



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

8th February 2021

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

To All In Our Learning Community,

Parent /Child/ Teacher chats or 'Three way conversations', which include the child, parent and teacher are an authentic example of the power of the learner's voice in the setting of learning goals and identification of both strengths and challenges.

The goal setting we engage in within our learning community is assisted by our reflection on the learning assets - being a learner, a thinker, a researcher, a collaborator, a communicator and a self-manager. Goals are further explored in connection to learning dispositions; being a risk taker, compassionate, open-minded, curious, courageous, flexible, confident, empathetic, resilient, resourceful, responsible, persistent, reflective, respectful, reliable and responsive. Using these learning assets and dispositions as a reference teachers facilitate this goal setting process by assisting learners to create goals that are specific, can be measured, are achievable and that motivate the learner to achieve.

The setting of goals and the opportunities for children to direct and identify areas of further interest and development stems from an understanding of the nature of learning. The OECD international centre for Educational Research and Innovation engaged in a research project in 2010 and produced a research document titled: 'The Nature of Learning, Using research to inspire practice'. The following extract captures the research and critical place of learners at the core of all learning opportunities:

The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.

- *Learners are the central players in the environment and therefore activities centre on their cognition and growth*
- *Learning activities allow students to construct their learning through engagement and active exploration*
- *This calls for a mix pedagogies, which include guided and action approaches, as well as co-operative, inquire-based, and service learning.*
- *The environment aims to develop 'self-regulated learners' who:*
 - *develop meta-cognitive skills*
 - *monitor, evaluate and optimise the acquisition and use of knowledge*
 - *regulate their emotions and motivations during the learning process*
 - *manage study time well*
 - *set higher specific and personal goals, and are able to monitor them*

This coming Tuesday parents will have the opportunity to engage with both their child and their child's teacher to consider a number of learning goals for the term. The voice and presence of your child in the parent conversation is crucial to the process. While our three way conversation will occur over the phone your child will bring home their formulated learning goal to share during the conversation.

Kind regards

Chris

This Week's Happenings

Monday 8th February

Welcome Colleen Monaghan Mathematics consultant
Year 5/6 Kids Helpline sessions

Tuesday 9th February

Safer Internet Day 2021
Parent/Child/Teacher conversations
Children dismissed at 1pm

Wednesday 10th February

Foundation children ~ Rest Day or Timetabled testing
Year 5/6 Kids Helpline sessions

Thursday 11th February

Friday 12th February

Welcome Kath Murdoch Inquiry consultant

Parent Child Teacher Chats 2021 - Three way conversations this Tuesday

All children Foundation to Year 6 will be dismissed at 1.00pm Tuesday 9th February 2020 when the Foundation – Year 6 Parent Child Teachers chats will take place. As per a note forwarded Friday these chats will take place via a phone call. They will NOT take place onsite.

School Closure ~ Friday 19th February, 2021

On Friday 19th 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.

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. Please use the paths when moving around our school. Access to learning spaces is unsafe via the grass embankment.

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.

External School Gates ~ locked

The external school gates in Troward Harvey Way, Olig 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.

Foundation Children Rest Days

The Foundation children have the following as rest days

Wednesday 10th 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.

Book Boxes ~ Take home books

If your child requires a replacement Book Box these are available for purchase at the school office for \$10 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 **learners**, we will continue to have time to **reflect** on the Agreed Ways of Living and Learning at Mother Teresa Primary School. Last week we engaged in dialogue about the morning routine and had the opportunity to develop a sequence that we can follow. As we enter the learning space we will use the wall documentation as a reminder of how to enter and prepare ourselves for learning. We will begin to talk about what it means to be a **communicator** as we engage in dialogue with each other.

As **mathematicians**, we will **find out** about the concept of Patterns. Some learners will engage in learning opportunities where we will learn to copy, continue and create different patterns using objects and shapes. We will begin to describe the different patterns by naming the colour and shape. Some learners will continue to 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 text and focus on pointing to one word at a time as they read. 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 continue to **tune in** to the scripture, Jesus and Zacchaeus, **Luke 19:1-10** by respectfully listening to the story during prayer. As **thinkers** we will continue to engage in **dialogue** about the events in the story. We will identify the characters in the scripture story and begin to think about the characters actions in the story. 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.

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

As **thinkers**, we are engaging in the process of developing a **learning goal**. Students make a connection to a learning opportunity or skill at school, and identify which **dispositions** they will need to show when achieving their goal. An example of a goal is, I am a learner and my learning goal is to learn my two times tables. I will achieve this goal by being persistent when practising the times tables on the Turn and Learn. Students will have an opportunity to share their learning goal with the parents/ carers in our Parent/Child/Teacher chats this week.

As **People of a Faith based community**, we are beginning to explore the **Whole School Scripture Luke 19:1-10**. We are beginning to explore the role of **Zacchaeus** in the story and are **making connections** to the story by identifying the **main idea** from the text. We will continue to make connections to the text by engaging in the thinking routine Connect-Extend-Challenge to identify our connections, extensions and challenges of our thinking.

As **mathematicians**, we are focusing on the mathematical concepts of **measurement** and **place value**. Some learners will be measuring the **length** of different objects by using different materials and making connections to how a **ruler** can measure an object. Other learners will be making connections to the

concept of **mass** and how objects have different masses. We will be using **scales** to measure the weight of objects and compare these measurements.

As **mathematicians**, we will also be focusing on **place value**. We will be exploring the value of a **digit** in a number and what happens when we count over the tens, hundreds, thousands etc. We will continue to identify, make and show different numbers by using a variety of materials such as dice and MAB blocks.

As **readers**, we are exploring the concepts of **Facts** and **Opinions**. We will engage in a variety of texts to help identify the facts the text is sharing and the opinions that we might have from the texts. We will engage in both fiction and non-fiction texts to help us discover facts and opinions.

Please remember to bring a set of headphones to school and every child is required to have a book box for their home learning.

Leadership Centre

Year 5/6 Learning Spaces

Inquiry involves kids being really active. I don't just mean physically active, although there is a bit of that too, but very cognitively active. The teacher helps them build a toolkit of strategies that they can use to identify, gather and analyse information and then later on apply it and come to deeper understanding.

Kath Murdoch

As part of our Faith and Life inquiry we are **exploring** some **commentaries** related to **Luke 19:1-10** Zacchaeus the tax collector, to help us **find out** some **explanations** and **interpretations** of this text and provide an **opportunity** for us to **develop deeper understanding** and **insight**. As **critical and reflective thinkers** we will **engage** in the **thinking moves making connections** and **identifying new ideas**. We will be **learning hermeneutically** as we **engage** in the **continuous process of seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing with each other**. Through our reading of this text we will **consider** what this text might tell us from a future orientated perspective. **What does this text reveal to us? What is our new reading of this text? What does this text talk to us about the world?** As Reimund Bieringer (2010), Belgian scripture scholar suggests, *'The bible is a witness to the ongoing dialogical process of revelation and communication between God and humans'*. We will have an opportunity to document our thinking: **This text talks to me of a world in which**

We are looking forward to **engaging in dialogue** with you through a **phone conversation** tomorrow, **Tuesday 9th February**, for our **Child/Parent/Teacher conversations** – an **opportunity** for you to **share with us some of your child's strengths, challenges and a goal/s** you would like for your child. As **learners**, it will also be an **opportunity for your child** to share with you a **personal learning goal** based on a **specific skill and disposition**.

Last Friday some of us had the **time and opportunity** to **engage** in an **interactive workshop** with our **inquiry consultant Kath Murdoch**. In particular we **explored the purpose of having personal inquiries** – iTime. As **communicators and collaborators** we were **appropriately assertive and respectful** when **dialoguing and sharing** our ideas. We **documented** our **thinking in relation to our personal interests and passions** and **developed criteria** to assist us when engaging in iTime. We engaged in the thinking routine **Compass Points** to help us **identify our current understanding and feelings** about iTime. We documented what **excites** us about iTime, what we are **worried** about iTime, what else we **need to know and find out** about iTime and any **suggestions** and **opinions** we have about iTime. As **reflective and critical thinkers** a **group of us will be representatives at a staff PL on Friday** where will engage in sharing our **analysis of our gathered data** about iTime and **engage in dialogue** with Kath sharing the Year 5/6 ideas and thinking.

As part of our **mathematical thinking** today some of us **engaged** in some learning opportunities with our maths consultant Colleen. As **mathematicians** and **inquirers** we engaged in a **hands on workshop** with our Maths consultant, Colleen to **explore** and **find out** about **Place Value**. As **learners** we were **curious** and **flexible** in our thinking as we **explored** the **size of decimals** and the **value of the digits within the decimal number**. We represented one whole, tenths, hundredths and thousandths to demonstrate our understanding of the size of the decimals. We **compared the size of decimals** and used a variety of materials to **justify our thinking**. As part of our pre assessment some of us were challenged by an **understanding of factors and multiples**. As part of **finding out**, with Colleen today, we **investigated factors and multiples of various numbers**. As mathematicians, we used tiles and explored the various rectangles and found the connections with the factors of different numbers. We explored **the factors of a variety of numbers and looked at a systematic way** to prove that we found all the factors of selected numbers. As **open-minded and flexible thinkers**, we noticed our thinking changed when we discovered that 1 is a factor of all numbers as well as the number itself.

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 **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 bow correctly and address the teacher as せんせい (sensei). We will also focus on using a greeting as the teacher marks the roll. After this we will continue to explore elements of Japan as a place and Japanese culture through a story called “Tokyo Friends.” We will **make our thinking visible** through finishing our picture about life in Japan and writing a caption about it.

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 learn a rap about phrases we use to communicate in the Japanese space. We will **identify** the verbs “stand up”, “sit down”, “listen”, “read” and “line up” in Japanese. As **thinkers** we will identify how verbs are followed by the word ください (kudasai) or “please” to show politeness when making a request. We will make our thinking visible by illustrating what these phrases mean.

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 learn a rap about phrases we use to communicate in the Japanese space. 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** we will identify how verbs are followed by the word ください (kudasai) or “please” to show politeness when making a request. We will make our thinking visible by illustrating what these phrases mean.

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

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for lifelong engagement in physical activities.

In Physical Education classes 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 particularly Cricket.

Foundation to Year two students will be **activating their prior knowledge** as we revisit some of our agreed ways when out at sports lessons, students will continue to explore safe practices in our Physical Education learning space and in the adventure playground. 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.

Year Three and Four students will focus on different **movement concepts** and **movement techniques** associated with fielding in the sport of Cricket. Students will **explore** the purpose that fielding plays within the game of Cricket and learn different transferable skills which apply in all Striking and Fielding games. As **learners** students will be practicing the correct sequence when performing these skills and will be learning to throw with accuracy.

Year Five and Six students will focus on different **movement concepts** and **movement techniques** associated within the sport of Cricket. Through their learning, students will focus on a key **concept** involved in all Striking and Fielding sports - the importance of Striking a moving ball to the correct area of the field to ensure they can score the maximum number of runs for their team.

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 our **learners**, this week will be **engaged** in an **online workshop**. The workshop is called "**Recycle, Compost and Trash.**" It focuses on various ways we as a **learning community** we can **Recycle** our paper and plastic materials. What we can do with our **Compost** and what happens to our **Trash**. Throughout this workshop our **Sustainability** learners will have the **opportunity** to engage in various learning activities that will enable them to sort out waste and how to correctly recycle paper and plastics.

We are excited to announce that our **Mega** vented bins are currently in operation. These bins can hold up to 500 kilos of food scraps, which will then be used as **compost** in our school garden. These **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. These bins have been placed within our **Sustainability** learning area.

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 a group of children engaged in our SAKG and together we cooked Nonna Teresa's Primavera pasta and apple cinnamon muffins.

Today during Stephanie Alexander Kitchen Garden I made Nonna Teresa's Primavera pasta. I pulled the parsley leaves off the twigs, put it in the green basket and washed it. Then we carefully chopped the parsley. It was fun. I discovered that you have to be really careful when you use a knife. Benjamin

This week during **SAKG** we will be preparing Zucchini fritters with a mint yogurt sauce and apple and pear crumble. We will be using our fresh zucchini and mint from our vegetable garden. The apples and pears are from our mini orchard.

All recipes can be found on our school blog which is: **mtpskitchengarden.com.au**

As part of our **Sustainability** program, year 5/6 learners are given the **opportunity** to be part of a **leadership** group. Late last year interested learners were given the opportunity to apply for this role in 2021. Thank you to all our learners who applied. Our Year 5/6 **Sustainability Leaders for 2021** met last week to discuss the various roles which they will be engaged in throughout 2021. The roles include:

Indigenous garden, History of Orlig, Waste including and Packaging/Recycling, Worm farms/Worm Tea, Compost-Mega Bins/LUG Boxes in garden beds. In the coming weeks our Sustainability leaders will be documenting their thinking and notifying our learning community about their chosen role.

Digital Technologies

Some students in **Foundation to Year 2** are continuing to **explore** how **Ozobots function**. They are **experimenting** with drawing **paths** for the **Ozobot to follow**, determining how the Ozobots can react to different **coloured lines**.

A number of students in **Years 3 and 4** will be **collaborating** on a **Google Slides** presentation to **develop** how they're going to use different **dispositions** while using **Lego Robotics**.

Some students in **Years 5 and 6** will be using **Google Slides** to **document** their **first thinking** of **Lego Mindstorms** and think about which **dispositions** they will need to use while **learning** about it. **Lachlan** shared that he'll need to be **persistent** "when I don't know how to code something I keep trying different combinations until I get it right"

Cyber Safety



Safer Internet Day

Tuesday the 9th of February is **Safer Internet Day**. This is a day to reflect on how we use the internet. The focus of Safer Internet Day is **Start the Chat**. There is a section of the Safer Internet Day website allocated for parents full of information to help you entering a dialogue with your children about what they encounter when online, the link for this is <https://www.esafety.gov.au/about-us/events/safer-internet-day-2021/family-and-friends>

- Below are some questions you can ask to help get the conversation started.
 - What positive or negative experiences have you had online?
 - What types of things make you upset when you are online?
 - What types of things make you happiest online?
- What actions can you take to make others feel safer online?
 - Do you know who can help you with an online issue?
 - Do you know where to go for help if you have an issue online?

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

A reminder that during term 1 there are plenty of opportunities to participate in free webinars run by eSafety Education about online safety particularly 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. If you would like further information or have any questions about registering please see Mr Collins.

Students will be continuing the learning that they began last week. The learning understandings for each level are:

- **Foundation to Year 2** - Passwords and Password Security
- **Year 3 & 4** - Sharing Appropriate Personal Information
- **Year 5 & 6** - Maintaining Privacy When Online

Performing Arts Learning ~ Music

"If I cannot fly, let me sing." - Stephen Sondheim

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 be learning 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 solfege 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 "Birds Fly". 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 be learning the song "Frere Jacques". 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.