



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

November 15<sup>th</sup> 2021

*"It is easy to love the people far away. It is not always easy to love those close to us.*

*It is easier to give a cup of rice to relieve hunger than to relieve the loneliness and pain of someone unloved in our own home.*

*Bring love into your home for this is where our love for each other must start." -*

*Mother Teresa*

### **To** All In Our Learning Community,

In 2017 Pope Francis declared November 14<sup>th</sup> as World Day of the Poor. This year Pope Francis took a pilgrimage to the town of Assisi, the birth place of St Francis and patron saint of the poor on November 12<sup>th</sup>, in preparation for World Day of the Poor. Pope Francis met with poor pilgrims from numerous European countries. He recalled the hospitality offered by St Francis to the 'many poor people who came to him'.

Reporter, Cindy Wooden of the Catholic News Service tells us Pope Francis invites us to offer our own hospitality, 'which means opening the door, "the door of our house and the door of our heart, and to allow the person who knocks to come in and feel welcomed, not ashamed." "An open heart and outstretched hand" is always the first step in creating a true encounter'. If people don't learn how to encounter each other with sincerity, Pope Francis said, "We'll move toward a very sad end. For too many people, the presence of the poor in their cities is an annoyance," he said. "Sometimes we hear it said that those responsible for poverty are the poor -- an added insult!" (Source: <https://www.ncronline.org/news/francis-chronicles/assisi-pilgrimage-poor-pope-calls-open-hands-open-hearts>)

Our patron saint Teresa of Calcutta provides another example of openness and hospitality to the poorest of the poor. Through a life lived in care of the poor in the name of Jesus, Mother Teresa's hospitality reflected an open heart, outstretched hand and steps to enabling true encounters with the poor.



Through our current Faith and Life Inquiry learners are being given the time and opportunity to inquiry into different types of artworks, to engage with artists and to consider their own interpretations of various artworks. Through the lens of the World Day of the Poor, how might we interpret or be challenged by our school's artistic representation of Mother Teresa, the three wire figures and statues of the disciples on their return from Emmaus?

What's your thinking about these artworks? What makes you say that?

Kind Regards,

*Chris*

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

#### **Monday 15<sup>th</sup> November**

Professional Learning Colleen Monaghan  
Mathematics consultant

#### **Tuesday 16<sup>th</sup> November**

Professional Learning – Faith and Life Inquiry

#### **Wednesday 17<sup>th</sup> November**

Year 3/4 Artist online incursion  
Year 3/4 Author workshops  
Professional Learning – School Organisation

#### **Thursday 18<sup>th</sup> November**

#### **Friday 19<sup>th</sup> November**

Year 5/6 Artist online incursion

## ***Standing up for Religious Freedom ~ Equal Opportunity (Religious Exceptions) Amendment Bill 2021.***

Accompanying today's newsletter is a letter from Archbishop Peter A Comensoli regarding proposed Victorian government legislation. This legislation has the potential to impact on the capacity of Catholic organisation, including Catholic schools to manage employment according to faith and conscience—diminishing religious freedom. Attached also is a facts sheet that provides not only further information but ways individuals and families can make their voice heard in relation to this issue.

As members of the Mother Teresa school community you are encouraged to consider standing up for religious freedom.

1. Contact your local Members of Parliament  
The Hon. Ros Spence  
Postal Address: PO Box 132, Craigieburn, VIC 3064  
Email: ros.spence@parliament.vic.gov.au
2. Contact your federal Members of Parliament  
Ms Maria Vamvakinou Caldwell, Victoria  
Postal Address: PO Box 3218, Broadmeadows, VIC 3047  
Email: maria.vamvakinou.mp@aph.gov.au
3. Share your concerns with others
4. Get active on social media

Letters that could be used to send to local and federal members are attached to the newsletter today also.

## ***COVIDSafe Steps***

Minimising the transition of COVID-19 means we are committed to the 'Three V's of Vaccination, Ventilation and Vital COVIDSafe Steps, these include:

- ensuring any workers and visitors on site meet the current vaccination requirements
- taking all steps possible to maximise external air flow and good ventilation
- wearing and encouraging the wearing of face masks
- reduce congestion at the beginning and end of the school day
- maintaining physical distancing between staff and, where possible, students
- maintaining strong hygiene practice. (Melbourne Archdiocese Catholic Schools Ltd)

Parents are asked not to enter the school grounds unless they require to go to reception. Access to reception is via our Windrock Ave school entry gate. You are required to use the QR code prior to entry.

## ***Sick children & families***

Children who are unwell are NOT to be sent to school. Please seek medical attention or access COVID testing if you are unwell.

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.

Our well wishes are extended to families in our school community who are unwell at this time.

*Your ongoing support of our learning community for the health and welling of all in our community is appreciated.*

## ***2022 Book Packs***

Book packs are ordered through WINC online service and if ordered and paid for by 1<sup>st</sup> December 2021 delivery fee will be avoided. The order form for book packs were forwarded with your child today. For your reference the site is wincschools.com.au and the Mother Teresa Primary School access key is 5TY6X. A softy copy is attached to today's newsletter also.

### ***School Photo Day ~ Wednesday 1<sup>st</sup> December***

Our school photos including sibling photos will be taken at Mother Teresa Catholic Primary School by Arthur Reed Photos on Wednesday December 1<sup>st</sup>, 2021.

**There is no need to return any forms or money to school.**

Unique image codes will be issued to all students on/after photo day so families can register online to view images when they become available in the webshop.

Registration is simple, just follow the 3 simple steps on your child's personalised flyer once you receive it and remember to add the codes for all your children attending this school.

Even if you registered last year, it's important that you do again this year using your child's 2021 image code to link their images for the current year with your contact details.

When images are ready to view and in the webshop, all parents who have registered will be notified by SMS and email.

**Once registered, please wait for notification that 2021 images are online to view before making your purchase.**

Children are required to be in full summer uniform. Please note the uniform below. Summer uniform for girls is short white socks NOT white or grey tights.

<b>Boys Summer Uniform</b>		<b>Girls Summer Uniform</b>	
<b>Short Sleeve Polo</b>	White with logo	<b>Dress</b>	School Design
<b>Shorts</b>	Grey zip & fly	<b>Socks</b>	White ( <b>No tights – socks only</b> )
<b>Socks</b>	Grey		

### ***Sacraments 2021***

The celebration of sacraments in the Catholic tradition marks significant stage in the lives of Catholic believers. These celebrations have been delayed due to COVID in the past 18months. We are pleased to be able to set dates for these important celebrations in the coming months.

***Adults attending the sacramental celebrations are required to be fully vaccinated and will be required to provide proof of vaccination through the Service Victoria App or a hardcopy of their vaccination certificate. Density limits will apply to the celebrations, which will reduce the number of people able to attend.***

### ***Confirmation Celebration ~ Friday 10<sup>th</sup> December 7pm***

Our Year 6 children will receive the Sacrament of Confirmation on Friday December 10<sup>th</sup> 7pm at Our Lady's Church in Craigieburn. Fr Varghese will be the principal celebrant and confer the sacrament.

### ***First Eucharist ~ Saturday December 4<sup>th</sup> 11.30am & 1.30pm***

We have over 75 First Eucharist candidates and look forward to celebrating this occasion with you and your family. Unfortunately we cannot adjust times a part from siblings who have been allocated a time together.

Our Year 4 children will celebrate the Sacrament of First Eucharist on Saturday December 4<sup>th</sup> at 11.30am

Our Year 5 children will celebrate the Sacrament of First Eucharist on Saturday December 4<sup>th</sup> at 1.30pm

### ***Year 6 Farewell and Mass ~ Tuesday 7<sup>th</sup> December***

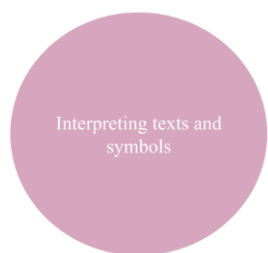
Our Year 6 children will have the opportunity to celebrate their years of primary school at a Mass and Farewell to be held on Tuesday 7<sup>th</sup> December 7pm at Our Lady's Church. This celebration can include parents and sibling.

# 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

As **inquirers**, we will continue **finding out** by engaging in learning experiences that build our understanding that **'everyone has a story to share,'** and **'sharing our stories can help us understand ourselves and others.'** We will be exploring a number of stories and what they reveal about the storyteller. This will be in preparation for sharing our own stories using a chosen **artistic** method, such as **actions, materials, sounds** or **words**. As **thinkers**, we will be **reflecting** on our prior learning opportunities with Indigenous Elder Murrundindi, authors Jane Godwin and Adam Wallace, and how these experiences connect to our compelling question, **'How can the arts help us tell our stories?'**



As people of a **Catholic faith community**, we have engaged with the scripture story **Luke 2:1-14**. We have read and listened to the scripture and engaged in the thinking routine **Think-Puzzle-Explore** to dialogue about our first **interpretation** of the message.

As **researchers**, we are identifying, who, what, when and what doing —the colourful semantics —in the story. We have made our thinking visible in pictures and words. We will have time and opportunity to consider the different ways in which the author refers to 'Jesus'.

As **mathematicians**, we are finding out about **multiplication and division**. Some of us will be focussing on **sharing** and **making groups**, while others go further by interpreting worded problems and applying appropriate strategies, such as **skip counting, repeated addition** and **arrays**.

As **readers**, we are persisting in building our reading strategy skills. During targeted focus groups, we will be further developing **phonological awareness, word-attack** and **comprehension skills**. As **writers**, we will continue to engage in **Writer's Notebook** and **writing conferences**, in which we can identify and demonstrate the skills of good writers.

## Year 3 – 4 Learning Spaces

As **researchers**, we have been gathering **knowledge** of how **artists**, develop their **process** and **design brief** of an art work. Through the **inquiry process** students will have **time** and **opportunity** to engage in a mind map around the question; **How can we create art to represent the bridging centre?** to **identify** their first thinking around creating an art piece for the **Bridging Centre**. We will **gather ideas** from our reading around the Bridging centre. As readers, we will read a short blurb around the definition of the Bridging Centre. As we read, we will **identify** key words and **concepts**.

As readers and hermeneutical learners, we will have time and opportunity to read the scriptures **Luke 2:1-14** and **Mathew 2:1-12**. As we are reading we will use the reading strategy of **compare** and **contrast**, to depict the **similarities** and **differences** between the scriptures. We will use the thinking routine, **'What makes me say that...'** to **justify** our **thinking** as to why each **author** chose to use certain details in each scripture considering the hermeneutical prompt interpreting text and symbols.

As **mathematicians**, we are continuing to develop our **understanding** of the **mathematical concept** of **multiplication and division**. Some learners will be engaging in learning opportunities using **concrete materials** to create **equal groups** and **arrays**, while other learners will have the opportunity to practise using their knowledge of **multiplication** and the **box strategy** to solve problems with 2-3 digits.

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**.

### Year 5 – 6 Learning Spaces

"By knowing what we do not know, we can learn; if we were to make no errors, we would be less likely to learn (or even to need to learn) – and we probably are not involved in challenge if there is not an element of being wrong and not succeeding." Hattie, 2011



As curious researchers, as part of finding out about our Faith and Life inquiry compelling question: How do the arts change lives? We will be engaging in a Q&A with awarded and publicly recognised visual artist and academic Simon Perry. Who is known from his work located around Melbourne City including, *Public Address* (2005), Federation Square, *The John Mockridge Fountain*, Melbourne City Square Melbourne (2000), *Threaded Field*, Marvel Stadium Melbourne (2000) and *Public Purse* (1994) Bourke Street Mall Melbourne.



As part of our **Faith and Life inquiry** we are engaging in the thinking moves **activating prior knowledge**, **generating ideas** and **wondering** as we explore the nativity narratives, *Luke 2:1-14* and *Matthew 2:1-12*. As reflective and critical inquirers we will explore the gospels and make connections with **Sieger Koder's** interpretation of the narratives. As we will be **interpreting text and symbols** and **seeing new layers of meaning** we will be learning in a hermeneutical way.

Interpreting texts and symbols

Seeing new layers of meaning

As **researchers**, as part of **finding out**, we will be reading and viewing a variety of **poems**, from print and digital sources, to build our **schema** about the relationship between **words, sounds, imagery, including simile, metaphor and personification**. Some of us will be engaging in a digital workshop with **Jane Godwin** where she will share her inspirations when she begins planning and writing texts and will begin exploring **poetry** with us. As curious inquirers, as part of our **Writer's Notebook**, we will explore a variety of poems as '**seeds**' for our writing. We will engage in a variety of **thinking routines** to document our thinking and then **shape our ideas into poetry**.



As **mathematicians** and **inquirers** we are engaging in a variety of learning opportunities related to **Geometric Reasoning**. Some of us will be **constructing our own protractor** and using these to help us with **estimating, measuring and comparing angles** using **degrees**, some of us are constructing angles using a protractor and some of us are investigating **with and without digital technologies**, the size of a **right angle** and **defining acute, obtuse, straight and reflex angles**. As mathematicians we also 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.

### Visual Arts

"Art is an irreplaceable way of understanding and expressing the world" Dana Gioia

**Develop Craft – I can learn to use tools and materials and the practices of an art form.**

As **researchers** we have been **inquiring into** the Studio Habit "**Develop Craft**".

As artists we explored the art form of printmaking. We focused on developing the skills, techniques and processes for stamping, collagraph and foam printing.

**Collagraph** The students explored different materials including cardboard, wool, fabric, leaves, masking tape and bubble wrap to create their template.





**Foam Printing** The students explored the elements of line and shape as they created their designs on the foam.



**Stamping** The students explored different tools and discovered that their fingers and hands were perfect for stamping.



## Physical Education



*"Don't be afraid of failure. This is the way to succeed."* - LeBron James.

Foundation to Year 2 students will continue to learn about the fundamental movement skill known as the 'forehand strike'. Their focus in their learning this week is to make good contact with the ball and attempt to hit the ball in the air and over the net. They will focus on swinging their racquets from low too high to ensure the ball flies through the air.

Students in Year 3-4 will continue to focus on the fundamentals of Tennis - Serve, Return, Rally, Points. Students will expand on their learning of the forearm strike and learn to hit 2 different shots - a backhand strike and a volley. They will discuss the different movements of the body when performing these shots.

Students in Year 5-6 will also focus on the fundamentals of Tennis - Serve, Return, Rally, Points. This week students will combine all the different shots they have learnt in previous weeks (drop serve, forehand, backhand and volley) and the different strategies (using width and depth of the court and creating open space to hit the ball into) as they begin to have match play where students will think tactically about how they can win the point against their opponents.

Students are reminded to wear their sports jackets and hats out to Physical Education lessons, please ensure that all items of clothing have your child's name on it to avoid confusion.



The ANZ Tennis Hot Shots Racquet Roadshow is providing 30,000 racquets to **foundation students** around Australia, thanks to ANZ and Tennis. We are one of 774 lucky schools to be receiving racquets. It's a great opportunity to get our kids moving, both at home and at school! The students have also been given a special certificate to take home to celebrate their new tennis racquets.

### ***Sustainability Learning***

*"...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)*

As part of "National Recycling Week" our Sustainability learners took the time and opportunity to find out and sort out there thinking about, the importance of reducing, reusing and recycling. Our Sustainability learners discussed and document their thinking about the following:

*What do we know about reducing, reusing and recycling?*

***Recycling*** is an important part of our daily lives. By ***Recycling*** we are helping our environment by reducing the amount of waste. We can recycle by using ***reusable*** things such as plastic containers, metal straws and recyclable bottles. ***Reusing*** and ***reducing*** has a big impact on our environment. By ***reusing*** we are ***reducing*** packaging which limits the amount of waste going to landfill. Cassidy & Zara

*How does your family/school reduce, reuse and recycle? What bins do you have at home/school? What are these bins used for?*

*At home and at school we have a recycling, garbage and green waste bin and compost bin. The recycling bin is used for all recyclable materials such as paper, cardboard, plastic and glass. The garbage bin is used for daily rubbish is used for all other things that can't be recycled. The green waste bin is used for branches, weeds and grass clippings. We place all our fruit and vegetable scraps in the compost bin. At school we have garbage, recycle and green waste bins. Toby*

This week as part of our **Kids Teaching Kids program** our Sustainability leaders will continue to engage in focus groups with the younger students teaching them about **Composting**. This includes: **How to set up and maintain a worm farm. What food scraps are collected. What happens to our**



**food scraps? Why certain food scraps are not suited for the worm farms? How worm tea is produced and bottled.** Our Sustainability learners will engage in setting up the remainder of our worm farms. In total we have 12 worm farms at Mother Teresa Catholic Primary school.

Last week our Sustainability leaders took the time and opportunity to engage in gardening. They harvested carrots, celery and silver beet and collected all seeds. The seeds will be propagated next year and planted in our garden. They also prepared all the garden beds by getting the soil ready for planting new and different seasonal vegetables.



### **Seedling donations**

A very big thank you to Marcus and Teddy and their families for donating some tomato plants to be planted in our vegetable garden. Thanks also to for her donation of mint and basil. Your donations are appreciated. As a school community we are happy to accept any seasonal vegetable seedling or plants that can be planted in our vegetable garden.

### **Japanese**

Students in **Foundation, Year 1 and Year 2** will continue a focus on exploring **numbers** in Japanese. As **language learners** we will engage in a board game which consolidates sequential counting from one to ten in Japanese. As **thinkers** we will continue to focus on using memory hints to help us **build the skill of reading kanji numbers**, with a focus on the numbers one to five. We will extend beyond reading to writing familiar numbers using stroke order. Stroke order assists us in writing Japanese characters with correct shape.

Students in **Year 3-4** will **explore** numbers one to nineteen. As **thinkers** we will **identify the pattern** which helps us remember how to read these numbers greater than ten. As **inquirers** we will then begin to explore words for **months of the year** in Japanese. We will focus on reading these using kanji characters and will engage in being “**curious**” about how familiar numbers are used for words for months in Japanese.

Students in **Year 5-6** will begin to explore words for **months of the year** in Japanese. As **thinkers** we will **activate prior knowledge** about how numbers one to twelve are used for words for months in Japanese. We will focus on reading these using kanji characters. We will then **make our thinking visible** by creating a diagram of the seasons. We will label the months of the year for each season in kanji characters around the diagram.

### **Cyber Safety**

**“SAFETY FIRST IS SAFETY ALWAYS”**



**Foundation - Year 2** students have been engaging in learning opportunities where they are safely logging onto laptops using their student login details and accessing their student Google account. Once logged in they have been learning how to create a document using Google Docs as well as naming their document and sharing it with their Learning Space Teacher.



**Year 3 & 4** students continued their learning about creating a document on Google Docs and making a set of instructions, from the amount of instructions created explaining how to make the bed Year 3 & 4 clearly have a lot of experts! The students have been experimenting with different font types, colours and sizes as well as sourcing pictures to insert into their document and then adjusting the size and position of the pictures. They have also been giving their document a title relevant to their topic and shared it with their Learning Space Teacher.

**Year 5 & 6** have been flying ahead with their presentation of an original cyber smart story that they have developed using Google Docs for a storyboard and Google Slides for their presentation. As with the other year levels they have created their file and given it an appropriate title and shared it with their teacher. Students have been toying with different slide backgrounds as well as transition effects between slides and inserting relevant images into their presentation.

### 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 - 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

*"LEGO has essentially taken the concrete block, the building block of the world, and made it into the building block of our imagination."* - Ayah Bdeir

Some students in Foundation – Year 2 will be further exploring Microsoft Word and learning about different ways to manipulate their document. They will explore concepts such as changing the size, font and colour of text to make their document more interesting. These students will continue to focus on saving their learning on the school network within their individual folders.

The construction of Lego enables and supports students to engage with others collaboratively and promotes the following of written and visually instructions. Currently focus groups within the Year 3 – 6 are focussed on rebuilding some of our Lego sets for display. As part of this learning opportunity learners are investigating the best ways to store and sort Lego for Lego great accessibility.

### Performing Arts

*Everything in the universe has a rhythm, everything dances.* **Maya Angelou**

As **collaborators** and **thinkers** the students in Foundation – Year 2 will continue to tune in to the varying lengths of different musical notes. Students will be using different musical instruments to explore and discover how they can play notes that have varying lengths.

*I discovered that to play a pair of eight notes I need to shake the shaker twice quickly* – Krish

*I discovered that to play a quarter note I only have to shake the shaker once* – Jovian

As **thinkers** and **collaborators** the students in year 3 and year 4 will continue exploring how to perform the hand signs for the musical notes E, G and A. Students will continue to explore the rhythmic concepts of quarter and eighth notes. Practicing to read and perform short rhythmic phrases using rhythm sticks.

*I discovered as the pitch of the notes get higher the hand signs move upwards-* Leo

*I discovered that each musical note is represented by a different colour* – Abigail

As *thinkers* and *collaborators* the students in year 5 and year 6 will continue using body percussion to practice different beats and rhythms and perform the song “Can’t Stop the Feeling.” Students will make connections with the beats being used in the song to start and compose their own short rhythmic phrases. Students will also begin to explore different musical instruments to start and create their own compositions.

*I discovered that there are four different sounds we can make using body percussion clap, click stomp and patting on our lap – Olivier*

*I discovered that I can create different patterns using Ta quarter note and Ti-Ti eighth notes to create a beat for my composition – Ava*



## After School Care at Mother Teresa Primary School

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

Always Learning and Always Evolving



Extend's valuable and informative monthly publication, 'The Link - Community Hub', which provides interesting articles, reviews and ideas for our community to read and share has just released its latest edition.

Please click below to download the latest Edition

### • [The Link - Community Hub November 2021](#)

We sincerely hope you find this resource useful and insightful.

Wishing you well,

The Extend Team

## Term Four Dates

Wednesday 24 <sup>th</sup> November	Foundation Orientation Sessions
Wednesday 1 <sup>st</sup> December	School Photo Day
Saturday 4 <sup>th</sup> December	First Eucharist Celebrations
Tuesday 7 <sup>th</sup> December	Year 6 Farewell Mass 7pm
Thursday 9 <sup>th</sup> December	School Closure Day – Planning 2022
Friday 10 <sup>th</sup> December	Confirmation Celebration 7pm
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.



Hume Tennis have friendly and welcoming Tennis Australia coaches and to welcome the community back we are having **FREE TRIAL** lessons throughout November for juniors and adults. [#TennisParadise](https://www.tennisparadise.com.au)

