



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

4th October 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,

A new term brings the beginning of new Faith and Life inquiries. The Faith and Life inquiries concept is, "Expressing and Connecting through the Arts." The compelling questions are;

- *How can the arts help us tell stories? (Foundation-2)*
- *What is the role of the arts in communities (Year 3/4)*
- *How does the arts change lives? (Year 5/6)*

This term, the Whole School Scriptures we will be invited into dialogue with, are two accounts of Christ's birth from the gospels of Luke (2:1-14) and Matthew (2:1-12). As a Catholic Dialogue School, we engage with the Bible through a Hermeneutical lens. Hermeneutics can be described as, 'the art of interpretation'. It is one way that as a community, we can share and dialogue about Biblical texts. The Bible invites us through an interpretive process, to express our many different ideas and beliefs about the meaning they may hold. Belgian theologian Roger Burggraeve writes, "...it is through the reading and the endeavour to understand...that the community arises and also comes to find and know itself." (2020)

The opportunity to share and interpret the meaning of the infancy narratives, invites us as a community to wonder and be curious about who the person Jesus Christ was. We may wonder what his teachings about God's love might mean for us and our community, today. Biblical texts can play a role in connecting us as a community and continue to foster our identity as a Catholic Dialogue School, through the expression of our different understandings. At the end of this week's newsletter you will find copies of the gospels from Luke and Matthew. You may wish to begin to read these as a family and begin to interpret their meaning for yourselves. What do you think? What makes you say that?

Kind Regards,

Amy

This Week's Happenings

Monday 4th October

Murrundindi workshops ~ Yrs. 3-6

Tuesday 5th October

Murrundindi workshops ~ Yrs. 3-6

Professional Learning ~ Behaviour Matrix

Wednesday 6th October

Murrundindi workshops ~ Yrs. 3-6

Professional Learning ~ Faith and Life Inquiry

Thursday 7th October

ACMI workshops ~ Foundation-2

Friday 9th October

Murrundindi workshops ~ Yrs. 3-6

ACMI workshops ~ Foundation-2

Remote Learning

Information regarding arrangements for children to return to onsite learning will be forwarded closer to the time, subject to health advice provided by the State Government.

For the time being, all children will continue to engage in remote learning. Learning will be continued to be emailed to children by 5pm the night before and opportunities to engage with teachers will continue via Microsoft Teams. Children need to regularly check their Microsoft Teams calendars for scheduled meetings with teachers or for organised online incursions. We continue to extend our thanks to all the families who continue to support their children as they engage in learning at home.

Covid-19 Vaccinations

There are many opportunities to get vaccinated in the Hume Council area. New vaccination dates have been announced for the **Broadmeadows Community Hub**, 182 Widford Street. **No appointment** is required, you just need to walk up. Bi-culture workers are on site to support our community and have been doing an amazing job. **Turkish, Assyrian, Chaldean and Arabic** speaking workers will be available. For further information, please access the following website or you can find more information in a flier at the end of the newsletter - <https://www.dpvhealth.org.au/coronavirus-vaccination/covid-vaccination-services/> You can read further information about the COVID-19 Vaccine in [English](#), [Arabic](#) and [Punjabi](#).

Alternatively you can find appointments at many Medical Centres in and around Craigieburn through this [link](#).

Re-enrolment 2022

In order to plan effectively for our 2022 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2022.

Where to find mental health support

“Just because no one else can heal or do your inner work for you doesn’t mean you can, should, or need to do it alone.” — Lisa Olivera

Kidshelpline Any reason anytime 1800 55 180

<https://kidshelpline.com.au/>

Parentline- Parentline is a phone service for parents and carers of children from birth to 18 years old. They offer confidential and anonymous counselling and support on parenting issues.

<https://services.dffh.vic.gov.au/parentline>

Beyond Blue They provide free translation support provided for those that don’t speak English.

<https://coronavirus.beyondblue.org.au/>

Cool Kids Online Anxiety Program – Free

This engaging, interactive online program for 7 to 12 year olds allows parents and children to work together to learn strategies to help manage anxiety.

https://mqedu.qualtrics.com/jfe/form/SV_bezXwMRe2remOjP

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

‘Emotional resilience, a positive self-image and a ‘growth mindset’ help the learner set and work towards challenging goals and learn from mistakes.’ – Kath Murdoch, 2015.

As learners we are continuing to be **persistent** and stay positive as we engage in remote learning. Over the next two weeks we will be provided with time and opportunity to participate in a variety of shared learning experiences. We will take part in a Kids Helpline Session via Microsoft Teams to **find out** about **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**.



This term we will be inquiring in to the compelling question, **'How can the arts help us tell our stories?'** As a way to **tune in** to this question we 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 observe and identify stories shared through different modes of art. Over the next two weeks we will have time and opportunity to participate in a virtual lesson called 'Once Upon a Time' presented by experts from ACMI. We will listen carefully to fairy tales and **find out** what makes them so special. This session will encourage our ability to be creative as we use our imagination.



As **readers** we will continue to engage in Author Studies. This week will **find out** about the author, Aaron Blabey. We will use Story Box Library to listen and view to a variety of his picture story books. As **thinkers** we 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. Some of us will continue to persist learning our sight words every day!



As **mathematicians** we will make sure that **we practice our counting sheet focus each day**. As **thinkers** we are **tuning in** and **finding out** about the concept of **Mass and Capacity**. We will use a different objects in our home such as containers and bottles to **compare and identify** which holds more. We will make **predictions** and **justify** our thinking using the 'What makes you say that?' thinking routine.

As **hermeneutical learners** we are **reflecting critically** by thinking about ways people can gather as a community in prayer. As **thinkers**, we will **activate our prior knowledge** and observe images of the different places where communities might gather together. We will be invited to **reflect** on what it might mean to a community of believers in the Christian tradition, to gather as a community to pray.



Year 3 – 4 Learning Spaces

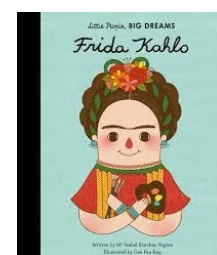
"The goal of hermeneutical learning is to find and expose effective interpretations of the world, in order to achieve a better understanding of things from within, in this case religions and philosophies of life."

-Didier Pollefeyt 2020

As **inquirers** and as part of **tuning in**, we will have **time** and **opportunity** to **think** about our compelling question **'What is the role of the arts in our communities?'** We will focus on developing the learning assets **thinkers** and **collaborators**, and develop our learning dispositions **curiosity** and **responsiveness** as we inquire into our compelling question. As **communicators**, we will present our ideas and opinions about what we think art is using the thinking move **reason with evidence** using the thinking routine **'What makes me say that?'**

Over the holidays we were invited to provoke our thinking by finding something that we think is art. We will have **time** and **opportunity** to engage in a gallery walk through Microsoft Teams to view and share the objects or items we think is art. As **thinkers**, we will dialogue with others and we will **justify our thinking** using the thinking routine, **'What Makes Me Say That?'** We will **sort out** our **art** and **consider** in what ways they are **similar** and how they are **different**.

We will have time and opportunity to develop our **schema** about the Arts. We will brainstorm our thinking about the words we know that are connected to the Arts and make our thinking visible using a **mind map**. We will have opportunities to continue to **extend our thinking** and add new words we discover to our mind maps as we continue our inquiry.



As literacy learners, we will continue to develop our comprehension strategies. Using **reading behaviours** such as **predicting** and **activating prior knowledge**, we will find out information about artist, Frida Kahlo. This will also help us build our **schema** around our Faith and Life inquiry, as well as provide opportunities to further develop our literal and inferential reading strategies, using graphic organisers such as 'Double Entry Journals' to **make our thinking visible**.

As **writers**, we are continuing to focus on developing our thinking using our **Writer's Notebook**. We will continue to use seeds and the thinking routine of 'The 3 levels of Thinking' to help us focus on the message and purpose of our writing. Our seeds come from artist Andy Goldsworthy, who creates art from nature.

As **thinkers** and **hermeneutical learners**, we will activate our prior knowledge and engaging in the finding out phase of inquiry, to continue to explore the encyclical Fratelli Tutti from Pope Francis. While taking the **time** and **opportunity** to watch this clip we can **reflect** and ask ourselves, **what do we think Pope Francis' message is?** We will **reflect critically** as **hermeneutical learners** and consider; what could this look like at Mother Teresa? As researchers, we will begin to make connections to the Catholic Social Teachings including, **Participation** using the Caritas website as a resource.



Some of us will engage in a dance workshop with Murrundindi to learn parts of a traditional Wurundjeri creation story about Bunjil the Eagle. As part of the Year 3/4 Victorian Arts Curriculum we identify how elements of dance and production are used to express ideas, including dances from local Aboriginal and Torres Strait Islander peoples. The opportunity to engage with **Murrundindi** also allows us to listen and reflect on the beliefs of the other as a Catholic Dialogue School. As **hermeneutical learners** engaging with Murrundindi provides us with the opportunity for **openness to and learning from other religions, cultures and ways of life**. Openness to others provides us with the opportunity to think about our own beliefs and deepen our own faith. It will also provide us with the opportunity to strengthen the learning asset **collaborator** as we work together to learn and preform a dance.

As **mathematicians**, we are **tuning in** to **multiplication** and **division**. Throughout the year we have focused on **consolidating** our **goodies** and **baddies** and we will continue to do this throughout the term. We will **tune in** to what is **multiplication** and **division** and how to **represent** these as number sentences in a variety of ways, including **arrays**, **groups of**, **fact families** and **writing a story**. As mathematical thinkers, we will focus on justifying our thinking about the strategies we use with the thinking routine, 'What makes me say that?'

Year 5 – 6 Learning Spaces

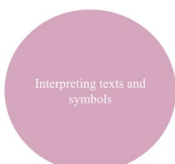
"Inquiry learning is all about giving students the skills, the dispositions and the opportunities to investigate – to find out information, make meaning and take action based on what is discovered."
Kath Murdoch

As part of our **Faith and Life inquiry** the **learning opportunities** we **engage** in throughout this term are related to our compelling question: **How does art change the world?**

The **learning** we **engage** in will **help us to understand how**:

- **Art can capture the perspectives of a moment of time.**
- **Art can influence decisions that bring about change.**
- **The Arts can be used to raise awareness of significant events and issues.**
- **Creativity can be used to respond to and manage challenges in our lives.**

As part of **tuning in** to our compelling question, **How does art change the world?**, we will have **time** and **opportunity** to **document** and **share** our **first thinking** in a **focus group** on **Microsoft Teams**. We will use the sentence starter **I think art is...** and **what makes me say that is ...** and we will **select something in our home environment that we think represents art**. As part of **finding out**, as **researchers**, we will **ask family members** their perspective about what they believe art is and to identify something within the home that they think represents art. As **critical** and **reflective thinkers** we



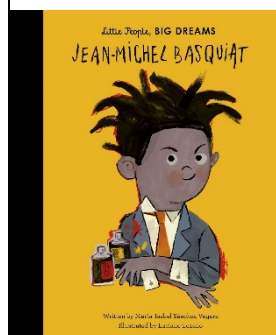
will **analyze the information we gather** and look for **patterns and trends** in the data. During the collection and sharing of our data we will continually ask questions of ourselves. Some of these will include: *How does this connect to what I already know about art? What am I noticing about the data we have gathered? What am I discovering about our understanding of art? and What new questions do I now have about art?*

As part of the **Victorian Curriculum Year 5/6 Dance**, we will be **exploring** using elements of dance and choreographic devices to make dances that communicate ideas. As part of our Faith and Life inquiry understanding, **The Arts can be used to raise awareness of significant events and issues**, we will **engage** in some **dance workshops** with Murrundindi, on Microsoft Teams. **Engaging in dance workshops** with Murrundindi will provide an **opportunity** for us to **use elements of dance** and **develop our technical and expressive skills**. In particular we will be **engaging** in some **traditional Wurundjeri dances to communicate** the role of Bunjil, the cockatoo, crow, lyrebird, parakeet, hawk, kookaburra, emu, magpie and the spirit of the Willy-Willy wind in the **Wurundjeri Creation Story**.

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 **Luke 2:1-14**, The Birth of Jesus, through the thinking routine **Think-Puzzle-Explore**. As we will be **interpreting text and symbols** and **reflecting critically** we will be learning in a hermeneutical way.



As **researchers**, as part of **finding out**, we will be **reading and viewing** a variety of **informative texts, from print and digital sources**, to build our **schema** about **The Arts**. We will **engage** in the thinking moves **activating prior knowledge, making connections, identifying new ideas and wondering** and **document the changes in our thinking by recording the information we gather in efficient and effective ways**. As **curious inquirers**, as part of our **Writer's Notebook**, we will **explore** a variety of **Banksy artworks as 'seeds' for our writing**. We will engage in a variety of thinking routines to **document our thinking** and then **shape our ideas into purposes for writing**.



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 Vivienne Westwood, Jean Michel-Basquiat, Stevie Wonder and David Bowie**, 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 locally, 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 **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/xnrmmkj>

Visual Arts

Week One and Two Term Four

As artists the students will have the opportunity over the next two weeks to work on a **CREATIVE PROJECT** which can be an individual or family project.

As researchers they will be able to explore different materials and art mediums such as drawing and construction. Through their art making the students will also focus on the elements of art such as colour, form, texture and line.

Week 10 – Term 3

Learning Goal: To create a sculpture from recycled materials.

As researchers the students experimented with sculpture using recycled materials. Some of their amazing sculptures are below;



Physical Education

“Everyone’s a winner when you try your best”

In Physical Education remote learning tasks this week, students will be engaging in learning with a major focus on **Fundamental Movement Skills and Locomotor skills**.

We will engage in a learning opportunity called a ‘Chalk Walk’. A ‘Chalk Walk’ is a movement or obstacle based course designed by ourselves or family, on the footpath or in the backyard. The limits of a chalk walk is completely up to our own imagination!

In Foundation-2 we will design a Chalk Walk with a focus on including as many different Fundamental Movement skills as possible. Students in years 3-6 will design their chalk walk with a focus on including Fundamental Movement Skills and Locomotor movement skills, connected to the Victorian Curriculum. We will reflect on why we chose to include the movement skills we did in our chalk walk and which one was our favourite to perform.

At the end of last term, we engaged in the game of Bocce. Below are some of our reflections;

Aylen said *“I was confident because I knew how to throw underarm so I could get close to the target. I was a good collaborator because I worked well with my team (Dad) to try and knock out the other team's socks away from the pallina. I was persistent because I kept trying to get the socks as close to the pallina as I could.”*

Gabby said *“The disposition I used when playing bocce was persistent when trying to roll the ball straight.”*

Lucas said *“My strategy was to throw soft throws so it can get close to the pallina .I used the disposition risk taker because I had one ball left and won it instead of giving up.”*



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)

During the holidays our Sustainability learners have continued to engage in a number of various learning opportunities. Our learners have sorted out their thinking and made their thinking visible in interesting and creative ways. We continue to maintain our mini greenhouses that were established and see how our seedlings have progressed. Thank you to all our Sustainability learners for the reflective learning that has been presented and look forward to continue reading all the wonderful reflections that have been sent. Below are reflections and learning from Gabriel, Toby, Kyrillos, Gabriella and Alessia.



Some changes I have seen with my seedlings are that now some plants have leaves (Salvia sprouting time: 5-10 days) the tallest is 5mm and the onions and perpetual spinach are starting to poke through the dirt.

Today I sprayed the seeds with water they did not need much because they were still damp. I might try to move the greenhouse to a sunnier spot to see if they grow faster.

It was challenging when I had to wait for something to happen to my seeds

What makes me say that....I can get a little impatient while waiting.

Next time I will try to.... use different plants and some that will grow faster. I have made two more mini greenhouses. Gabriel



I haven't seen any changes yet but it does say that the carrots will take 7-14 days to sprout.

I haven't been watering them because the greenhouse keeps the dirt very wet and

moist.

I think I can put my greenhouse in some shade because then my plant might get dryer and might grow a bit instead of it being wet the whole time.

It was challenging when I had to report on my plant and what makes me say that is nothing much has happened to it over the week because it hasn't sprouted yet

Next time I will try to make sure it has sprouted and what makes me say that is, I will keep the greenhouse in the sun and I will keep watching it as it grows. Toby

SAKG

Our seedlings haven't grown. We water them every second day but we might need to put them in a more sunny place. It was challenging when we had to keep the glad wrap over the seedlings and what makes us say that is we don't want them to get damaged by the weather. Next time we will put the seedlings in a sunnier place.



This is an update of my seedlings that I planted. A few of my seedlings have started to sprout and they will soon be ready to plant in my



vegetable garden.
Kyrillos

We encourage our Sustainability learners to continue documenting and taking photos of all the changes that have occurred with the seedling that were planted before the break.

Japanese



In Term 4, learners from Foundation-6 will inquire into the Japanese custom of “**Moon Viewing.**” From September to October it is Autumn in Japan. There is usually fine weather. The clear skies are good for seeing the full moon. There is also a legend that a rabbit lives on the moon and pounds rice to make rice cakes. The silhouette of a rabbit can be seen on the full moon in Japan.

In **Foundation, Year One and Year Two**, as **thinkers** we will listen to a song about the autumn moon and **identify** words they **hear**. They will **reflect** on what they think these words mean in English.

Year Three and Year Four will use the learning asset Thinker. As **thinkers** students will listen to a song about the autumn moon. They will identify key words they **hear** in the song and **what these look like in hiragana characters**. They will **reflect** on what they **think** these words mean in English.

As **thinkers Year Five and Six** will listen to a song about the autumn moon. They will identify key words they **hear** in the song and **what these look like in Japanese characters**. They will **make connections** between Japanese and English words heard and written in the song.

Cyber Safety

Last term in **Foundation - Year 2** we researched safe websites and inserted three photos from the website into a Google Doc developing our understanding of identifying safe websites and photos and sharing them with a known person. We reflected on our learning using the reflection stem, **Now I understand more about...**



- **Now I understand more about** how to go on safe websites and how to cut and paste. (Gabriella)
- **Now I understand more about** how to copy photos from a website that is safe for me and how to share photos that are appropriate for others. (Anthony)
- **Now I understand more about** how to be safe online and I always need to check with Mum, Dad or my teacher first. (Zayne)

In **Year 3 & 4** reflected on our learning about cyberbullying and used the reflection stem **I have grown as a learner because** as well as identifying how our thinking had changed throughout this learning.

- **I have grown as a learner because** my old thinking was not right but my new thinking is better. (Majd)
- **I have grown as a learner because** I have learnt a lot of new things. (Hayden)
- **I have grown as a learner because** I now know more about what cyberbullying is. (Nate)

In Year 5 & 6 we engaged in reflecting on our learning about sharing photos and information with others and made our thinking visible using the CONNECT-EXTEND-CHALLENGE thinking routine. We used the reflection stem **When I think about what I have learned I feel because**

- **When I think about what I have learned I feel** happy **because** I know what to post and what not to post. (Ben)
- **When I think about what I have learned I feel** curious and what makes me say that is now I know all of the things that we are allowed to do online and things we are not allowed to do. (Charlie)
- **When I think about what I have learned I feel** good about myself and what marks me say that is I've learned different things about cyber safety so I can be safe online and stay safe. (Claudia)

Microsoft Teams

As part of our Cyber Safety learning, this week we will be sending out our Microsoft Teams protocols via Skoolbag App. We will ask that families read through the Microsoft Teams protocols with their children and sign to agree to follow the protocols as safe and responsible learners.

Digital Technologies

"To design is much more than simply to assemble, to order, or even to edit: it is to add value and meaning, to illuminate, to simplify, to clarify, to modify, to dignify, to dramatize, to persuade, and perhaps even to amuse. To design is to transform prose into poetry."

– Paul Rand

This week we will be finding out about the Sketchpad app on Sketch.io. We will explore the different tools in the app, and be curious and courageous as we test them out. We will have an opportunity to reflect on our favourite tools. We will also be finding out how to save this image and safely send it in an email to our teachers.

In Foundation to Two, we will be **risk takers** and have a go at drawing a picture of our favourite animal. In Year 3 and 4, we will be drawing our favourite animal but **extend our skills** by including a background. In Year 5 and 6 we will also be drawing our favourite animal and a background. We will **extend our thinking further** by using the text tool to label our drawing.

Performing Arts

"Music education can help spark a child's imagination or ignite a lifetime of passion. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility."
Hillary Rodham Clinton

As **self-managers** in year Foundation, Year 1 and Year 2 we will practice independently to help them understand and 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** in Years 3 to 6, we will use the learning dispositions of being **open minded** and **flexible** as we practice a performance the song 'Dance Monkey' using body percussion. We will need to be persistent as they practice the different patterns stomping, clapping and clicking along with the music. In Year 3/4 we will focus on using our bodies to rehearse and perform the song we have learnt. In Year 5/6 we will develop and practise the expressive elements of music, using our bodies as instruments.

Some of us from Years 3 to 6 will be engaging in a workshop with Murrundindi this week to learn a Wurundjeri Welcoming Song and a Wurundjeri creation song and dance. In groups we will learn a dance for the different Australian animals and the movements that they make and how these movements can be interpreted into song and dance. We will continue to practise these dances during the term to collaborate and perform the dance. We will also have the opportunity to teach others in our learning spaces the dance during this term.

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

Please find below a letter regarding school improvement surveys. Links to the survey will be sent out to families

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

After School Care at Mother Teresa Primary School

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

Extend is the place for your children to thrive, learn and play, so what are you waiting for? Book and enrol at www.extend.com.au



Adam McDonald
Service Coordinator

Hi, my name is Adam McDonald. I have studied a Bachelor of Physical Education and Sport Science that finished in February, along with my current studies of the Master of Education (Primary) which began February 22nd. My hobbies include sports such as AFL, cricket and basketball. I thoroughly watch and play all three and enjoy the outdoors along with console gaming.

I have been an employee at Extend for 3 years now, starting off as an assistant at Kismet Park Primary School in Sunbury for 1.5 years, then moved to Mother Teresa Catholic Primary school for currently, 1.5 years.

Please see examples of activities we engage in at Extend including, lava lamp making and meditation below:



Come along to join us for After School Care and enjoy a range of different activities and be nourished with yummy, healthy food! Make new friends at Extend! Enrol and book now via extend.com.au.

extend.com.au

Term Four Dates

Monday 4th October
Tuesday 2nd November
Tuesday 14th December

Term Four Begins
Melbourne Cup Public Holiday
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.

Whole School Scriptures (version – Lectionary for Children's Masses)

A reading from the holy gospel according to Luke 2:1-14

Emperor Augustus gave order for the names of all the people to be listed in record books. These first records were made when Quirinius was governor of Syria. Everyone had to go to their own hometown to be listed. So Joseph had to leave Nazareth in Galilee and go to Bethlehem in Judea. Long ago Bethlehem had been King David's hometown, and Joseph went there because he was from David's family.

Mary was engaged to Joseph and travelled with him to Bethlehem. She was soon going to have a baby, and while they were there she gave birth to her first-born son. She dressed him in baby clothes and laid him in a manger, because there was no room for them in the inn.

That night in fields near Bethlehem some shepherds were guarding their sheep. All at once an angel came down to them from the Lord, and the brightness of the Lord's glory flashed around them. The shepherds were frightened. But the angel said, "Don't be afraid! I have good news for you, which will make everyone happy. This very day in King David's hometown a Saviour was born for you. He is Christ the Lord. You will know who he is, because you will find him in baby clothes and lying in a manger."

Suddenly many other angels came down from heaven and joined in praising God. They said, "Praise God in heaven! Peace on earth to everyone who pleases God."

The gospel of the Lord.

A reading from the holy gospel according to Matthew

When Jesus was born in the village of Bethlehem in Judea, Herod was king. During this time some wise men from the east came to Jerusalem and said, "Where is the child born to be king of the Jews? We saw his star in the east and have come to worship him."

When King Herod heard about this, he was worried, and so was everyone else in Jerusalem. Herod brought together all the chief priests and the teachers of the Law of Moses and asked them, "Where will the Messiah be born?" They told him, "He will be born in Bethlehem, just as the prophet wrote, 'Bethlehem in the land of Judea, you are very important among the towns of Judea. From you town will come a leader, who will be like a shepherd for my people Israel.'"

Herod secretly called in the wise men and asked them when they had first seen the star. He told them, "Go to Bethlehem and search carefully for the child. As soon as you find him, let me know. I want to go and worship him too."

The wise men listened to what the king said and then left. And the star they had seen in the east went on ahead of them until it stopped over the place where the child was. They were thrilled and excited to see the star. When the men went into the house and saw the child with Mary, his mother, they kneeled down and worshipped him. They took out their gifts of gold, frankincense and myrrh and gave them to him. Later they were warned in a dream not to return to Herod and they went back home by another road.

The gospel of the Lord.