



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

October 11<sup>th</sup> 2021

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

**To** All In Our Learning Community,

As a Catholic Dialogue School, at Mother Teresa PS we engage regularly in dialogue about Scripture with children. Scripture plays a key role in Faith and Life inquiry as it allows us to know the Christian story of God and humanity. In a Catholic Dialogue School, the dialogue involves engaging with the Catholic tradition in light of our own interpretations. The dialogue invites each person to reflect on the Christian story and their place in it.

We refer to this process of dialogue with children as the Hermeneutical-Communicative Model. It is *Hermeneutical* as each member of the dialogue seeks to make meaning by interpreting the Biblical text. When we interpret the text we draw upon many parts of our being including our prior knowledge, religious beliefs, cultural and life experiences. Interpretations are not the same and often raise more questions than answers. It is *Communicative* as adults and children dialogue with each other. We listen to each other's interpretation respectfully, without judgement. This communication is a process of dialogue, where we draw on thinking moves including **making connections** and **raising questions**. In the newsletter today, you will find some suggestions on ways you can prepare yourself to engage in dialogue as a family about our current Scripture of the birth of Jesus 2:1-14. When you engage in dialogue about Scripture with your children, think about how the Catholic story affirms or challenges your own interpretations.

Kind Regards,

*Amy*

## ***This Week's Happenings***

**Monday 11<sup>th</sup> October**

**Tuesday 12<sup>th</sup> October**

Leadership Professional Learning – Steve Ray

**Wednesday 13<sup>th</sup> October**

Murrundindi workshops – Yrs. 3-6

Professional Learning ~ MACSSIS Survey

**Thursday 14<sup>th</sup> October**

ACMI workshops ~ Foundation-2

**Friday 15<sup>th</sup> October**

ACMI workshops ~ Foundation-2

## ***Onsite and remote learning***

A letter regarding further details on return to school will be forwarded on Wednesday afternoon in accordance with the State Government Roadmap. In the meantime please note the following details:

Year levels	Tuesday 5 October	From Wednesday 6 October	From Monday 18 October	From Tuesday 26 October	From Friday 5 November
Prep			Monday – Wednesday	Monday – Wednesday	✓
Year 1-2			Thursday – Friday	Thursday – Friday	✓
Year 3-4				Tuesday – Wednesday	✓
Year 5-6				Thursday – Friday	✓

## ***QR code, Face 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.*

## ***Covid-19 Vaccinations Available – Town Hall Broadmeadows***

Vaccinations are available at 10 Dimboola Rd Broadmeadows at the Town Hall. The Vaccination hub is open 7 days a week (closed public holidays) for walk-up or book ahead appointments. AstraZeneca and Pfizer appointments available. To book call 1300 DPV VAX – 1300378829 or the Coronavirus Hotline on 1800 675 398. For an interpreter press 0.

## ***Being Sun Smart – Hats and Sunscreen***

A reminder that all children need to wear their school hat during recess and lunchtimes. Please ensure your child has their school hat in their bags. Many parents include sunscreen in their children's bags. Please ensure your child knows how to apply sunscreen for themselves.

## ***Helping your child return to school***

With the return of face to face learning some children may start to feel anxious. The best way that you can help your child through this process is to talk to them about their feelings and acknowledge them as normal. The *Name it to Tame* strategy is about taking the stress out of big emotions. Some families may have worry boxes where all the members of the family write their worries down and everyone talks about them.

Some children may worry that their friendship connections may not be the same and the best thing you can do is to get your child to verbalize what they are feeling, e.g. no one will play with me at recess. Ask your child to think about who they could ask to play with and encourage positive helpful thoughts such as letting their learning space teacher know if they have friendship concerns.

Some children may catastrophise everything and the best way to confront that thinking it to ask them is this helpful and when they can recognize this getting them to acknowledge the helpful things they can do. Now is the best time to slowly plant the seed that more change is on the way and that will help children have a positive mindset to transition back to school.

Margaret Canny – Learning Diversity Leader

## ***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](https://mqedu.qualtrics.com/jfe/form/SV_bezXwMRe2remOjP)

### ***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 **Year 5/6**.

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](mailto:amy.leahy@motherteresa.catholic.edu.au)

### ***Faith and Life inquiry –Learning Hermeneutically at Home***

This term we are inquiring into the birth of Jesus, beginning with Luke 2:1-14. This narrative from Luke can be interpreted by thinking about what the author might be saying about who Jesus will be. When you read it, do you notice that the angels announce the birth first to shepherds? In the time of Jesus, the shepherds were amongst the poorest of the poor. The adult Jesus went on to spend much of his time with the poor, unloved and outcast of society. As you engage in dialogue with your child, ask them about what they wonder about the Bible story and share with them your wonderings. Identify when you make connections in your thinking and when you don't. Ask them to justify their thinking, using the thinking routine, 'What makes you say that?' One point to remember is that you don't have to answer all the wonderings your child may have. When we engage in this hermeneutical approach to the Bible, often we raise more questions than we answer. Along the way, when we are open to this dialogue we may find that we make our own meaning about the text through an experience, a song we listen to or an issue in today's context. This is when we can ask, "This text talks to me of a world in which..."

## **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***

*'We so often mistake silence for confusion, disengagement or even resistance when it may well be indicative of reflection and deeper thinking.' – Kath Murdoch, 2015.*

As **learners** we are continuing to be persistent and flexible as we engage in remote learning. This week we will be given the opportunity to participate in a variety of shared experiences. We will take part in a Kids Helpline Session via Microsoft Teams to **find out** about what it means to be resilient and how we can show resilience. As **communicators** we will listen respectfully to the presenter as they share different strategies to help us approach and problem solve challenging situations with Confidence.

We will be inquiring into our compelling question, 'How can the arts help us tell our stories?' We are continuing to **tune in** to our compelling question and will have time and opportunity to engage in dialogue to **activate our prior knowledge**, and **share our first thinking** with our teacher and peers. We will begin to explore how different types of art can help us share stories. We have time and opportunity to participate in a virtual incursion called, 'Once Upon a Time' presented by experts from ACMI. We will listen carefully to fairy tales and find out what makes these types of stories special.



As **readers** we will continue to engage in author studies. This week will find out about Allison Lester. We will use Story Box Library to listen to and view a variety of her picture story books. As **thinkers**, we will use comprehension skills to evaluate and reflect on characters and story-lines. Each day we will also continue to engage in at least 10 minutes of independent reading using PMe Collection to build our reading behaviours such as breaking words into parts, looking at initial sounds, blending words and identifying onset and rimes, digraphs and blends. Some of us will continue to persist learning our sight words every day! **Students are expected know all 307 Oxford Sight words by the end of Foundation.**

As **mathematicians** we will make sure that we are continuing to practice our counting sheet focus each day. As **thinkers** we are **tuning in** and **finding** out about the concept of Mass. We will use a different objects around home to compare and identify what is heavier and lighter. We will make predictions about the mass of different objects, test if our predictions were correct or not and justify our thinking using the 'What makes you say that?' thinking routine.

As **hermeneutical learners** we are interpreting texts and symbols of places Christian believers gather together in prayer. We will use our digital technology skills to navigate a virtual tour of St. Patrick's Cathedral in Sydney. We will **observe the objects and symbols closely** and **interpret** what they might mean for people of the Catholic faith. We will predict what they might be used for and make connections to our own experiences of gathering with people to pray. As **thinkers** we will reflect on our own interpretations of the images and symbols and document our thinking in words and pictures. As **members of a Catholic Dialogue School** we will continue to gather together in prayer through Microsoft Teams.

### **Year 3 – 4 Learning Spaces**

*Cooperation, interaction and mutual respect enhance opportunities for learning. We learn from and with others. (Kath Murdoch, 2015)*

Throughout this term as part of our **Faith and Life Inquiry** compelling question '**What is the role of arts in our communities?**' we will have **time** to **engage in learning opportunities** to **develop the understandings**:

*The Arts allow us to have a strong sense of belonging and identity within a community*

*Communities document the stories and events of the past through the Arts*

*Communities express themselves through a wide range of art forms*

*The arts help connect cultures and communities*

As **learners**, we will **engage in, strengthen and build upon skills** as **thinkers, collaborators and self-managers** across all **learning opportunities**:

*As a self-manager, I can help myself when I feel challenged*

*As a thinker, I can find reasons or evidence to justify our thinking*



## *As a collaborator, I can record and retell what new ideas I have discovered*

This week, as we continue to **tune in** to our **Faith and Life Inquiry**, we will **engage** in the **thinking routine ‘Making Meaning’** around the word **‘community’**. This **routine** is for **constructing collective meaning of words, ideas, concepts or events**. We will use the **key thinking moves activating prior knowledge, making connections, reasoning with evidence and uncovering personal reactions**.

As part of **building** our **schema** of **art in communities**, we will **focus** on the **understanding ‘Communities and artist express themselves through a wide range of art forms’**. As an **artists and thinkers** we will ask ourselves **questions** about an **artwork** and **identify** the **meaning** behind it. We will **reflect critically** on the following **questions** by looking at two different art forms and **think** about what we **like** about and what we **dislike** about it;

- *What is your opinion about this? What makes you say that?*
- *What kind of artwork is this?*
- *Where do you think it might be?*
- *What do you think purpose of it might be?*

As hermeneutical learners, we will continue to tune in to our thinking to **interpret** the Catholic Social Teaching of **Subsidiarity and Participation**. We will tune in with a quote from Pope Francis and by viewing a video from Caritas. We will use the thinking routine **Think-Puzzle-Explore** to share our first thinking using a Google Form. We will **reflect critically** about our thinking in connection to what we have already interpreted about **Fratelli Tutti**;

- *What is the Christian story and teaching about love of neighbour here?*
- *What meaning can we make in our own lives and to our own beliefs today?*

We will also continue to have **time** and **opportunity** this week on Microsoft Teams to **engage** with **Murrundindi** to learn parts of a **traditional dance** about the **Wurundjeri Creation Story about Bunjil the Eagle**. As **literacy learners**, we will **read** and **listen** to the **Wurundjeri Creation Story** and **engage** in the **thinking routine Connect-Extend-Challenge** to make our thinking visible.

### **Year 5 – 6 Learning Spaces**

*“The Inquirer is driven by the desire not to simply accumulate or conquer a body of knowledge but to make meaning of the ever-changing knowledge landscape of which we are part of.” Kath Murdoch, 2015*

As part of our **finding out** for our compelling question, ***How does art change the world?***, we will be **resourceful, courageous and curious researchers** when reading and viewing different texts and video clips about **Music**. In connection to the **Victorian Curriculum Music**, we will be explore aims including **‘understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies’**. We will do this by **reading and viewing texts** from a range of different **authors** about **Music**. By **reading and viewing texts** from a range of different print and digital sources we will build our **schema** surrounding the **Arts**.



Seeing new layers of meaning

As we will be **interpreting text and symbols** and **reflecting critically** we will be learning in a **hermeneutical way**. We will continue to **tune in** and **find out** about **Luke 2:1-14, The Birth of Jesus**. We will be engaging in **reading, interpreting and analysing** biblical commentaries. We will **reflect critically** about the **World Of, the World In Front and the World Behind the Text**. By considering Luke’s gospel from a **historical-critical** perspective, we will be invited to **see new layers of meaning** about the text.



Interpreting texts and symbols



Reflecting critically

As part of our **Faith and Life Inquiry** understanding, **‘Art can capture the perspectives of a moment of time’**, we will continue to engage in **finding out** about different **influential artists** by engaging in the **Little People, Big Dreams** books. This week we will explore the biographies of **Ella Fitzgerald**,

**Prince, Elton John and Dolly Parton.** These have been or still are **influential musicians** who have made an impact to 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**, when engaging in these **biographies**.

As part of our **Writer's Notebook**, we will be engaging in **seeds** that **spark curiosity** and **identify** arguments when engaging in an **Exposition Purpose**, where we **persuade** or **argue** for or against a **point of view**. As **mathematicians** and **inquirers** we are **engaging** in a variety of **learning opportunities** related to **Measurement and Geometry**. Some of us are **connecting three-dimensional objects with their nets**, some of us are **constructing simple prisms and pyramids from nets** and some of us are **measuring volume and capacity by counting the number of cubes** (cubic centimetres) and **exploring efficient ways of finding the volume and capacity of rectangular prisms and cubes**. As **mathematicians** we have a particular focus on **developing our fluency** in relation to our **times tables** and our **reasoning and understanding** in relation to **solving mathematical problems** efficiently. As **mathematical inquirers** we can also engage in exploring some fun and interactive manipulatives that includes problem solving learning opportunities for us to engage in through exploration, a number of activities and games on the GeoGebra website - <https://www.geogebra.org/m/xnrmmkjt>

## Visual Arts

*"Art encourages children to think, developing skills and confidence as they go." M. Kohl*

As artists we will have the time and opportunity to continue engaging in our own creative art project as an individual or family.

As researchers we will continue to sort out our thinking and take action using different materials and art mediums such as drawing and construction, to create our art. Below are some of our reflections and artworks from last week;

## Reflections

"I was creative when I drew my dog but I found it hard because she was moving a lot. I discovered that by taking a photo of her made it easier." Claudio

"I was creative when creating the shadows. I discovered that I could make art just by looking at something" Gianne

"I was creative when I did the mouth. I discovered that the bag was too big so I had to cut it." Harrison

"I was creative when I was thinking about what to draw and I was even more creative when I did the details. I discovered that you can use a white pencil to blend colours together as I did with the girls' hair" Joven

"I was creative when I made Colour by mixing watercolour paint. I discovered you can make lots of secondary colours with primary Colours" Garima.



Vivien



Claudio



Gianne



Harrison



Jovien



Garima



Natalie

## Physical Education

In Physical Education remote learning tasks this week, we will be engaging in learning with a major focus on the fundamental movement skills, **object control skills** and **tactical thinking** in net and wall games.

In Foundation-2 we will be practicing our movement skills and object control skills, as we learn the correct technique when performing 2 different types of passes - **the bounce** and **chest pass**. We will activate our **prior knowledge** and **reflect** on what sports we know that use these types of passes and something new that we have learnt.

In Year 3/4 we will be introduced to the game of down-ball and the many variations that this game has. We will **make connections** between the tactics used to be successful in down-ball and **compare** these to the tactics used when playing tennis.



In Year 5/6 we will also be playing down-ball as part of our learning. We will document the similarities and differences between playing down ball on the ground compared to playing down ball against a wall. We will **activate our prior knowledge** of net and wall sports and games and **explain** how we can be successful in this game.

Last week we inquired into different locomotor movements for our bodies and designed a chalk walk to make our thinking visible.

**Rain** said, "I like to play basketball which includes running, jumping, leaping, jogging and sliding."

**Daniella** said, "The locomotive movements that my sister and I included were leaping, balancing, jumping and hopping. My favourite movement was leaping."

**Max** said, "I like to play Volleyball, the locomotor movements in this are side step/slide, leap, jump, sprint, jog, walk and hop."



## Sustainability Learning & Stephanie Alexander Kitchen Garden



*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 been **engaged** in a number of various learning **opportunities**. They have been busy preparing yummy meals, maintaining and caring for their gardens and recording and **documenting** how their greenhouses are progressing. Our learners have **sorted** out their **thinking** and made their **thinking** visible in **interesting** and creative ways. Below are some of their discoveries;



**The most important thing I have learned is** to have patience when growing seeds. What makes me say that is sometimes they can take a while to sprout?

**Now I understand more about** what it takes to grow a seed. What makes me say that is it needs lots of light and water for the seed to grow.

My longest seed is now 30cm I think I will plant it in my garden soon. **Maisy**



**Before Image**

**After Image**

**The most important thing I have learned is** that when the recipe says to fold all the ingredients. You have to go from underneath to the top and what makes me say that is I didn't know what this was before and this will help me in the future when I am baking.

**Now I understand more about** why everyone says to always put the tray down as quickly as you can and what makes me say that is when I was pulling out the tray it stayed in my hand for a little while and then I could feel the heat on my hand. **Zara**

**The most important thing we have learned is** that seeds need a healthy environment to grow in. What makes us say that is that our daisies also didn't work sadly because our daisies did not get enough sunlight and water. **Now we understand more about** the environment a seedling needs to grow. What makes us say that is accidentally, we weren't giving it enough sunlight to grow nor water to grow we have now also swapped out our seeds with tomato seeds because as we said before our daisies didn't work. We have now put them in a box so they are not disturbed and somewhere where the sun shines often so we hope it will grow! I (Lily), Eva and my Grandpa who helped a lot will transport the seeds to the front of the house where we have a mini garden bed that used to have mini peppers growing. **Lilian & Eva**

**The most important thing I have learned is...**when a plant is small, you should water it to help it grow.

**What makes me say that is...**I watered my plant over the holidays and it has grown a lot!

**Now I understand more about...**how plants grow and they need watering and sunlight.

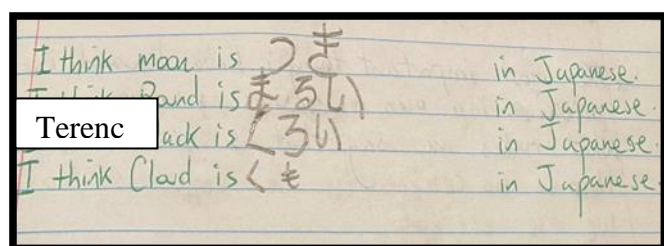
**What makes me say that is...**I watered my plant and had it sitting on the window sill for sunlight and it grew? I discovered that plants need lots of sunlight to grow. **Melina**

**Japanese**





Last week we documented our thinking about words we discovered in a **song about the Moon Viewing festival**. Here are some of our reflections:



I think **tsuki** means Moon in English.  
I think **marui** means Round in English.  
I think **kuroi** means Black in English.

Scarlett – I enjoyed singing the song.

In **Foundation, Year One and Year Two**, as **thinkers** we will explore what **the Japanese kanji character for “moon”** looks like. As **inquirers**, we will discover that the kanji character looks like **the shape of a crescent moon**. As **thinkers**, we will **make our thinking visible** by drawing a picture about the Moon Viewing festival and label the picture with the kanji for “moon.”



In **Year Three and Year Four**, we will explore what the Japanese kanji character for “moon” looks like and how we write it using correct stroke order. As **inquirers**, we will discover that the kanji character looks like the shape or symbol of a crescent moon. As **thinkers**, we will **make our thinking visible** by **creating a folding book** in which we will **copy the kanji character**. We will use the **disposition “Persistent”** as we write with correct shape and stroke order.

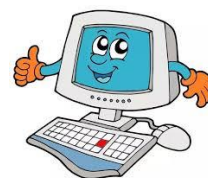
In **Year Five and Year Six** we will explore what the Japanese kanji character for “moon” looks like and how we write it using correct stroke order. As **inquirers**, we will discover that the kanji character looks like the shape or symbol of a crescent moon. As **thinkers**, we will **make our thinking visible** by **creating a kanji poster** on which we will **copy the kanji character** and document our thinking about what the kanji looks like and how we write it. We will use the **disposition “Persistent”** as we write with correct shape and stroke order.

## Cyber Safety

**Foundation - Year 2** we will engaged in creating a Cyber Smart poster using Google Docs. Our first step in this was to develop a sentence about why it is important to be safe when online and how they can be safe online using the sentence - **It is important to be Cyber Smart because .... We can do this by...** We reflected on our learning using the reflection stem - **This was good for my learning because...**

Below are some of our reflections;

- **This was good for my learning because** I know how to stay safe while I am online. (Isaac)
- **This was good for my learning because** now I can do more stuff online and be safe. (Tommaso)
- **This was good for my learning because** I need to be safe on the internet when I play games so strangers and hackers don't get my personal information. (Adam)



In **Year 3/4** we are engaging in learning where we will be creating a set of instructions for a task we can complete on our own and presenting this using Google Docs and including photos. Last week we begun this by listing tasks that we can choose from to create our instructions. After doing this they used to reflection stem **This learning reminded me of** to reflect on their learning. Shown below are some of the reflection stems received from the students

- **This learning reminded me of** digital technologies with the Ozobots where we have to create pictures and art. (Alyssa)
- **This learning reminded me of** when Mum tells me to do tasks. (Lucas)
- **This learning reminded me of** when my Mum gives me a huge list of stuff to do. (Garima)

**Year 5 & 6** are going to be taking part in learning opportunities that will see them using Google Slides to present a Cyber Smart story using pictures and text and other functions from Google Slides. We developed a six part storyboard of our story and used the reflection stem - **It was really interesting when...** to reflect on our learning.

- **It was really interesting when** I did this learning because it was different and fun. (Carmelo)
- **It was really interesting when** I had to think about the plot I would make for my story. (Keana)
- **It was really interesting when** I got to think of a problem and solution for my story board. (Ashli)

### Parent Webinars

There are two eSafety webinars for parents this term - **eSafety's Parent Guide to Digital Technologies and Mental health** and **eSafety's Parent Guide to Online gaming**.

To register for **eSafety's Parent Guide to Digital Technologies and Mental Health**. To register head to <https://register.gotowebinar.com/rt/8245460212320493072>.

Dates for this are - **Tuesday 19th October 7.30 to 8.30 pm, Wednesday 20th October 12.30 to 1.30 pm, Thursday 21st October 12.30 to 1.30 pm, Tuesday 26th October 7.30 to 8.30 pm, Tuesday 9th November 7.30 to 8.30 pm and Thursday 18th November 12.30 to 1.30 pm.**

To register for **eSafety's Parent Guide to Online gaming**. To register go to <https://register.gotowebinar.com/rt/224257905834791949>.

Dates for this webinar are – **15th November 12.30 to 1.30 pm and 24th November 7.30 to 8.30 pm**

### Digital Technologies

***"Tech gives the quietest student a voice."* - Jerry Blumengarten**

As researchers, this week we will be continuing to **find out** about the online tool, Sketchpad app on Sketch.io. We will **explore** the different tools in the app, and be **curious and courageous** learners as we test them out. We will be **finding out** how to use the shapes tool in different ways.

In Years Foundation to 2 we will be using shapes to create a short comic strip that reflects a book that we have read this week. In Years 3/4 we will be creating a comic using a narrative they have written as part of our literacy learning. In years 5 and 6 we will also be creating a comic from a narrative that we have written ourselves. We will extend our skills in Sketchpad app, by using text to add speech.



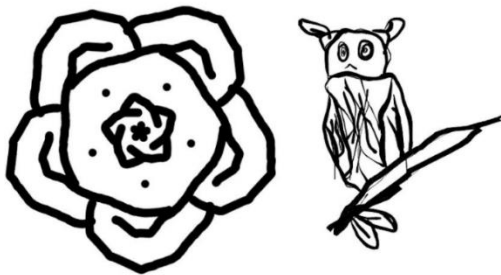
Here are some of our digital art creations and reflections from last week:

*"The most interesting painting tool was the spray paint. What makes me say that is because it made it look good."* - Riley LS6



*"The two most interesting painting tools for me were the fur to make my cat and the clip art to create a face.*

*What makes me say that is the fur made the cat look more real."* – Maisey 3/4-1



*"The three most interesting painting tools for me were...*

- Mirror Brush*
- Streamer*
- Pen*

*...And what makes me say that is because with the mirror brush I was able to make flowers and do some detail around it. With the*

*streamer I was able to try to do some fur on my owl. And with the pen I started drawing my owl with pen then I went over it with streamer to make it more thick." Amethyst 5/6-5*

## **Performing Arts**

*"Some people think music education is a privilege, but I think it's essential to being human."*

*– Jewel*

As **self-managers** the in Year Foundation, Year 1 and Year 2, we will continue to practice independently to help them understand and respond to the beat and simple rhythm patterns in music. We will be **finding out** and **sorting out** our thinking and discoveries about the **crotchet** and **quaver beats** this week. We will be using a **call and response** strategy to listen to short rhythmic phrases and copy them back.

As **thinkers** in Years 3 to 6, we will use the learning dispositions of being **open minded** and **flexible** as we continue to **sort out** our thinking to practice a performance of the song *Dance Monkey*. We will be using body percussion to **make, respond** and **perform** to music. We will need to use the learning disposition **persistent** as we practice the different patterns of stomping, clapping and clicking along with the music.

## **Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS): October 7<sup>th</sup>- 28<sup>th</sup>**

Please find below a letter regarding school improvement surveys. Links to the survey, along with a personal pin will be sent out to families this week, inviting you to take part.

Dear students, families and staff,

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

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, 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**

أعزائي الطلاب ، اولياء الامور والموظفين،

**استطلاعات لتحسين مدارس أبرشية ملبورن الكاثوليكية (MACSSIS): 30 أغسطس/أب – 17 سبتمبر/أيلول 2021**

على مدار السنة، نتوقف لنستمع إلى طلابنا، اولياء امورهم وموظفينا للاطلاع على كيفية سير مجتمعنا التعليمي. وهذه النتائج لا تقدر بثمن بالنسبة لتقدمنا كمجتمعات مدرسية فعالة تدعمها الأبحاث القائمة على الأدلة وأفضل الممارسات.

أحد أهم الطرق الرسمية التي نشارك بها ونقوم من خلالها بجمع البيانات هي من خلال استطلاعات لتحسين مدارس أبرشية الكاثوليكية بملبورن (MACSSIS).

MACSSIS هي مجموعة من الاستطلاعات تم تصميمها خصيصاً للمدارس الكاثوليكية في ملبورن من قبل فرق

الخدمات التعليمية (Learning Services) في MACS بالمشاركة مع الباحثين في فرق Learning First وبالتشاور على نطاق واسع مع مدراء المدارس في مدارسنا.

في عام 2021، يتم دعوة الطلاب، اولياء الامور والموظفين للمشاركة في MACSSIS عبر استخدام موقع الإنترنت الآمن التابع لنا والمصمم خصيصاً لهذا الغرض. هذا الموقع على الإنترنت هو المكان الذي يمكن من خلاله لمسؤولي مدرستنا الوصول إلى التقارير الملخصة التي تعطي صورة عن نتائج الاستطلاعات للطلاب، اولياء الامور والموظفين.

يتم تشغيل موقع الاستطلاعات MACSSIS من قبل مورد مجهز مستقل وهي شركة ORIMA Research Pty Ltd. يتطابق موقع الانترنت مع كافة المعايير الامنية والخصوصية العالية في التعامل مع بيانات الطلاب والمدارس. وتقوم المدارس المشاركة حالياً بتحديث سياسة الخصوصية لديها لضمان إطلاع المجتمعات المدرسية وحمايتها بالكامل.

سيتم تزويد الطلاب في مدرستنا بجلسات خاضعة للإشراف حيث يتواجد المعلمون للمساعدة والإجابة على أي أسئلة. ويمكن لاولياء الامور والموظفين إكمال الاستطلاع في أي وقت من خلال فترة مدتها ثلاثة أسابيع عبر رابط وكلمة مرور يتم إرسالهما بالبريد الإلكتروني. تشير النتائج إلى ان العديد من استطلاعات تم اجرائها عبر مجموعة من الأجهزة المحمولة ومتصفحات الإنترنت المختلفة. ستوفر المدارس المزيد من المعلومات حول MACSSIS خلال الفصلين الدراسيين الثاني والثالث عبر النشرات الإخبارية ووسائل التواصل الاجتماعي.

*آراء مجتمعنا مهمة للغاية لفهم كيفية أداء مدرستنا – و MACSSIS هي مصدر البيانات الرئيسي لتوجيه العمل الجاري لتحسين مدرستنا.*

**جميع المشاركات مطلوبة، ومرحب بها، وتطوعية 100%.** الاستطلاعات ليست اختصاراً، إنها طريقة شمولية لدعم العمل الذي نقوم به اصلاً لتحسين مدرستنا. لكل شخص الحق في رفض المشاركة أو الانسحاب من الاستطلاع في أي وقت، قبل، أثناء أو بعد استكمال الاستطلاع. يرجى اعلام المدرسة في حال لم يرغب طفلك في المشاركة.

إذا كنت ترغب في المزيد من المعلومات، يرجى الاتصال بالمدرسة.

تفضلوا بقبول فائق الاحترام

مدير المدرسة





## **Term Four Dates**

Monday 4 <sup>th</sup> October	Term Four Begins
Monday 18 <sup>th</sup> October	Foundation-2 children return part-time (Foundation: Monday, Tuesday, Wednesday; Year 1 and Year 2: Thursday, Friday)
Monday 26 <sup>th</sup> October	Year 3-6 return part-time (Yr 3/4 – Tuesday, Wednesday; Yr 5/6 Thursday, Friday)
Tuesday 2 <sup>nd</sup> November	Melbourne Cup Public Holiday
Friday 5 <sup>th</sup> November	All students return to full-time learning onsite
Tuesday 14 <sup>th</sup> December	Term Four 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.