



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

26th April 2021

"I must be willing to give whatever it takes to do good to others.

This requires that I be willing to give until it hurts. Otherwise, there is no true love in me, and I bring injustice, not peace, to those around me." Mother Teresa

To All In Our Learning Community,

During the past week, I found myself reflecting on the changes and challenges that the past twelve months has brought to our lives. It doesn't seem like so long ago that we were in the midst of lockdowns and adjusting to new ways of engaging in learning. While the COVID-19 pandemic is far from over, I am grateful for the situation we now find ourselves in, living our daily lives in relatively normal conditions. Unlike however our neighbours in India who face great challenges with the pandemic, currently we are fortunate to be able to attend services for days like ANZAC Day, have crowds of up to 85 000 at the MCG to watch football or even watch our own children participate in their own extra-curricular activities. Last year Keana, now in year 5, engaged in an i-Time which researched the ways in which our students managed the challenges of lockdown and remote learning. You may recall her reflection shared in the newsletter last year. To share her i-Time with the wider community, Keana sent her i-Time to local State Member, the Hon. Ros Spence MP. Last week Keana received a response which I would like to share with you;

"Dear Keana,

Thank you for sending me your report titled, 'COVID-19 Pandemic – from a Primary School's perspective.'

Last year was challenging for everyone as we all learnt to do things differently, and especially so for young people, like yourself, who had to learn remotely and independently. Characteristics that you have identified, such as resilience, resourcefulness, and flexibility, were important in adapting to the changes that happened and making the most of them.

Your report provides many insights on your experience with remote learning and that of your peers. Young people impressed everyone by how they dealt with the challenges of 2020 and I commend you on your thoughtful report. The reflecting you have done is important because, as you note, it can help us understand our experiences, and identify what we learned and what we cherish.

Kind regards

The Hon. Ros Spence MP"

What connections can you make? What have you and your family learnt during this time? What makes you say that?

Kind regards

Amy

This Week's Happenings

Monday 26th April

Tuesday 27th April

*Professional Learning - Reporting preparation
Parents and Friends Meeting – 7:30pm*

Wednesday 28th April

*Welcome Deb Sukarna Writing Consultant
Professional Learning ~ Faith and Life inquiry*

Thursday 29th April

Welcome Deb Sukarna Writing Consultant

Friday 30th April

Year 3/4 excursion – La Trobe Wildlife Sanctuary

2022 Foundation Enrolments ~ Siblings

Current school families with a child to begin school in 2022 are asked to contact reception to collect an enrolment form or go onto the schools website to download the enrolment form. Ongoing enquires for Foundation in 2022 indicate a high demand and we do not want to miss current families.

Information Night Foundation Enrolments 2022

Our information night for Foundation children 2022 will take place on Wednesday 5th May at 7.00pm. On this Information Evening parents will be given information related to curriculum, school organisation and the enrolment process.

Families who wish to enrol their child at Mother Teresa Catholic Primary School are encouraged to register their interest for the evening and to book a tour time to see our learning community in action.

For tour times refer to the webpage section: [Enrolment Information/Book a Tour](#)

Please let your friends and neighbours know of this date.

Eucharist ~ Preparation and Celebration

Our Year 4 and Year 5 children are to receive First Eucharist Saturday 19th June, 2021. The celebration will take place at Our Lady's Church, Craigieburn. We are awaiting further details about the numbers permitted at public religious gathering. AS the time draws closer we will clarify if attendance can be more than immediate family members. These details will be provided at our Eucharist workshops in Term 2.

The allocation of times for the First Eucharist celebrations are: Year 4 children at 1pm and Year 5 children at 3pm.

Project Compassion – Crazy Hair Day Thank You

On the final day of Term 1, students and teachers participated in Crazy Hair Day. We raised \$506 for Caritas Australia. We wish to thank all teachers, families and students for donating and supporting the 2021 Project Compassion Lenten Appeal.

Tiffany and Olivia – Year 5/6

Parents & Friends News

Parents and Friends Meeting

Our next meeting is Tuesday 27th April @ 7:30pm

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 **thinkers**, we will take the time and opportunity to reflect on our compelling question ‘**How does play help us learn about ourselves and others?**’ As collaborators, we had the opportunity to engage in some open ended play to practice the skills we have been learning about. To reflect on the learning opportunity, we will use the split screen to identify what we played and how we played.

As **people of a Catholic Dialogue School**, we will be tuning in to the post resurrection story, **The Walk to Emmaus (Luke 24:13-35)**. We will take the time and opportunity to read, hear and listen to the scripture story during focus groups and at Whole School Prayer. Using the Worlds of the Text, we will use the Colourful Semantics Program to help us **identify who** is in the story, **what** they are **doing**, **what happens** and **where** the story takes place. We will then use the thinking routine ‘**Colour-Symbol-Image**’ to **capture the heart** of the text. We will use the hermeneutical prompt of dialogue with others and interpreting texts and symbols.

As **readers**, we will be **tuning in** to the features of non-fiction texts. We will engage in reading and listening to a variety of non-fiction texts while consolidating our reading strategies. As scientists we will use non-fiction texts to tune in to animals and their habitats.

As **writers**, we will use objects and photos as seeds for talking about and record our thinking in words and pictures. We will use the class Writer's Notebook with the thinking routine See, Think, Feel to help us shape our thinking and writing. We will have time and opportunity to share our thinking with others using the dispositions of being curious and respectful.

As **mathematicians**, we will be continuing to **find out** about the mathematical concept of **Place Value**. Some learners will be reading, interpreting and making two digit numbers, while others will be exploring three digit numbers. We will be using the mathematical tools of the turn and learn, flip charts, dot cards, arrow cards, bundling sticks and MAB blocks to help us explore the concepts of reading, ordering and making numbers. We will use the thinking routine, **What Makes You Say That?** to justify our thinking as we are engaging with our mathematical tools.

PM eCollection

As **readers**, we will be continuing to engage in PM eCollection to help us consolidate reading behaviours we have learned. We encourage all children to continue reading these books at home, as well as the books they bring home each night.

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 night. Parents are asked to sign their child's reading log and counting sheet each night indicating that the home learning tasks are being completed. By the end of Term 2, Foundation students are expected to know 150 or more sight words.

Physical Education Day Changes

Please note following changes to Physical Education Days: On **Tuesdays, Learning Space 3** will need to wear their sports uniform and on **Wednesdays Learning Space 1** will need to wear their sports uniform.

Year 3 – 4 Learning Spaces

“The term ‘hermeneutical’ implies that the Christian tradition, in its different interpretations, is also present in religious education. It is not only through communication that children and adults freely express what they think about religion. It also includes critical interpretations of the Christian tradition and its elements that the participants in the religious educational process have already integrated into their own worldviews.”

Annemie Dillen (2007)

This term, many students in the Bridging Centre will be making their first Sacrament of the Eucharist. As a **Catholic Dialogue School**, we are **tuning in** to the Eucharist as part of the Catholic tradition. Using **provocation**, we are **activating our prior knowledge** and **making connections** to what we already know of the Sacrament. Some learners have had **time and opportunity** to use the thinking moves **observing closely** to **interpret text and symbols** through the provocation. By **engaging in dialogue with others**, learners were able to share their thinking and **identify** that the Eucharist involves; gathering together, sharing in a meal and that Jesus is present in the **bread and wine**. We are also **tuning in** to the Whole School Scripture, “**The Road to Emmaus,**” (**Luke 24:13-35**). Through dialogue, hermeneutically we will have the time to further develop our understanding of the connection between the Sacrament and Scripture, as part of Catholic faith, ritual and tradition.

As **mathematicians**, we are inquiring in to the



mathematical concept of **location**. Through exploring and making **maps as provocation**, we have been **tuning in and finding out** about **grid references, scales, legends, compass points and keys**. We will use these to help us identify locations on maps as well as explore ways to give accurate directions by using compass directions such as North, South, East and West.

As **thinkers**, we are **tuning in** to our upcoming excursion to the **La Trobe Wildlife Sanctuary**, using the thinking move **activating prior knowledge** and **wondering** about **biologists**. We will also make our thinking visible about the **scientific skills** they might need and use on the excursion. We will also have the **opportunity** to engage in a variety of **non-fiction texts**, as one way to make discoveries through the **lens of a biologist** to help us **understand** and **sort out** our thinking about the living things around us. We will also be exploring a range of **scientific skills**, including **recording, observing, planning, conducting and reasoning** to help us **research and communicate our thinking**.

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

As part of our **Faith and Life inquiry** the **learning opportunities** we **engage** in throughout this term are related to our **compelling question**: *Is adaptation the key to survival?*

The learning we engage in will help us to understand how:

- **Living things have structural features and behavioural adaptations that help them to survive in their environment.**
- **Human design and technologies can impact on the way living things adapt to changing conditions.**
- **The growth and survival of living things are affected by the physical conditions of their environment.**

As part of our Faith and Life inquiry we are **engaging** in the **thinking moves activating prior knowledge, connection making** and **wondering** as we **tune in** to and **explore** the scripture from Luke 24:13-35, on the road to Emmaus. As **critical thinkers** we will have an **opportunity** to **explore** the **theological background** of the three worlds of the text through the following questions: *How is an understanding of this text influenced by what we can learn about its context?* How is an understanding of this text influenced by what is actually in it? *and for whom might this text be relevant today?* 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.

As part of **sorting out** our **thinking** in response to our **engagement** in some workshops with author Michael Wagner we will **engage** in the thinking moves **connection making, reflecting** and **identifying new ideas** through one of Kath Murdoch’s **reflection tools** called ‘**The 4 R’s**.’ This learning opportunity will enable us to **think back over our learning** using the following structure: **Remember** - We will write and/or draw **three things that we remember doing saying or hearing** during the workshop. **Revise** - We will **write and draw three important things** we believe we **learned**. **Reveal** - We will **identify one of the important things** and **justify our thinking** about why it is important to us at this moment in time. **React** - We will consider **how engaging in this learning can make a difference** and what we **might consider to do differently** ourselves now as writers.

Performing Arts

“Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students’ capacity to perceive and understand music. As students’ progress in their study of Music, they learn to value and appreciate the power of music to transform the heart,

soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music”. - Victorian curriculum

This week the students in Foundation, Year 1 and Year 2 will continue to practice echo rhythms. Listening and echoing back a rhythm pattern is a fundamental skill in music, and we begin with some very simple patterns. Students will continue to engage in practice of the song “Cows in the kitchen” This is a fun little song for the students to sing about some farm animals that have managed to escape and get into the farm house. Students will practice and explore using their voices to sing and make different animal sound effects.

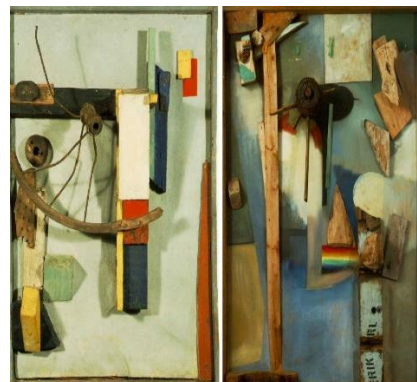
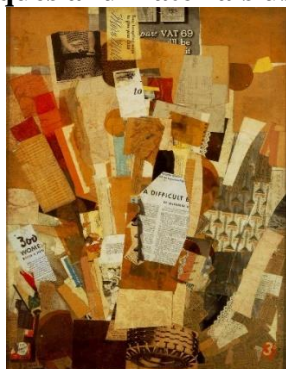
This week the students in Year 3 and Year 4 will continue to engage in an inquiry into what is aural training? And why do we need to practice it? The concept of aural training is that the students are training their ears to listen to different sounds and patterns in music and then being able to copy them. Students will continue to practice this week with an echo clapping activity and through a musical game called “Poison Rhythm”. Students will also practice the song, “A Ram Sam Sam.” Students will learn about the background of the song and sing it and doing some actions and movements to the song.

This week the students in Year 5 and Year 6 will continue to engage in an inquiry into how they can safely and respectfully play and learn music as part of a collaborative group. This week the students in Year 5 and Year 6 will continue to learn about the ukulele. Students will tune in with a video that introduces them to the different types of ukulele and how we need to hold it. This week the students will also begin to explore the concept of chords with a focus on the C major chord.

Visual Arts

“Collage has been one of the most relevant forms of art making. It's resonant because it is made of the stuff that we see every day. It's familiar. It reflects our reality.” - Author: Elliott Hundley

Using the lens of Understand Art Worlds the students viewed artworks and dialogued about techniques and materials used by different artists.

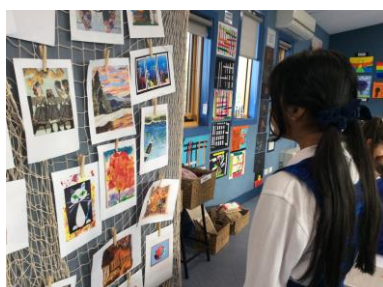


We found out that Kurt Schwitters used magazine clippings, waste material, and other recycled items to express his feelings and understanding of what was happening in the world.

Envision

The students had the opportunity to plan ideas for their collage art in their art diaries. As they explored ideas they also thought about materials that would help express their ideas

best. As researchers the students look for ideas to inspire their art making.



Japanese Learning

As **inquirers** students in Foundation, Year 1 and Year 2 will begin to **Find Out** about **words for animals** in Japanese. As **thinkers** we will engage in being curious about the words. We will especially focus on noticing how many sounds they have.

らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
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As **learners of a character language** we will learn to read the hiragana と and make connections with the word とら (tiger). We will then trace and copy the hiragana character.

As **inquirers** students in Year 3 and Year 4 will continue to engage in an **inquiry about animals** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for animals we encounter at the zoo**. We will **Tune In** by chorusing words for animals with flashcards and engage in being **curious** about sounds and correct pronunciation of each word. As **thinkers** we will **make our thinking visible** by drawing pictures of animals in their habitat and labeling the words in Japanese. As **researchers** we will use a word list to support our writing.

らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
くま kuma bear	へび hebi snake	カンガルー kangaroo kangaroo	コアラ koara koala	

As **inquirers** students in Year 5 and Year 6 will continue to engage an **inquiry about animals** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for animals we encounter at the zoo**. We will **Tune In** by chorusing words for animals with flashcards and engage in being **curious** about sounds and correct pronunciation of each word. Through **observing** that some Japanese words sound like their English origin, we will discover that **some Japanese words are borrowed from English**. As **thinkers** we will **learn how to count large animals** using the **counter** とう in Japanese. We will use this counter to **observe** how many animals are in a collage of animal images and **record data** about what we see using the counter word.

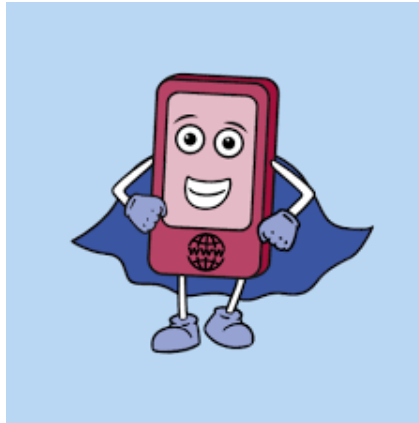
らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
くま kuma bear	へび hebi snake	カンガルー kangaroo kangaroo	コアラ koara koala	わに wani crocodile
エミュー emyuu emu	ウオンバット wonbatto wombat			

Digital Technologies and Cyber Safety

Some students in Foundation – Year 2 will be continuing to **find out** how **Ozobots** can use **directional codes** to **change directions** at an **intersection**. Students will need to use the disposition **resilient** to complete **challenges**, by **coding** their **Ozobot** to go the correct **direction**.

Some students in Years 3 and 4 will be **collaborators** and **explore** the **Lego WeDo 2.0** set and **follow instructions** on the **WeDo 2.0 app**. They will **extend** on their thinking to make a **robot** use the **tilt sensor**. Students will **experiment** with how the **tilt sensor** can **sense** different movements as they **sort out** their thinking about the **WeDo 2.0 app**.

Some students in Years 5 and 6 will be **tuning in** to the **Lego Mindstorms** set. Students will **collaborate** to create the **Driving Base Robot**, which will be used to complete the **Space Challenge Learning Missions**. Students will be continuing to **find out** about the first **learning mission**, using the thinking move **observation** to see how far the robot goes, then use mathematical thinking skills of **mtp multiplication** and **division** to **calculate** different **lengths**.



Cybersmart Tips of the Week

This week's tips come from Foundation - Year 2.

- Only buy something if you have your parents' permission
- Keep your personal information private
- Only post pictures that you are happy for everyone to see forever
- Only play games if you know and trust who made the game
- Always ask for permission from an adult before using an app or game that costs money
- Never respond to messages from people you don't know

Parent Resources

Head to the following websites for information about being safe online and tips for how you can assist your children.

- <https://www.esafety.gov.au/parents>
- <https://www.esafety.gov.au/>
- <https://www.evolve-edu.com.au/>
- <https://www.esmart.org.au/>

Term 2 Parent Webinars

There will be opportunities for free webinars in term 2, the topic will be eSafety's **Guide to Parental Controls**.

The sessions will be held on the following dates and times -

- 4 May 12:30pm - 1:30pm
- 5 May 12:30pm - 1:30pm
- 6 May 7:30pm - 8:30pm

To register go to <https://register.gotowebinar.com/rt/9188680659348918543>

Physical Education Learning

In Physical Education classes this week students will be engaging in learning with a major focus on **fundamental movement skills** and **game concepts and strategies** involved in invasion style sports.

Foundation to Year Two students will be practicing their object control skills, with a focus on kicking through a play based kicking circuit. Students will focus on the correct movement sequence when kicking for distance. The skill will be broken down into smaller components of the kick as the students learn this sometimes difficult movement skill.

Year Three and Year Four students will continue to investigate the category of sports known as *invasion sports*. Through their learning, students will play small sided games and be asked questions about the games and the tactics used to be successful in them, students will then make connections about tactics which are similar in other invasion style sports. The key components that students will be focusing on is, **moving into the open space to receive a pass and drawing the defender to them before making a pass.**

Year Five and Year Six students will also continue to investigate *invasion sports*. They will continue to play games to develop their tactical thinking and knowledge on defending and attacking. Through their learning, students will focus on three concepts - **How to maintain possession and when to pass the ball, moving into the open space away from the defender and drawing the defender to pass to an open teammate.**

Sports Club ~ Lunch times

Students are invited to come along and participate in a 'sports club' with Mr Insolita at lunch times. Each week the club will have a different sporting focus and everyone is welcome to come and join in the fun while being physically active. This week we will focus on Basketball as this is a very popular sport amongst our learning community. Everyone is welcome and I'm looking forward to seeing you all there!

The club will run on the following days;

- **Foundation - Year 2 students:** Monday
- **Year 3 - 4 students:** Wednesday
- **Year 5 - 6 students:** Thursday

Sustainability Learning

The importance of environmental education cannot be overstated. It is able to affect daily actions and habits, the reduction of water consumption, the sorting of waste and even “turning off unnecessary lights” or wearing warmer clothes so as to use less heating (Laudato Si no. 211).

This week our “**Kids Teaching Kids**” learning will continue looking at ways in which we can live a sustainable life. Our learners will be given the **opportunity** to continue **investigating** what we can do within our learning community and beyond to **live sustainably**. If we live sustainably, our planet will stay beautiful for generations to come. Our learners will research and document what we can do in our school community, local community and at home to live a sustainable life and how these changes will impact our future life.

Our Sustainability compost leaders have been **investigating, researching** and **documenting** ways in which we can care for our worm farms. Our compost leaders have prepared a PowerPoint presentations outlining how to set up and care for our worm farms. They will be engaged in taking mini workshops within our learning community presenting the information gathered.



Last week a group of children were given the time and opportunity to set up a selection of planter boxes, these planter boxes have been placed outside Olig. We are currently **researching** what plants can be planted in our planter boxes.



Our **Stephanie Alexander Kitchen Garden** takes place every Wednesday and Thursday from 11.30-2.00pm. 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 to engage** in this learning. This week our **learners** will be **engaged** in preparing yet another exciting meal. They will be cooking delicious **pumpkin bread** and **fried rice**. 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

We extend our thanks to Sandra Smith (manager) from Woolworths, Greenvale lakes store for donating a selection of containers and seedlings to our Stephanie Alexander Kitchen Garden. Our learning community is very appreciative of this donation to our program.

After School Care at Mother Teresa Primary School

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



Book online for same day care

Did you know you can book online up until the last minute before the service starts?

We understand that unexpected events come up in work and life and we aim to help our families when circumstances change.

Log in on any device and book one minute prior to the session start time to avoid "Walk In" rates.

Enrol and book now: extend.com.au

Term Two Dates

Monday 3rd May
Tuesday 4th May
Wednesday 5th May
Friday 7th May
Monday 10th May

Tuesday 11th May
Wednesday 12th May
Thursday 13th May
Wednesday 26th May
Monday 31st May

Wednesday 2nd June
Monday 7th June
Monday 14th June

Friday 18th June
Saturday 19th June
Monday 21st June

Welcome Colleen Monaghan – Mathematics Consultant
Welcome Murrundindi
Welcome Kath Murdoch – Inquiry Consultant
Mother's Day Stall
Mother's Day – celebration of learning (details to follow)
Welcome Colleen Monaghan – Mathematics Consultant
NAPLAN
NAPLAN
NAPLAN
First Eucharist Child/ Parent Workshop
Reconciliation Week
Welcome Murrundindi
School Photo Day
Welcome Colleen Monaghan – Mathematics Consultant
Queen's Birthday Public Holiday
No school
Welcome Colleen Monaghan – Mathematics Consultant
First Eucharist Celebrations
Child/Parent/Teacher Interviews

Wednesday 23rd June

Thursday 24th June

Friday 25th June

Children dismissed at 1pm

Welcome Murrundindi

Welcome Murrundindi

Term Two concludes 3.30pm

Monday 12th July

Term Three begins

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.