



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

6th September 2021

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

Mother Teresa

To All In Our Learning Community,

*"The act of inquiry is critical to our learning and growth. From the moment we are born, we make sense of the world through exploring, testing and evaluating."
(Kath Murdoch, 2015)*

Within our Learning Community we continue to approach all our learning through the lens of inquiry. Through a variety of opportunities, children inquire into their learning as a way of being. The learning assets and the inquiry approach of tuning in, finding out, sorting out, taking action and going further, extend to all areas of learning in our community, including Faith and Life inquiry. As Kath Murdoch describes them, learning assets encompass the skills and dispositions that enable children to be learners. They become a tool kit which they can use in all areas of their life (*The Power of Inquiry 2015*).

While we continue to be learning remotely, families have the opportunity to support their children in developing the language of inquiry, including that of learning assets. In the newsletter and through the learning students engage in at school and at home, you would have heard them speak of the learning assets of Communicator, Thinker, Researcher, Self-Manager and Collaborator. In our community the Learning Assets encompass a set of skills that enable children, teachers and parents to learn with an inquiring mind. The reflection stems children write about each week, encourage them to identify how they have used the skills of being a researcher, communicator, self-manager, thinker or collaborator.

This week families will receive a link and password to a video created by Kath Murdoch, via your email address. Please note that this video must remain within our community and not shared. This video may help support you in building the language of inquiry at home. Some of you may remember the video from last year. Perhaps you may find yourself making connections or extending your thinking about the language of inquiry. What makes you say that?

Best wishes,

Amy

This Week's Happenings

Monday 6th September

Online workshops with Jane Godwin: Year 3&4

Tuesday 7th September

Wednesday 8th September

Staff Professional Learning – Faith and Life inquiry

Thursday 9th September

Kath Murdoch Inquiry Consultant

Friday 10th September

Online workshops with Michael Wagner: Year 3&4

Online workshops with Jane Godwin: F-2

Term 3 School Fee Accounts

Term 3 school fee accounts are now due. Please ensure any outstanding payments are made at your earliest convenience. 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.

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.

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.

If you are an existing family with a child preparing to start school next year, you would have received a letter of offer via email last week, for Foundation enrolment for 2022. If you have not already done so could you please sign and email your acceptance to info@motherteresa.catholic.edu.au.

Foundation – School Nursing Program Forms

Families with a child in Foundation this year recently received an invitation for their child to be seen by a nurse from the School Nursing program. These forms can be returned to school when we return from the current lockdown.

Lockdown ~ Remote learning

We will continue to engage in remote learning for the remainder of Term 3 after the announcement from the Premier last week. A plan for learning during Term 4 is yet to be announced. 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. We thank all the parents and carers who continue to support students in engaging in remote learning.

Confirmation and Eucharist Celebrations update

Due to current lockdown restrictions, celebrations for the Sacraments of Confirmation and Eucharist have been postponed. We hope to be able to celebrate these in November, pending on State Government announcements. Details confirming times and dates for these Sacraments will be forwarded once confirmed in Term 4.

Where to find mental health support during this lockdown

"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

Child Safety – White Balloon Day

This week marks National Child Safety Awareness Week. National Child Protection Week takes place from September 5th to September 11th. This week raises the responsibility of community's collective responsibility for the ongoing care, safety and wellbeing of children and young people. Mother Teresa catholic Primary School remains committed to the safety of all children and is a supporter of White Balloon Day on September 10th. For ways to talk to your child/children about their safety, you can read some safety tips [here](#). More information about White Balloon Day can be found at whiteballoonday.com.au



Mini Vinnies – Drop in and Chat outreach

The Mini Vinnies leaders have been meeting over the last few weeks on Microsoft Teams. Through their dialogue they have been organising ways for students across our learning community to be able to meet, to extend outreach to others. Below is a message from Keana on behalf of Mini Vinnies about the Drop in and Chat sessions they will continue to run during lockdown.

A chance to catch up

As all of you know, the lockdown that we are currently in gives students less of a chance to talk and communicate with friends. As a result, the Minnie Vinnies group has come up with a solution.

What we are organising is a Microsoft Teams meeting that allows students and their friends to jump onto, and at these meets they will be playing games and chat. We believe that will definitely be something that students will enjoy, as many students don't have any way of communicating with their friends besides with the Microsoft Teams meetings we already do.

Each meeting will be about 30 minutes long, and the students can chat and socialize with each other, while still following the Agreed Ways. To run effectively we are limiting the meetings to about 15 students. To register you must **complete a Google Form** that will be sent out by Mrs Leahy via email. This week we will organising the **Drop in and Chat for Foundation to Year 2** to run in Week 10.

A Minnie Vinnies member and Mrs Leahy will be there the entire time, running games and facilitating chat. This will be a fun opportunity for all to talk, chat and have fun! If you have any questions, please contact Mrs Leahy – amy.leahy@motherteresa.catholic.edu.au

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 Ritchhart, 2015

As **inquirers** we have had time and opportunity to **tune in, find out** and **sort out** our thinking about our compelling question, '**How and why has play changed over time?**' We have been focusing on learning and applying the skills of a **researcher**. We will have time and opportunity this week to reflect on what we have learned about the past through the lens of a historian using the learning asset **Researcher**.

The Pentecost Story (2:1-6, 14, 22b-23, 32-33) describes the Holy Spirit being received by the followers of Jesus. The readings from the **Acts of the Apostles** we have been **listening to in prayer**, **describe** the many works the disciples of Jesus did, to share his teachings and God's story across the world, after they had been **empowered by the Holy Spirit**. As readers and thinkers, we will use the thinking routine **word, phrase sentence** that describe **some of the works** that they did to begin the Christian church and to spread the teachings of Jesus across the world. As hermeneutical learners we will **interpret texts and symbols** to make meaning and think about this text for the world today.

As **readers**, we will continue to engage in reading a variety of texts. Some of us will use the **comprehension strategies** of **read and retell** and some of us will use the **colourful semantics prompts** to help us strengthen our comprehension skills and make meaning about what we read. We will **collaborate** by sharing our ideas in dialogue with each other to **make connections, question** and **justify our thinking**. We will continue to engage in reading and developing our reading behaviours through the ePM collection

As **writers**, some of us will reflect on the shared experience of the **Writer's Workshop** with author **Michael Wagner**. As **thinkers**, we will use our **five senses**, sight, smell, listen, taste and touch to generate ideas about our writing pieces. We can add detail to our thinking by using descriptive language (adjectives) or a labeled picture of our writing.

As **mathematicians** we are **tuning in** to the mathematical thinking concept of **time** and exploring **time durations** and **telling the time**. As **thinkers**, we will **activate our prior knowledge** about time and generate **questions** and **wonderings** that we would like to find out about. We will engage in a variety of learning experiences where we will be **making connections** to our real lives.

Year 3 – 4 Learning Spaces

Over the last few weeks, we have considered different perspectives by **stepping into** the shoes of a **historian** and **gathering information** about European explorers. This week, we will be **sorting out** our thinking to **identify the impact** the European settlement had on the Aboriginal peoples. As we dialogue on Microsoft Teams, we will extend our thinking about the key understanding that **past explorations have had positive and negative impacts on the lives of people today**. As **historians**, we will also **reflect** on and consider our own theories on **why we think it is important to understand and interpret the impacts of the past**.

As **writers**, we will have an **opportunity** to view a clip by David Attenborough and **look closely** at the images on the clip. We will engage in the thinking routine **Looking: Ten Times Two**. This thinking routine encourages us to **slow down** and make **careful, detailed observations** by **pushing beyond first impressions and obvious features**. We will list ten words or phrases that comes to mind after watching

the video, watch the video a second time and list another ten words or phrases. As we look over the words and phrases we came up with, we will consider a **purpose** for independent writing.

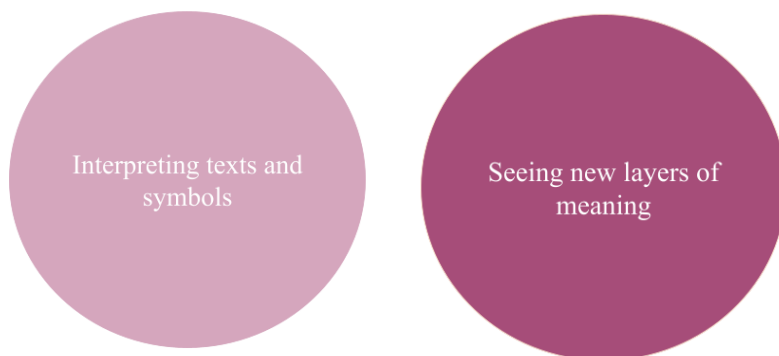
In **mathematics**, we will continue **finding out** about **statistics** and **probability** by **exploring bar graphs, line graphs** and **pie charts**. We will consider possible stories for our graphs and identify the different **features** of a graph such as **labels, axis** and **scales**. As we **find out** about **scales**, we will **make connections** to number lines and the concept of **estimation**. As **researchers**, we will be encouraged to gather data at home, represent the data on a graph or chart and analyse it. Some of the phrases we will focus on as we analyse our data include; **I notice... Most popular... Least popular... Common... Uncommon...**

Year 5 – 6 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 people of a faith learning community we will tune in to Acts of the Apostles 2:1-11. We will use the **thinking moves activating prior knowledge, identifying new ideas, wondering** and **connection making**. We will read a biblical commentary about Pentecost and **dialogue** about how our thinking has changed or been extended after reading the commentary. As hermeneutical learners we will engage with the **hermeneutical prompts ‘Interpreting texts and symbols’** and **‘seeing new layers of meaning’**. We will then have the time and opportunity to make connections to Catholic Social Teachings through Pope Francis’ encyclical, ‘Laudato Si’ and Caritas Australia’s.



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 well as to practice our descriptive writing purpose.

As part of our reading, we will explore the biographies of inspirational people including **Ruth Bader Ginsberg, Frida Kahlo, Steve Jobs and Corazon Aquino** 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

As **researchers** and **artists** the students had the opportunity to explore the art of Tony Cragg and use it as inspiration to create a collage that **communicates what is important to them**.

I chose a soccer ball because during lockdown, I have been unable to participate in playing my soccer season. But, soccer is something that has got me through since it is my favourite interest and watching my favourite team, Italy, who won the Euro 2020 against England, gave me excitement.

I learnt that collage art is good when using big ripped up pieces of paper, but, it's better when using tiny ripped up pieces of paper because it looks much more effective.

Massimo Luczek



I have enjoyed this learning as I had a chance to show what represents me and I chose a sports collage as I am a very sporty person. I have drawn all different types like soccer bowling hockey, rugby, footy and basketball. I know that I like these sports and I also like this learning as we express who we are on paper.

Christian Ermia



My artwork shows that I like going outside and spending time with nature. I am an outdoors person in summer and spring

something I learnt while creating this artwork is that sometimes it's best to draw small detail on then cut. Loveleen



It is important to me because I LOVE to design clothes and I would like to get into designing one day in the future.

I learnt even when though we have an idea what we would like to draw sometimes it is hard to make our creation look like how it is in our head.

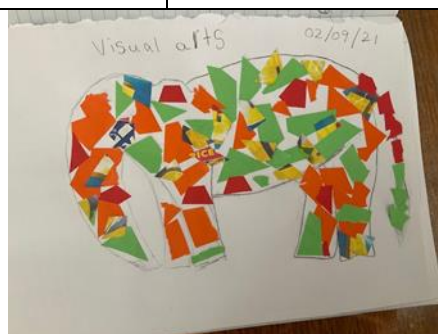
Zoe



I made a poke ball, a great ball, an ultra ball and a quick ball. It was hard work to cut out all those colours so I got mum to help me cut and I did the sticking. I did my art over two days because it took a long time to finish it. I am really proud of my work. I think it looks awesome.

My favourite part of creating my art was using the colours in the pictures on the magazine pages to make the poke balls the colours they should be.

While creating this art I learned that food magazines have lots of cool colours I can use to make my art. I learned that there are lots of things around your house that you can use to make art. What makes me say that is that I used food magazines and wrapping paper to find the colours I needed for my poke balls. My favourite was using pictures of chillies to make the red and the sparkling wrapping paper too. Aylen



Physical Education

"Coach me and I will learn, challenge me and I will grow"

In Physical Education remote learning tasks this week, we will be engaging in learning with a major focus on **Athletics**.

In Foundation to Year Two we will be practicing different types of Athletics jumps. After practicing these jumps, we will use the thinking move **reflecting** on the **different types of movement skills** we have combined when performing these jumps.

In Year Three and Four we will also be practicing these Athletic jumps which include long jump and triple jump. After practicing these jumps, we will use the thinking move, **building explanations** to break down the skill of the triple jump. These are great activities to get the whole family involved in.



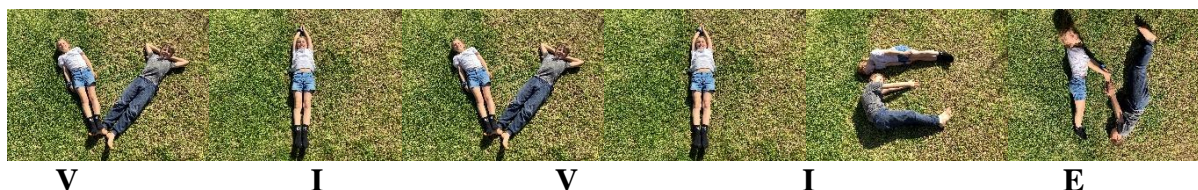
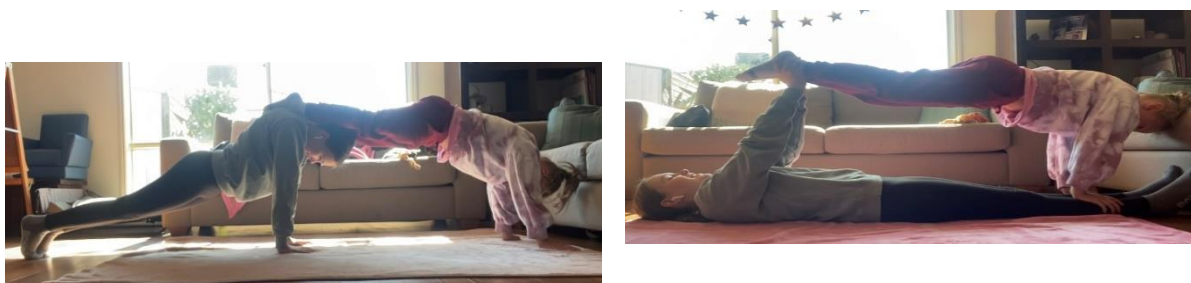
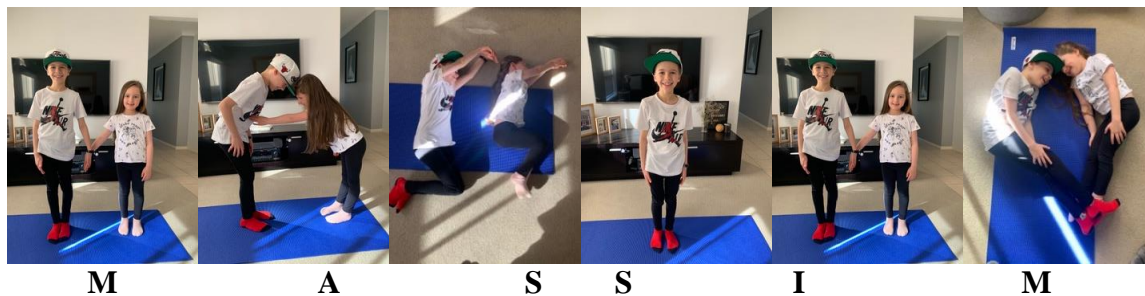
At Year Five and Six we will also be practicing these Athletic jumps which include long jump, triple jump and modified high jump. After practicing these jumps, we will evaluate our jumps and suggest ways we can better our performances.

Last week we focused on Gymnastics. When **reflecting** on how gymnastics is good for her health, **Annabella** said, *"These gymnastic activities are good for my health because it makes you healthy, strong and it helps you stretch your muscles"*.

When asked how he **feels** after learning about gymnastics, **Anthony** said, *“When I think about what I have learnt in gymnastics, I feel good about myself that I achieved a challenge. What makes me say that is after trying a few times I was balancing my body and holding it for a minute.”*

When **reflecting** on how gymnastics is good for his health **Jed** said, *“These gymnastics activities are good for my health because it’s good for my balance and core. What makes me say that is I could really feel the exercises in my body.”*

Below are some of the creative ways we used gymnastic moves we used including how to spell out our names;



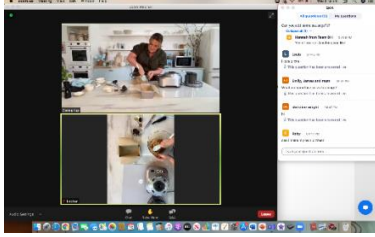
Sustainability Learning & Stephanie Alexander Kitchen Garden

“...young people have a new ecological sensitivity and a generous spirit, and some of them are making admirable efforts to protect the environment...” (Pope Francis, Laudato Si #209)

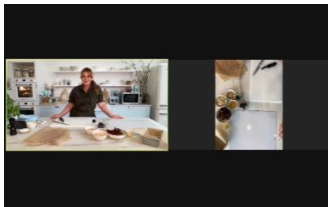
Over the past week our Sustainability learners have continued to engage in a number of learning opportunities. These include gardening, preparing lunches, dinners, healthy snacks and researching indigenous plants. Our learners have sorted out their thinking and made their discoveries visible in a variety of interesting and creative ways. Thank you to all our Sustainability learners for the reflective

learning that has been presented and we continue to look forward to reading all the wonderful reflections that have been sent. Below are reflections and learning from Cassidy, Benjamin and Patrick.

On Thursday I participated in a Donna Hay Kids Cooking Class online and made some Peanut Butter Slice, Popcorn and Popsicles.



I changed the recipe to make sure I had all of the ingredients and I made a Nutella Slice.



I am proud of the way I was able to make my Nutella Slice and what makes me say that is I worked independently and managed to keep up with Donna Hay's demonstration. I needed to adapt as I had to substitute some ingredients but I did that quickly and managed to get the recipe completed in the allocated time. It was challenging when I didn't have all of the ingredients listed on the recipe but I was flexible and substituted the ingredients with something similar that I had available to me from the pantry. The recipe still worked and was delicious. Cassidy, Benjamin and Patrick

This week for Sustainability, I spray painted a bike that we got from our neighbour. This was better for the environment than buying a new bike. What make me say that is it uses steel to make bikes and that pollutes the earth. I was resourceful to paint an old bike to make it new again.



On Saturday it was my Nan's birthday. My Nans 91st birthday so everyone in my family made a cake and sent a photo to her.

It was my first time making shapes out of fondant and piping flowers so I learnt new things. From Patrick.

Japanese

In **Foundation, Year One and Year Two** we will explore reading and writing hiragana characters. As **thinkers** we will focus on words for **fruit** and what these look and sound like in **hiragana characters**. We will learn that each hiragana has its own sound and that these can be combined to make words. We will engage in being **persistent** as we use stroke order to **trace and copy the missing hiragana characters** in words for **fruit**.

In **Year Three and Year Four** we will explore reading and writing hiragana characters. As **thinkers** we will learn that each hiragana has its own sound and that these can be combined to make words. We will engage in being **persistent** as we use stroke order to copy the hiragana characters we are learning. In **Year Five and Year Six** we will explore reading and writing hiragana characters. As **thinkers** we will learn that hiragana can be combined to make words and that the hiragana chart can be used as a reference to support our reading and writing. We will engage in being **persistent** as we use stroke order to copy the hiragana characters we are learning.

Hiragana Booklets created by students



Cyber Safety



For remote learning **Foundation - Year 2** continued to engage in learning where we access a known and safe website (<https://www.esafety.gov.au/kids/i-want-help-with>) and search the section **Being Safe Online** for tips about being safe online and identify why this is a safe website to visit. We then used the reflection stem **something I did well in this was** to reflect on their learning, below are some reflections;

- **Something I did well in this was** remembering not to share information. (Krishna)
- **Something I did well in this was** remembering the tips. (Chelsey)
- **Something I did well in this was** picking some good tips. (Tommaso)



In **Year 3 & 4** we continued our thinking about cyberbullying and the different ways it can occur. Focusing on why people cyberbully others and continuing to **identify** how they can help people who are being cyberbullied. Students reflected on their learning through the reflection stem **this will help me in the future because**. Below are some of the reflections received that identify actions to take and reasons why cyberbullying is not safe;

- **This will help me in the future because** cyberbullying is wrong and it hurts people's feelings. (Jacob)

- **This will help me in the future because** if someone is cyberbullying me I will know what to do. (Aniaster)
- **This will help me in the future because** if I get cyberbullied I can do some of the things I wrote down. (Sophie).



In **Year 5 & 6** we engaged in learning about identifying how their online choices affect not only ourselves but others around them. We identified what are the internal and external influences on what they access and share with others using the video **Cybersmart Forever**

(<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever>) to help **generate ideas**. We **reflected** on our learning using the reflection stem **now I understand more about**. Below are some of the reflections from this learning;

- **Now I understand more about** we shouldn't trust unsecured apps and not download apps when not granted permission. (Polus)
- **Now I understand more about** what to think about before posting something online and the potential consequences of making a poor decision. (Grace)
- **Now I understand more about** the impact that you can have on not only yourself but everyone around you when it comes to being online. (Keana)

Digital Technologies

"I tell my programmers to think carefully before they say something "can't be done." There isn't that much that can't be done with a little ingenuity." – Satoru Iwata

In **years F - 2** will be **thinkers** and continue the **choice** that they made between **two** different levels of **learning**. We will **continue** to **focus** on learning about **loops**, and how they can be used to **shorten** the **amount** of **code** used. These **activities** will continue to teach students how to use the **repeat function** to **repeat** a **section** of **code** and to create more **complex loops**. **Christopher** from **LS4** shared his **thinking** on last week's **learning**:

*"I would like to know more about how to go next level
What makes me say that is because it is more fun when you get up to next level."*

In **years 3 and 4** we will be **thinkers** and continue to **explore** the **Code.org** site. **Students** will be **completing** the next set of **activities** of the child's chosen level of **challenge**. One of these **activities** **focuses** on continuing to use **events** and **behaviours** to **create** a **dance party**. The other **activity** gets students to make use of the **repeat function** to **create** a **digital drawing**. **Leah** from **3/4-4** shared her **thinking** on last week's **learning**:

"I was persistent when I kept trying to complete each level on my own. What makes me say that is because some of them were really hard so I kept trying different codes and re reading the message to finish each level."

In **Years 5 and 6** we will be **thinkers** and will **engage** in **learning** about **creating** a **user input program** on **Code.org**. We will have the **option** of **three** different **projects**; a **Digital Greeting Card**, a **Chatbot** or a **Customisable Story**. This **learning** will require us to make use of their **skills** with **text** and **variables** to **create** these **interactive programs**. **Olivia** from **5/6-2** shared her **thinking** on last week's **learning**:

"I really enjoyed doing this learning because it helped me realise that you have to add way more things to make something work, I think this learning will help me in the future for if I ever do coding again I will have a better understanding"

Performing Arts

"Education in music is most sovereign because more than anything else rhythm and harmony find their way to the innermost soul and take strongest hold upon it" - Plato

This week in Foundation, Year 1 and Year 2 we will have the time and opportunity to engage in an active listening activity. Once again we are connecting to music through imagery. We will draw a picture of the morning mood or morning scene they imagine while listening to the song morning mood by the composer Edvard Greig. We will need to listen closely to the expressive qualities of the music (dynamics, tempo) and how they connect with the mood that is created by this piece of music.

In Year 3 and Year 4 will have the time and opportunity to engage in an active listening activity. We will listen to a performance by Jerry Lee Lewis, *Great Balls of Fire*. We will then share their *thinking* and *wonderings* in *connection* to the piece of music. We will consider what connections we can make to the music and the artists of today and use the thinking routine, **What makes me say that?**

For Year 5 and Year 6 we will have the time and opportunity to listen to the song, 'Im Nin' Alu' performed by Ofra Haza. We will then share their *thinking* and *wonderings* in *connection* to the piece of music and consider and compare the music of different nationalities. This song is sung in both Hebrew and English. We will be asked to consider why the singer may have chosen to do this and then engage in the thinking routine, *What makes me say that?* to justify our thinking.

After School Care at Mother Teresa Primary School

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



Term Three and Term 4 Dates

Friday 17th September Term 3 concludes

Monday Term 4 begins

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.