



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

October 18th 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,

Today we welcomed back onsite our Foundation children. It was wonderful to see them back onsite and engaging with their teachers. The next few days will provide further opportunities for them to reacquaint themselves with friends and school routines. We look forward to seeing our Year 1 and 2 children onsite this Thursday and Friday and Year 5/6 on Friday this week also. Thank you to our Year 3 –4 children who are waiting patiently for their return to school next week.

An updated outline of the return to school times and days are provided for you in today's newsletter. A number of safety protocols are in place to ensure the wellbeing of individuals, our school community and the wider community. Your respectfully adherence to these safety protocols at this time is appreciated and required.

In writing this week I am acutely aware of the flood of opinions, number of COVID cases and vaccine numbers etc. that are placed before us each day. It is not my intention to add to the plethora of information. I am, however, caused to reflect on what this pandemic means for us as a Catholic school. I think it heightens our awareness and calls us to reflect on a questions we often ask in our learning community: To whom am I called to be neighbour?

In August, in response to vaccine hesitancy Pope Francis stated: 'Being vaccinated with vaccines authorised by the competent authorities is an act of love. And contributing to ensure the majority of people are vaccinated is an act of love'. What other acts of love might we be invited to consider? How has the pandemic interrupted or disturbed our thinking about who our neighbour might be?



I am continually drawn to the beautiful wire statues through which our community artistically represents outreach to neighbour. I wonder at this time what acts of love we consider for ourselves and for others. In what ways are we enacting the call to be neighbour? How do we interpret our wire statues now? In what ways are we re-imagining or re-envisioning our idea of neighbour?

Our Faith and Life Inquiry this term has an arts focus, which will provide us with the time and opportunity to express ourselves in a variety of ways. How might we express our notion of neighbour artistically today?

To whom am I called to be neighbour? What acts of love am I invited to consider?

Kind Regards,

Chris

This Week's Happenings

Monday 18th October

Foundation children return to onsite learning
Professional Learning - Mathematics Year 3 - 6

Tuesday 19th October

Foundation children onsite learning
Author Michael Wagner

Wednesday 20th October

Foundation children onsite learning
Author Michael Wagner engaging with Year 3 /4
Kid Helpline Year 5 /6
Professional Learning

Thursday 21st October

Year 1, & 2 children onsite learning
Professional Learning –Writing Deb Sukarna

Friday 22nd October

Year 1, & 2 children onsite learning
Year 5 & 6 children onsite learning
Professional Learning –Writing Deb Sukarna

Vaccination Pop Up Sites this week 18th – 22nd October

New community pop-up vaccination sites will open this week offering walk-ups at the following locations:

Craigieburn Sport Centre, Craigieburn

Our Lady Guardian of the Plants, Chaldean Catholic Church, Campbellfield

18th October – 22nd October Remote and Onsite learning

Foundation children

Foundation children will be onsite Monday 18th October – Wednesday 20th October

Foundation children will engage in remote learning Thursday 21st – Friday 22nd October

Year One & Year Two children

Year 1 and Year 2 children will engage in remote learning Monday 18th October – Wednesday 20th October

Year 1 and Year 2 children will be onsite Thursday 21st – Friday 22nd October

Year 3 – 4 children

Year 3 -4 children engage in remote learning Monday 18th –Friday 22nd October

Year 5 – 6 children

Year 5 -6 children engage in remote learning Monday 18th –Thursday 21st October

Year 5-6 children will be onsite Friday 22nd October

كما تعلم، فقد أعلن دانيال اندروز عن تغيير في الرجوع إلى المدرسة لعدد من الصفوف الدراسية. التغيير الرئيسي في المدرسة الابتدائية هو رجوع طلاب الصف الخامس والسادس في يوم الجمعة. هذا يعني أن طلبة الصف التمهيدي إلى الصف الثاني وطلبة الصفوف الثالث والرابع سوف يلتزمون بالجدول الزمني المحدد ولكن طلبة الصفوف الخامس والسادس سيلتحقون إلى المدرسة في يوم الجمعة مع طلبة الصفوف الأول والثاني.

25th October – 29th October

Foundation children

Foundation children will be onsite Monday 25th October – Wednesday 27th October

Foundation children will engage in remote learning Thursday 28th – Friday 29th October

Year One & Year Two children

Year 1 and Year 2 children will engage in remote learning Monday 25th October – Wednesday 27th October

Year 1 and Year 2 children will be onsite Thursday 28th – Friday 29th October

Year 3 – 4 children

Year 3 -4 children engage in remote learning Monday 25th, Thursday 28th & Friday 29th October

Year 3-4 children onsite Tuesday 26th October & Wednesday 27th October

Year 5 – 6 children

Year 5-6 children engage in remote learning Monday 25th, Tuesday 26th and Wednesday 27th October

Year 5-6 children onsite Thursday 28th October & Friday 29th October

Fulltime return to onsite learning

It is anticipated that all children will return to full time onsite learning early November.

Public Holiday

Tuesday 2nd November is the Melbourne Cup Day holiday. There will be no school on that day.

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.

Face masks

Adults and Year 3 – 6 children are mandated to wear a mask at school. Year 3-6 children are required to wear this during learning time not at play. Foundation to Year 2 children are encouraged to wear a mask. Staff will provide learning opportunities for children to inquire in to the purpose of masks. Please find below a video clip from Chief Health Officer Brett Sutton explaining how to wear a mask. Note the clip does talk of a scarves or bandanas, which are no longer to be worn.

<https://www.youtube.com/watch?v=1j4Ru6ltJgo>

<https://www.youtube.com/watch?v=ZSOnBh7-SEA> This clip is an Arabic translation

Please see below the RCH another video re face masks.

Transition back to school

The **Royal Children's Hospital (RCH)** Melbourne recently presented a videoconference with an expert panel on helping Year F-2 children return to school. The panel included professors of medicine, developmental paediatric specialists, and an educational and developmental psychologist. [Click here to view the recording](#). The key messages include the need to be positive with the transition back to school and to validate your child's feelings as they return to school. Transition will be different for everyone and the majority of children are very resilient. The recording has some great practical advice for things you can do as a parent to get your child used to wearing a mask.

The **RCH Melbourne** has made a video to explain why mask wearing for children is needed. [Click here to view the recording](#).

Margaret Canny

Learning Diversity

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.

Drop off and Pick up

Parents are required to drop children off at the school gates and to let children know which gate they will be collected at the end of the day. Parents asked not to enter the school grounds.

Staff will be located at gates in both the morning and afternoon.

In the afternoon staff will accompany children to the gates at the end of the day.

Parents are asked to maintain 1.5 metres social distance and wear masks while waiting for their children.

Supervision of children ~ strictly for permitted workers

ONLY parents who hold workers permits are able to access supervision outside of the school onsite attendance dates above. Both parents must be permitted workers and have no other care arrangements.

Sick children & families

We extend our well wishes to families in our school community who are unwell at this time.

We ask that all families are aware of the requirement to remain in isolation as per health directives if they are COVID positive or in contact with a tier one exposure. You are required to await clearance from the Department of Health before returning children to school.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS): October 7th- 28th

Please refer to your personal email letter regarding school improvement surveys. Links to the survey, along with a personal pin were be sent out to families last week, inviting you to take part.

The feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices.

School Fee Accounts

Our school relies on the payment of school fees for operational costs. If you have not finalised your term 3 account please do so by Friday 28th October.

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!

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

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

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.

As **readers** we will continue to engage in author studies, as well as PMe Collection. This week will find out about Pamela Allen. We will use Story Box Library to listen to and view a variety of her picture story books. As **thinkers**, we will use our comprehension skills to reflect on the characters in the text, along with what has happened in the story.

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 **Shape**. We will be learning about different 2D shapes and their **names**, along with **describing** them. We will also be **identifying** and **describing** 3D objects and using our senses to describe its faces, corners and edges.

During Faith and Life Inquiry we will engage as hermeneutical learners, as we **tune in** to the birth of Jesus. We will **activate our prior knowledge** and identify **wonderings** about this Christian narrative. We will observe images closely and use the thinking routine **See-Think-Wonder**, as well as interpret what this event, might mean for people of the Catholic faith.

Sight Words:

By the end of Term 4, it is expected that children in Foundation can automatically read and recall the 307 sight words.

PMe Collection:

As readers, we will continue to use PMe Collection at home every night to strengthen a variety of reading strategies including, breaking words into parts, looking at initial sounds, blending words and identifying onset and rimes, digraphs and blends.

Remote Learning:

As learners we are continuing to be **persistent** and **flexible** as we engage in remote learning and onsite learning.

Foundation children will be onsite Monday, Tuesday and Wednesday, and will be engaging in remote learning Thursday and Friday.

Year 1 and 2 children will be onsite Thursday and Friday, and will be engaging in remote learning Monday, Tuesday and Wednesday.

Year 3 – 4 Learning Spaces

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms (Victorian Curriculum, The Arts)

As part of **finding out** about communities expressing themselves through a wide range of art forms, we will be engaging with **Victorian Opera** throughout the term. This is an opportunity to **find out** about the characteristics of operas and discover what happens inside the rehearsal room. As **researchers**, we will view and listen carefully to online workshops. There will be opportunities to listen to interviews with singers, composers and directors. We will engage in the thinking routine **Think Puzzle Explore** to **activate our prior knowledge, generate new ideas** and spark **curiosity** as we watch each workshop.

This week, we will also engage in a case study as part of **reading** and **viewing**. We will read a news article that discusses artworks set up by children and displayed on the streets. To make meaning of the article, we will engage in the thinking routine **The 3 Why's**. This routine encourages us to investigate the role of arts by uncovering the significance of it across multiple contexts. We will also have opportunities to read an information text that tells us about music and its connection to art. The comprehension method, the **Double Entry Journal** will help us locate literal information and engage in the thinking move **inferring**.

As **mathematicians**, we will continue to explore **multiplication** and **division**. Our focus is to develop computational strategies while also using visuals to represent our understanding. Some strategies that we will **explore** are **halve and halve**, the **distribution strategy** and **double and halve**. There will also be opportunities to develop **estimation** strategies and to **connect** division and multiplication. The key learning opportunities involved are to **solve problems, reason with evidence** and to **reflect on new ideas** to make the learning meaningful. Students are encouraged to continue practising their multiplication and division facts daily.

Year 5 – 6 Learning Spaces

If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes. Ritchhart & Church 2020

As part of **finding out** about our **Faith and Life inquiry understanding**, **Art can capture the perspectives of a moment of time**, we will **engage** in the **thinking moves activating prior knowledge, connection making** and **identifying new ideas** as we view some **video clips**, read informational texts and view images and photographs related to **media arts** and in particular **animation**. We will be **building our schema** and **exploring the different concepts and ideas** through these **learning opportunities**. As **readers** and **viewers** we will have the **opportunity to analyse** and **explain literal** and **implied information** from a variety of these **digital texts** by **engaging** in the thinking routine **TAKE NOTE**. As part of **sorting out** our thinking we will consider: What are the **most important points about animation** identified in these video clips and **what makes us say that?** What was **something we found challenging or puzzling to understand** whilst watching these video clips about animation? What are some **wonderings we would like to ask some experts** about animation? What is **something we found interesting** in these video clips? As **curious learners** we will **design and create our own animations** by illustrating and **editing animation frames** on the abcya website.

As part of our **Faith and Life inquiry understanding**, **Art can capture the perspectives of a moment in time**, we will **explore the biographies** of **Aretha Franklin, Dolly Parton** and **Marilyn Monroe**, through the series of books, **Little People Big Dreams**. Reading these books will help us **discover the**

impact of these artists on our world today through their different practices, disciplines and traditions and how they shaped the expression of culture nationally and globally. 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 part of our **Faith and Life inquiry** we are **engaging** in the **thinking moves activating prior knowledge, generating ideas and wondering** as we are **invited to tune in and explore the scripture from Matthew 2:1-12, *The Visit of the Wise Men*, through the thinking routine Think-Puzzle-Explore.** We will have an opportunity to **interpret the text and symbols** when we **explain our thinking** about what we have heard, read and seen when we view this text. As we will be **interpreting text and symbols** we will be **learning in a hermeneutical way.** As **reflective and critical thinkers** we will **consider the following:**



Think: What do we think we know after reading this scripture and what makes us say that?

Puzzle: What wonderings or puzzles do we have about this scripture?

Explore: How might we explore our puzzles?

As part of the **Victorian Curriculum Year 5/6 Personal and Social Capability**, we will be **exploring** how we **experience changing emotions and changing intensity of emotions, depending on the situation and day.** As **curious researchers and open-minded learners** we will be engaging in a **Kids Helpline: *Managing Emotions Workshop*** on **Microsoft Teams.** Some of us will engage in the

workshop this week and others next week. We will be **finding out** about **emotional self-regulation skills and learning how to manage challenging emotions** including **anxiety, sadness and anger.**



As **writers**, as part of **sorting out**, we are using the **Exposition Purpose to shape our thinking.** The purpose of our writing is to **persuade/argue a case for or against a particular point of view.** We will consider: ***Is animation a form of art?*** In our **Writer's Notebook** we will make **careful observations and thoughtful interpretations**, of a **variety of images**, including a **photo of Wallace and Gromit.** As **flexible and open-minded thinkers** will engage in the **thinking moves looking closely, wondering and making connections** through the thinking routine **See-Wonder-Connect x 2.**



Parrwang Lifts the Sky
Performance

This week, we have **time and opportunity**, as part of a **Victoria Opera virtual workshop**, to **view and listen to the performance of *Parrwang Lifts the Sky*.** As we have **viewed the workshops leading up to this actual production** we will be able to **activate our prior knowledge** and **make connections** as we watch the performance. To access ***Parrwang Lifts the Sky***: click on the **URL link - vo.5stream.com**. PIN: qhmk5381

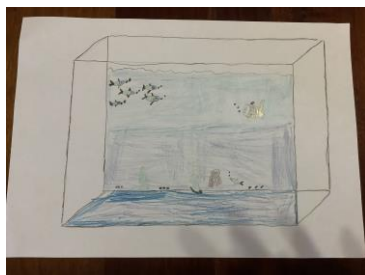
As **mathematicians and inquirers** we are **engaging** in a variety of **learning opportunities** related to **Measurement and Geometry.** Some of us are **connecting three-dimensional objects with their nets**, some of us are **constructing simple prisms and pyramids from nets** and some of us are **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

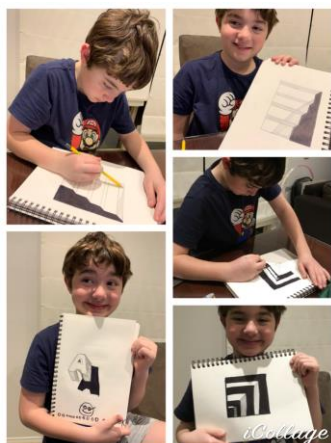
Your imagination is everything. It is the preview of life's coming attractions. – Albert Einstein

The students have used imagination and critical thinking as they created their artwork this week. As artists they have taken risks and explored new ideas, as they worked through challenges to achieve their artistic goals. As thinkers they have been able to reflect on their artistic process and it has been pleasing to read about their feelings of accomplishment and pride.



Reflections on Visual Arts

"I was creative when I was cutting and colouring to create my bunny. I discovered that we can use different materials to make things." Adriana



"I made a butterfly mask. Mum helped me to cut it out. I was creative when I used the glitter to make my butterfly shiny. I discovered that glitter is fun to use but very messy!" Florence

"I was creative when I drew the fish because it had lots of detail. I discovered that at the top of the fish tank it is light and when you go to the bottom it is dark." Dante

"I was creative when I came up with my own ideas. I discovered that when you make a new artwork it makes you happy." Imaanveer

"I was creative when I practiced my drawing because I was curious about 3D art and shading. I discovered that the more I practiced the 3D the better I got and my pictures looked better. I am proud of all of them and I will keep them because they are in my sketch book." Adam

“I was creative when I was helping my brother build something for his project called a trebuchet. I had to be creative by thinking about what I can use to launch the stuff and what I can do to actually make it work. I discovered that a trebuchet is a type of cannon and that it’s something that can launch things.”
Tawonga

“I was creative when I decided to turn Covid 19 and wearing a mask from being a bad thing into a good thing by designing it in my play dough creation. My art is of me wearing my mask to come back to school. I discovered that you have to make sure that the play dough isn’t hard otherwise your creation crumbles like mine.” Zoe

Physical Education

Practice makes perfect. After a long time of practicing, our work will become natural, skilful, swift and steady - Bruce Lee

Foundation to Year Two students will begin to explore sports that involve striking, these students will be introduced to the fundamental movement skill known as the ‘forehand strike’. Students will engage in activities that will encourage them to step towards the object they are hitting or striking and will be trying to hit towards targets.

Students in Years 3-6 will be reflecting on how they have grown as learners in Physical Education during term 3. Students will have the opportunity to use the learning assets and dispositions as they reflect on the many learning opportunities that have occurred throughout this period of remote learning. During term 3, the learning focus for these students were based around fundamental movement skills and object control skills, tactical thinking, target games and sports, the bodies reaction to movement and exercise and different locomotor movements.

Last week students in Foundation – Year 2 learnt about different types of passes and students in 3-6 learnt about the game down ball.



Ariana said *“When you play the game basketball and netball you use the bounce and chest pass. Something new I learned was when you do a bounce pass, you need a little more force and what makes me say that is because when I use the same force as a chest pass it wouldn’t bounce as high.”*

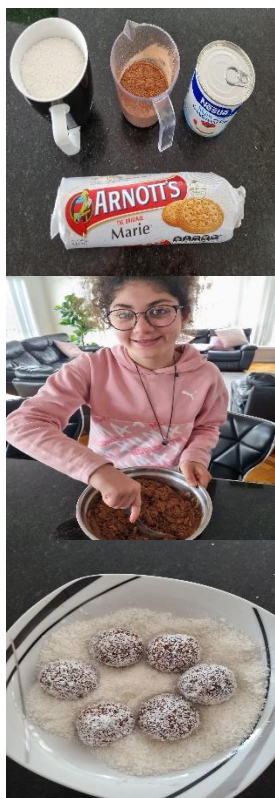
Claudio said *“What makes tennis and down ball similar is that they both have squares that the ball has to stay in and also the ball can only bounce once in the square. If the ball is hit outside the playing area they are both also known as out.”*

Raliegh said *“A strategy that I use in down ball to be successful is to always hit the ball into an open area, I also hit the ball on different angles.”*

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)

Our **Sustainability learners** have had the opportunity to **engage** 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. Over the past week we have received numerous reflections from our learners showcasing their amazing learning. Our learners have reflected on the following:



Today we made chocolate truffles.

We used:

- 1 packet of Marie biscuit crushed
- 1 cup desiccated coconut
- 1/2 cup of cocoa powder
- 1 tin 375g condensed milk

We mix them all together then roll them in coconut.

The most useful part of this for me was making chocolate truffles with my family. *What makes me say that is* because it's fun to do things as a family?

I was surprised to learn that chocolate truffles doesn't need any baking. *What makes me say that is* I thought we need to cook or bake desserts. Tatiana, Joseph & Alexander

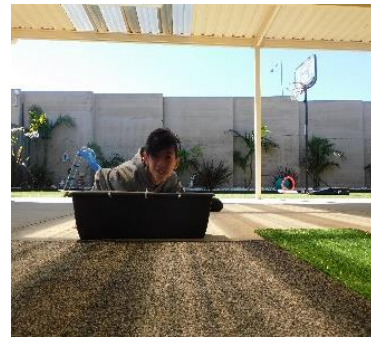
Today we took lunch outside in the beautiful sunshine for a picnic in our own backyard. This is not something we do, it was a nice change in the sun. *I am proud of the way...* I participated in the picnic what makes me say that is we had fun, it was a nice day outside. *I am still wondering...* about the shapes in the clouds, what makes me say that is we were trying to make patterns and shapes out of the fluffy white clouds. We did a little bit of meditation afterwards too, it was nice and relaxing - except for Charlie he kept trying to eat my food. Chloe

Relaxing



Preparing a meal Making Chicken Schnitzel





I know how to grow plants. *What makes me say that is* we are growing plants at home
Something I did well was water them on the right days. *What makes me say that is* if you give your plants too much water the pot will over flow and too much water is not good for the seedlings to grow.
 Nate



In the past week my kale and my sugar snap peas have really grown a lot so we needed to put nettings around it so it can climb up.

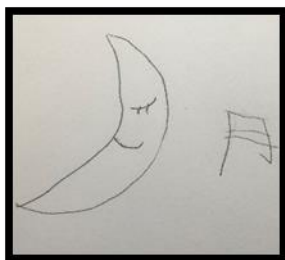
I now know how to make sure that the netting that we put on is secure so the plants can climb up onto the netting. *What makes me say that is* you have to make sure that your netting is going through the stick that you have placed into the ground

Something I did well was help secure the netting onto the stick. *What makes me say that is* because I helped to feed the netting onto the poles. Ethan

Thank you to all our Sustainability learners for sending in all there amazing reflections, and photos lthat they have sent in weekly. It is amazing to see what great things you and your families have engaged in.

Japanese

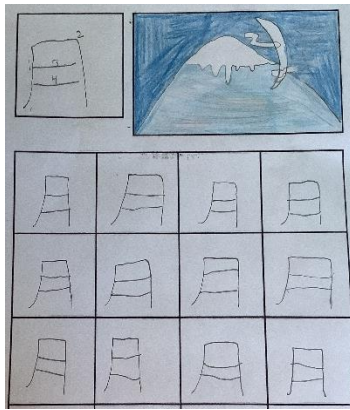
This week students have been exploring **the kanji character for the moon** in Japanese. As **inquirers**, we discovered that the kanji character looks like **the shape of a crescent moon**. As **thinkers**, we **made our thinking visible** by drawing, writing and reflecting on what the kanji character looks like and how we write it correctly. Below are some images of learning and reflections.



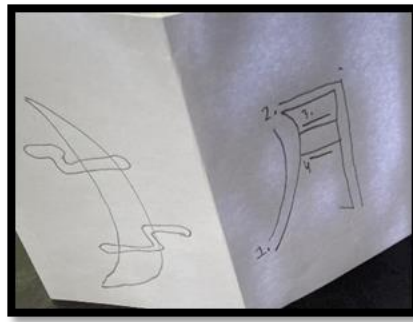
Florence

It was interesting to discover that kanji character looks like a quarter moon. When I was writing the kanji for moon I notice that it only had one word

Kiara



Thomas



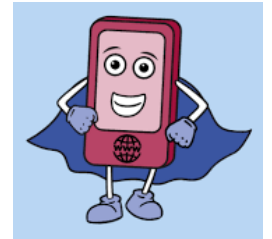
Patrick

The memory hint I created helps me with my learning because it was easy when I learnt how long and what the length was for the first line and it was really easy when I understood it more. I notice that the kanji has 4 strokes and what makes me say that is there is 1 line that continues on from the top to the bottom. **Tawonga**



Cyber Safety

Foundation - Year 2 students continued with their development of a cybersmart poster. Last week they came up with a sentence about why it is important to be cybersmart and how this can be done. This week they developed a picture that matches their sentence and will



be part of their poster. Over the next few weeks the students will look at using Google Docs and adjusting parts of a doc file such as paper size, font placement, font size, colour and style as well as changing the background colour of the document.



Year 3 & 4 engaged in further learning about creating a set of instructions, they selected the task that they will make the instructions of and identified what items they need to complete the task. Some very interesting tasks were named including hanging out washing, setting the table, clearing out the dishwasher and walking the dog. Next step will be to begin formatting their instructions using Google Docs.

Year 5 & 6 refined their storyboards from last week's learning using the storyboard to create a draft of their cybersmart story. There have been a lot of fantastic looking storyboards and drafts seen over the last couple of weeks. The students will shortly move onto using Google Slides to present their story as a slide presentation utilising all of the features of Google Slides.

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** go to <https://register.gotowebinar.com/rt/8245460212320493072>. Dates for this are - Tuesday 19 October 7.30 to 8.30 pm, Wednesday 20 October 12.30 to 1.30 pm, Thursday 21 October 12.30 to 1.30 pm, Tuesday 26 October 7.30 to 8.30 pm, Tuesday 9 November 7.30 to 8.30 pm and Thursday 18 November 12.30 to 1.30 pm

To register for **eSafety's parent guide to online gaming** go to <https://register.gotowebinar.com/rt/224257905834791949>. Dates for this webinar are 15 November 12.30 to 1.30 pm and 24 November 7.30 to 8.30 pm

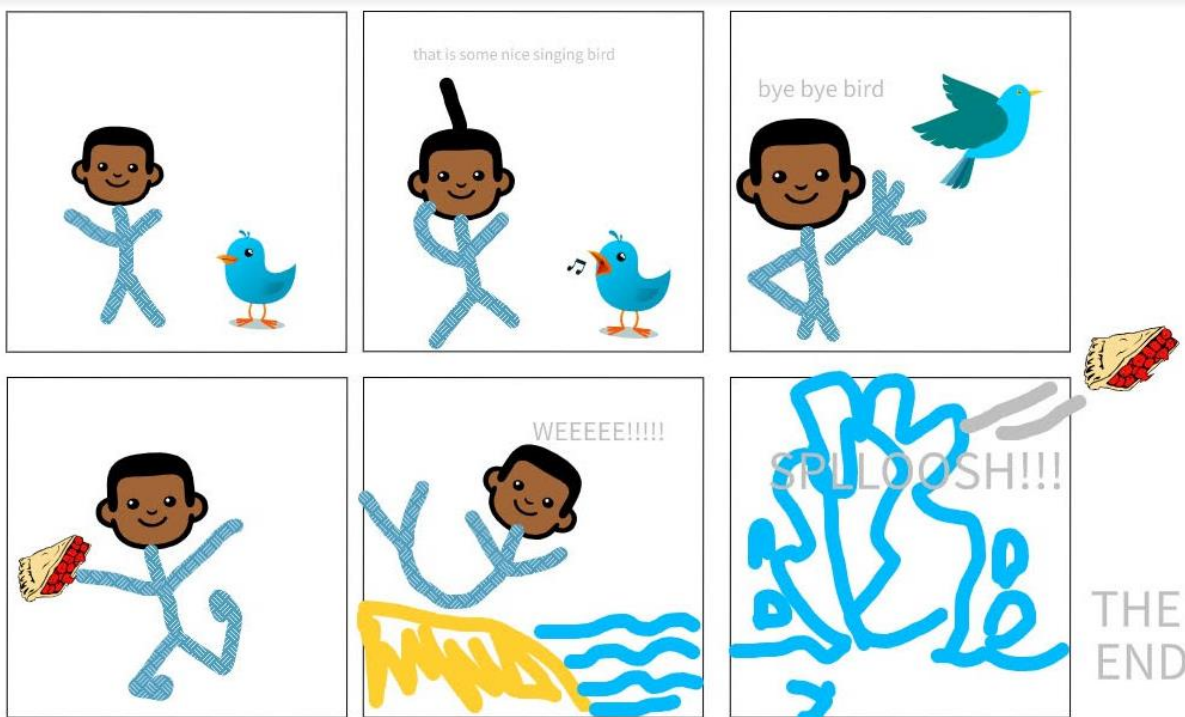
Digital Technologies

Students have had the opportunity to engage in using the sketchpad app. This past week they created some amazing comic strips that tell a story. They used different tools within the app to create boxes then fill them with their art.

Here are some student art and reflections from last week:



“I enjoyed it when I used the crayon to draw my pictures. What makes me say that is because I love drawing pictures and I really love dogs!” *Emily – LS7*



“Here is my comic strip for this week and I hope you like it. In my comic I used some of the fancy text and the clipart to make my awesome comic. The most useful part of this for me was exploring the different tools to make my comic. What makes me say that is because I was able to use the shape tool to insert and copy the same square that I used for my comic.”
Ethan – 3/4 – 2



“Now I know more about how to use the star tool for my drawing. What makes me say that is I learnt the star tool and now I could use that in future when doing another drawing.” *Christian 5/6 – 4*

Performing Arts

“Even the most non-musical person probably has felt the power of music in their life. Music can change your mood, help you to face your fears, soothe you when you are upset or express difficult thoughts and feelings that you may be having a hard time expressing yourself.” Robert Young.

As **self-managers** the students in year foundation, year 1 and year 2 will continue to practice using body percussion to respond to the beat and simple rhythm patterns in music. Students will be focusing on the crotchet and quaver beats this week, using call and response to listen to short rhythmic phrases and copy them back.

As **thinkers** the students in years 3 to 6 will think logically, creatively and reflectively using the learning dispositions of being **open minded** and **flexible** as they reflect on the skills and concepts that they have been practicing during remote learning.

Thank you for all your reflections during remote learning, below is some of the students thinking from last week.

“Now I understand more about the different music notes and what they mean and what makes me say that the notes represent a different sign and I noticed it also tells us about the amount of beats.” – Lovleen

“Now I understand more about the timing and the rhythm, and what makes me say this is that I like since this was such a fast song, I learned more about how I could get the timing and the actions right. I’ll admit, it was a bit challenging at first, but I got the hang of it the more I practiced.” –Keana

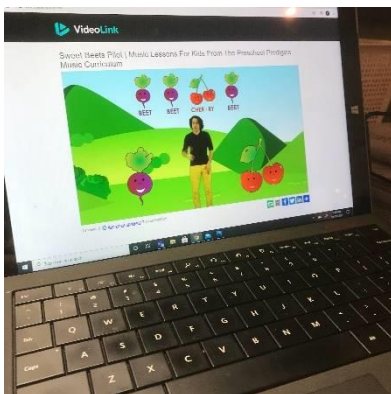
“Now I understand more about music and how it can be made in many different forms. For example, from this video I learned that you could make music by using your body movements.” –Jessica

“Now I understand more about....

Rhythm and beats and what makes me sad is that while using my feet and hands with this song I could feel the beat and the rhythm moving.” – Leteisha

“I got better at... tapping in time with the beats.

I am still confused about.... changing to cherries and back to beats all of the time.” -Florence



After School Care at Mother Teresa Primary School

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



Term Four Dates

Tuesday 2 nd November	Melbourne Cup Public Holiday
Tuesday 14 th 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.