



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

26th July 2021

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

To All In Our Learning Community,

'Wellbeing is integral to learning excellence and ultimately to overall health and life success. It is described as 'a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences' (ACU & Erebus International 2008). Wellbeing enables us to give expression to our authentic selves to realise our unique potential. A positive sense of wellbeing supports a base for rich learning that enables young people to flourish. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God (Genesis 1:27)', (MACS, Horizons of Hope).

The presence of COVID-19 and its effect on people's lives has heightened our awareness of wellbeing and mental health. While being kept a part from our friends and relatives has ensured our physical health is maintained, it can affect mental wellbeing. I am aware that for some families lockdowns are anxiety provoking and can add additional stresses to our family life. You may wish to take a moment to look at some resources put together by Margaret Canny, our Diversity Leader and Vicki Ale, our school psychologist. These resources provide a quick reference to some strategies to manage lockdown and some helpful relaxation Apps.

<https://www.motherteresa.catholic.edu.au/wp-content/uploads/2020/07/Mental-Health-Resource-for-Children-and-Parents.pdf>

It is our hope that we will return to school this coming Wednesday. Please keep an eye on government announcements regarding this which are to be made in the coming days.

In the meantime remain safe and at home.

Kind regards

Chris

This Week's Happenings

Monday 26th July

Remote Learning

Year 3 – 6 Staff Online engagement with Deb Sukarna, Literacy consultant

Tuesday 27th July

Remote Learning

Foundation to Year 2 - Staff Online engagement with Deb Sukarna, Literacy consultant

Professional Learning ~ Emergency Management

Wednesday 28th July

Onsite learning to be confirmed

Professional Learning ~ Faith and Life Inquiry

Thursday 29th July

Friday 30th July

Remote Learning

All children will have received an email 5pm last night regarding their remote learning tasks and Microsoft teams learning sessions. Learning will be forwarded at 5pm each night if the lockdown continues and remote learning is required beyond Wednesday.

Nationally Consistent Collection of Data (NCCD)

Please find a flier outlining the collection of data related to students with disabilities that our school is currently gathering.

QR code, Masks and 1.5 social distancing

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 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.*

First Eucharist Celebration ~ To be confirmed due to possible restrictions

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. We will keep you updated regarding the number of family members that can attend, once this information is provided to the school.

2022 Foundation Enrolments

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 ~ New date

Our school photos will now take place in Term 4 on Wednesday 13th October.

Kolbe Catholic College – 2023

Applications for Year 7 2023 close on Friday 20 August 2021. Please refer to details at the base of the newsletter for further details.

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 a **Catholic dialogue school**, we are continuing to **find out** about **ways people of all faiths pray**. As part of Faith and Life inquiry, we are engaging with the hermeneutical prompt '**inclusivity**' when dialoguing about what prayer looks like outside of school and what signs and symbols might be used in different faith based communities, documenting our thinking in words and pictures. As we engage in this process we will continue to develop and reflect on what our image of God is today.



As we inquire into our compelling question, '**How and why has play changed over time?**' we are focusing on the learning asset **researcher** and the skill of **finding new ways to record our discoveries** about how our parents and grandparents played when they were our age. We will be sharing our discoveries from our dialogue last week with our peers in new ways. As **thinkers**, we are **activating our prior knowledge** about what a **historian** is by considering what historians might do, look like, say,

use to find information and how they might share this information. We will document our thinking in words and pictures.

Through a **literacy lens**, we will continue to read texts from **PMe Collection** and **Kids News** to strengthen a variety of reading strategies including, **onset** and **rime**, **digraphs** and **locating main ideas** in a variety of texts. Some of us will continue to be **persistent** with learning our sight words by practicing them every day and identifying them in the texts we read. **By the end of Term 3, it is expected that children in Foundation can automatically read and recall the 307 sight words.**

As **mathematicians**, we will continue to consolidate our thinking about the mathematical concept addition and subtraction. As **thinkers**, we will be developing a range of strategies that can help us solve a variety of problems. Some of the strategies we will be learning about are counting on and back and using doubles and near doubles to solve problems. In year two many of us are applying the jump strategy to solve number sentences. As **thinkers**, we are learning to be **confident** and **take risks** with our learning as we share our thinking strategies with our peers.

Year 3 – 4 Learning Spaces

As part of our **Faith and Life Inquiry** ‘*How have explorations of the past impacted our lives today?*’ we are **building our learning assets** by developing skills as **thinkers** and **researchers**. As we **engage** in the **finding out phase** of the inquiry process around the key idea ‘**exploration**’ there are three key skills of the learning assets of Researcher and Thinker that we will focus on strengthening;

| As Researchers we will | As Thinkers we will |
|---|---|
| <ul style="list-style-type: none">• Compare and contrast information from different situations | <ul style="list-style-type: none">• Ask ourselves questions to think critically about texts/situations• Identify different perspectives or points of view about an idea/situation. |

Through a literacy lens, to **tune in** and **find out** about the meaning of the word ‘**explore**’ we will use the **key thinking moves** **activating prior knowledge** and **identifying new ideas**. We are using online dictionaries and other **resources** to **extend** our **thinking** around **synonyms** and the **definitions** of the word. To apply these skills, we will have **time** and **opportunity** to **engage** in a **case study** about **Captain James Cook** to **build** our **background knowledge** of **different explorers** and the **impact** they made to **Australia**.

As we **reflect** on our **learning opportunities** throughout remote learning, on Microsoft Teams and **ourselves** as **learners** we are **considering** what we **currently understand**, what **wonderings** we have and what we have found **difficult**

As **mathematicians**, we are **engaging** in **different learning opportunities** around the mathematical concepts of *statistics and probability* and *algebraic thinking*. We are also **consolidating** our thinking around *place value, addition and subtraction and money*. Some key skills we will focus on are;

- *describing different methods for data collection and representation*
- *constructing data displays from collected data*
- *solving simple purchasing problems*
- *correctly counting out change from financial transactions*
- *identifying unknown quantities in number sentences*
- *recognising the connection between addition and subtraction.*

As **thinkers**, we are **making connections** between these concepts and **transferring** these connections to the different types of mathematics. For example, we will **justify** our **thinking** using the **thinking routine** **What Makes You Say That?** to identify that we need to use addition and subtraction strategies to correctly count out change.

Year 5 – 6 Learning Spaces

Students at the finding out phase of inquiry are involved in the process of planning for and researching new information. They may be experimenting, searching, watching clips, emailing or Zooming experts, making phone calls, reading texts, viewing images, examining artworks or working through a trial and error process. Kath Murdoch

As part of **tuning in** to the understanding, **The way we produce and use energy has an impact on the natural environment**, we will have **time and opportunity** to **document** our **first thinking about energy** using the sentence starters- **I think energy is...**, **I think renewable energy is ...** and **I think non-renewable energy is ...**. As part of **finding out**, as researchers, we will **view** an **educational video** that provides us with an **opportunity to develop an understanding** of some important **scientific knowledge about Energy**. As **reflective and critical thinkers** after viewing the video we will **engage** in the **thinking moves, connection making, identifying new ideas and wondering** and **document** our **thinking** through the **thinking routine TAKE NOTE**.

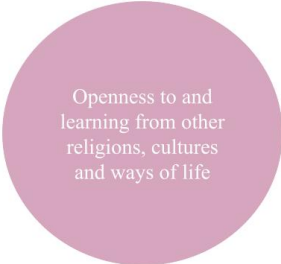
1. **What new scientific knowledge have you discovered about Energy?**
2. **What was something you found challenging or puzzling to understand whilst watching this video about Energy and what makes you say that?**
3. **What questions would you most like to explore in relation to your discoveries?**
4. **What are some things you found interesting in this video about Energy and what makes you say that?**

As part of **finding out about our Faith and Life inquiry compelling question, How do we power our lives and at what cost?**, we will begin to explore wind turbines. As **researchers**, we will **view a variety of short videos** on how wind turbines generate electricity and document the changes in our thinking by **recording the information we gather in efficient and effective ways**.

As part of our Faith and Life inquiry we are **invited to find out** how other faiths within our learning community engage in prayer. As we will be **engaged in a process of valuing multiplicity of voices and practices** and having an **openness to and learning from others religions, cultures and ways of life** we will be **learning hermeneutically**. As **open minded and curious learners**, as part of **finding out**, we will have an **opportunity to engage in dialogue** with members our learning community who are Sikh, Hindu and Buddhists to help us **explore and find out** about their prayer practices.



Valuing multiplicity of voices & practices



Openness to and learning from other religions, cultures and ways of life

of

As part of **finding out** about, **author and illustrator, Shaun Tan** we have been **exploring** the texts *The Red Tree*, *The Lost Thing*, *Cicada* and *Rules of Summer* by **viewing** them either on **Story Box** or through a variety of short **film clips**. As **reflective and critical thinkers** we are **beginning to identify the similarities**, for example **subject or theme, characterisation, sense of voice, narrative point of view and visual techniques** between his texts.



As **curious and flexible mathematical thinkers** some of us are engaging in learning opportunities related to using the **distributive property** as a **strategy** to help us solve **multi digit multiplication** number sentences and some of us are engaging in the multiplication of fractions and decimals. As **mathematical thinkers** we are engaging in the thinking move **reasoning with evidence, and thinking**

about the strategies we are using to help us solve the questions and as part of **documenting our thinking showing the strategies** that we use **to help us**.

Visual Arts

As researchers the students did a great job experimenting with different techniques and materials to create their art. As artists they made good choices creating colour, contrast and texture.

Today I discovered that you can make anything into a replica of food if you get creative

I was creative when I started to make this cake.



Today I discovered that
. . you can use paint and water to make dye but it can be very faint and you can make string smaller and make it look like there is more than there is.
I was creative when I
I was trying to figure out how to get yellow noodles but not too yellow so I decided to get paint and water and put on the pieces.
Matilda



Today I discovered that I can use different things to create my art work.
I was creative when I made my sushi, salmon, bubble tea and pineapple. I had lots of fun making it. Estelle



Physical Education

"For health benefits, children aged 5-12 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day. Children's physical activity should include a variety of aerobic activities, including some vigorous intensity activity." - **Australian Government Department of Health**

In Physical Education remote learning opportunities this week, students will be engaging in learning with a major focus on **fundamental movement skills**.

Foundation to Year two students will be completing a Fundamental Movement Skill Challenge task which focuses on Kicking. As **learners**, students will be practicing the movement sequence of their body for this popular movement skill.

Year three and four students will also be completing a Fundamental Movement Skill Challenge task which focuses on Kicking. Students will practice the correct movement sequence when performing the Kick.

Year five and six students will be performing a fitness routine and watching the Olympic Games, students will then write about the Olympic event they watched and talk about the strategies and techniques that the athletes or teams used.

Some learners have shared their reflections from the learning opportunities in Physical Education from the past week;

In **Harley's** reflection on the overarm throw he **made the claim**, *"When performing an over arm throw your target should be on your side. What makes me say that is, you turn your hips and if your target is in front of you, you will turn away from it."*

On throwing to a target, **Adelyn reflected**, *"Throwing at the smallest target was the hardest because there's not a lot of room to aim at."*

In her reflection about the game *Throwing Golf* **Clare identified**, *"I think throwing golf comes under the category of target games and what makes me say that is you have to throw an object at the target. You can assess your performance by seeing how close you came to the hole and looking back on your strategy to get your object into the hole"*.

Sustainability Learning

Children can learn new skills, have fun, play and develop self-confidence by spending time in the garden tending plants and growing their own food. Most children enjoy being outdoors and love digging in the soil, getting dirty, creating things and watching plants grow.
<https://www.betterhealth.vic.gov.au/>

Thank you to all our wonderful and creative chefs who took the **time and opportunity** to create delicious meals or snacks with their families. It was fantastic to read and see all the amazing dishes and meals prepared and shared with your families. This week as part of your Sustainability learning you have the opportunity to engage in the following learning opportunities;

- Together with your family **take the time and opportunity** to spend time in your garden. If you have a vegetable garden/flower bed or pots you may do the following: Weeding, preparing the soil, sweeping and general maintenance of your garden. Take photos or design your home garden, label your garden.

Stephanie Alexander Kitchen Garden

Take some time to engage in cooking with your family. Children can assist in preparing family meals. The school blog has a variety of recipes from the **Stephanie Alexander Kitchen Garden**. Simply create your own favourite dish or traditional dish that you enjoy cooking with your family. Children are **encouraged** to take photos of their favourite/prepared dish and attach it to your email. Please forward these recipes to Ms Gasbarro annette.gasbarro@motherteresa.catholic.edu.au or Mrs Sabato tina.sabato@motherteresa.catholic.edu.au **Don't forget to add photos, ingredients used and how you made your dish**. Also include **your name** on the recipes.

What dispositions did you use? Why did you choose these dispositions while you were cooking?
If you would like to access recipes from the blog go to: mtpskitchengarden.com.au

During remote learning, I made an Italian themed dinner. I made gnocchi, twisted bread and a salad. The recipe for the gnocchi that I used is by Jamie Oliver.

The first thing I did was boil potatoes in salted water for 20 - 25 minutes. While the potatoes were boiling, I made the dough for the bread. For the dough I used 2 cups of Greek yogurt and 2 cups of flour. I kneaded it and then put it aside ready to make the filling. For the filling I used garlic, cheese and vegetable oil, I mixed it through to make my filling. I shaped the dough into a rectangular shape ready to spread across the filling.

Meanwhile, we separated the dough into three parts then attempted to plat the dough. We then put it aside. We started peeling the potatoes. We put them into the potato ricer which was an arm workout. We continued kneading the dough and then rolled them into three logs. We chopped them into gnocchi shapes. We popped the gnocchi into the pot to cook and placed the bread into the oven. My sister also made ravioli for her Food Tech class and we both collaborated in the kitchen.

Once the gnocchi were ready, we prepared it onto a dish. I started on our salad. I put in lettuce, cucumber, feta cheese, tomato and onion. I put the bread out on a plate. Set the table placing the bread and salad in the middle. I got the sauce on the gnocchi and all the dinner put sauce on the gnocchi and dinner was ready. - Alicia

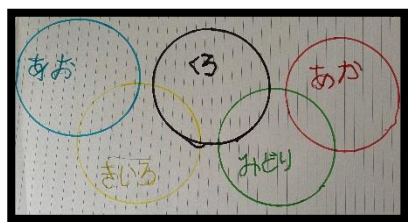


Today I discovered that you can use rice to make rice pudding and to achieve the flavour, we used 1 teaspoon of vanilla extract. We also used one whole orange peel and half a cup of sugar.

Something I did well in this was stirring the mixture with patients so it doesn't become sticky because it will stick on the bottom of the sauce pan. Tiffany.

Japanese

During remote learning last week, students engaged in learning opportunities in connection with the 2021 Tokyo Olympics. **Foundation, Year One and Year Two** students labelled the colours of the Olympic flag.



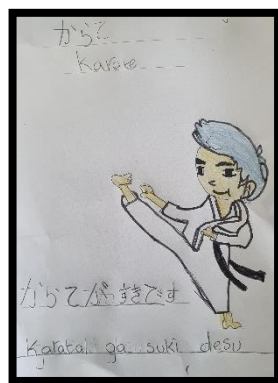
I learned how to write words for the colour blue, black, red, yellow and green in Japanese. Something I did well in this was writing the words in their colours using texta. **Savvas**

Year 3-4 students wrote about their favourite Olympic sport and illustrated their writing.

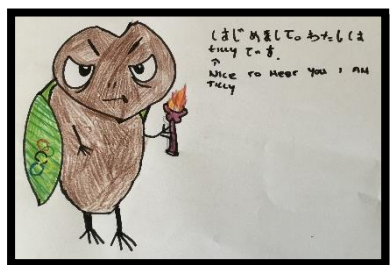
Kalee



Jayd



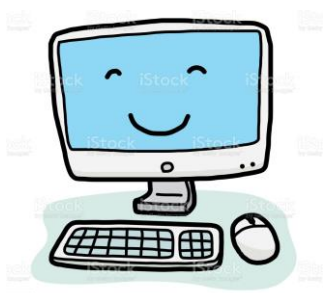
Year 5-6 students engaged in being creative thinkers as they designed and wrote about their own Olympic mascot.



Here is my mascot of a Japanese pond turtle. She is strong and fierce and very competitive. **Olivia**

As **creative thinkers** we will engage in creating a supporter flag for the Tokyo Olympics for this week's remote learning. As **communicators** we will label slogans, including names of countries and words of encouragement in Japanese on our design.

Cyber Safety



This week the students will be engaging in learning using the Hector's World and BTN video series. **Foundation - Year 2** are going to be using the **Hector's World** series from eSafety while **Year 3 & 4** and **Year 5 & 6** will continue to use **BTN** videos **Cybersecurity Jobs** and **Cyber Attacks** to further develop their understanding of being safe when online and how hackers access our details.

Last week as part of remote learning many reflections were shared with me, and thank you to those who shared their learning and reflections. Below are some of the reflections from last week's learning.

- **I got better at knowing when I need help** (Eve)

- **I got better at** asking people I trust and not strangers (Chelsey)
- **It was really interesting when** I got to find out how much bullying is online (Chance)
- **It was really interesting when** I discovered that people can track you through social media (Jack)
- **The most important thing I have learnt is** that when using the internet I have to be safe and private and remember to read the terms and services. (Arusaan)
- **The most important thing I have learnt is** that lots of things can happen online and having to be 13 to use social media makes sense. (Toby)

Parent Webinars

Just a reminder that free sessions are available for webinars on **eSafety's Parent Guide to Popular Apps** 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> and also for **eSafety's Guide to Online Sexual Harassment and Image-Based Abuse** on the following 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 and Tuesday 24 August 12.30

Digital Technologies

Students in **Foundation – Year 2** will be **thinkers** and will have a **choice** between two different levels of learning this week, depending on how **challenging** they found last week's learning. This is learning that some students may have begun last year, so they are invited to **continue** from where they left off, or start at the beginning. This learning **reinforces** student's learning about **coding a character** to move in a certain **direction**, they will need to think about their **options** before **inputting** their **code**.

If we return to onsite learning on Wednesday, some students will be **learning** about using the different **apps** that are on the school **computers**. The focus will be on the **ArtRage app**, which lets students **create** a digital artwork using tools in the app such as paint brushes and pencils. They will continue to reinforce their learning on how **save** their **learning** onto the **school's local network drive**.

Jacob from LS8 shared his reflection on Code Monkey Jr. from last week:

I found it challenging sometimes when I had to collect the banana and get to the treasure chest. What makes me say that is it looked easy but was tricky. I had to be a good problem solver and work it out.

Students in **Years 3/4** will be **thinkers** and continue to **explore** the **Banana Tales** app. **Students** will be **completing** more **levels** that help **students** think about the **importance** of the **order** of their **code**. They will need to look at the **scene** and **consider** their **options before coding**. Students who found **Banana Tales** too **challenging** will have the option to engage in similar coding on **Code.Org**.

If we return to onsite learning students will continue to 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 turn at different **angles**, and use this **information** to **code** their **robot** to **move** though an **obstacle course**.

Ethan in 3/4 - 2 shared his reflection on the game Banana Tales from last week:

1. This learning was challenging when I started to play the game.

What makes me say that is because I wasn't sure what to do until I used the hints to help me out for the first two challenges. When I worked out what commands to use it was easy.

2. Now I know how to code things to move up and across. What makes me say that is because with the hints and me using my prior learning made me understand what to do. I was very good at code monkey and finished challenge 18. I was good at working out which animal to move first and when to move them to get the banana to the monkey.

Students in **Years 5/6** will be **thinkers** and will **engage in learning** about **creating sprites** on **Code.org**. They will explore how to **insert a sprite** into a **scene** using **code** and choose the **location** that it **appears** on the **screen**. As **researchers** they will **learn** about the **different** things that **sprites** can do by using **codes**, such as **moving around** on the screen.

If we return to onsite learning students will be continuing their **stop motion animations**. They will **collaborate** while using a **laptop** to use the **transferred images** from last time and use a **video editing app** to **play** these **photos** back, **adjusting** the **rate** of the **frames**, and adding **titles** and **credits** to their **animations**.

Clare from 5/6 – 1 shared her reflection from last week about AI and Machine Learning:

- 1. This learning made me think about how much of the collected data is biased and what makes me say that is now that I know what it is, what are the facts.*
- 2. I made a connection with algorithms and what makes me say that is the AI might use an algorithm to recognise patterns.*

Performing Arts

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 to Year 2 will have the time and opportunity to engage in an active listening activity to the song The Entertainer – Scott Joplin. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music.

Year 3/4 will have the time and opportunity to engage in an active listening activity. Students will watch and listen to a performance from 1985 by Benny Goodman. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students are learning to listen carefully to the different elements of music and identify what instruments are performing the song.

This week the students in Year 5/6 will have the opportunity to engage in actively listening to the song performed by Chuck Berry *Johnny B Good*. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students are learning to listen carefully to the different elements of music and identify what instruments are performing the song. The students will be **researches** as they investigate the history and music of performer Chuck Berry.

After School Care at Mother Teresa Primary School

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



Term Three Dates

| | |
|-----------------------------------|--|
| Monday 12 th July | Term Three begins |
| Sunday 15 th August | First Eucharist Celebrations 1pm and 3pm TBC |
| Saturday 28 th August | Confirmation TBC |
| 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 particularly in light of COVID-19 health advice. .

Kolbe Catholic College, Greenvale

Applications for Year 7 2023 close on Friday 20 August 2021.

We have limited places available. If you have children interested in enrolling but have not yet completed the relevant forms, please contact the Admissions Officer immediately.

Application Forms can be downloaded from the College website

<https://www.kolbecc.catholic.edu.au/enrolment/enrolment-form> or collected from the College office. If you would like an Application Form mailed to your home address, please contact the Admissions Officer on 8339 3060.

College Tours

The following College Tour date is scheduled for Term 3 2021:

- Tuesday 10 August at 9.30am

Please register your attendance via our College website

<https://www.kolbecc.catholic.edu.au/enrolment/college-tours>

Term 3 After school Program – Science Mindz

We invite all children in Grades 4, 5 and 6 to come and have fun in a real Science Laboratory in interactive one-hour workshops themed around particular areas of Science.

This is a four-week program running each Thursday - commencing Thursday 5 August 2021.

There is no cost for this program. Please register online at www.trybooking.com/BQYVB

There are limited places left.

For more information contact Mrs Robyn Herrera, Manager – Marketing & Admissions at the College on 8339 3060