



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

2nd August 2021

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

Mother Teresa

To All In Our Learning Community,

"Someone once asked a friend, 'How do you teach someone how to pray?' She paused for a moment, then answered, 'You cannot teach prayer. He must find someone who prays and he will learn from that person' (Farrell, 1972, p.17).

Last week I was privileged to have the opportunity to spend some time with some of our youngest learners in a Foundation to Year 2 space. When I joined the small focus group I was told by the teacher that the children were talking about prayer. When I sat in the group I was informed by one of the children that it was his turn to talk about prayer. Each child sat respectfully listening to the insights and experiences of others. I was not required to direct this group, they were totally aware of the respect offered to each other, to the attentive listening required and the opportunity to seek further insights from each other.

I was struck by the way in which each child irrespective of their religious tradition spoke of their experience of prayer. The group was made up of a Hindu believer, a Sikh believer, a Greek Orthodox believer and both Roman and Eastern Catholic believers. The children noted similarities and differences in their experiences of prayer. I was intrigued at the openness and curiosity that was present. As a Catholic Dialogue school it is important for us to listen to and inquiry into the variety of faith expressions of prayer that are experienced by believers in our community. As the host, the Catholic faith tradition seeks to hear the voices of others and to gain a deeper understanding of the Catholic faith in light of all voices in the dialogue. It offers hospitality to those of other religious traditions with an understanding that faith understandings of all believers are strengthened.

I walked away from the dialogue with the Foundation to Year 2 group considering my own experiences of prayer. I thought about how I had learnt to pray and when I prayed. I recall as a little boy engaging in prayer at the dinner table, before bed and at Mass. I remember the religious artefacts given to me to assist with prayer – a statue of Jesus, some rosary beads and a prayer book. As a teenager and young man I had many opportunities to engage in various prayer experiences at school, in parish life, through life experiences in times of great happiness and unimaginable loss. 'Prayer', Edward Farrell tells us, 'is a journey, a path that is created only by walking it. It creates and reveals oneself in the process...And there is, in prayer, the presence of Christ, the presence which we believe and affirm (Farrell, 1972, p.11).

I wonder what your experience of prayer is. Do you share your experience of prayer with your children? Do your children learn prayer from you?

Kind regards

Chris

This Week's Happenings

Monday 2nd August

Tuesday 3rd August

Professional Learning ~ Faith and Life Inquiry

Wednesday 4th August

Professional Learning ~ Faith and Life Inquiry

Thursday 5th August

Religious Education Leaders Network

Online incursion – Jewish Museum Year 3 – 6

Friday 6th August

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 inside and outside.

Your ongoing support of our learning community for the health and welling of all in our community is appreciated.

First Eucharist Celebration ~ August 15th

First Eucharist celebrations will be celebrated on Sunday 15th August, 2021 at Our Lady's Church.

Families will maintain their allocated times either 1 pm or 3pm as previously provided.

Due to COVID-19 restrictions only the child and their parents are able to attend.

Term 3 School Fee Accounts

Term 3 school fee accounts were forwarded to families via email last week. Accounts are to be finalised by Wednesday August 11th 2021.

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 and/or account code to the transaction so we can match your payment!

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

School Photo Day ~ New date

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

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.

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 considering the hermeneutical (interpretive) prompt ‘**inclusivity**’. We will reflect on the dialogue that we engaged in with our families. While we are engaging in dialogue and as inquirers –

As **researchers** what did we discover about the different ways families pray? What is the same? What is different? Do you pray at home?

As collaborators we will listening to other children share about their faith stories and share our own.

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. As **researchers** we are developing the skills of finding new ways to record our discoveries. We are re-visiting our data chart ‘*What did you like to play with when you were our age?*’ We will have time to observe the data chart and provide opportunities for all children to document their discoveries.

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 **writers** we will be provided with time and opportunity to continue engaging 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 set to extend our writing skills. We encourage students to bring in writer’s seed that they could use develop ideas of writing.

As **mathematicians**, we will reflect on our thinking about the mathematical concept addition and subtraction as we consider money. 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. Some learners 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 continuing to build our skills as **thinkers** and **researchers**. In particular, we will focus on being a **thinker** and *asking ourselves questions as we read to think critically about the text*. We will have **time** and **opportunity** to engage in a case study about an explorer to build our background knowledge of different explorers and the impact they made to Australia. As readers, we will identify the main idea of a text by engaging in the ***comprehension strategy boxes and bullets***. This strategy invites us to consider the central theme of the text while identifying three supporting details within the text.

As writers, we will have **time** and **opportunity** to **think critically** and **shape our thinking** connected to shared seeds in the Bridging Centre. Some of the routines we might use to shape our thinking are, **Age Air and Appearance, the three levels of thinking** and **think feel wonder**. This will help us identify a purpose for our writing piece and consider what we want our reader to **think, know or feel**. During writing conferences, we will **dialogue** about the **message** of our individual text, have opportunities to **zoom in on sentences** and **identify strategies we can use to build our editing skills**. In each learning space, there are laminated arrows with strategies we can independently use to help us edit our writing. Some of these strategies include reading our writing out loud, adding or deleting words and using a pencil to point to each word as we read.

As part of a **Catholic dialogue school**, we will have **time** and **opportunity** to use the **key thinking moves interpreting, describing, observing closely and activating prior knowledge** while looking at the **statues** at front of **The Bridging Centre**. As part of **reflecting critically** on what we **notice**, we will **consider** the following questions:

Interpreting texts and symbols



*Why do you think the statues are here?
What story do you think it's telling us?*

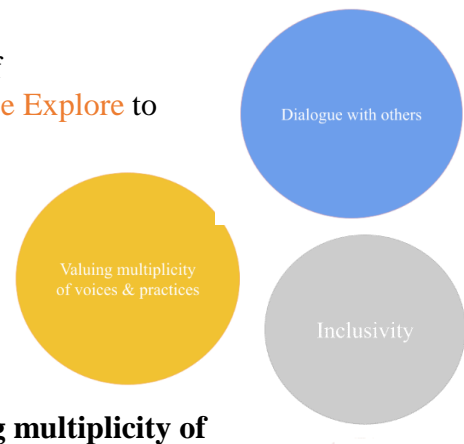
This will require us to **dialogue with others** and **make our thinking visible**. Our dialogue will be further extended through consider a number of hermeneutical (interpretive) prompts.

Year 5 – 6 Learning Spaces

As a **faith community** and as part of **tuning in** to the **Sacrament of Confirmation**, we will engage in the thinking routine **Think Puzzle Explore** to document our **thinking**. As **thinkers**, we will have the **time** and **opportunity** to use the **thinking moves activating prior**

knowledge, wondering, planning and **connection making** to reflect on what we think the importance of this Sacrament is and the signs and symbols associated with Confirmation. We will also have the time and opportunity to investigate a Saint or a leader of a Faith community.

Through our engagement in this process we will consider **valuing multiplicity of voices and practices, inclusivity** and **dialogue with others** as **learn hermeneutically**.



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 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.

As part of our **Faith and Life Inquiry** and as **writers** we will have the time and opportunity to identify and explore visual texts as seeds through our Writer's notebook. We will shape our thinking through the thinking moves **observing details, noticing** and **making connections** to our Inquiry **compelling question** 'How do we power our lives and at what costs?' We will then shape our thinking into purposes for our writing, through the use of our purpose bookmarks —these bookmarks are a scaffold to helping us identify the purpose of our writing. We will also engage in the editing process through a number of editing check lists.

Visual Arts

"Aim for the moon, even if you miss you land amongst the stars." Eric Carle – 1929-2021

Foundation to Year 2

Understand art worlds - Remembering Eric Carle

The students had the opportunity to read stories by Eric Carle and view his artwork. An observation they made was the bright happy colours.

Develop craft

In response the students drew pictures inspired by the bright colours used by Eric Carle. Colour slicks and paint helped us achieve our goal of creating bright happy pictures.



Engage and persist Construction

As collaborators the students' problem solved and shared responsibilities as they worked on their construction projects.



Weaving – Develop craft/Engage and persist

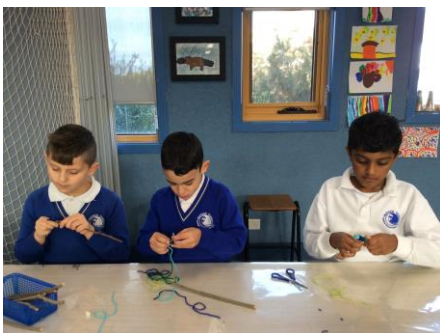
The students work through challenges as they explore techniques for weaving

Year 3 to Year 6 – Textiles

Embroidery Develop Craft



Weaving - Students explore different materials and techniques





Engage and persist

Joshua, “Stitching is challenging. The thread keeps coming off the needle.”

“We solved this problem by tying a knot”, Amethyst.

Arasun, “You need to be persistent and patient. This takes time to do.”

Physical Education

In Physical Education this week, students will be engaging in learning with a major focus on *fundamental movement skills* and *Invasion style sports*.

Foundation to Year Two students will be getting creative and imaginative in their learning as they design their own game. Students will form small groups and discuss what elements are key to the games they enjoy playing? Each group will then design and play their own game and the games of other have designed. Students will be able to *play* with their own ideas and experiment with different types of equipment to suit their games.



F-2 students engaging in a balance circuit



F-2 students playing throw Tic-Tac-Toe

The fundamentals of the sport Soccer will be the focus for Year 3/4 this week. Students will practice the correct movement sequence when performing the ‘kick’ and play small sided games that look at maintaining possession of the ball. Students will also compare the different kicking actions when kicking the ball for a goal and when passing the ball to a teammate.

Year 5/ 6 students will continue playing invasion style sports. They will look further into the sport of Hockey. They will apply the skills they learnt previously (push pass and trap) in small sided game situations. Students will be required to think tactically as they continue to apply the basic fundamentals of all invasion style sports.

Sustainability Learning

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/>



Our Sustainability leaders who are responsible for **compost** will be given the time and opportunity to continue **engaging** in mini workshops across our **learning community**, providing further information about the importance of worm farms. These workshops will educate our students how to use our **organic waste**, what **organics** can be fed to the worms and general up keep and maintenance of our worm farms.

We currently have 11 worm farms in our **school community**. Six functioning worm farms which have begun to produce **worm tea**. This week a group of children will have the opportunity to reassemble the remaining worm farms. A worm farm is another way to dispose of organic food waste and to get a liquid fertiliser called **worm tea**. **Worm tea** is used as a fertilizer for our garden. **Organic scraps** are placed in our organics bins available in each learning space. Once collected organic waste is chopped and placed in the worm farms.

Lugg boxes are another form of composting. **Lugg boxes** are crates with holes in them. These crates are buried into our vegetable garden and a layer of dirt is placed on the bottom of the crates. Food scraps are placed into these boxes and each box comes with a lid. This allows the worms to roam freely within the garden beds producing rich fertilizer for our vegetable garden beds. This week we will be adding 3 extra Lugg boxes to our vegetable garden.

As part of our **Kids Teaching Kids** program learners will be engaged in researching what happens to our rubbish? Our learners will be given the time and **opportunity** to **investigate** and **document** there first thinking about: *What happens to our rubbish? Where does rubbish go? Can rubbish be recycled?*

Stephanie Alexander Kitchen Garden

Our kitchen was unable to operate last week due to food sharing restrictions. These restrictions did not stop the Chefs at home! 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.



All recipes and lots of other information about our SAKG can be found on our Mother Teresa PS Kitchen Garden blog which is: mtpskitchengarden.com.au

Japanese

As **inquirers** students in **Foundation, Year 1 and Year 2** will continue to explore **how to introduce ourselves** in Japanese. As **communicators** we have engaged in **Finding Out** about what words sound like in the **song** called “I am Tom. I am Katie” in Japanese. As **thinkers** we have engaged in being **curious** about **what the words mean**.

I already know こんにちは (konnichi wa). I think it means “Hi”. Anaika
“Konnichi wa” means hello. Anthony



We heard です (desu).

I think it means “My name is...” Reanna

I think it means “That is my name.” Sidhak

I think it means “this is”. What makes me say that is it means “This is Tom, This is Katie.” Max

As **communicators** we will use portraits we created in a previous lesson and the words and phrases we identified in the song to practice introducing ourselves in Japanese.

As **inquirers** students in **Year 3 and Year 4** will continue to learn about **sports** we see at **the Tokyo Olympics** in Japanese. As learners we have engaged in **Finding Out** about what **words for sports sound like in Japanese**.

I noticed that some words for sports in Japanese sound like the English word. Angad

I notice that some of the words have Japanese sounds, like ら in からて (karate). Hayden

As **communicators** we will engage in being **responsive** as we listen to a question about sports we like in Japanese. For example “Do you like tennis?” We will engage in being **persistent** as we practice using the word はい (hai) for “yes” and いいえ (iee) for “no” in response to the question.

As **inquirers** students in **Year 5 and Year 6** will **explore** words for **sports** we see at **the Tokyo Olympics** in Japanese. 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. As **thinkers** we will **make our thinking visible** by creating a bilingual word bank of words for sports in Japanese and English. As **researchers** we will engage in being **resourceful** and look for the words we need in a Japanese picture dictionary.

Cyber Safety



Foundation - Year 2 students will be engaging in learning focusing on accessing their Google student accounts safely using their student login and password. They will also be looking at accessing their Google Drive and creating a document on Google and sharing it.

Year 3 & 4 are wrapping up their learning about balancing screen time with physical activity and will begin engaging in learning about cyberbullying.

Year 5 & 6 will commence learning about sharing appropriate information and photos, identifying who they should and should not share with online.

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 to 1.30 pm. To register go to <https://register.gotowebinar.com/rt/8331659724914836752>.

Digital Technologies

Student focus groups in **Foundation to Year 2** will be continuing to **learn** about using the different **apps** that are on the school **computers**. This week students will be focusing 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**.

A number **Years 3/4** learners will continue to be **collaborators** and **explore** the **Lego Mindstorms** set. They will modify their **base robot** and attach a sensor to it. Students will have a **choice** of which **sensor** they can use, and need to be **communicators** as they **decide** which to use. One of these **sensors** is called to the **colour sensor**. This **sensor** can be used to **detect** different **colours**. **Students** can use this **information** from the **colour sensor** to **code** their **robot** to take **different actions depending** on the **colour** it sees.

Year 5/6 focus groups will be continuing to **explore** the **Lego Mindstorms** set. Students will **collaborate** to **code** the **Driving Base Robot**, to finish completing **Learning Mission 1** for the **Space Challenge**. Students will be using their **mathematical thinking skills** to **calculate** how far certain **wheel rotations** will make the **robot travel**.

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 – Year Two will have the time and opportunity to engage in an active listening activity. Students will continue listening to the song, ‘The Entertainer’ – Scott Joplin. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will begin to engage in the practice of the musical note F (Fa)

Kodály-Curwen Hand Signs



Through time and opportunity Year 3 / 4 students will engage in an active listening activity. Students will continue to 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. Students will begin to practice and review 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 opportunity to engage in an active listening activity. Students will continue to listen 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 **researchers** as they investigate the history and music of performer Chuck Berry. Students will begin to practice and review the musical notes C (Do) D (Re) E (Mi) F (Fa) G (So) A (La) B (Ti) as well as the matching Curwen hand signs for each note. Students will begin to collaborate in small groups to make their own compositions using these notes.



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 (Child & Parents only)
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