



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

1st March 2021

"Kind words can be short and easy to speak, but their echoes are truly endless".

Mother Teresa

To All In Our Learning Community,

A few weeks ago I shared with you Pope Francis' reflection on the act of fasting – what should we fast from? This week I wish to consider two of the points in his reflection:

'Fast from hurting words and say kind words'

and

'Fast from selfishness and be compassionate to others.'

In drawing on these two points I wish to refer also to the letter of St James. St James was writing to Christians who had left Jerusalem to live in other places within the ancient world. He reminds them that what Christians believe must effect what they do. There was among the early Church, to whom St James was writing, a discussion about faith and acts of service. In the letter of St James we read,

'But someone will say, "You have faith and I have works." Show me your faith apart from your works, and I by my works will show you my faith'. (James 2:18).

We discover therefore that authentic faith does not exist if it is not seen in works, acts of service, that is, the way I act toward and with others.

Within the life of our school we take many opportunities to reach out to others in the name of our faith, in the belief that we are called to be neighbour to all. The actions we undertake are indeed admirable and reflect the life of a Christian community. Pope Francis' reflections on fasting calls us to truly take on acts of love in light of our faith. These actions are seen in outreach to those outside of our community but equally we are called to consider those who make up our learning community.

In what ways are we as educators; parents and teachers promoting our children to use kind words to others? In what way are we encouraging our children to offer empathy and compassion to others? Within the school context we hope to see examples of this through learning and play. These ways of acting are important for all people — Christian and non-Christian alike. They are however seen as a mark of a Christian faith that acknowledges and promotes the dignity of every human being believed to be the mirror of our God.

What will you fast from with your family this week?

Kind regards

Chris

This Week's Happenings

Monday 1st March

Welcome Deb Sukarna – writing consultant

Tuesday 2nd March

Welcome Deb Sukarna – writing consultant

Professional learning – Writing

Parents and Friends meeting 7.30pm

Wednesday 3rd March

Professional learning – Child Safe Standards

Thursday 4th March

Professional learning – Sustainability at CERES

Friday 5th March

School's Clean-up Day

Zooper Dooper Friday

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>

Year 5/ 6 Camp ~ Thank you

Thank you to the staff who attended our Year 5/6 camp last week; Miss Zorzut, Miss Murray, Miss Paolino, Miss Fisher, Miss Follacchio, Mrs Bernadette, Mrs Markes, Mr Safaa, Mr Collins, Mr Insolita, Mr Nethercote and Mr Reed.

Thanks is also extended to Mrs Doria, Mrs Grima, Mrs Nehme and Miss Follacchio for all their work in the administrative aspects of the camp.

Parent /Child/ Teacher Conversations ~ Miss Zorzut Wednesday 3rd March

Parent/child/teacher conversation with Miss Zorzut's teaching group will take place this coming Wednesday 3rd March. **The children received a booking form today for their parents.** The children will remain at school during this time and engage with their parents through a conference call with Miss Zorzut.

Sacramental Celebrations

Reconciliation Workshop ~ Wednesday 10th March 7pm

Children in Year 3 who are to receive the Sacrament of Reconciliation will have their Reconciliation workshop on Wednesday 10th March 7pm, 2021 at Mother Teresa PS. Children are required to attend the workshop with one parent.

Reconciliation Celebration ~ Thursday 18th March

Celebration of First Reconciliation is 18th March, 2021. Families have been allocated their times via a letter a few weeks ago. This celebration is to take place at Our Lady's Church, Craigieburn.

First Eucharist Workshop ~ Wednesday 26th May

Children in Year 4 & 5 who are to receive the Sacrament of Eucharist will have their First Eucharist workshop on Wednesday 26th May, 2021 at Mother Teresa PS. Children are required to attend the workshop with one parent. Each family will be allocated a workshop time via a letter next week.

First Eucharist Celebration ~ Saturday 19th June

First Eucharist Celebration will be Saturday 19th June at 1pm and 3 pm. Families will be allocated a time. The celebrations will take place at Our Lady's Church, Craigieburn.

Confirmation Workshop ~ Wednesday 4th August 7pm

Children in Year 6 who are to receive the Sacrament of Confirmation will have their Confirmation workshop on Wednesday 4th August 7pm, 2021 at Mother Teresa PS. Children are required to attend the workshop with one parent.

Confirmation Celebration ~ Saturday 28th August

Time to be confirmed. The celebration will take place at Kolbe Catholic College, Greenvale Lakes.

Parking

Parents are reminded that parking across driveways stopping the access of residents is illegal. If you are parking your car to drop off children or pick them up at the end of the day please be respectful of our neighbours property and access to their property.

Recently the same grey van has been parking over the drive of a resident in Royal Terrace. Local bylaws officers from Hume Council will be patrolling surrounding streets to enforce bylaws.

Student Levy Payments 2021

The Student Levy of \$300 per child is now overdue. If you have not finalised this account please do so this week.

School Fee Term One 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 fee accounts will be forwarded tomorrow and are payable by 12th March 2021

Payment Arrangements

If you wish to pay via instalments and/or direct debit please see one of our reception staff to arrange this. Should you wish to pay via credit card you can do this at reception or contact reception staff via phone with your details. Eftpos payments can be made at reception.

Alternately you can pay directly into the school account. Please indicate your family name when paying this way so we can match the payment to your account.

The School bank details are as follows:

Mother Teresa Catholic Primary School

BSB: 083 347

Account: 82676 1906

National Australia Bank

Welcome Deb Sukarna

This week we are pleased to welcome Deb Sukarna to Mother Teresa PS. Deb is renowned educational consultant with specific expertise in literacy. Deb's focus with our learning community will be writing. Deb has engaged with staff through whole school professional learning opportunities and through weekend professional learning workshops that a number of Mother Teresa staff have attended. Deb will be with us regularly engaging with both staff and children in the learning spaces.

Experience Music

After a challenging 2020 we are back making music with our students! This year marks our 11th at Mother Teresa Primary School and we couldn't be more proud of our students and of how far our program has come in this time. I would like to personally extend my gratitude to our principal Mr. Reed, who from day one has supported not only our music program, but the overall creative culture of our learning community at Mother Teresa. From the first day I stepped foot at the school, I knew that I was in a unique place with a unique vision. My following years at Mother Teresa both teaching and managing our instrumental program has only confirmed that initial intuition. Its vision of seeing students as independent learners has very much shaped our teaching culture at Experience Music. We look forward to continuing working alongside all the wonderful creative learning opportunities at Mother Teresa. Our program will continue offering lessons in guitar, keyboard, vocals, drums and bass. We are also in the process of developing some new online resources that will further enhance our students' learning experience, as well as making these more financially accessible to all. If you wish to know more, please contact us on the number on our new enrolment forms, we will gladly assist you with any query. We look forward to this New Year with all its challenges. In particular, we are really looking forward to seeing our students play music again! Wishing you a great year and may God bless you abundantly!

Ces Alberto

Director

Experience Music

Foundation Enrolments 2022

Enrolments for Foundation 2022 are now open. If you are a current family and have a child to begin school in 2022 please download an enrolment form from our webpage

<https://www.motherteresa.catholic.edu.au/enrolment-information/enrolment-form/> or collect one via reception. Please let your friends and neighbours know that enrolments are now open.

Parents & Friends News

Zooper Doopers Fridays

Our Zooper Dooper Friday will take place this Friday. Zooper Doopers are \$1 each with funds raised going towards the school.

Hot Cross Buns

Our Parents and Friends committee in conjunction with Baker's Delight Craigieburn selling Hot Cross Buns. This fundraising event will raise funds for our school. Please refer to a flier forwarded with your children last week.

Orders recorded on the order form are due to be returned to school by Friday 12th March.

Hot Cross buns can be picked up on Monday 29th March.

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 **inquirers** we have tuned into our compelling question '**How does play help us learn about ourselves and others?**' Students have engaged in various play **provocations** in both the indoor and outdoor learning spaces. As **thinkers**, we engaged in a **gallery walk** to observe the various provocations in detail. We had time and opportunity to engage in a **See-Think-Wonder** thinking routine. We **engaged in dialogue** about what we played and what we learned. We made connections to our **dispositions** and **assets** and named and noticed which ones we were using when we played together.



As **mathematical thinkers**, we are continuing to find out about the mathematical concept of **patterns**. We have been given time and opportunity to create our own patterns using **shapes** and **numbers**. We have made connections to our ongoing mathematical learning of counting and place value by exploring patterns in numbers when we are skip counting.

As **readers**, we continue to have the opportunity to be exposed to a number of different texts. We have been **making predictions** about what we think the text will be about by using the pictures, titles, and front and back covers as clues. We identify what **punctuation** we can see in the text and its intended purposes. We name and notice our **sight words** that we recognise in context. It is expected that by the end of the Foundation, students have learned to automatically recall all 307 Oxford Sight Words.

As members of a **Catholic faith community**, we have been **sorting out** our thinking around Jesus' encounter with Zacchaeus (Luke 19: 1-10). We have engaged in the thinking routine '**step inside**' to help us view the story from the perspective of Zacchaeus. We are using this to help us make connections

to the outcasts in our society. The key thinking moves we are engaging in are **'perspective taking'** and **'connection making'**. We will continue to find out about the Season of Lent and the symbols we observe during 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 at home. We encourage all children to continue reading these books at home.

Home Learning

Students are encouraged to continue to engage in home learning each night. It is expected that students are engaging in reading, counting tasks and sight words practice at home every day. Parents are asked to sign their child's reading log and counting sheet each night indicating that the home learning tasks are being completed

Bridging Centre

Year 3 – 4 Learning Spaces

As **inquirers** we are continuing to **tune in** to our compelling question **'How can we build bridges between ourselves and others?'** As **communicators**, we will engage in dialogue with the each other about **what a relationship means** and **justify** our thinking using the thinking routine, **'What Makes Me Say That?'** As a **thinker**, we will take the **time** and **opportunity** to document our understanding of a relationship in the mandala proforma. In our mandala we are documenting our understanding of the concept of relationships through pictures, symbols and words and **justify** our thinking to other using reflection stems.

As **writers**, we are beginning to explore the **concept** of **writer's notebook** to help build our **schema** of the world. We will take **time** and **opportunity** to gather **seeds** that help us to think deeply and dialogue with the people around us. As **researchers** we have been **finding out** about **symbols** and how different **symbols** are used to **represent our countries, cultures and religions**. We have been given **time** and **opportunity** to dialogue about what symbol represents us as a person.

As **mathematicians**, we are continuing to build our understanding of the mathematical concept of and how it **connects** with counting money. We will be exploring both **numerical** and **worded problems** around adding and subtracting money amounts from each other, **justifying** our thinking using the thinking routine **'Claim, Support, Challenge'** to share our thinking with others. We are continuing to use the dispositions of being **courageous** and **confident** as we are **transitioning** from using **materials**, such as money, to using **written strategies**, such as number lines to document our thinking.

As part of home learning students are required to read every night and document this in their reading log. Parents are asked to sign this daily. Students are also required 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

When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning (metacognition).

Kath Murdoch 2015

As **open minded and flexible thinkers** we will **reflect on ourselves as learners** and in particular identify ways we have **demonstrated our understanding** related to our Faith and Life inquiry. As **researchers** and **thinkers** we continue to **engage** in a number of reflective learning tasks to assist us in **sorting out** our **learning experiences** at **Sovereign Hill**. As well as **identifying information** we

gathered about our wonderings we are also **identifying new knowledge** and **understandings** and the **skills and dispositions** that **assisted us in our discoveries**.

As part of our **self-assessment on ourselves as learners** we will **engage** in the thinking moves **reflecting, connection making, interpreting and reasoning with evidence**. We will use the **SOLO taxonomy of understanding** as this helps us **to think deeply and make connections** between elements of an idea. The taxonomy, which stands for ‘**Structure of Observed Learning Outcome**’ provides **five levels of understanding** that can be helpful when **analyzing our learning**:

Pre-structural - I don't understand and I need help.

Uni-structural - I have one idea. I can identify, name and follow simple instructions.

Multi-structural - I have several ideas. I can describe, calculate, list and combine these ideas.

Relational - I have several ideas. I can analyze, solve, apply, argue, compare, contrast, justify, explain, relate and question these ideas.

Extended abstract – I have several ideas and I can link them and look at these ideas in a new and different way. I can create, predict, reflect, imagine, generate and create theories.

You will have an opportunity to see the documentation of our thinking, in relation to the SOLO taxonomy, when we bring our Faith and Life inquiry Portfolio home.

As part of our Faith and Life inquiry we are engaging in the thinking move **perspective taking** as we **explore the scripture** from Luke 19:1-10 – the story of Zacchaeus through the thinking routine **Circle of Viewpoints**. As thinkers we will **reflect** on and **consider the different and diverse views** especially how the characters in this text might be feeling. In particular we will take on the perspective of either Jesus, Zacchaeus or the crowd and **consider how they might be thinking**. As **reflective thinkers** we will document a question from the viewpoint of our character and share our new ideas. As **researchers** we will have an opportunity to **explore the theological background** of **World of the Text** including the **World behind the Text** and the **World in front of the Text**. As we will be **interpreting text and symbols, reflecting critically and engaging in a continuous process of dialoguing with others** we will be **learning in a hermeneutical way**. As **collaborators and communicators** we will **engage** in the thinking routine **What makes me say that?** as this will **support us to share our current interpretations with evidence** and **encourage us to understand multiple perspectives**.



The Confectionary Factory

The Confectionary Factory is full of hard boiled lollies and all of the materials that they need. You could smell the lolly mixture which was sweet and delightful. The smell was so strong you could taste it. You could hear when the batches of lollies were picked up and dropped to break into individual pieces, but I was too focused on the lollies than what sounds I was hearing. The tables were full of lollies - umbrella lollipops, raspberry drops and sour grapes. When you got to try the lollies whatever you thought they would taste like they tasted even better.

Written by Zara

Labyrinth Mine

The rusty gate door creaks open and I take a seat in the old, caged carriage that would soon take me underground. Suddenly I begin to move, slowly but getting faster. I feel overwhelmed as I head into darkness. I look behind me and see the smallest amount of light, then nothing. It was pitch black darkness, no light at the end of the tunnel. My heart begins to beat fast. I'm scared and don't know what to do. Then I stop. Have we broken down? What has happened?



Then there's light, relief. Lifting the weight off my shoulders. I step out and I get a small chill of coldness then I walk along the rocky path taking me through the labyrinth mine. I discovered so many things. Then I hear: "Fire in the hole" I duck as fast as I possibly could as an ear piercing, high pitched noise awakens my ears. Then before I know it I am back on the caged carriage heading up back on level land. No darkness, just light.

Written by Cassidy

Gold Fever Education Session

The game seemed pretty simple. There were troopers, miners and bankers. I was chosen to be a banker, weighing the miner's gold, and exchanging it for money.

In front of me, I could hear miners pushing each other, people yelling, the clanging of the gold as I poured it on to the scales. Anxiousness crept up to me like a daunting shadow. It was beyond chaotic.

As I got quicker and quicker exchanging the money for gold, the less people kept coming.

I calmed down, my nerves feeling soothed. What a stressful game!

Written by Keana



Labyrinth Mine

30 metres down the Labyrinth Mine

Drilling through the quartz 45 degree angle from north to south

Covered in dust and feeling nauseous

EUREKA! A sparkly, shiny dented gold nugget

Full of excitement but...

Feeling scared and terrified hoping not to get the terrible disease silicosis.

Written by Tawonga

Japanese Learning

Students in Foundation, Year 1 and Year 2 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. We will then continue to learn what hiragana characters look and sound like. We will learn the hiragana こ (ko), ん (n) and に (ni) for こんにちは (konnichi wa). As **thinkers** we will **make connections** between the shape of the character and picture memory hints, such as く (ku) for cuckoo's beak. These support us in reading the hiragana characters. We will demonstrate being **persistent** as we learn how to copy the hiragana with correct shape.

Students in Year 3 and Year 4 will demonstrate how we can be **thinkers** and **collaborators** as we play a Japanese version of the game Simon Says in which we give each other instructions in Japanese to act out. As **communicators** we will **identify** the verbs "stand up", "sit down", "listen", "read" and "line up" in Japanese. As **thinkers** we will continue a focus on reading and writing hiragana characters. We will learn to read the hiragana せ、い、こ、に and は. We will use memory hints, such as こ (ko) for coin. These support us in reading the hiragana characters by making connections between the shape and sound. We will demonstrate being **persistent** as we learn how to copy the hiragana with correct shape.

Students in Year 5 and Year 6 will demonstrate how we can be **thinkers** and **collaborators** as we play a Japanese version of the game Simon Says in which we give each other instructions in Japanese to act out. 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** we will continue a focus on reading and writing hiragana characters. We will learn to read the hiragana お、よ、う、こ、に and は. We will use memory hints, such as こ (ko) for coin. These support us in

reading the hiragana characters by making connections between the shape and sound. We will demonstrate being **persistent** as we learn how to copy the hiragana with correct shape.

Japanese Calligraphy

As learners of a character language a number of students have engaged in a focus group learning Japanese brush calligraphy or Shodo. We have explored the kanji for the numbers one to five. **As curious thinkers** we have engaged in **observing details** and **making connections** as we explore the shape and meaning of each character. We have also engaged in dialogue about the shape and stroke order of each character. We then used brush calligraphy implements and techniques to reproduce the characters on Japanese calligraphy paper.



Performing Arts – Music

"With music, one's whole future life is brightened. This is such a treasure in life that it helps us over many troubles and difficulties. Music is nourishment, a comforting elixir. Music multiplies all that is beautiful and of value in life". – Zoltan Kodaly

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 engage in practice of the song “Doo wop D”. By the end of the learning this week students should be able to make a **connection** between the note D the colour orange and its solfege name Re.

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 continue to review the 8 notes of the C major scale, their solfege names and matching hand signs. By the end of the learning students should be able to Sing and match the appropriate hand signs with each of the 8 notes of the C major scale. Students will use the notes Do, Mi and Sol to engage in practice of the song “Do Mi Sol – Chord & Arpeggio Study”.

Physical Education

In Physical Education 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 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. Students will also be introduced to the overarm throw, as well as

practicing these skills, students will draw connections between the underarm and overarm throw and dialogue about which throw could be used in different situations.

Year Three and Four students learning will focus on **strategic thinking** around the game of 'Kickball'. Students will put into practice the different strategies and techniques that they have learnt in the previous weeks around striking and fielding sports. Students will play the game and then discuss why they kicked a ball in a certain area of the field and why they were fielding in a certain area? This style of play/learning is known as '**Teaching games for Understanding**' and is designed to improve students tactical awareness and decision making skills.

Year Five and Six students will also focus on **strategic thinking** when they play a game called '4 Wicket Cricket', this game requires students to think tactically when batting and fielding. The game encourages students to develop the key concepts and strategies of striking and fielding sports - *Where to hit the ball and why? Where to field and why? When to run and why?*

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.

Visual Arts

"Don't worry about how you *should* draw it. Just draw it the way *you* see it." Tim Burton

Foundation to Year 2

Explore line and patterns found in Aboriginal Art.

Develop Craft: skill development and knowledge about tools, materials and art concepts

Observe: looking closely to see things

Understand Art Worlds: learning about multicultural art

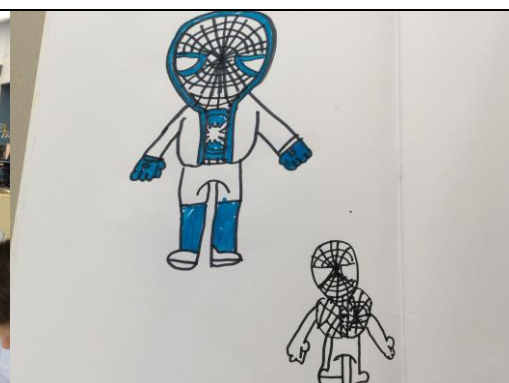
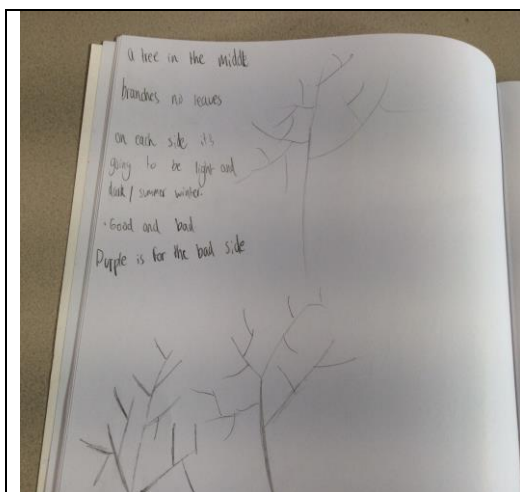
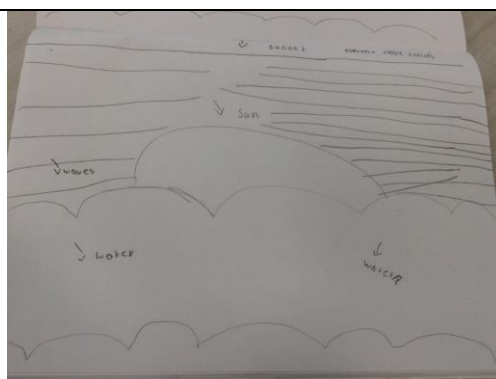


Year 3-6

As artists, we will explore and experiment with 'line' as we plan our art work in our Visual Arts Process Diaries.

- **Engage & Persist** putting your heart into it and not giving up when it gets hard

- **Envision:** plan and picture the next steps in my work
 - **Stretch & Explore:** pushing yourself to try new things, and embrace opportunities to learn from mistakes
- Develop Craft:** skill development and knowledge about tools, materials and art concepts.



Sustainability



As part of our **Kids Teaching Kids** program our **Sustainability** learners will have the **time** and **opportunity** to **investigate** and **document** their **thinking** about “**Clean up school day**”. As a **learning community** we will be participating in this event on **Friday 5th March**.

Throughout this day our sustainability learners will be engaged in a number of activities including spreading tanbark on some of our garden beds, setting up some additional worm farms, collecting rubbish and generally cleaning up our grounds. This is an opportunity for all our sustainability learners to further consider ways we protect and care for the **environment** and help clean up local rubbish before it reaches our precious parks, bushlands, waterways and oceans.

Children will be engaging with various learning spaces across Foundation to Year 6. Our sustainability leaders will assist on this day by directing and assisting learning spaces to complete various tasks.

Children are encouraged to bring their own gardening gloves and wear their sport uniform.

Our Stephanie Alexander Kitchen opportunities take place every Wednesday and Thursday from 11.20-2.00pm. During this time a number of children are involved in **harvesting** fresh vegetables from our garden and preparing a delicious meal to be shared. Throughout the year all children will have the opportunity engage in this learning.

This week our learners will be **engaged** in preparing yet another exiting meal. We will be cooking **Risotto of the imagination** and some yummy **banana bread**.



All recipes and lots of other information about our SAKG can be found on our Mother Teresa PS Kitchen Garden blog which is: mtpskitchengarden.com.au



Cyber Safety



This week Learning Studio 1 provides us with some important tips about being safe online and when using our electronic devices.

- Passwords should have letters and numbers
- You can use a passcode with just numbers instead of a password
- Passwords stop other people getting into our computer
- We need to stop viruses getting into our computer
- If someone learns your password they can find your personal information

Online resources

For any resources about being safe online go to the eSafety website (<https://www.esafety.gov.au/>), there are plenty of videos, fact sheets and tips for parents and children. Also check out <https://www.esafety.gov.au/parents/children-under-5/picture-book-and-song> for access to a great book **Swoosh, Glide and Rule Number 5** and **My Family Rules Song** about being safe when online. To make a Swoosh or Glide mask head to - https://www.esafety.gov.au/sites/default/files/2021-02/EY%20Picture%20Book%20Mask_0.pdf

Free webinars for parents

eSafety Education are offering free webinars about cyberbullying on the following dates

- Tuesday 16 March 7.30 to 8.30 pm
- Wednesday 17 March 12.30 to 1.30 pm

- Wednesday 17 March 7.30 to 8.30 pm
- Thursday 18 March 3.30 to 4.30 pm
- Monday 22 March 12.30 to 1.30 pm



Information about the sessions can be found at 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.

Digital Technology

An Ozobot is a little toy robot that blends the physical and digital worlds — and teaches kids programming. ... Ozobot can identify lines, colours, and codes on both digital surfaces, such as an iPad, and physical surfaces, such as paper.

Some students in **Foundation to Year 2** will be continue engaging with Ozobots and be encouraged to display the disposition **persistent** using **codes** for **Ozobots**. They will be encouraged to be **resilient** while practicing these **codes**, and will be asked to **describe** what these **codes** make the **Ozobot** do.

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 **satellite** which can **pivot backwards** and **forwards** when the **wheel** is **coded** to move in different **directions**.

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** their **choice** of **robot** from the **WeDo 2.0 app**. A possible **creation** is a **racing car** which can be **coded** to use a **motion sensor** to **stop** before hitting a wall.

To Whom am I Called to be Neighbour

Slavery free chocolate – The sweet, but sometimes- bitter truth about Easter chocolate

The Australian Catholic Religious Against Human Trafficking in Humans (ACRATH) is challengeing us to consider our Easter chocolate purchases. They tell us, ‘Australians will purchase over \$200 million in chocolate this Easter. A 2018 report by [IBISWorld](https://www.ibisworld.com) found that Australia’s chocolate spend had risen by \$26 million over the previous five years (up to 2018)’.

‘But some of this chocolate is tainted by slavery and comes at the cost of a child’s health, education and sometimes his or her freedom. Much of our chocolate is made using cocoa beans harvested by children, often in the West African region. Many of these children are forced into labour. We can help change this’.

Where to buy chocolate that is certified slavery-free

Slavery-free chocolate is chocolate that is certified. Look for chocolate with one of the four logos (below) on it – Fairtrade, UTZ or Rainforest Alliance.

There are some slavery-free chocolates available in most large supermarkets and ALDI and Haighs have an extensive range of UTZ certified chocolates and even more leading up to Easter. Fairtrade Australia and New Zealand has a list of slavery-free certified chocolates. Find it at: <https://fairtradeanz.org/for-consumers/products/chocolate>

BE SLAVERY Free has an [Easter Chocolate Shopping Guide](#) with information on what chocolate is slavery-free. The 2021 version of this guide will be available mid-March.

