



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

3rd May 2021

To All In Our Learning Community,

This coming Wednesday night is our information night for Foundation children 2022 is to take place. The Foundation information night each year provides me as principal with another opportunity to reflect on what we are about at Mother Teresa PS. What is it that is important to us as a Catholic learning community in the 21st century? What is it that makes our learning community unique? Apart from the physical layout of flexible learning spaces that for some make us different, the terms, and implications of being a Catholic Dialogue school, Culture of Thinking and Community of Inquiry capture our difference and our hope for all learners.

Through the many and varied learning opportunities provided to our children each learner is given time and opportunity to develop and consolidate learning and to articulate their thinking. Opportunities to inquire into passions and to be guided through inquiries results in high levels of engagement. Learning is lifelong and life wide and our hope is that learners develop the skills and dispositions that assist them to be lifelong learners.

My reflections also bring me back to some key ideas and quotes from both theologians and educationalists, in particular the work of Pollefeyt & Moyaert and Vygotsky and Ritchhart. The research of these scholars has impacted on our Catholic Dialogue School, Culture of Thinking and Community of Inquiry and is captured in the following:

“The end product of Catholic education is not the perfectly socialized pupil, but a pupil who is able to inquire into everything and everyone positively and with an open mind, inspired by a profound sense of humanity and by a connection with old and new stories which can open alternative worlds and which grant the future a utopian orientation (i.e. the promised land, kingdom of God)”
Pollefeyt & Moyaert 2004

“...human learning presupposes a specific social nature and is part of a process by which children grow into the intellectual life of those around them (Vygotsky, 1978).”

“For classrooms [learning spaces] to be cultures of thinking, schools have to be cultures of thinking for teachers”
Ron Ritchhart

It is my hope and that of staff that children and parents who make up our learning community and those who wish to join us experience the richness of learning opportunities provided and are able to remain open minded in our multi faith and culturally enriched society.

Kind regards

Chris

This Week's Happenings

Monday 3rd May

Welcome Colleen Monaghan

Tuesday 4th May

Professional Learning - Reporting preparation
3/4 excursion – La Trobe Wildlife Sanctuary

Wednesday 5th May

Welcome Kath Murdoch

Professional Learning ~ Faith and Life inquiry
Foundation 2022 Information Night 7pm

Thursday 6th May

Foundation 2022 Tours

Friday 7th May

Mother's Day Stall

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.

School Fees ~ Term 2

Term Two school fee account of \$500 will be forwarded to families on Monday 10th May 2021 and are due for payment by Friday 21st May 2021. Please check your child's bag for the school fees statement. School fee payments can be made via credit card, cheque or cash.

A direct debit arrangement can also be made.

The school account payment details are: BSB 083 347 Account 82676 1906; Mother Teresa Catholic Primary School, NAB.

Please ensure you place your Family name to transaction so we can match your payment!

Our school does rely on school fees for many recurrent costs so prompt payment is appreciated.

Mother's Day Stall Friday 7th May

The Parents and Friends have organised a Mother's Day stall. Children can buy a gift for their Mother, Grandmother or another significant mother figure. **All gifts are \$5.** Children are required to bring their money in a marked envelope with their name, the amount of money and Learning Space clearly labelled.

Mother's Day Opening Day Monday 10th May

This year we are inviting mums to visit their child/ren to engage in a learning task with them for a ½ hour window on Monday 10th May. Mums are invited to register a time via the Try bookings system with the details below:

Parents & Friends News

Mother's day stall helpers

Our Mother's day stall is to take place this coming Friday between 9.00am – 11.00am. If you are able to assist with the sale of gifts please leave your name at reception – we only require 7 helpers on the day.

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 are **tuning in** to our compelling question, **Living Things: Where do they live? How do they grow? How do we know?** Throughout the term we will develop the following understandings:

- Living things change overtime.
- Living things have a variety of external features.
- Changes in the environment can affect the habitats of living things.
- Living things live in different places where their basic needs are met.

As a way to stay **curious** about what we are learning, each week will have the opportunity to listen to a variety of clues and **activate our prior knowledge** to **predict** what might be inside a box.

As **inquirers** we will be **tuning in** to the upcoming excursion to the Melbourne Zoo by considering what it means to be a wild **scientist**. We will have time and opportunity to **observe** images of scientists and use our four senses 'hear, smell, touch and see' to consider living things in our environment and their needs for survival. We will engage in dialogue about the skills of a **researcher** and how we can apply these during the excursion.

As **mathematicians** we are **tuning in** to the concept of Location.

As **thinkers**, in foundation we will begin to identify positional language such as 'next to, in front of and behind.' In year one we will give and follow directions around familiar locations and in year two we will interpret features of a map by reading a key and identifying symbols. We will all be exposed to a variety of different maps including the map of the Melbourne Zoo as we plan the direction that we follow throughout the day.

As **readers** we will continue to be exposed to variety of non-fiction texts. We will have time and opportunity to engage in shared reading focus groups as we listen and observe what good readers do and identify text features. In foundation we will continue to identify our sight words in these texts. Many of us will continue to consolidate onset and rime and apply this strategy to read unknown words. In year one and two we will locate and interpret information in texts and share our discoveries in different ways.

As **writers** we will be provided with time and opportunity to engage in Writers Notebook as we **find out** new ways to express and make our thinking visible. We will **observe** our teachers as they model how to use a writer's seed. As **thinkers** we will engage in writing conference groups. As **communicators** we will engage in dialogue to identify the good in our writing and develop goals that we can work on to extend our writing skills.

As people of a faith learning community we have listened to the scripture story, 'The Walk to Emmaus' from the Gospel of Luke (24:13-35) during prayer time and within our learning spaces. As **thinkers** we will continue to use the colourful semantics to identify; 'who, when, where and what doing' to develop our understanding of the text. We will also have time to **reflect** on the words of the 'Our Father' prayer by considering which words, phrases and sentences capture our attention during prayer in our learning spaces.

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)

As a faith learning community, we will have time and opportunity to activate our prior knowledge around the names we think are given to the Sacrament of Eucharist. As a way to explore further, we will read and view the text ‘Friendly Guide to Mass’ - ‘Sacraments of Many Names’ to find out about the meaning of Eucharist and what other titles it is referred to. We will also find out about the structure of Mass and the symbols and sacred objects of Eucharist. As readers and hermeneutical thinkers, we will dialogue with others about our interpretation of the text. As part of making our thinking visible we will engage in the thinking routine ‘Peel the Fruit’ and use the key thinking moves - noticing, wondering, explaining, connecting, reasoning, perspectives and capturing the heart.

Last week, some of us had the opportunity to visit the La Trobe Wildlife Sanctuary to find out about our compelling question *how are living things connected*. As researchers, we had time and opportunity to engage in 4 workshops to make discoveries about different environments and the connections living things have to these. We used the thinking routine, **Take Note**, to identify the most important point and what we found interesting. As thinkers, we will reflect critically about ourselves as communicators and researchers, by self assessing our scientific skills. We had time and opportunity to engage in a self assessment prior to our excursion to LaTrobe Wildlife Sanctuary and we now have the opportunity to reflect afterwards, to see how our thinking about these scientific skills has changed.



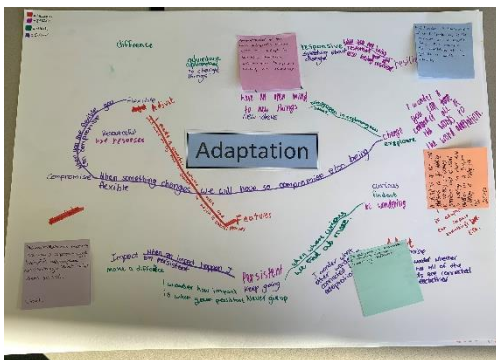
In mathematics, we will be exploring the mathematical concept of transformation and symmetry, while making connections to our understanding *different environments support the survival of different living things*. As researchers, we will look closely at images of nature to identify symmetrical

patterns in natural environments. We will also **identify** and **describe** slides and turns found in the natural and built environment. As we engage in this learning, we will **find out** about and use new **mathematical language** such as **slide, flip, half turn, quarter turn, reflected, rotated** and **rotated** to describe and explain our thinking.

Year 5 – 6 Learning Spaces

If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes.
Ritchhart & Church 2020

As part of our **Faith and Life inquiry** understanding, **Living things have structural features and behavioural adaptations that help them to survive in their environment**, we engaged in the thinking moves **activating prior knowledge, making connections** and **identifying new ideas** as we explored the digital webinar *Animal Classification and Adaptations*, an **online workshop**, with a Zoo expert. As **communicators** and **collaborators** throughout the workshop and as part of **finding out** we **engaged in dialogue** and **identified** what **adaptations** different animals have to help them survive and what threats they are facing in the wild. We **discovered** how animals can **adapt their behaviour** to ensure species survival. As **scientists** we discovered **how to observe** the **structural and behavioural adaptations** of animals and the **impact of humans** on places and habitats.



As part of **sorting out** the **changes in our thinking** we **engaged** in the thinking moves **making connections, exploring complexities** and **raising questions** and **documented our thinking** about the word **adaptation** through the **thinking routine Making Meaning**.

As **readers and critical thinkers**, as part of **finding out**, we will be **reading** and **viewing** a variety of **informative texts** to build our **schema**. As readers we will **identify the structural features** that **assist us to navigate these texts** including **table of content, headings, subheadings** and **glossaries**. As part of **sorting out** our thinking, as **researchers**, we will **engage** in the thinking moves **making connections** and **identifying new ideas** as we **organise** and **summarise the information we gather** from print and digital sources. As part of our **Home Learning** we can engage in the thinking moves **activating prior knowledge, making connections** and **identifying new ideas** as we read a variety of digital texts about zoo animals on the following websites.

Melbourne Zoo website <https://www.zoo.org.au/melbourne/habitats/>

Kids News <https://www.kidsnews.com.au/?s=zoo+animals>

As part of **tuning in** we will be **engaging** in a **written mathematical pre-assessment** related to the concept of **location**. In particular we will **focus** on the thinking moves **activating prior knowledge** and **making connections** as we document our current understanding related to **using a grid reference system to describe locations, describing routes using landmarks** and **directional language** and **marking points** on a graph using **coordinates**. As part of **finding out** and **identifying new ideas** we will **engage** in a variety of **learning opportunities** including using a variety of digital resources. On Wednesday we will be engaging in our second **Maths Olympiad** and **Maths Game competition**. This is an **opportunity** for us to **demonstrate our current mathematical strategies** and **understanding** when solving a variety of challenging word problems.

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” Students will be introduced to the concept of body percussion. Students will play the rhythm on their laps and clap to accompany the singing of the song. This week the students will also be introduced to the compose component of their music lessons. This week we introduce the concept of music as a combination of sounds and silence.

This week the students in Year 3 and Year 4 will continue to practice their aural training, students will engage in an echo clapping activity and a musical game called “Poison Rhythm”. Students will also continue to practice the song “A Ram Sam Sam” This week we start to learn the un-tuned percussion accompaniment. Students will practice the different instrument parts using body percussion first and then move onto using the instruments. There are three different instrument parts, the tambourine, the triangle and the hand drum.

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 explains how we hold the ukulele. Then we will be practicing the C major chord and the song “Jam Track number 1” This song reinforces the C major chord and how the students can collaborate to make music together.

Visual Arts

***“Art is a place for children to learn to trust their ideas, themselves and to explore what is possible.”
Maryann F. Kohl***

Develop Craft- I can learn to use tools and materials and practices of an art form.

Exploring the skills of selecting, changing, arranging and joining materials



Explore different techniques - cutting, tearing, painting paper, mixed media.



Explore different materials for collage: natural - feathers, leaves, seeds etc. Manmade, - paper, straws, recycled materials



Japanese Learning

As **inquirers** students in Foundation, Year 1 and Year 2 will continue 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 character ら and make connections with the word らいおん raion (lion). 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 continue our inquiry about **animals we encounter at the zoo**. This week we will **Find Out** how to express that we like a particular animal using the Japanese word すき (suki). As **communicators** we will **activate our prior knowledge about words for animals** as we dialogue

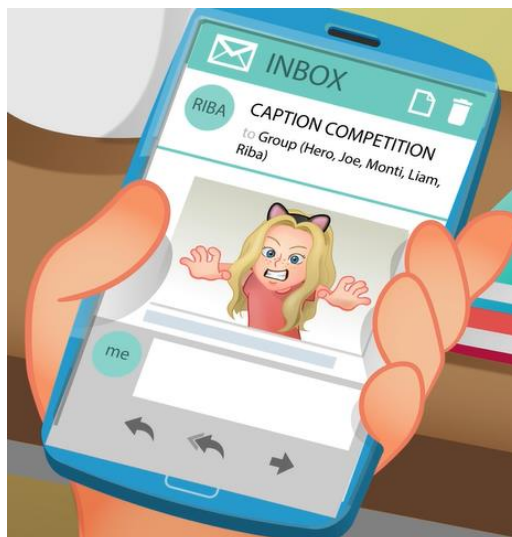
about the animal we like and collect data about how many of each animal our peers like. As **thinkers** we will also **engage in being curious** about where the adjective “to like” is placed in a sentence and **reflect** on how this is different or the same as other languages we know.

らいおん raion lion	きりん kirin giraffe	さる saru monkey	ぞう zou elephant	とら tora tiger
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 in an **inquiry about animals** in Japanese. As learners we will continue our inquiry about **animals we encounter at the zoo**. As **thinkers** we will **build on our prior learning about how to count large animals** using the **counter** とう in Japanese. We will use this counter to **observe** how many animals are in animal images and **identify the matching counter word** in Japanese. As **communicators** we will then learn how to express what we see using a sentence structure in Japanese. For example, ライオンが三とういます。Raion ga santou imasu or “There are three lions”. As **thinkers** we will reflect on how this we assist us in **collecting and presenting data** when we visit the zoo.

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	エミュー emyuu emu

Digital Technologies and Cyber Safety



Tips For Balancing Your Screen Time

- **Create screen-free times and zones.**
 - Help kids take breaks from tech by limiting screen time in bedrooms, during study time, or at the dinner table.
- **Try parental controls.**
 - Set content limits that make sense for your family. Alongside conversations about healthy media habits, use features such as content filtering, privacy settings, and time limits offered by the apps and platforms your family uses to help manage access and exposure to media.

- **Establish clear family rules.**
 - Decide together what kind of media and tech is OK -- and when it's OK to use it. A family media plan can help get everyone on the same page.
- **Watch and play together.**
 - Choose quality, age-appropriate media to enjoy with your kids. Visit commonsensemedia.org to find shows, games, and more.
- **Help kids identify healthy behaviors.**
 - Practice talking about feelings -- both physical and emotional -- during screen and non-screen activities.

Foundation to Year 2 have been learning about people they can trust in their lives and will be using that information to decide which people they can share information and photos with.

Year 3 & 4 have been engaging in learning about establishing what information can and cannot be shared with people.

Year 5 & 6 have begun learning about what elements combine to make up cyberbullying and how they can identify if someone might be being cyberbullied.

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>

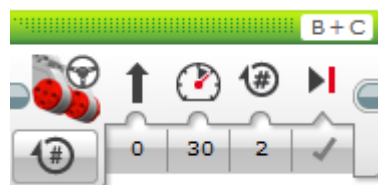
Some students in **Years F - 2** will be continuing to tune in and **explore** how **Ozobots** can use **codes** to **switch lanes** and move across spaces that they normally couldn't. Students will **explore** different uses for these **codes** and make **connections** with their **findings** about **directional codes**.

Some students in **Years 3 and 4** will be **collaborators** and find out more about the **Lego WeDo 2.0** set. We **dialogued** about the **different** ways we can be **collaborators** while using **Lego WeDo**. Here is some of the **thinking** from **students** in 3/4 – 5:

As **collaborators** we can:

- We can **share** - Isaac
- Be **respectful** - Majd
- Be **responsible** - Abigail/Diego
- Take **fair turns** - Bianca
- Be **communicators** and **collaborators** while **engaging** in **Lego** - Harley/Archer
- We can be **resourceful** and take care of the **Lego** - Jayda
- **Help** others and be **respectful** - Malissa/Kristian
- Not talk over others while they are **talking** - Bianca

Some students in Years 5 and 6 will be beginning to tune in and **explore** the **Lego Mindstorms** set. Students will **collaborate** to code the **Driving Base Robot**, to continue completing **learning mission 1** for the **Space Challenge**. Last week **Aruusan, Dev** and **Joseph** from 5/6 – 5 shared how they made their **thinking visible**, **describing** what each part of the **code** they used does:

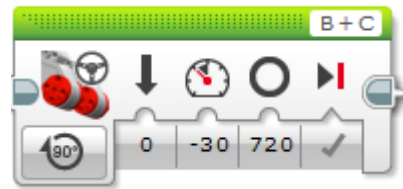


This program will make the robot start.



This program will make the robot wait for 2 seconds.

This program will make the robot move forward.



This will make the robot move backwards.

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 continue 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 and accuracy.

Year Three and Four students will continue to investigate the category of sports known as ***invasion sports***. Through their learning, students will play small sided games with a focus on touch rugby, the aim for students is to move a ball together as a team into an end zone for their team to score. 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 Six students will be introduced to the game of European Handball, the game will be played modified with smaller teams to allow teams to attack and defend easier with more space to move freely. Through game play, students will focus on the three concepts they have learnt in previous weeks - 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.

Students are invited to come along and participate in a 'sports club' with Mr Insolita at lunch times, everyone is welcome to come and join in the fun while being physically active. This week we will focus on Basketball. 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).

As part of our **Kids Teaching Kids** program our **Sustainability Compost leaders** have been busy re-established our worm farms. We currently have 6 working worm farms on our school grounds. Our **compost leaders** have engaged in preparing power point presentations on "**Worm farms.**" Our leaders will be given the **opportunity** to engage in mini workshops across our **learning community**, educating our students the importance of worm farms. These workshops will educate our students about re using our organic waste, what **organics** can be fed to the worms and general up keep of the worm farms.

This week our **Sustainability leaders** will engage in a **biodiversity audit**. This audit is an **investigation** of **habitat** and **ecosystem** featured on your school grounds. As a Sustainable school we are required to participate with this audit annually. Our learners will look at the various plant and animal species on our school grounds. This **information** is recorded and submitted to **Sustainability Victoria**. In conjunction with Jason our grounds person a group of children were given the time and opportunity to continue placing our compost boxes in our garden beds. These compost boxes are another form of compost for our garden beds. Organic food scraps are placed in these bins to enrich our soil for fresh vegetables to grow.



Our **Stephanie Alexander Kitchen Garden** takes place every Wednesday and Thursday from 11.30am -2.00pm. Our children take part 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 our Stephanie Alexander Kitchen Garden. This week our learners will be **engaged** in **preparing** yet another exciting meal. They will be cooking a delicious **potato, leek and silver beet spiral pie** and **apple turnovers**. Our fresh silver beet and apples all harvested from our garden. All recipes and other information about our SAKG can be found on our Mother Teresa PS Kitchen Garden blog which is: mtpskitchengarden.com.au

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 10th May

Mother's Day – celebration of learning (details to follow)

Tuesday 11th May

Welcome Colleen Monaghan – Mathematics Consultant

Wednesday 12th May

NAPLAN

Thursday 13th May

NAPLAN

Wednesday 26th May

NAPLAN

Monday 31st May

First Eucharist Child/ Parent Workshop

Reconciliation Week

Wednesday 2nd June

Monday 7th June

Monday 14th June

Friday 18th June

Saturday 19th June

Monday 21st June

Wednesday 23rd June

Thursday 24th June

Friday 25th June

Monday 12th July

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

Children dismissed at 1pm

Welcome Murrundindi

Welcome Murrundindi

Term Two concludes 3.30pm

Term Three begins

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