



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

9th August 2021

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

Mother Teresa

To All In Our Learning Community,

Entering another week of lockdown brings mixed emotions. It is challenging not to be able to have contact with relatives and friends; to miss celebrations and some of the normal routines of school life. While we have been in lockdown before the thought of another time spent physically distanced is not easy. It is however important for us to continue to remain connected albeit remotely.

Children and teachers will be able to connect with each other each morning and at another times through the day via our Microsoft Teams platform. Opportunities for children to share their learning and to make contact with friends will form part of their day.

As adults it is important to make time for yourself to reflect on and consider your own responses and ways to manage current uncertainties. The follow extracts from Smiling Minds might offer you some support this week;

"A common thread for us all has been the ongoing experience of uncertainty and change, two factors that we humans don't exactly love. When changes occur outside of our control, it can feel like the ground is moving beneath us and it's hard to get a steady foothold. When we feel that things are not within our control, it's natural to worry which can lead to stress and anxiety.

As parents, carers and teachers, we have found ourselves in the midst of uncertainty during the global health crisis. As we slowly begin to resume our routines, a wide range of emotions is completely normal and to be expected. Some of us can't wait to be back out there. Others have felt restored by the time at home and found it a welcome respite from the hectic pace of everyday life. Whatever our individual experience, it is important to nurture our own emotional wellbeing, as well as the wellbeing of others (Supporting your own wellbeing through mindfulness – smilingmind.com.au).

If you find time this week you may wish to try some mindfulness. Mindfulness 202 – Stress – Breath and Sounds (5 mins). This is a general 5 minute meditation that uses breath and sounds to practise being mindful. You can listen to this daily Web App Link: <https://app.smilingmind.com.au/sessions/173/591/1093/> If you don't want to sign up try this sample mindfulness exercise <https://app.smilingmind.com.au/sample/meditation/?skipPost=1>

Stay safe
Kind regards

Chris

This Week's Happenings

Monday 9th August

Mathematics Learning – Colleen Monaghan
Foundation 2022 Interviews online

Tuesday 10th August

Foundation 2022 Interviews online
Professional Learning ~ Behaviour Matrix

Wednesday 11th August

Foundation 2022 Interviews online
Professional Learning ~ Faith and Life Inquiry

Thursday 12th August

Online incursion – Jewish Museum Year 3 – 6 TBC

Friday 12th August

Sacramental Celebrations

First Eucharist Celebration ~ August 15th TBC

Given the current lockdown our First Eucharist celebration will not go ahead this weekend. You will be update as soon as the information becomes available to us in relation to setting another date.

Confirmation Celebration ~ August 28th TBC

Given the current lockdown we are unsure of the arrangements for Confirmation at this time. You will be update as soon as the information becomes available to us.

Term 3 School Fee Accounts due this Wednesday 11th August

Term 3 school fee 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.

Thank you to those who have finalised their accounts.

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

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

"Inquiry pedagogies position children as capable, competent, curious and intelligent."

- R. Duncan 2018

As a Catholic Dialogue School, we are continuing to find out about ways people pray and what this looks like for the families in our learning community. We will have time and opportunity to be researchers and dialogue with an expert in our family. We will ask questions including, "What is your faith tradition?", "Who did you ask?" and "What did you learn about your faith tradition?" When we return to school we will share this information with each other and interpret the data and dialogue about what we have learnt and noticed about what play means in our families.

While inquiring into our compelling question, 'How and why has play changed over time?' we focused on the learning asset **thinker** and the skill of staying curious as we were learning. Some of us had time and opportunity to engage with toys from the past from Supreme Incursions. Through the lens of a historian we used our curiosity to explore games and toys that that people played with in the past. As thinkers we reflected on this experience by drawing a picture and making our thinking visible about what we were thinking and saying.



As mathematicians, some of us will be continuing the concept of addition and subtraction, while others will be focusing on counting and place value in our daily learning or through Microsoft Teams.

Sight Words:

By the end of Term 3, it is expected that children in Foundation can automatically read and recall the 307 sight words.

ePM Collection:

Children are to continue to use PMe Collection 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

"The goal of hermeneutical learning is to find and expose effective interpretations of the world, in order to achieve a better understanding of things from within, in this case religions and philosophies of life."

-Didier Pollefeyt 2020

As part of our **Faith and Life** inquiry we have opportunities to **tune in** and **find out** about the Jewish festival of **Passover** as we engage in dialogue with other faiths. As hermeneutical learners this dialogue enables us to reflect on how we *respectfully engaging with the Catholic tradition in dialogue with other traditions* by identifying similarities and differences between the Jewish **Passover** and the Catholic **Eucharist**. Our dialogue will help us to **see new layers of meaning** about ways these faith **rituals** are important to each faith.

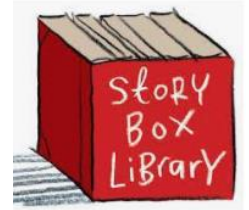
We continue to **generate new ideas** as we engage in the compelling question, '*How have explorations of the past impacted our lives today?*' As **researchers** we are building the skill of *reflecting on the information we gather using primary and secondary resources*. We are using the thinking move

building explanations as we **find out** about significant historical figures that explored Australia. This week we will engage in **finding out** about scientist and explorer **Joseph Banks**. Our research will help us as through the lens of being historians, as we unpack the key understandings, **Different historical perspectives affect how different people perceive the present day** and **People from the past have different points of view about significant events**. We will **read and view** written and visual sources of information as we build our knowledge and schema about significant historical explorers.

During **remote learning** students are encouraged to take the **time and opportunity** to engage with a variety different texts using the online resources StoryBox or PM e-collections.

The English strand of the **Victorian Curriculum States from year 3 and year 4:**

Students engage with a **variety of texts for enjoyment**. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to **entertain**, as well as texts designed to **inform** and **persuade**. These encompass *traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances*, and texts used by students as models for constructing their own writing.



As **Mathematicians** we have continued **developing** our understanding around **addition and subtraction**, through investigation of a variety of strategies *including compensation strategy, split strategy and column algorithm*. Additionally we have been **utilising** these strategies in the **context** of the **money** to calculate amount of change received to facilitate **connections between Mathematics and the real world**.

Throughout the next few weeks will begin to **investigate time** by **identifying** the components of a clock, making connections between digital and analogue time and calculating the difference between two time measurements. An important aspect of **developing Mathematical fluency** is to have consistent, regular **practice**. To help our students acquire this **fluency**, parents are encouraged to practice reading the time with their children asking, "What time will it be in half an hour?" etc.

Year 5 – 6 Learning Spaces

Thinking routines are more than strategies that cultivate students' ability or that simply engage them in interesting activities. Through the regular use of routines to explore meaningful content with students, teachers convey messages about the nature of thinking and learning: Among these is the notion that 'Learning is a consequence of thinking.' Ritchhart, Church & Morrison

As part of our **Year 5/6 Victorian Curriculum, Civics and Citizenship**, as **global citizens** it is important that we have an **awareness** of the **United Nations Sustainable Development Goals** and are **being active** and **informed** about **global issues**. As **curious researchers**, as part of **finding out**, we will **view the video UN Sustainable Development Goals – A universal call to action** as it will provide us with an **opportunity** to **develop an awareness** and **understanding** of The Goals. As part of our **Faith and Life inquiry understanding**, **Renewable energy sources can be harnessed to generate electricity**, we will explore the **UN Sustainable Development Goal 7: Access to clean energy that is safe for people and the environment** through **reading informational texts**. As **curious researchers** as part of **finding out** and **developing an understanding** about clean energy we will **read** the information texts, **Clean Energy** and **Renewable and Non Renewable** and **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 clean energy?
2. What was something you found puzzling or challenging to understand?
3. What questions would you most like to explore in relation to your discoveries?
4. What are some things you found interesting in these texts and what makes you say that?

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 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 **David Attenborough, Stephen Hawking, Jane Goodall and Marie Curie** 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 a Catholic dialogue school we have an **openness to and learning from other religions, cultures and ways of life**. As **curious researchers**, as part of **tuning in** to **Jewish life**, in particular **Jewish festivals**, we will view some images, from the text, *Who Believes What?* by Anna Wills & Nora Tumm. We will engage in the thinking moves **activating prior knowledge, connection making** and **wondering** through the thinking routine **See-Think-Wonder**. As we make careful observations and

thoughtful interpretations of pictures of **Jewish festivals** we will document our responses to the following: **What do you see? What do you think? What do you wonder about Jewish faith and traditions?** Last week, as part of **finding out** about the **Jewish faith** and the **ritual of Passover**, some of us engaged in viewing the film 'The Prince of Egypt' whilst some of us engaged in an online incursion, via Zoom, with staff from the Jewish Museum. As **reflective thinkers** we will take the **time and opportunity** to revisit the **Passover Story** by viewing and listening to the text **River Ride** from PJ Library. As part of **sorting out**, we will engage in the prompts **seeing new layers of meaning** and **valuing multiplicity of voices and practices** as we **reflect critically** and **document** our **current understandings** and **interpretations** at this moment in time. Mrs Leahy has provided us with some reflective questions to assist us as we are learning hermeneutically.



- **What did I discover about the Jewish festival of Passover?**
- **In what ways is Passover different to the Catholic Eucharist?**
- **When I think about the Eucharist now, what do I now think it means to Catholic people today? Think about Jesus' words, "Do this in memory of me?"**
- **Why do you think we take the time and opportunity to find out and dialogue with the Jewish faith tradition? What can it tell us about the Catholic tradition?**
- **What meaning can I now make about the Catholic sacrament of the Eucharist for today?**

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 **curious** and **flexible mathematical thinkers** some of us are engaging in learning related to **fractions and decimals**, some of us are using a variety of **strategies to solve open ended word problems** to **demonstrate** our current **understanding of fractions** and some of us are **engaging in a variety of challenging problems** through some **mathematical tasks** as part of **Maths Games Problem Solving contest**. As **mathematical thinkers** we will engage in the thinking move **reasoning with evidence** through the thinking routine **Claim-Support-Question**.

Visual Arts

"Simplify, slow down, be kind.

And don't forget to have art in your life – music, painting, theatre, dance and sunsets"

(Eric Carle)

During our last lockdown the students were very creative and resourceful as they explored many materials around their home to create a plate of food. As artists they experimented with different techniques and made good choices creating colour, contrast and texture. The food created looked good enough to eat.



To continue our exploration of using different materials to create art the students this time will be using food to create art. Art that you can actually eat.

Be creative, have fun and I look forward to seeing your food art.



Physical Education

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 Kicking. 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 Kicking. Students will practice the correct movement sequence when performing the Kick.

Year 5/6 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.

When reflecting on her obstacle course that she created, **Mikayla** said “*I am proud of the way I thought of what shape the obstacle course will be and where to put the sports equipment that we were given.*”

When reflecting on his obstacle course that he created, **Arvy** said, “*I am proud of the way I made my course and how I changed the course to make each level different then the last one.*”



F-2 students being creative and imaginative when designing their own game or obstacle course



Year 5-6 students engaging in a small sided game of hockey demonstrating attacking and defending strategies

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/>

Our **Sustainability leaders** have been busy preparing and digging our vegetable garden beds for our **Lugg boxes** to be installed. In conjunction with Jason our maintenance person and our Sustainability leaders, three extra lugg boxes were installed. **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 garden beds.



The **Lugg boxes** are installed in our vegetable garden by Jason and our **Sustainability leaders**. Food scraps are added to the Lugg boxes. The holes on the sides of the boxes allow the worms to move freely producing rich soil for our vegetables to grow.



This week during remote learning take the time and **opportunity** to spend time in the garden or kitchen. You may choose whether you wish to prepare a yummy healthy meal with and for your family. During this time you may **research** favourite family recipes or simply visit our Mother Teresa PS Kitchen Garden blog which is: mtpskitchengarden.com.au for more recipes. Please share with us what delicious meal you and your family have prepared including photos. We would love to share these with our school community. Now is a great time to spend time in your garden. Time to prune, remove fallen leaves and general maintenance is important to keep our gardens looking beautiful and preparing them for springtime.

Japanese

Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others.

Victorian Curriculum – Intercultural Capability Rationale

During remote learning this week students will explore the **TANABATA festival**, also known as the **Star Festival**. The festival is celebrated in **early July or August** in different areas of Japan. It is connected with a **folktale** about a cowherd called **Hikoboshi** and a princess called **Orihime**. They are represented by **two stars** seen clearly at this time of year in the skies of Japan. The Stars are called **Altair** and **Vega** and they face each other across **the Milky Way**. Children in Japan celebrate this festival by **creating strips of paper** with **wishes** written on them. Students will create their own wish strip with a word written on it in Japanese.



Cyber Safety



This week students will be utilising videos from **Hector's World** and **BTN** to engage in learning about cybersecurity and protecting their personal information when online. Learning Spaces in Year 5/6 have recently been learning about cyberbullying. Below are some of the **connections, discoveries and**

wonderings students had.

- I discovered that it's not right to bully online and also that it isn't right to just join in the bullying.
- I found something challenging and that's why do people bully other people?
- I discovered that cyberbullying can really affect someone.
- I have extended my thinking about cyberbullying and some people bully others out of jealousy.



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

“Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”

- Stephen Hawking

Students in **Foundation to Year 2** will have a **choice** between two different levels of learning this week, depending on how **challenging** they found this week’s learning. This is learning that some students may have begun previously, 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**.

Years 3/ 4 will continue to **explore** the **Banana Tales** app. **Students** will be **completing** more **levels** that help them consider the **importance** of the **order** of their **code**. They will need to look at the **scene** and **consider** their **options before coding**. Students can also have a go at a less challenging option through using **Code.Org** a similar coding app.

Students in **Years 5 and 6** 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.

Performing Arts

“Music education can help spark a child’s imagination or ignite a lifetime of passion. Music education should not be a privilege for a lucky few, it should be a part of every child’s world of possibility.”

Hillary Rodham Clinton

This week the students in year foundation, year 1 and year 2 will have the time and opportunity to engage in an active listening activity. Students will listen to the song In the hall of the mountain king – Edvard Greig. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. Students will continue to engage in the practice of the musical note F (Fa)

This week the students in year 3 and year 4 will have the time and opportunity to engage in an active listening activity. Students will watch and listen to a performance by Michael Buble – Feeling 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. 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 and Year 6 will have the time and opportunity to engage in an active listening activity. Students will 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. 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

Monday 12 th July	Term Three begins
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