explore how to greet each other at the beginning of the lesson. We will focus on the **learning disposition “respectful”** as we learn to bow correctly and to address the teacher as **せんせい** (sensei). After this we will focus on exploring elements of Japan as a place and Japanese culture through a story called “Tokyo Friends.” We will **make our thinking visible** through drawing a picture about life in Japan.

Students in Year 3 and Year 4 will dialogue about learning routines which reflect the **agreed ways** of learning at Mother Teresa Primary School and which support our learning in the Japanese space. We will **activate prior knowledge** about words we use for classroom routines in Japanese. As **communicators** we will learn a rap about phrases we use to communicate in the Japanese space. We will **identify** phrases, such as “stand up” and “listen please” which are used to give instructions. As **thinkers** we will match words from the rap to pictures.

Students in Year 5 and Year 6 will dialogue about learning routines which reflect the **agreed ways** of learning at Mother Teresa Primary School and which support our learning in the Japanese space. We will **activate prior knowledge** about the **につちよく** (nicchoku) or routine for starting lessons in Japan. As **communicators** we will learn a rap about phrases we use to communicate in the Japanese space. We will **identify** phrases, such as “stand up” and “listen please” which are used to give instructions. As translators we will label the English version of the rap next to the Japanese.

### Japanese Event

The Melbourne Japanese Summer Festival 2021 will be held on Sunday 28th February 11:00 a.m. – 4:00 p.m. This year the festival will be streamed online as a virtual event. It is a free family friendly event and will showcase contemporary and traditional Japanese culture for all ages. Keep up to date with all the latest news and announcements on the festival website at <https://www.mjsf.com.au> or by following the festival on social media.

### Physical Education Learning

To all students welcome back to another year of exciting learning in Physical Education. I look forward to meeting all students this week as we engage in our learning with a major focus on the **Fundamental Movement Skills** and **Striking and Fielding** sports.

Foundation to Year Two students will be practicing their fundamental movement skills particularly the underarm throw. Using the ‘Tic, Toc, Step and Rock’ rhyme, students will learn the sequence to perform this movement skill which forms a base for most of the new and exciting games which will be played this term. Students will be activating their **prior knowledge** as we **explore** safe practices in our physical education learning space and in the adventure playground. As **learners** students will be practicing the fundamental movement skills of throwing and catching.

Year Three to Six 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 as they engage in games which will require them to throw at targets.

Students are reminded to bring their water bottles and to wear their hats out to physical education lessons, please ensure that all items of clothing has your child's name on it to avoid confusion.

### Physical Education Days

<p><b>Monday</b>            Year 3/ 4 - Mrs McNeil &amp; Miss Zorzut            Year 3/4 - Miss La Porta            Year 5/6 - Miss Paolino            Year 5/6 - Miss Follacchio            Year 5/6 - Miss Murray</p>	<p><b>Tuesday</b>            Foundation - Year 2 - Mrs Mangat            Foundation - Year 2 - Miss Sparano            Foundation - Year 2 – Mrs Brooks            Year 3/ 4 Sport - Miss Erin/Mrs McNeil, Miss Zorzut/Miss Pereira</p>
<p><b>Wednesday</b>            Foundation - Year 2 - Miss Nicol            Foundation - Year 2 - Miss DeMarco            Foundation - Year 2 - Mrs Scott &amp; Mrs Smith            Foundation - Year 2 - Miss Chayeb            Year 3/ 4 – Mr Richardson</p>	<p><b>Thursday</b>            Year 3/4 - Miss Erin            Year 3/ 4 - Miss Pereira            Year 5/6 - Miss Fisher            Year 5/6 - Mr Stella            Year 3/4 Sport – Mr Richardson/ Miss LaPorta</p>

## Friday

Foundation - Year 2 - Miss Caiafa

Foundation - Year 2- Miss Willey

Year 5/ 6 – All year 5/6 groups

## *Sustainability Learning*

This year our **Sustainability learners** will be given the **opportunity** to **engage** in the “**Kids Teaching Kids**” program. **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. This year our Sustainability learners from Foundation to year 6 will be given the opportunity to participate in this program.

We are delighted to announce that our **Stephanie Alexander Kitchen Garden** program will take place on a **Wednesday and Thursday from 11.30am to 2-00pm**. The program enables our children to prepare and taste healthy foods using fresh produce from our school garden.



Our summer garden is full of amazing delicious vegetables that will be used in our Stephanie Alexander Kitchen Garden. These vegetables include corn, basil, zucchini, pumpkin, cucumbers, tomatoes, sage, silver beet, kale and mint.



As a school community we are always grateful for any seedlings or vegetable plants that can be donated to our school garden. All donations can be left at the reception.

## *Digital Technologies*

Welcome back everyone!

This term in **Digital Technologies** students will be **exploring** a range of **different technologies** and ways that we can use them **responsibly** and **respectfully**.

Some students in **Years Foundation to Year 2** will be **exploring** the different parts of **Ozobots** and the ways that they **function**. They will use **markers** to draw lines that the **Ozobot** can **see and follow**.

A number of students in **Year 3 and 4** will be **exploring** how the **Lego WeDo 2.0** sets work, **identifying** the different **functions** of the parts. They will build a **simple robot** that they will **code to move**.

Some students in **Year 5 and 6** will be **exploring** the **Lego Mindstorms** set, being **curious** and **observing** the **different parts** that are used for a **variety of functions**. They will begin the **creation** of a **robot** that can **drive** and **change direction**, **collaborating** with one another to **build** it.

### ***Cyber Safety***

During term 1 there are opportunities for parents to participate in webinars on Online Safety being run by eSafety Education. These webinars are free with the topic for this term being “eSafety’s guide to cyberbullying and online drama.”

For more information on this visit [esafety.gov.au/parents/webinars](https://esafety.gov.au/parents/webinars) and to register visit [gotowebinar.com/rt/2898435107213971215](https://gotowebinar.com/rt/2898435107213971215). If you would like any further information please contact Mr Collins.

Beginning this week Foundation to 2 will be engaging in learning about Passwords and Password Security and why these are important when online. Years 3 and 4 will be learning about Sharing Appropriate Personal Information when online and how to make informed decisions on what is and isn't appropriate to share online with other people. Year 5 and 6 are engaging in learning on Maintaining Privacy when Online concentrating on topics such as privacy settings

For more information on being safe online visit the eSafety Website <https://www.esafety.gov.au/>

### ***Performing Arts Learning ~ Music***

**“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” – Plato**

The students in Foundation to Year 2 will engage in an inquiry into how they can safely and respectfully play and learn music as part of a collaborative group. Students will use the dispositions **respectful**, **resilient** and **curious** as they explore rhythm and pitch, practicing how to sing and play music on different instruments. This week the students in Foundation, Year 1 and Year 2 will be involved in dialogue about the learning routines during performing arts. These learning routines reflect the agreed ways of learning at Mother Teresa Primary School and will help to support the students with their learning in music and performing arts throughout the year. Listening and echoing back short rhythm patterns is a fundamental skill in music. Students will practice this skill by participating in a copying game called echo rhythm.

The students in Year 3 to 6 will engage in an inquiry into how they can safely and respectfully play and learn music as part of a collaborative group. Students will use the dispositions **respectful**, **resilient** and **curious** as they explore rhythm and pitch, practicing how to sing and play music on different instruments. This week the students in years 3 to 6 will be involved in dialogue about the learning routines during performing arts. These learning routines reflect the agreed ways of learning at Mother Teresa Primary School and will help to support the students with their learning in music and performing arts throughout the year. Listening and echoing back short rhythm patterns is a fundamental skill in music. Students will practice this skill by participating in a copying game called poison rhythm.