



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

16th August 2021

"God speaks in the silence of the heart. Listening is the beginning of prayer."

Mother Teresa

To All In Our Learning Community,

Yesterday the Roman Catholic tradition celebrated the Feast of the Assumption. What does this feast celebrate? The Assumption of Mary celebrates the discipleship of Mary, the perfect disciple who is assumed (taken) into heaven body and soul. The church has declared and proclaimed that Mary born without sin, the Mother of Jesus, is received into the kingdom of God.

Mary as the perfect disciple provides for us a witness to faithfulness, complete trust in God and the continued witness to the presence of God in our lives. Mary's response to the invitation to be the Mother of Jesus is recorded in Luke's gospel, "Let it be done to me as you say". This is an example of her complete trust in the presence of God within her life.

This feast also reminds us of the dignity of each human person made in the image and likeness of God. Mary is believed to return to heaven so that her body did not experience decay. The feast highlights the human dignity of each person young and old. At this time of lockdown it is worth considering the reasons we are keeping physically apart. Our role is to ensure the safety and wellbeing of ourselves and of others. In particular, an invitation to protect the vulnerable, the frail and the elderly – each human life made in the image of God.

As we continue to find ourselves in lockdown how might we view this through the lens of the Christian belief in the dignity of the human person? There are many within our learning community who are caring for the sick at this time. There are many who continue to ensure the provision of essential services. There are many who remain at home managing the daily challenges of lockdown. Together we are acknowledging and witnessing a belief in the human dignity of all.

Keep safe

Kind regards

Chris

This Week's Happenings

Monday 16th August

Remote learning continues

Mathematics Learning – Colleen Monaghan Year 3/4

Tuesday 17th August

Professional Learning ~ Biblical Commentaries

Wednesday 18th August

Professional Learning ~ Faith and Life Inquiry

Thursday 19th August

Friday 20th August

Lockdown Extension ~ Remote learning

We continue to be required to engage in remote learning as the lockdown continues until Thursday 2nd September.

Staff will continue to engage with children online for check ins and focus groups via Microsoft Teams during this time. Daily learning will continue to be forwarded 5pm each night for the following day.

Re-enrolment 2022

In order to plan effectively for our 2022 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2022.

Where to find mental health support

"Just because no one else can heal or do your inner work for you doesn't mean you can, should, or need to do it alone." — Lisa Olivera

Kidshelpline Any reason anytime 1800 55 180

<https://kidshelpline.com.au/>

Parentline- Parentline is a phone service for parents and carers of children from birth to 18 years old. They offer confidential and anonymous counselling and support on parenting issues.

<https://services.dffh.vic.gov.au/parentline>

Beyond Blue They provide free translation support provided for those that don't speak English.

<https://coronavirus.beyondblue.org.au/>

Cool Kids Online Anxiety Program – Free

This engaging, interactive online program for 7 to 12 year olds allows parents and children to work together to learn strategies to help manage anxiety.

https://mqedu.qualtrics.com/jfe/form/SV_bezXwMRe2remOjP

Free Meditations in Arabic

Smiling Mind is a unique tool developed by psychologists and educators to help bring balance to your life. It can take as little as 10 minutes a day. There are now available meditations in Arabic. You can find these meditation under 'Other languages'.

Smiling Mind is free to use and can be downloaded from the app store or google play.

<https://apps.apple.com/au/app/smiling-mind/id560442518>

https://play.google.com/store/apps/details?id=com.smilingmind.app&hl=en_AU

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

"Listening and questioning are the basis for positive classroom interactions that can in turn shape meaningful collaboration, which can then build a culture of thinking. At the heart of these two practices lies a respect for and interest in students' thinking." – Ron Ritchart, 2015

As **readers**, we are continuing to engage in our daily learning through both Microsoft Teams and learning opportunities provided to target specific **reading strategies**. As **writers**, we continue to observe and collect **seeds for thinking**. We will **engage in dialogue** about these seeds and how they prompt our thinking and our writing.

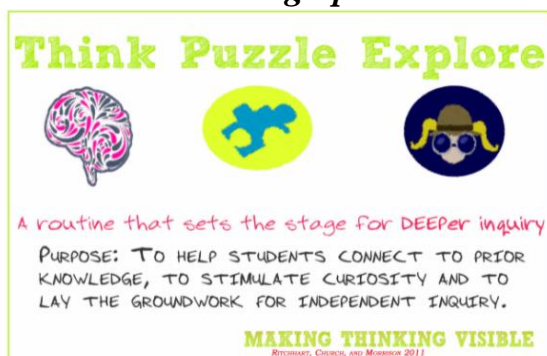
We are continuing to find out about our compelling question ‘**How and why has play changed over time?**’ As **researchers**, we will be observing toys and games from the past and present and **making connections** between the toys and games we engage in. As **thinkers**, we will be discussing the similarities and differences between the way we play today and how play has evolved over time.

As **mathematical thinkers**, we are **tuning in** to the mathematical concept of **statistics**. Through our Faith and Life Inquiry, we have collected data about play and prayer within our learning spaces and families. We will be learning more about collecting and organising data through our daily learning opportunities this week.

PM eCollection: Children are to continue to use PM eCollection at home to strengthen a variety of reading strategies including onset and rime, digraphs and locating main ideas in a variety of texts.

Remote Learning: As learners, we will be checking our emails daily where we will receive our learning for the day. We will be engaging in Morning Check Ins and other learning opportunities on Microsoft Teams throughout the day.

Year 3 – 4 Learning Spaces



As a Catholic dialogue school, we had time and opportunity to tune in to the Passover prior to our online learning opportunity with The Jewish Museum. We used the key thinking moves activating prior knowledge, interpreting and wondering while engaging in the thinking routine Think-Puzzle-Explore. As a way to extend our thinking, we watched a 5-minute clip of Prince of Egypt to think about the biblical person Moses. Some of us engaged in Microsoft Teams with the

Jewish Museum during the week where we dialogued with others and listened to the story of Passover. Through our dialogue we searched for new layers of meaning about the Jewish faith tradition.



As part of our Faith and Life Inquiry compelling question ‘How have explorations of the past impacted our lives today?’ we have been finding out about the explorer Joseph Banks and identifying how his exploration has impacted on Australia and the world. As inquirers, we are developing and building a set of skills as researchers and thinkers as we investigate explorations of the past:

As a researcher, I can compare and contrast information from different situations.

As a thinker, I can identify different perspectives or points of view about an idea/situation and I can ask myself questions to think critically about texts/situations

In the coming week we will have time and opportunity to choose an explorer and identify new insights about how their explorations have impacted Australia. As researchers, we will record or retell what we have discovered in a systemic way by documenting our thinking on a data chart. Each day, we will use one resource as a way to find out:

Who they are

What they explored?

What parts of Australia they explored?

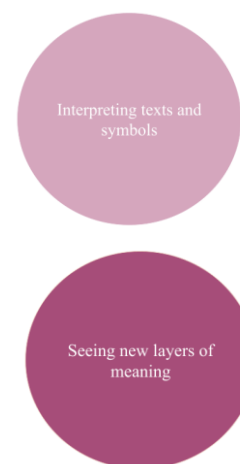
What impact their explorations had on Australia/the world?

As mathematicians, we are continuing to solve problems involving money, time and elapsed time as we transfer our thinking strategies from addition and subtraction. As thinkers, we will be tuning in and finding out about how to use strategies to recall multiplication and related division facts. We will be representing and solving problems involving multiplication using efficient mental and written strategies.

Year 5 – 6 Learning Spaces

This week learners will have the time and opportunity to tune in to biblical texts from the Acts of the Apostles 2:1-11 and Galatians 5:22-26. We will use the **thinking moves activating prior knowledge, identifying new ideas, wondering** and **connection making**. We will dialogue about our thinking and what we have documented through the thinking routines **word-phrase-sentence** and **connect-extend-challenge**. Then we will read a biblical commentary about Galatians. We will then **dialogue** about how our thinking has changed or been extended after reading the commentary.

We will engage with the **hermeneutical prompts** ‘**Interpreting texts and symbols**’ and ‘**seeing new layers of meaning**’. Hermeneutical prompts help us to consider new perspective through our dialogue and references to biblical commentaries.



As part of tuning in and finding out to our compelling question **How do we power our lives and at what cost?** and our key understanding **Electrical circuits provide a means of transferring and transforming electricity**, we will engage in a variety of clips and interactive websites. We will engage in the thinking moves **activating prior knowledge, connection making, identifying new ideas** and **wonderings**.

As writers we are strategically **engaging** in some learning opportunities from **Michael Wagner’s - Description Journal**. We are engaging in the thinking moves **activating prior knowledge, connection making, identifying new ideas** and **wondering** through a variety of thinking routines to assist us to shape our thinking. In particular we are using the images from our Description Journal as ‘seeds’ in our Writer’s Notebook.

As part of **finding out** about our Faith and Life inquiry understanding: **Scientific discoveries impact on people’s lives in different ways**, we will **explore** a **variety** of the ‘Little People, Big Dreams texts’. These texts will provide **time and opportunity** for us to **find out how scientific knowledge is used in decision making and develops from many people’s contributions** and **how scientific understandings, discoveries and inventions affect people’s lives**.

As part of our reading, we will explore the biographies of inspirational people including **Greta Thunberg, Malala Yousafzai, and Anne Frank** who have made an impact on our world today. We will engage in the thinking moves identifying new ideas, connection making and raising questions through the thinking routines Connect-Extend-Challenge and Think-Puzzle-Explore.

As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to algebraic thinking and some of us will be engaging in learning related to adding, subtracting and multiplying fractions. 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

“Inspiration exists. But it has to find you working.” Pablo Picasso

As artists the students were definitely inspired by food to create amazing art. They were very resourceful as they designed their art considering how different foods could be used to provide colour, texture and detail.



Today I discovered that making art with fruit is fun if you have good inspiration. Something I found challenging today was trying to make the banana skin look like an octopus but I had a bit of help.(Shri-Shan)



Today I discovered working in the kitchen is fun. The challenging part was using the knife. It is hard. Milani



Today I discovered that you do not need special materials to make some amazing art. Today we just used what we had at home. Something I found challenging today whilst making our vegetable men we identified that it was challenging to come up with a design and what we could make. However once we had overcome this challenge we got creative and added some more fruits and vegetables to make it more realistic. Grace, Henry Bernie

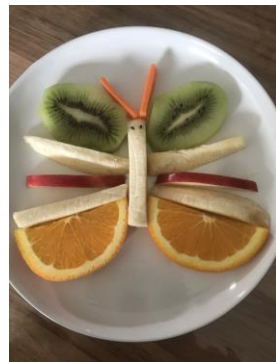




I made my pet Alexandrine parakeet.
Today I discovered that the seed of an avocado is called a stone because it is part of the stone fruit family.
Something I found challenging today was to find something to make an eye for my bird
I used lots of green apples for the body and wings.
I also used some red apple for his wings and two cos lettuce leaves for his tail and avocado skin for his ring and eye and an avocado for his head.
I also used tomatoes for his beak and ring. Gabriel



Today I discovered that lots of animals could be made out of food.
Something I found challenging today was trying to put my sheep together with toothpicks and cutting out shapes for my lion's face.
Maisiey



Today I discovered that I could use my creativity in different ways by using fruit and vegetables to design my food art.

Something I found challenging today was cutting out the lips for the fish. I decided to use a strawberry. Ally

Physical Education

"You don't stop playing because you grow old, you grow old because you stop playing!"



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

Foundation to Year 2 students will be completing a Fundamental Movement Skill Challenge task which focuses on **catching**. As **learners**, students will be practicing the movement sequence of their body for this popular movement skill.

Year 3/ 4 students will also be completing a Fundamental Movement Skill Challenge task which focuses on **catching**. Students will practice the correct movement sequence when performing the **catch** and explain the differences between catching something high and catching something low. Children will also be set a challenge task which requires them to throw an object and then catch another object almost immediately.

Year 5/6 students will be performing a fitness routine and finding out more about defensive and offensive strategies used in Invasion style sports. Students will view a video of legendary Sydney forward Lance 'Buddy' Franklin, they will then analyse how one of the best full forwards to ever play the sport of AFL gets away from his defender to create scoring opportunities for himself and his team.



When reflecting on how to perform the kick, **Jayda** said *"The hardest kicking challenge was trying to kick into a goal that was 50cm wide from 10 meters away, I needed to concentrate and change my technique."*

When reflecting on his kicking technique, **Patrick** said *"My foot should finish in front of my body and in the air pointing towards my target."*

When reflecting on new discoveries about the Olympic Games, **Cassidy** said *"I discovered that the Olympics has 46 different sports for many different people to compete in globally, what makes*

me say that is there are lots of sports that I didn't even know were in the Olympics like table tennis and I was surprised that there was no Netball."

When asked what event he would compete in at the Olympics, **Ben** said *"I would compete in Volleyball and what makes me say that is because Volleyball looks like a fun co-operative sport."*

Sustainability Learning & Stephanie Alexander Kitchen Garden

Approximately 50% of the rubbish Australians put in the everyday mixed-waste 'garbage bin' could be put to better use in the garden as compost and mulch or could be returned to agricultural land to improve soil quality. Based on 25 Council audits conducted by EC Sustainable in 2011, around 33% of the rubbish is food organics (including peelings) and about 10% is garden vegetation. <https://www.compostweek.com.au/about-composting/>

This week as part of your **Sustainability** learning you are to **engage** in the following learning. 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, planting, preparing the soil, sweeping and general maintenance of your garden**. Take photos or design your home garden, label your garden.

On Friday our **Sustainability leaders** and their siblings took the time and **opportunity** to **engage** in a workshop with **Murrindindi**. Throughout this workshop our learners were introduced to a variety of different **indigenous plants**, some of which we have on our school grounds. Our learners **discovered** that these plants can be used for cooking and also for medical purposes.

As part of our “**Kids Teaching Kids Program**” our **Sustainability leaders** will be **researching** these plants and preparing learning that can be implemented during small focus groups. Throughout the workshops the children had the **opportunity to engage in rich dialogue** with **Murrindindi** and the group, as a result of this rich discussion the following wonderings were documented.

I wonder what gum leaves can be used for. Tiffany

I wonder can all native indigenous berries be eaten. Poppy

I wonder how long does it take for a lemon myrtle tree to grow. Freya

I wonder what berries are sweet and what are savoury. Matilda

I wonder what berries can be used to make medicine. Matilda

FACT: *Lemon Myrtle trees can be purchased from Bunnings.*

This Wednesday and Thursday **Murrindindi** will continue **engaging** in workshops with our learners. We will have the opportunity to discover the importance of **Indigenous** plants and how they are used in cooking and for medical purposes.

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.



Today in the morning I made fried eggs with tomatoes. I tried my best to crack the eggs properly and put everything in place.

Today I discovered that...

If you don't crack the eggs like fried it will come out soggy or hard. I also learnt the tomatoes need to cook first before cracking the eggs in.

Something I did well in this was...

Cutting up the tomatoes and putting them in the pan with the help of my mum. *Anister*

Japanese

Students in **Foundation – Year 2** will engage in **listening to a song** called “**I am Tom. I am Katie.**” in Japanese. As **thinkers** we will engage in being **curious** about words in the song and what they might mean in English. As **translators** we will **make our thinking visible** by **documenting the meaning of words** we already know and **making predictions** about what we think new words mean.

Year 3-4 and **Year 5-6** students will engage in **viewing and listening to a text** about **sports people like**. We will focus on the question “**Do you like sports?**” in Japanese and **how we can respond to this question** in Japanese. We will view a short dialogue and document our understanding using reflection stems.

Cyber Safety



During Remote Learning the **Foundation -Year 2** students have been using the eSafety Commissioner cartoon series **Hector's World** to reflect on their learning from earlier this year about keeping our passwords and personal information safe. Below are some of the reflections from last week's learning.

- This was good for my learning because it taught me that I should never give my personal details when I'm playing games online because there could be bad guys taking my information and trying to sell it. (Charbel)
- This was good for my learning because it taught me to not share my details to people I don't know. (Riley)
- Hectors World was good for my learning because I know I have to be

careful with my personal information now. And I have to help my friends be careful too. (Jordyn).

Years 3-6 have engaged in learning using videos from BTN about cybersafety. Last week they looked at the different ways our information is protected which connects to their recent learning about cyberbullying and sharing information only with known people. Below are some of the reflections from the students.

- I was surprised to learn that the hackers are called black and white hat hackers. So I really think that was very interesting. I was also surprised that they want kids to start doing that sort of stuff. (Patrick)
- I learned that white hat hackers are good and the black hat ones are bad because those are the ones that get your private information. (Braxton)
- Now I know about being safe online and how many dangers there are online. What makes me say that is that I didn't think there were spies online and I didn't think people could crash websites. (Jacinta)
- Now I know why passwords and keeping them to yourself is important. (Amelia)

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 time Tuesday 24 August 12.30 to 1.30 pm. To register go to <https://register.gotowebinar.com/rt/8331659724914836752>.

Digital Technologies

"You might not think that programmers are artists, but programming is an extremely creative profession. It's logic-based creativity." - **John Romero**

Students in **Foundation - Years 2** will be **thinkers** and continue to have some **choice** related to **two** different levels of **learning** related to coding. Students will focus on moving through the next set of **activities** in the **learning**. These **activities** will continue to help students with **coding** through **moving** a character around a **screen**.

Christella from **LS4** shared her thinking on last week's learning:

"I have learned that we would have to use directions to get to the red to the green pig. He moves in the directions that I put in.

What makes me say that is I saw Red move in the directions I put down."

Students in **Years 3/4** will be **thinkers** and continue to **explore** the **Banana Tales** app. **Students** will be **completing** more **levels** that help the learn about using **loops** to **repeat** parts of their **code**. They will need to **observe** their **code** and **consider** what parts of their **code** makes a **pattern**, and then get it to **repeat**. Another option for students will be the coding using **Code.Org**.

Ethan from **3/4-2** shared his thinking on last week's learning:

"This learning made me think about the order the steps need to be in because when I left them the way they were I would have to try again.

I was persistent when I kept on using different blocks and using the step button to fix up my mistakes.

What makes me say that is because if you just go with what the app says you may be wrong."

Students in **Years 5/ 6** will be **thinkers** and will **engage** in **learning** about **creating sprites** on **Code.org**. They will explore how to **code a sprite** to react to different **events**, such as **growing bigger**, or **moving** to a different **location** when **touched** by another **sprite**.

Rain from **5/6-1** shared his thinking on last week's learning:

It was challenging when I had to move the sprites and what makes me say that is because I didn't read that well so I couldn't see the instructions until I read it again and I understood how to do the rest of the levels.

Now I know how to code behaviours of sprites and what makes me say that is because I practiced toying around with them for a bit and found out how many ways I can code it to make it like it is real.

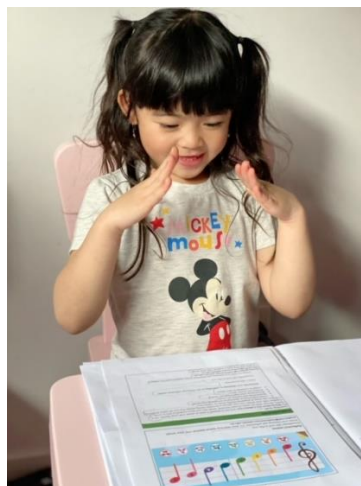
Performing Arts

Music expresses that which cannot be put into words. Victor Hugo

This week the students in Foundation – Year 2 will have the time and opportunity to engage in an active listening activity. Students will continue to listen to the song, 'In the hall of the mountain king' by Edvard Greig. Students will then share their **thinking** and **wonderings** in **connection** to this piece of music. Students will continue to engage in the practice of the musical note F (Fa)

This week the students in Year 3/4 will have the time and opportunity to engage in an active listening activity. Students will continue to watch and listen to a performance by Michael Buble, 'Feeling Good'. Students will then share their **thinking** and **wonderings** in **connection** to this piece of music. Students are learning to listen carefully to the different elements of music and identify what instruments are performing the song. Students will continue to practice the musical notes C (Do) D (Re) E (Mi) F (Fa) G (So) as well as the matching Curwen hand signs for each note.

This week the students in Year 5/ 6 will have the time and opportunity to engage in an active listening activity. Students will listen to the song performed by Michael Jackson, 'Thriller'. 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. Students are practicing the musical notes C (Do) D (Re) E (Mi) F (Fa) G (So) A (La) B (Ti) and the matching Curwen hand signs for each note.



Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS):

Please find below a letter regarding school improvement surveys.

Dear students, families and staff,

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS): 30 August – 17 September 2021

Throughout each year, we pause to listen to our students, families and staff to gauge how our learning community is travelling. This feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices.

A significant and formal way in which we engage and gather data is through **MACSSIS**, the Melbourne Archdiocese Catholic Schools – School Improvement Surveys.

MACSSIS is a set of surveys that have been built specifically for Catholic schools in Melbourne by the Learning Services team at MACS, in partnership with researchers at Learning First and in wide consultation with principals in our schools.

In 2021, students, families and staff are invited to participate in MACSSIS via our secure and purpose-built online platform. The online platform is where our school leaders will access the summary reports that visualise the results of the student, family and staff surveys.

The MACSSIS survey platform is operated by an independent supplier, ORIMA Research Pty Ltd. The platform meets with the high security and privacy standards for handling student and school data. Participating schools are in the process of updating their privacy policy to ensure school communities are fully informed and protected.

Students at our school will be provided with supervised sessions, where teachers are on hand to help and answer any questions. Families and staff can complete the survey anytime over the three-week window via an emailed link and password. Feedback has indicated that previous surveys were completed across a range of mobile devices and different web browsers. Schools will be providing more information about MACSSIS throughout Term 2 and 3, via newsletters and social media.

Our community's opinions are critical to understanding how our school is performing – MACSSIS is a key data source for guiding the ongoing work to improve our school.

All participation is invited, welcomed and 100 per cent voluntary. The surveys are not a test; they are an inclusive way to support the work we are already doing to improve our school. Everyone has the right to refuse to participate, or withdraw from the survey at any point before, during or after completion of the survey. Please notify the school if your child does not wish to participate.

If you would like more information, please contact the school.

Yours sincerely

Christopher Reed

Principal

After School Care at Mother Teresa Primary School

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



Term Three Dates

Friday 3rd September
Friday 17th September

Mother Teresa Feast Day
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