



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

12th July 2021

To All In Our Learning Community,

Welcome back to term 3. Please note the current health advice regarding COVID-19 to ensure the safety of all in our learning community and the wider community.

Through a variety of learning experiences last term our learning community explored the scripture passage, from Luke's gospel known as the Road to Emmaus. This scripture passage is a post-resurrection story. In this story we read about two of Jesus' disciples travelling on the road to Emmaus. They are downcast at the loss of their friend, Jesus, who they had hoped would set them free. Their walk to Emmaus is interrupted by another traveller who names and notices their sadness. This traveller provides, however, insights into a story of faith that recalls the story of the prophets and the promise of the Messiah. As they approach their destination they invite the traveller to stay with them. At the evening meal they discover the presence of Jesus as bread is blessed broken and shared.

We discover in this story the presence of the risen Jesus with his disciples. Through reflecting on the experience the two disciple say to each other, 'Were not our hearts burning within us as he talked with us on the road and opened the Scriptures to us?' Jesus' risen presence opens the minds of the disciples, it shows God's power over death and an interruption to the story of the downcast disciples. Theologian Lieven Boeve suggests, Jesus is God's interrupter opening up new possibilities to name and notice God within the lives of the first disciples and those who follow Jesus today. There are numerous examples of Jesus interrupting a closed narrative and opening it up to see the presence of God in the lives of Christian believers.

How might we express the presence of Jesus in this story? How might it reflect the recognition of Jesus' risen presence with the disciples and Jesus' presence in the Mother Teresa faith community today? Over the past months artist, Christine Sage has been considering this through dialogue with some members of our community. This week we will have a bronze sculpture of the two disciples on the road to Emmaus. This sculpture will be placed near our Bridging Centre. It represents the joy of the disciples who recognised the risen Jesus. It invites us as a Catholic Dialogue school to consider the way in which God interrupts our story and makes Godself known to us.

I wonder how you will interpret this Christian story as you look at the bronze statues. What new layers of meaning will you see? What dialogue will you engage in with others to express your thinking? I wonder if 'our hearts will burn within us', as we engage with this artist representation of the disciples on the road?

Kind regards

Chris

This Week's Happenings

Monday 12th June

Term 3 begins

Tuesday 13th June

Professional Learning ~ NCCD

Wednesday 14th June

Professional Learning ~ Faith and Life Inquiry

Thursday 15th June

Friday 16th June

Term 3 staffing

This term we welcome Mrs Mary-Louise Roberto to our learning community. Mrs Roberto will support our Foundation to Year 2 learners. We hope that Mrs Roberto's time with us is personally and professionally rewarding.

Ms Erin has begun her maternity leave and has been replaced in Year 3/4 by Mrs Anita Dianellos (Monday – Thursday) and Mrs Dilisha Sunnadaniya (Friday). We look forward to hearing Ms Erin's news later in the term.

QR code – register

Please note you are required to register through using our QR code when you enter our school building. During the day access is only possible via Windrock Ave and our reception area where a QR code is also located

Masks & 1.5 social distancing

Masks are required to be worn by visitors and parents who enter our school building. Your ongoing support of our learning community for the health and welling of all in our community is appreciated.

Sick Children

If children are unwell they are required to remain at home until well. This is a vital step in keeping all in our community safe and well.

First Eucharist Celebration

First Eucharist celebrations have been set for Sunday 15th August, 2021 at Our Lady's Church. Families will maintain their allocated times either 1 pm or 3pm as previously provided.

First Eucharist Presentation Sunday

Children to receive their First Eucharist are required to attend one of the parish weekend Masses on the following dates 17th & 18th July 2021 where they will receive a chain & Mass booklet.

Food Sharing

Families are reminded that children are not permitted to share food. Under current COVID-19 restrictions we request the parents do not send lollies etc. for birthdays at this time.

2022 Foundation Enrolments ~ limited places

Families are reminded that enrolments are now open for 2022. Please refer to our webpage for further details. [Enrolment Information/Book a Tour](#)

School Photo Day

Our school photos will take place this term on Friday 23rd July 2021. Details will be forwarded to families.

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 time and opportunity to reflect on our compelling question, **“Living Things: Where do they live? How do they grow? How do we know?”** To help us reflect and show how we have grown as learners, we used **Kath Murdoch's Reflection Wheel** to identify something we wondered, learned, how we felt and something we tried during our inquiry.

As **people in a Catholic faith community**, we will continue to identify new ideas and make connections to Psalm 8. As **thinkers**, we will listen to Psalm 8 and reflect critically on how we could care for our environment. As **thinkers**, we will use the thinking routine **See-Think-Wonder** to interpret the mural about Creation outside the Leadership Centre. We will share any connections we have made between the mural and the Psalm. The hermeneutical prompts we are focusing on are **interpreting text and symbols** and **dialogue with others**.

As **mathematicians**, we are finding out about the mathematical concept of **addition** and **subtraction**. We are finding out about and using a range of strategies to help us problem solve. These strategies include, counting all, counting on, counting back, and using doubles, fact families and commutativity. We will use a range of materials to help us build a conceptual understanding of addition and subtraction.

As **readers**, we are continuing to practice and consolidate our reading strategies so we can become **confident** readers. Some readers will focus on using onset and rime to segment words into smaller sound groups. Others will focus on identifying digraph sounds and others will focus on the comprehension strategy 'Read and Retell.'

As **writers**, we will continue to engage in **Writer's Notebook** and writing conferences. We will use different thinking routines to help us unpack seeds and practice shaping this thinking into a purpose. We will apply what we have learned in our writing conferences in our independent writing.

Year 3 – 4 Learning Spaces



As part of our Faith and Life Inquiry phases **going further** and **taking action**, we will have **time** and **opportunity** to further **investigate** our **compelling question** '*How are living things connected?*'

As a way to **reflect** on our **understanding**, we will document our **thinking** using the **thinking routine Think Care Do**. We will **consider** what we now currently know or **think** about our compelling question, why should we **care** about **living things** and what can we **do** to make a **positive connection** with living things.

As hermeneutical learners, we will consider the **hermeneutical** prompts **reflecting critically** and **continuously searching, questioning, inquiring, imagining** and **re-imagining** as we **make connections** to Psalm 8:3-4, 5-6, 7-8.

As part of our Faith and Life Inquiry, we will have **time** and **opportunity** to visit the **Jewish Museum** in the coming weeks. As **thinkers**, we will use the **key thinking moves wondering, activating prior knowledge** and **making connections** while **dialoguing** with **others** about the **Jewish Passover** and **Eucharist**. As **hermeneutical learners**, we will **identify** the **differences** of the two **rituals** and what makes the **Eucharist** unique in the **Catholic tradition**.

As **thinkers** and **mathematicians**, we are **transferring** our **thinking strategies** to **different situations** and **giving reasons** or **evidence** to **explain** our **thinking**. We are **continuing** to **solve problems** related to **addition** and **subtraction** and **applying** our **knowledge** of **efficient** and **effective strategies** to **solve money problems**. We will have **time** and **opportunity** to **recognise** and **explain** the **connection** between **addition** and **subtraction** by **engaging** in **equivalent number sentences**.

For example:

| |
|---------------|
| $20 - 3 = 17$ |
| $20 - 17 = 3$ |
| $17 + 3 = 20$ |

As we think creatively to solve problems we will use **concrete materials** such as **coins** and **notes** we are **represent money** values and **counting** the **change** required to the nearest five cents.

Visual Arts

As researchers the students will explore the art mediums of painting, printing and textiles. They will also have the opportunity to continue to explore collage, construction and drawing.

Understand Art Worlds

The students will have the opportunity to view and discuss artworks by artists such as Tjanpi Desert Weavers, Anne Marie May, Lee Darroch, Australian Tapestry artists Lorraine Connelly Northey, Margaret Preston and Thea Proctor.

The students can research ideas, techniques and styles by the different artists to use in their own artworks.

Develop Craft

Children in Foundation to Year 2 will have the time and opportunity to develop the following skills and techniques

Printing

- Skills and processes such as stamping, monoprinting, fold over printing

Painting

- Different tools can be used including hands, natural and man-made recycled objects, sticks, leaves, sponges, foam rollers, stamps etc.
- Each tool can create special effects through actions like twisting, pressing, dabbing, dragging, stroking, dripping etc.
- Explore colours and colour mixing

Colour & colour value

- Identify and name all colours
- Primary colours are red, yellow, blue
- Colours can be combined to make secondary colours
- Colours can get lighter or darker by adding black or white.

Textiles

- Develop textile construction skills such as weaving, cutting, applique
- Exploring different materials

Our Year 3-6 learners will have the time and opportunity to develop the following skills and techniques

Painting

- Different tool can create special effects through actions like twisting, pressing, dabbing, dragging, stroking, dripping etc.
- Colour mixing - colour wheel

Printing

- Skills and processes such as monoprinting, gelli plate printing and foam printing

Colour & colour value

- Primary and secondary colours can be mixed to make tertiary colours
- Colours can be bright or pastel
- Images can be coloured realistically or in an imaginative way.
- Explore colour as construct, pattern, and movement.

Textiles

- Develop textile construction skills such as weaving, sewing, cutting, applique, 3D construction
- Exploring different materials

Physical Education

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 and target sports and games.

Foundation to Year 2 students will be practicing their locomotor movement skills, object control skills and aiming skills through a play based circuit. Students will focus on bowling/rolling, kicking and throwing both underarm and overarm as they complete tabloid rotations and work together through these play based learning activities.

Year 3/4 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 in these games are moving into the open space to receive a pass and drawing the defender to them before making a pass

Year 5/6 students will be learning about a unique game called 'Ultimate Frisbee', the objective of this invasion style game is to gain points by scoring goals, goals are scored when a player successfully passes the frisbee to a teammate in the endzone. Through dialogue students will make connections with how this game is played compared to other invasion style games.

This term our Year 5/6 students will participate in Gymnastics at BK'S Gymnastic Craigieburn as part of our physical education learning. This will occur over a 4 week period. This Friday a small group of Year 5/6 children have been invited to trial this program. A note regarding this will be forwarded tomorrow for this group. All other Year 5/6 children will receive a note in the coming weeks regarding their attendance at the program. This opportunity will further develop children's flexibility, stability and locomotor movement patterns.

Sports Club

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

There has never been a more urgent need to revive damaged ecosystems than now. Ecosystems support all life on Earth. The healthier our ecosystems are, the healthier the planet - and its people. The UN Decade on Ecosystem Restoration aims to prevent, halt and reverse the degradation of ecosystems on every continent and in every ocean. It can help to end poverty, combat climate change and prevent a mass extinction. It will only succeed if everyone plays a part.

<https://www.decadeonrestoration.org/>

Welcome back to all our Sustainability learners. This term our learners will take the **time** and **opportunity** to **engage** in many various **learning opportunities**. These learning **opportunities** include **researching** and **learning** about the *history of Orlig* and why it is an important part of Craigieburn's history. **Energy** and how this effects our daily life, its benefits and challenges and **recycling**. We will be looking at various ways in which we **recycle** and also how to eliminate rubbish.

Our **Sustainability leaders** will be **engaged** in mini workshops where they will be **researching** and **designing** various mosaic pieces which will be placed on our Mega bins which are located at the back of the Sharon Marley Sustainability Space.

A group of sustainability learners will continue engaging in our **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. Last term our Sustainability leaders took part in the Sustainable School of the future challenge from Resource Smart Victoria. The Resource Smart Schools of the Future Challenge provides an opportunity for a high degree of student engagement, drawing on student voice and vision. Students enjoyed completing this challenge, while gaining valuable experience in future thinking and action planning techniques for a better future that will provide us for a better Sustainable future. Great effort by all our Sustainability leaders. We now wait in anticipation for the results of the Future Challenge.

Stephanie Alexander Kitchen Garden Learning

We continue planting, harvesting and maintaining our vegetable garden. All vegetables grown in our garden are harvested and used in our Stephanie Alexander Kitchen Garden. Our **Stephanie Alexander Kitchen** program will take place this term. Our program takes part every Wednesday and Thursday from 11.30-2.00. During this time the children harvest vegetables from our garden and prepare a delicious healthy lunch.

Keep Collecting Bread Bags and Tags ~ final week

Thank you to all students for your support in bringing empty bread bags and bread tags to school as part of the **Wonder Recycling Rewards for schools**. We have had a great response to this initiative throughout our learning community, this will continue to run until the end of this week. A reminder that any brand of bread can be recycled in this program. Keep up the great recycling!

Japanese

As **inquirers** students in Foundation, Year 1 and Year 2 will begin to explore **how to introduce ourselves** in Japanese. As **communicators** we will **Tune In** to how we introduce ourselves by **learning a song called “I am Tom. I am Katie”** in Japanese. As **thinkers** we will engage in being **curious** about **what the words sound like** and will be **persistent** as we **practice correct pronunciation** during the song. We will **make our thinking visible** by drawing a portrait of ourselves with our name labeled underneath in Japanese. As **communicators** we will use these portraits to practice introducing ourselves in future lessons.

As **inquirers** students in Year 3 and Year 4 will begin to engage in an **inquiry about the Tokyo Olympics** and **sports** in Japanese. As learners we will commence this inquiry by **Finding Out** about **words for sports we encounter at the Olympics**. We will **Tune In** by chorusing words for sports with a slide show and engage in being **curious** about sounds and correct pronunciation of each word. We will **consolidate our understanding** by responding to the question どんなスポーツですか (Donna supotsu desu ka) or “Which sports is it?” to help us **develop recall** of these new words. As **thinkers** we will **make our thinking visible** by labeling images of sports with words. As **researchers** we will engage in being **resourceful** and look for the words we need in a Japanese picture dictionary.

| | | | |
|------------------------|-----------------------|----------------------------------|--|
| すいえい suiei swimming | サッカー sakkaa soccer | テニス tenisu tennis | バスケットボール basuketto boru basketball |
| じゅうどう juudo judo | からて karate karate | フットボール futto boru football | |

As **inquirers** students in Year 5 and Year 6 will begin to explore **how to introduce ourselves** in Japanese. As **communicators** we will **Tune In** to how we introduce ourselves by viewing a video animation of a passenger introducing himself to a Japanese man on a plane. As **thinkers** we will engage in being **curious** about **what the words and phrases sound like** and will be **persistent** as we **practice correct pronunciation** during and after the video. As **thinkers** we will **make our thinking visible** by creating a bilingual word bank of the words and phrases. We will complete the word bank with English translations of what we are learning.

Cyber Safety

This week Year 5 and 6 students will be engaging in learning about Cyberbullying and identifying what is appropriate to share online and who are appropriate people to share with when online as well as using the Lego Wedu for building objects that can be programmed to follow directions. Year 3 and 4 will be continuing their learning from Term 2 about measuring screen time against the amount of time they are physically active and will also be using the Lego Wedu, building objects and programming them to perform certain tasks. Foundation, Year 1 and Year 2 students will be engaging in learning about accessing different programs on laptops and tablets designing their own paths for the Ozobots to follow.

Parent Webinars

During Term 3 there will again be opportunities to take part in free webinars for parents run by the Office of the eSafety Commissioner. The topic for these is **eSafety's Parent Guide to Popular Apps**. This webinar focuses on informing parents about apps such as Tik Tok, Instagram, Snapchat and YouTube. The sessions are aimed at parents of children aged from 8 to 13 years old and cover -

- an explanation of the popular apps used by young people
- case studies, research, and targeted advice
- ways you can support the young people in your life to have safe, enjoyable online experiences.

The sessions are on Monday 16 August 12.30pm to 1.30pm and Tuesday 31 August 7.30pm to 8.30pm. To register go to <https://register.gotowebinar.com/rt/1521578272517430029>

For those with older children there are also webinars on **eSafety's Guide to Online Sexual Harassment and Image-Based Abuse**. These sessions inform parents and carers to understand online sexual harassment and image-based abuse, (non-consensual sharing of intimate images) and is for parents and carers of young people aged 13-18. To register go to

<https://register.gotowebinar.com/rt/8331659724914836752>

These sessions are running on the following days and times

- Wednesday 28 July 12.30 to 1.30 pm
- Thursday 29 July 7.30 to 8.30 pm
- Tuesday 10 August 7.30 to 8.30 pm
- Tuesday 24 August 12.30 to 1.30 pm

Digital Technologies

Some students in Foundation to Year 2 will be **learning** about using the different **apps** that we have available in our learning community. Students will be focusing on the **Pivot app**, which allows students to **create a simple animation with stick figures**. They will learn how to **add frames** and **save their learning** within their own folder on the **school's local network drive**.

Some students in **Years 3 / 4** will be **collaborators** and **explore** the **Lego Mindstorms** set. They will **create a base robot** and begin to **complete** the "**Basics**" modules. They will learn to **code** the robot to in a **straight line**, and use this **information** to **control** the **distance** at which it can go.

Some students in **Years 5/ 6** will be continuing their **stop motion animations**. They will **collaborate** while using a **digital cameras** to take **photos** of the **scenes** that they've made, **moving** their **characters** and **objects** a little at a time. Students will then be gain skills to **transfer images** from the **SD card** in the **camera** to a **computer**.

Performing Arts

"If you cannot teach me to fly – teach me to sing" **James Barrie** (author of "*Peter Pan*")

This week the students in Foundation to Year 2 will have the opportunity to engage in an active listening activity. Students will be listening to the song (Nikolai Rimsky-Korsakov – Flight of the bumblebee). Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will also engage in the practice and revision of the musical notes C (Do) D (Re) E (Mi). Students will **collaborate** to play a piece of music using the instruments as a group.

Year 3/ 4 students will have the opportunity to engage in an active listening activity. Students will be listening to the song Hungarian Dance No. 5" by the composer Johannes Brahms. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will then engage in an echo singing activity, this learning opportunity will help students to practice matching pitch when singing.

Students will also be engaging in the practice and revision of the musical notes C (Do) D (Re) E (Mi) F (Fa) G (Sol) Students will **collaborate** to play a piece of music using the instruments as a group.

Students in Year 5/6 will have the opportunity to engage in an active listening activity. Students will be listening to the song “Sway” performed by Michael Buble. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will also continue to engage in their inquiry into how they can **safely** and **respectfully** play and learn music as part of a **collaborative** group.

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 Three Dates

| | |
|-----------------------------------|--|
| Monday 12 th July | Term Three begins |
| Friday 23 rd July | School Photo Day |
| Sunday 15 th August | First Eucharist Celebrations 1pm and 3pm |
| Saturday 28 th August | Confirmation |
| Friday 3 rd September | Mother Teresa Feast Day |
| Friday 17 th September | Term three concludes |

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

Psalm 8

Ps 8: 3-4, 5-6, 7- 8.

O Lord, our God, how wonderful your name in all the earth!

I often think of the heavens

your hands have made,

and of the moon and the stars

you put in place.

Then I ask, “Why do you care
about us humans?

Why are you concerned
for us weaklings?”

You made us a little lower
than you yourself,
and you have crowned us
with glory and honor.
You let us rule everything
your hands have made.
And you put all of it
Under our power -

The sheep and the cattle,
and every wild animal,
the birds in the sky,
the fish in the sea,
and all ocean creatures.

O Lord, our God, how wonderful your name in all the earth!

Help Wonder turn **BREAD BAGS** into **SCHOOL PLAY EQUIPMENT**



It's simple...

1

Collect your empty bread bags and tags



2

Recycle them at school in Wonder's pink Collection Bin
(There is a separate box for bread tags).



3

We'll earn reward points to redeem new sports equipment for every 5kg bin filled!



Our school is in the draw to
WIN 1 of 5 exercise circuits made
from recycled plastic we collect!

LET'S GET RECYCLING!



Tag Wonder on social **#wonderrecycling**
to share all your recycling champion stories!

