



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

15<sup>th</sup> February 2021

*"Never worry about numbers. Help one person at a time and always start with the person nearest you" -  
Mother Teresa*

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

*I trust you all remain safe! As we are placed in lockdown again for what we hope will be only a few days I have been considering what this means for the coming term, for school events and for the gatherings and celebrations I hope to engage in with my family in the coming months.*

*Lockdowns and the ongoing threat of COVID-19 means I can't plan ahead with any real certainty. My own reflections on this lead me to the realisation that I actually don't have certainty over many things in life. The global pandemic has perhaps forced me to stop and consider like others have suggested that we are all vulnerable, we all live with uncertainties.*

*Through their ministry last year the Sisters of Mercy produced a document called, 'Hope in a time of pandemic'. In this document the authors suggest that the pandemic 'has taught us, like nothing else in human experience that we are all vulnerable'. Further they highlight the plight of the marginalised, the poor and the powerless. The document invites to consider these people and to take both a personal and communal stance to reach out to them. Perhaps now is the time!*

*This coming Wednesday is Ash Wednesday. We will be unable to gather to engage in the distribution of ashes that marks the beginning of Lent. We can however consider our own human frailty and vulnerability, as the Ash Wednesday ritual reminds us, 'Remember man (woman) that you are dust and unto dust you shall return'. Further we might consider as a first world country those who have no fresh water, no crops and no means to enable these to come to fruition, without our help. In keeping with the three traditional themes of Lent; Prayer, Fasting and Almsgiving I wonder...*



*Through fasting am I also mindful of the incredible amount of food I have available to myself and my family? Am I wasteful with food?*

*Is my prayer directed to my own needs? Do I consider the meaning and future world formal prayers indicate, such as, '...your kingdom come?'*

*Is my giving actually affecting me and causing me to really think about others or is it giving that won't have an impact on me?*

*How might I be able to make a difference to other this Lenten season?*

*What's your thinking and what makes you say that?*

Kind regards

**Chris**

### ***This Week's Happenings***

**Monday 15<sup>th</sup> February**

Lockdown

Children to continue to engage in reading and numeracy home learning

**Tuesday 16<sup>th</sup> February**

Lockdown

Children to continue to engage in reading and numeracy home learning

**Wednesday 17<sup>th</sup> February**

Ash Wednesday – Lent begins

Lockdown

Children to continue to engage in reading and numeracy home learning

**Thursday 18<sup>th</sup> February**

**Planned return to on site learning – please refer to school confirmation of this**

**Friday 19<sup>th</sup> February**

School Closure Day – Writing professional learning

### ***Lockdown ~ Three days***

During these three days of lockdown children are encouraged to continue to

- Read and enjoy stories
- Access ePM collection
- Learn sight words and learn to spell these
- Practice onset and rime
- Practice counting, timetables (goodies and baddies).
- Year 5/6 can refer to the 'What's happening in the Learning Spaces' to section to find access to online reading and mathematics tasks
- Identify wonderings related to current inquiry learning
- Engage in outdoor play
- Engage in a board game or new game
- Enjoy quality family time
- Refer to the 'What's happening in the Learning Spaces' to find out about Cyber Safety and a number of clips you can view as a family
- Access Story Box Library by visiting [www.stroyboxlibrary.com.au](http://www.stroyboxlibrary.com.au)

### ***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.

### ***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.moherteresa.catholic.edu.au/news-events/354/article/100/skoolbag-app>

### ***Holy Cross Primary School, Mickleham***

In 2022 a new Catholic Primary School, Holy Cross will be opening the parish of Our Lady's Craigieburn and Roxburgh Park. This Catholic Primary school will provide excellence in Catholic Education to those who reside in the Mickleham area. Please refer to a letter from the principal, Mark Miatello at the bottom of our newsletter today.

## **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***

Foundation – Year 2 Learning Spaces

*'Inquiry learning is all about giving the students the skills, the dispositions and opportunities to investigate...'*

As **inquirers** we have had time and opportunity to **find out** and engage in the school routines. As **communicators**, we have participated in dialogue with others about the ways in which we can be **responsible** during learning and play time.

As **mathematical thinkers** we will engage in focus groups to identify, continue and create patterns that have a variety of shapes, colours and numbers. Some students will focus on identifying and continuing a counting pattern. As we develop these skills we will use a variety of materials such as coloured blocks, objects and interactive number charts.

As **readers** will continue to have the opportunity to read and listen to a number of fiction texts. Before reading we will identify the features of a front cover and use the clues to predict what we think might happen. As we read some children will identify sight words as it is extremely important to identify these words in context. Other students will focus on the onset and rime associated with particular words from the text. For example: bat/ b-**at** as well as identifying the use of punctuation.

As people of a faith community we have had time and opportunity to read as well as listen to the scripture, 'Jesus and Zacchaeus', Luke 19:1-10. As **communicators** we have focused on how we respectfully share our thinking as well as listen to others who share their own interpretations of the text. As **inquirers** we will **tune in** to the Season of Lent and reflect on the meaning of Ash Wednesday. We will have time and opportunity in the coming weeks to observe the objects and colours associated with this liturgical season.

### **PM eCollection**

As readers, we will be continuing to engage in PM eCollection to help us to consolidate reading behaviours we have learned. We would like to thank you for supporting your child with reading the books on PM eCollection home. We encourage all children to continue reading these books at home.

### ***Bridging Centre***

#### ***Year 3 – 4 Learning Spaces***

Our year has begun reviewing our agreed ways and learning to learn behaviours. In Year 3/ 4 we have spent **time** reviewing the expectations within the Bridging centre as well as our learning community. Through a literacy lens, we engaged in a word inquiry around the word expectations, identified the meaning, synonyms and antonyms. We have read 'What we'll build' by Oliver Jeffers and identified the 'tools' we might build as learners and how we might build on them over time.

Over the next few weeks, we will tune in to our compelling question '**How can we make bridges between ourselves and others?**', by drawing a symbol or diagram that we think best represents a bridge. As we engage in dialogue to explain our diagrams, we will consider *how a bridge is like a relationship* and *what we need to build as we connect with others*. We will activate our prior knowledge and identify the strategies we use as we build and maintain friendships.

This week, students are encouraged to continue to read every night and document this in their reading log. Students are also encouraged to practise their skip counting and their timetables daily. Students in Year 4 are expected to recall their multiplication and related division facts by the end.

### ***Leadership Centre***

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

**Questions are at the heart of inquiry. Questions give voice to our passions, our uncertainties and our curiosity. When we bravely release a question into the air, we are vulnerable, open and ready to learn. Effective learners ask questions. We don't tend to ask questions about things that don't interest and intrigue us. We ask at a point of need or fascination. When we provoke, stimulate and sustain curiosity, students are more naturally inclined to wonder and articulate questions for further investigation.**

Kath Murdoch

As part of our Faith and Life inquiry compelling question **How can we be empowered learners and leaders?**, as readers we will begin to **explore and view** a wide range of informative texts including **picture books, podcasts, TED talks and digital texts** about different leaders in our world. As **curious**

researchers we will **develop and refine questions to help us seek and gather information** about leaders from these texts. In particular to help us find and use the information we gather we will use a graphic organizer called a Lotus diagram. This analytical tool will help us **organize and gather our data**. As **critical and reflective thinkers** this will **enable us to analyze information we gather from different sources** and look for **patterns and trends** in the data. During the collection of our data we will continually ask questions of ourselves. Some of these will include: *How does this connect to what I already know about leaders? What am I noticing about the common qualities of leaders? What am I discovering about what it takes to be a leader?*, and *What new questions do I now have about being a leader?*



A group of Year 5/6 representatives **engaged in dialogue** with **Kath Murdoch** last Friday, about **our data and findings** in relation to our **current understanding and thinking** about iTime. They **shared** our **gathered data** from the **Compass Points thinking routine** where we shared our personal reactions and feelings about what is **exciting** us about iTime, our **worries** about iTime, what we **need to know** about iTime and our **suggestions** about iTime.

During the next few weeks we will **co-create a clear set of criteria** for our **personal inquiries** and have **time and opportunity to dialogue** with our teachers about the **asset/s and disposition/s** we would like to **strengthen** our iTime. We will begin to **document** our **iTime proposal** and **share** what we want to **explore, investigate, learn to do, create or design.**



**of**  
**learning**  
**during**

As **mathematicians and inquirers** we are **engaging** in a variety of **learning opportunities** related to **Number and Algebra**. Some of us are **identifying and describing properties of prime and composite numbers**, some of us are **making connections between equivalent fractions, decimals and percentages** and some of us are **continuing and creating sequences involving whole numbers, fractions and decimals**. As **mathematicians** we have a particular focus on **developing our fluency** in relation to our **times tables** and our **reasoning and understanding** in relation to **solving mathematical problems** efficiently. As part of **Measurement and Geometry** we will **begin to explore** the **mathematical language – coordinate, location, mapping, quadrant, x axis and y axis** through a variety of interactive learning opportunities to develop our understanding about mapping and grid references.

Thank you for continuing to **sign your child's Reading Journal** and for **encouraging your child to read every night**. Just a reminder that **reading texts** could include **magazines, personal chapter books or factual texts** and even the **instructions to board games or Lego**. Your child may choose to **engage in viewing a variety of digital texts** – we recommend the following websites:

Kids News <https://www.kidsnews.com.au/>

Behind the News <https://www.abc.net.au/btn/>

Story Box <https://storyboxlibrary.com.au/>

As part of your child's **Mathematical Thinking Home Learning** they have been given specific multiplication tables and/or word problems. In particular some children need to **practice and develop fluency** in their 7, 8 and 12 **times tables** and some children need to engage in solving **mathematical word problems**. Your child may choose to engage in a an interactive mathematical thinking website - we recommend the <https://rich.maths.org/> .

**Japanese Learning**

Students in Foundation, Year 1 and Year 2 will continue to 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 **thinkers** we will explore words for classroom instructions in Japanese. As **communicators** we will focus on the **learning asset “collaborator”** as we play a game called “せんせい Says”. As **collaborators** we will listen to the **せんせい** (sensei) give an instruction and we will act it out.

たって	tatte	stand up
すわって	suwatte	sit down
れい	rei	bow
ならんで	narande	line up

We will then begin to learn what hiragana characters look and sound like. We will learn the hiragana こ (ko) for こんにちは (konnichi wa).

Students in Year 3 and Year 4 will continue to focus on learning routines which reflect the **agreed ways** of learning at Mother Teresa Primary School and which support our learning in the Japanese space. As **communicators** we will **identify** the verbs “stand up”, “sit down”, “listen”, “read” and “line up” in Japanese. As **thinkers** and **collaborators** we will play a Japanese version of the game Simon Says in which we give each other commands in Japanese to act out. As **thinkers** we will begin a focus on reading hiragana characters through exploring the hiragana chart. We will engage in being **curious** as we explore how vowels and consonants are used to represent sounds. We will record our thinking on post it notes.

たって ください	tatte kudasai	please stand up
すわって ください	suwatte kudasai	please sit down
きいて ください	kiite kudasai	please listen
よんで ください	yonde kudasai	please read
ならんで ください	narande kudasai	please line up

Students in Year 5 and Year 6 will continue to focus on learning routines which reflect the **agreed ways** of learning at Mother Teresa Primary School and which support our learning in the Japanese space. As **communicators** we will **identify** the verbs “stand up”, “sit down”, “listen”, “read”, “write”, “stop”, and “line up” in Japanese, as well as the words “quiet” and “everyone”. As **thinkers** and **collaborators** we will play a Japanese version of the game Simon Says in which we give each other commands in Japanese to act out. As **thinkers** we will begin a focus on reading hiragana characters through exploring the hiragana chart. We will engage in being **curious** as we explore how vowels, consonants and other markings are used to represent sounds. We will record our thinking on post it notes.

たって ください	tatte kudasai	please stand up
すわって ください	suwatte kudasai	please sit down
きいて ください	kiite kudasai	please listen
よんで ください	yonde kudasai	please read
かいて ください	kaite kudasai	please write
やめて ください	yamete kudasai	please stop
ならんで ください	narande kudasai	please line up

### 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

*Fundamental Movement Skills (FMS) are thought of as the **building blocks** of more advanced and complex movements undertaken by individuals during play, active games, sport, individual activities or recreation. FMS are organised into three categories - object control, locomotion and stability.*

For those engaged in Physical Education learning this week students will be engaging in learning with a major focus on **Fundamental Movement Skills** and **movement concepts** associated with **Striking and Fielding** sports.

Foundation to Year two students will continue to explore safe practices in our Physical Education learning space. Students will be practicing multiple fundamental movement skills including the catch, underarm throw and overarm 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.

Year Three and Four students will focus on different **movement concepts** and **movement techniques** associated with fielding in the sport of Cricket. Students will also practice their *striking* of stationary objects and move to striking a moving object, students will focus on *tracking* the moving ball with their eyes before striking with a cricket bat.

Year Five and Six students will focus on different **movement concepts** and **movement techniques** associated within the sport of Tee Ball. Through their learning, students will focus on a key Fundamental Movement Skill known as the 2 hand, side arm strike. Students will dialogue about the changes in their body movements when striking with a baseball bat compared to a cricket bat.

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 have your child's name on it to avoid confusion.

### ***Sustainability Learning***

As part of our **Kids Teaching Kids** program, last week our Sustainability learners were given the time and opportunity to **engage** in an **online workshop**. The workshop focused on ways in which we as a learning community can, "**Recycle, Compost and correctly dispose our trash.**" It focuses on ways in which we as **learning community** can **recycle** our paper and plastic materials. What we can do with our **Compost** and what happens to our **Trash**. Throughout the workshop our **Sustainability** learners had the **opportunity** to document various wonderings and discoveries that they made about Recycling.



As collaborators, on Thursday those engaged in Sustainability will revisit their wonderings and discoveries and share what they have discovered with their peers.

Our **Stephanie Alexander Kitchen Garden** provides our learners with the opportunity to harvest fresh produce from our veggie garden and use this produce to create amazing delicious lunches. Last week during **SAKG** our chefs prepared Zucchini fritters with a mint yogurt sauce and apple and pear crumble. Our fresh zucchini, mint, apples and pears was picked fresh from our vegetable garden.

All recipes can be found on our school blog which is: [mtpskitchengarden.com.au](http://mtpskitchengarden.com.au)

### ***Digital Technologies***

Those engaged in Digital Technologies this Thursday will have a number of learning opportunities.

Some students in years **F - 2** will be **learning** how **Ozobots** can read **coloured patterns** as **code**. They will be **curious** and **experiment** with **different codes** and **explore** how different **patterns** can make the **Ozobot** go **faster** or **slower** and **perform different actions**.

Some students in **Years 3 and 4** will explore the **Lego WeDo 2.0** set and **follow instructions** on the **WeDo 2.0 app** to **create** some of the starting projects such as a **motorised fan** which can be **coded** to **spin** in **different directions**. They will **collaborate** in **small groups**, and be **persistent** if they come across **challenging instructions**.

Some students in **Years 5 and 6** will explore the **Lego WeDo 2.0** set and **follow instructions** on the **WeDo 2.0 app** to **create** a robot named **Milo**, which is based on a space rover. They will be **curious** and **explore** how to **code** it to make it **move**, **change** the **colour** of its **light** and make **different sounds**. Students will **collaborate** in **small groups**, and be **persistent** if they come across **challenging instructions**.

### ***Cyber Safety***

Tuesday February 9<sup>th</sup> was Safer Internet Day, the eSafety Commissioner released two videos aimed at helping students to be safer when online. These videos include a story called **Swoosh, Glide and Rule number 5** and a song called **My Family Rules Song**. These can be found at <https://www.esafety.gov.au/parents/children-under-5/picture-book-and-song>.

### **Foundation - 2 Tips**

- Keep your password safe and don't tell anyone
- Put numbers and letters in your password
- Passwords are to keep our things safe.

### **Year 3 & 4 Tips**

- Use privacy settings on apps and devices to keep yourself safe
- Keep your accounts private
- Keeping your accounts private makes it harder for people you don't know to contact you

### **Year 5 & 6 Tips**

- A lot of our devices use our personal information
- We need to be careful about who can see our personal information
- We can use settings on our devices to control who sees our information

Check out the eSafety website (<https://www.esafety.gov.au/>) this is a great resource for information about keeping children safe online, there is a section for parents as well as a section for kids.

There are still some free webinars being run during term 1 by eSafety Education about cyberbullying. Information about the sessions can be found at [esafety.gov.au/parents/webinars](https://www.esafety.gov.au/parents/webinars), you can register at [gotowebinar.com/rt/2898435107213971215](http://gotowebinar.com/rt/2898435107213971215). If you would like further information or have any questions about registering please see Mr Collins

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

*Life seems to go on without effort when I am filled with music. - George Eliot*

Those engaged in Performing Arts Learning – music this Thursday will have a number of learning opportunities.

The students in Foundation Year 1 and 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 continue to practice the song “Hello C”. By the end of the learning this week students should be able to make a **connection** between the note C the colour red and its solfège name Do.

The students in Year 3 and Year 4 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 Year 3 and Year 4 will be learning the song “*High C Low C*”. By the end of the learning this week students should be able to distinguish the difference between high and low sounds and how to play, read and sing the low C note and the high C note.

The students in Year 5 and Year 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 Year 5 and Year 6 will review the 8 notes of the C major scale and their solfege names and hand signs. By the end of the learning students should be able to demonstrate all eight hand signs for the different notes of the C major scale.



## **After School Care at Mother Teresa Primary School**

*Watch this space throughout the term for regular updates from our Extend team!*

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.***

### ***Holy Cross Primary School, Mickleham***

*Welcome to the new information page for Holy Cross Primary School, Mickleham.*

Welcome to Holy Cross Mickleham. My name is Mark Miatello and I am honoured and privileged to have been appointed as the foundation principal for Holy Cross, Mickleham.

By way of introduction, I am first and foremost a husband and father of three teenage children. I am a committed Catholic educator who has been working in the northern region schools for more than twenty. In my roles, I have always valued that a Catholic school provides us with opportunities to worship together, to pass on the rich traditions of the Catholic faith to the students entrusted to our care and their families, living the call of ‘who I am and how I can be in the world’.

I am looking forward to the opportunity to work with a vibrant multicultural community, offering a dynamic, comprehensive and evidenced based curriculum that meets the needs of all of our students and their families.

Holy Cross will be the fifth school in the Parish of Our Lady’s Craigieburn and is located on the corner of St Georges and Blackmore Roads, Mickleham. We are due to open our doors to students and families at the beginning of the 2022 school year. Our first stage of construction is due to commence in the coming weeks, with completion in early December 2021.

Central to my belief, is the importance of community. Holy Cross Mickleham will be a hub for our local community, where there will be a sense of our school as a place of beauty and wonder. We will exist to serve and work for our community. We will foster a rich interconnection between our families, the school and the parish, to improve student learning outcomes, and prepare our students for lifelong learning in the 21st century.



I look forward to working with all of you to develop and promote a new educational philosophy, for what will be a Christ-centred, child safe, innovative and state-of-the-art school.

Throughout the year, I will post updates on the progress of the development of Holy Cross Mickleham, along with details of information sessions, community events and other relevant information.

This information will hopefully be posted on our soon to be launched website.

I invite you to join me on this exciting project.

I am currently based at Oscar Romero Primary school, 1 Mackillop St, Craigieburn VIC 3064.

Please feel free to pop in and have a chat if you have any questions or are seeking further information.

I can be contacted on 7379 5532 or on [principal@hcmickleham.catholic.edu.au](mailto:principal@hcmickleham.catholic.edu.au).

With every blessing  
Mark