



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 1st 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,

In the Roman Catholic tradition the feast of All Saints is celebrated today followed by the feast of All Souls tomorrow. Within the Eastern Catholic traditions the commemoration of the dead occurs on the Friday before Lent. What are these feast about? The celebrations of All Saints or holy ones and All Souls recalls those who now share in the gift of eternal life~ those who now see God face to face. Saints are those formally recognised by the Catholic Church as living lives faithful to the gospel and through processes of inquiry determined to be in heaven. The Feast of All Souls remembers all the departed recognising their gift of new life.

Within the Catholic tradition life after death is changed but not ended. The following prayer from the Roman Catholic Requiem Mass captures the idea of new life:



*In Him, Who rose from the dead,
our hope of resurrection dawned.
The sadness of death gives way to the bright promise of immortality.
Lord, for Your faithful people life is changed, not ended.
When the body of our earthly dwelling lies in death
we gain an everlasting dwelling place in heaven.*

Catholic believers hold that when you pass from this life you enter eternal life with God whom you see face to face. A God who we call father, a God who displays so many fatherly and motherly characteristics such as love, nurturing, and hospitality, a God who leaps for joy at our presence.

During the month of November we recall those who have died and as is custom in our learning community we place these names in our book of remembrance. Sadly this year I am aware of a number of our families who have lost loved ones through various circumstances. I am mindful of those who due to distance and COVID-19 restrictions have been unable to say farewell. The month of November will enable our community to join together in prayer for those who have died and those who mourn their loss in the hope of resurrection.

Kind Regards,

Chris

This Week's Happenings

Monday 1st November

*All children and staff return to onsite learning
All Saints Day*

Tuesday 2nd November

*Melbourne Cup Public Holiday
All Souls Day*

Wednesday 3rd November

*Jane Godwin Year3 – 4
Professional Learning –Reporting*

Thursday 4th November

Friday 5th November

Parish Principals' Meeting

Public Holiday

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

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.

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

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)

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

Sleep for Families

Did you know that one third of school age children may have sleep problems?

Smiling Mind has just released, **Sleep for Families**. It has engaging activities, strategies and mediations to help with good sleep routines for the whole family. It is free to use and evidenced based. It is available in the families section of the smiling app <https://www.smilingmind.com.au/smiling-mind-app>

Being Sun Smart – Hats and Sunscreen

A reminder that all children need to wear their school hat when outside. 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.

Book of Remembrance ~ in the month of November

During this month of November, the Catholic Church community recalls and prays for friends, members of their family and community members who may have died. This begins with the feast days of All Saints day on November 1st and All Souls day on November 2nd. The Mother Teresa Catholic learning community continues the tradition of praying for our relatives and friends who have died.

If you wish to pray and remember family or friends who have died, you are invited to complete a prayer sheet in memory of your loved one. This will be placed in our Book of Remembrance. A copy of the 'We Remember ...' sheet is at the base of today's newsletter and a hard copy was given to each child today.

2022 Book Packs

Book packs are ordered through WINC online service and if ordered and paid for by 1st 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 1st December

Our school photos will take place on Wednesday 1st December. Details related to this will be forwarded in the next few weeks.

All children will have their photo taken and families will also be photographed. The purchase viewing and purchase of photos is completed online. Each child will receive a code for access.

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.

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

Confirmation Celebration ~ Friday 10th December 7pm

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

First Eucharist ~ Saturday December 4th 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 4th at 11.30am

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

Year 6 Farewell and Mass ~ Tuesday 7th 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 7th 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 continue to **find out** about the understanding, ‘We can use the arts to tell stories with each other.’ As **thinkers**, we had time and opportunity to view a video from the Victorian Opera. We **engaged in dialogue** about how the opera is used as an art form to tell a story. We will continue to find out about how art forms like the opera can be used to tell stories.

As **people of a Catholic Faith Community**, we are continuing to find out about the nativity stories. As hermeneutical learners, we are continuing to explore the **‘Today a Saviour Has Been Born For You’** scripture passage from **Luke 2:1-14**. We are interpreting the events in the story by creating a storyboard to share with others. We will continue to engage in dialogue to share our wonderings and identify new layers of meaning. This week we are finding out about the feast days of **All Saints** and **All Souls Day**.

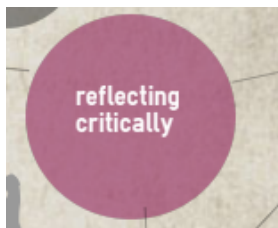
We are exploring what these days mean to members of a Catholic Faith Community and ways in which we remember members of our family and friends who have passed away.

As **mathematicians** we will make sure that we are continuing to practice our individual counting focuses that are recorded on our counting sheets each day. As **mathematicians** we are **tuning in** to the concept of **money**. We are exploring how we use money and ways we count money. We will be learning about the features and values of Australian money.

As **readers** we will continue to engage in author studies. We continue to **find out** about a range of different strategies to help us read and decode words we are unfamiliar with. Each day we will also continue to engage in at least 10 minutes of independent reading using PM eCollection to build our reading behaviours. Some of us will continue to persist with learning our sight words every day. **By the end of Term 4, it is expected that children in Foundation can automatically read and recall the 307 sight words.**

Year 3 – 4 Learning Spaces

Articulating a model or framework for inquiry can support and guide our thinking and practice' – Kath Murdoch



From all in our **learning community**, we **welcome** you back to onsite learning and look forward to many **wonderful learning opportunities** we will **engage** in the coming weeks.

As part of **reflecting upon** our current **Faith and Life Inquiry** compelling question, *'What is the role of the arts in our communities?'* we will have **time** and **opportunity** as **collaborators** and **communicators** to **reflect upon** our learning. As **thinkers**, we will **engage** in the **thinking routine** *'I Used to Think... Now I Think...'* to **consider** how our **thinking** has **changed**. Using the key **thinking moves** **observing closely**, **interpreting** and **describing** we will look back at images of our **first thinking** and **make meaning** around what we **consider** to be **'The Arts'**.

In the next couple of weeks, as part of **finding out**, we will **focus** on **developing** the **understanding** *'Communities express themselves through a wide range of art forms.'* As **researchers**, we will have **time** and **opportunity** to **explore** the **process** and **design brief** of artist **Simon Perry**. As **inquirers**, we will **interpret** and **look closely** at an art work **designed** by Simon Perry and **dialogue with others** about our **thinking** and **questions** we have about the art piece. As part of **sorting out** our questions as we prepare to **engage** with Simon Perry, we will **categorise** our **questions** according to their **importance** and **identify** the **open-ended** questions.

As part of the **process** for **Writer's Notebook**, we will **engage** in planting a variety of **seeds connected** to our **Faith and Life Inquiry**. This will **allow** us to **think deeper** into the **purpose** of the art form and the **stories** they tell about **different communities**. As we continue to **develop** the **process** for writing, we will have **time** and **opportunity** to **engage** in small group focused learning to **dialogue** and **share** our **thinking respectfully** about the **purposes** to our **writing** to ensure our **message** is **clear** for our **audiences**.

As **mathematicians**, we are continuing to **develop efficient** and **effective strategies** to **solve multiplication** and **division problems**. As **collaborators** and **thinkers**, we are **engaging** in **hands on opportunities** that allows us to **build** our **fluency** and **develop reasoning** behind worded and number problems. We are beginning to **tune in** and **find out** about **area** and **volume** and how these **connect** to **multiplication** and **division**. As **thinkers**, we are **talking** about our **thinking strategies** and **giving reasons or evidence** to **support our thinking**.



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 **curious inquirers**, as part of **finding out** about our Faith and Life inquiry understanding, **Art can capture the perspectives of a moment of time**, we will **explore** the



Becoming An Artist series and **view** the **biographies** of **Yinka Shonibare, Sonia Boyce, Lubaina Himid and Paula Rego**. Viewing these **digital texts** 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 **questions** through the thinking routines **Connect-Extend-Challenge** **Think-Puzzle-Explore**.



raising
and

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 explore** All Saints Day and All Souls Day. As **reflective and critical inquirers** we will **explore** a reading from the letter of St. Paul to the Ephesians through the thinking routine **Connect-Extend-Challenge**. As we will be **interpreting text and symbols** and **reflecting critically** we will be **learning in a**

Interpreting texts and
symbols

Reflecting critically

hermeneutical way.

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. 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 **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 are **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

The Creative Mind

"Children are naturally creative. It is our job to give them the freedom, materials and space to let their creativity blossom to its full potential." Jean Vant Huk

An Environment that supports creativity

All learning and creating involves trying something out and seeing what happens, but this process involves making many mistakes. It is the fear of making mistakes that can stop us from expressing ourselves freely and thinking with originality.

In order to feel free to experiment and make mistakes, you need a supportive environment. The environment in which we create is very important.

Not only is the physical environment important, but also a positive and supportive emotional environment, where mistakes are encouraged and experimentation is highly valued. Above all the environment should be an atmosphere of joy and playfulness.



Physical Education

"It doesn't matter if you win, as long as you give everything in your heart" - Michael Jordan.



Foundation to Year two students will continue to explore sports that involve striking and continue to practice the fundamental movement skill known as the 'forehand strike' which is used in sports like Tennis. Students will engage in activities that will encourage them to step towards the ball they are hitting and to begin with their racquet low and finish high to encourage the ball to fly in the air. Students aim for this week is to try and hit the ball over the net.

Students in Years 3-4 will be introduced to the category of sports known as **Net and Wall Sports**. They will focus on the fundamentals of Tennis - Serve, Return, Rally, Points. Students will also make connections in the tactics used between the games of Downball and Tennis. This week students will focus on

the movement concept of moving back to the middle of the court after they have hit their shot and discuss the importance this plays in all Net and Wall style sports.

Students in Years 5-6 will continue to focus on sports from the category of **Net and Wall Sports**. By using the '**Game Sense Model of Tactical Thinking**', this week students will learn about using the width and depth of the Tennis court and how hitting the ball on different angles can help them to attack and defend in the game of Tennis. Students will also practice their forehand and backhand strikes and discuss the difference in their bodies when performing these shots.

ANZ Tennis Hot Shots

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 a learning community we are preparing for, "National Recycling Week" which will be celebrated in Australia from November 9th -15th 2021. The purpose of the event is to raise awareness about important environmental issues amongst Australians. Be it in the learning space, workplace or as individuals. "National Recycling Week" is the perfect time to start taking an interest in the world. Established by Planet Ark in 1996, 2021 marks the 23rd year of the event. Furthermore, each year comes with its own theme. The theme of the 2021 National Recycling Week is '**Recovery - A future beyond the bin**' in preparation for this event our Sustainability learners will this week focus and engage in learning about the importance of **reducing, reusing and recycling**.

Our **Sustainability learners** will this week have the **opportunity** to **discuss** and **document** their **thinking** about the following: What do we know about **reducing, reusing and recycling**? How does your family reduce, reuse and recycle? What bins do you have at home? What are these bins used for? Our learners will be given the **opportunity** to **develop** an **understanding** of what happens to our rubbish and establish a direct **connection** between our **actions** and the impact this has on our planet. By **recycling** we are transforming used materials into new products. We will look at what happens to **recyclable** materials at each stage of the **recycling** process.

Recycling fact!

Plastic and paper get weaker each time they are recycled, but glass doesn't!

Glass can be recycled again and again.

Hume City Council Food and Garden Organics

Did you know the organics bins is now called a Food and Organics bin? You can now recycle both food and garden waste in this bin, which will allow you to: Free up space in your garbage bin; turn waste into compost; and stop food ending up in landfill. On average, your garbage bin contains 50% of food waste. If every household in Hume composted or put their food waste into their organics bin instead of their garbage bin, we could save over 27,000 tonnes of food waste from landfill every year. This is equivalent to 2,500 garbage trucks (Source <https://www.hume.vic.gov.au/Residents/Waste-and-Environment/Waste/Organics>).

Japanese

Students in F-2 have recently engaged in exploring **words for fruit** in Japanese. As **thinkers**, we **made our thinking visible** by drawing each fruit and labeling the words in hiragana under our illustrations. We focused on how to write the hiragana correctly. Below are some images of learning and reflections.

I was confident when I was writing the hiragana for peach. **Tiffany**
The fruit I learned is いちご(ichigo). I think it is strawberry. **Krishna**



Krishna



Tiffany

Students in **Foundation, Year 1 and Year 2** will focus on exploring how to **count one to ten** in Japanese. As **language learners** we will focus on **pronouncing words for numbers** correctly and practice this with a sequential counting game. As **thinkers** we will engage in being “curious” about **what numbers look like in kanji characters**. We will engage in using memory hints which help us **build the skill of reading kanji numbers**. The memory hints link the shape of the kanji to its meaning.

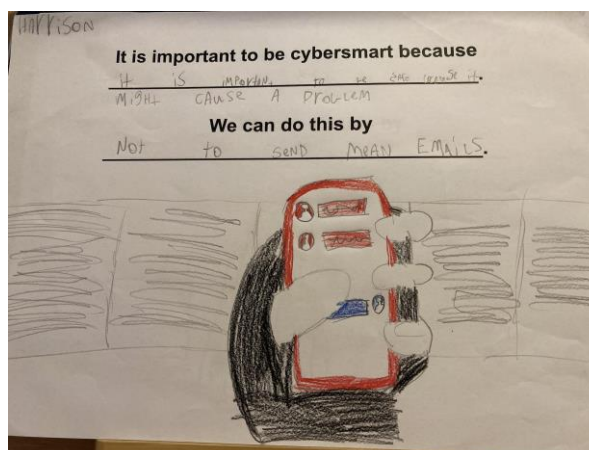
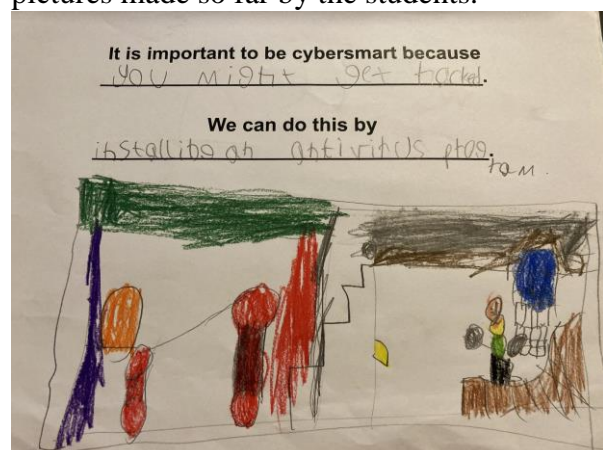
Students in **Year 3-4** and **Year 5-6** will **activate prior learning** about **numbers** in Japanese. This learning focus will help us extend into learning **months of the year** in future lessons. As **thinkers** we will **recall counting one to ten** in Japanese and **extend into numbers greater than ten**.

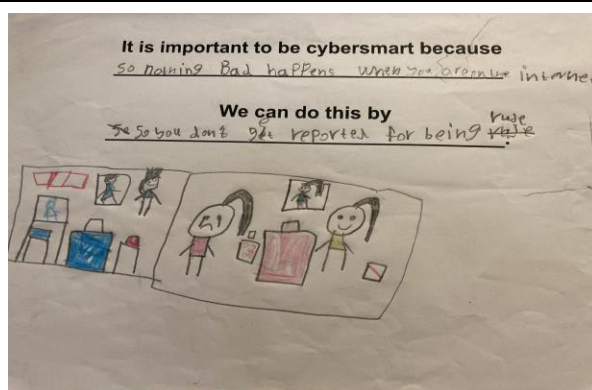
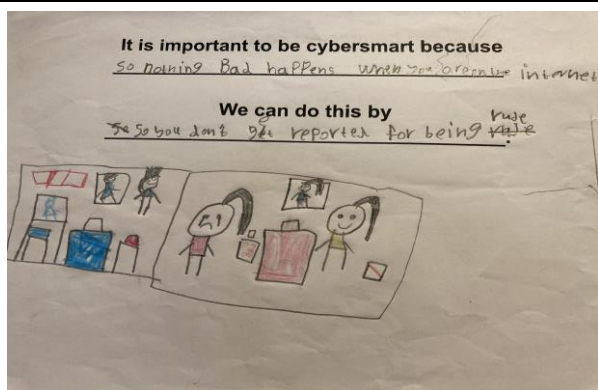
Students in **Year 3-4** will focus on numbers one to nineteen.

Students in **Year 5-6** will explore how to make numbers in the tens, such as 20, 30 and so on. We will then engage in being **curious** as we focus on **reading kanji characters** for numbers using memory hints. Memory hints allow us to link the shape of the kanji to its meaning and then more easily remember the meaning when reading. We will **practice reading numbers** greater than 10 using the memory hint strategy.

Cyber Safety

Foundation - Year 2 students have been continuing their development of posters promoting cyber safety. Over remote learning and in their learning spaces students have developed a cyber smart message as well as a picture to go with their message. Below are some of the cyber smart messages and pictures made so far by the students.





Year 3 - 4 will return to developing and publishing their set of instructions using Google Docs, at the end of remote learning students had selected a task and created a list of items needed to complete that task. Once back in cyber safety sessions the student's next step will be to create and document the steps needed to complete their task.

Upon recommencing cyber safety lessons **Year 5 & 6** students will go on with creating their cyber smart story. During remote learning the students have created a storyboard and draft of their story. Next the students will be using Google Slides to create a presentation showing their story.

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 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 in Year Foundation – 2 will be reflective and revisit concepts like saving files in their personal folder. They will use familiar apps such as Microsoft Word, Pivot Animator and ArtRage to create a file to save on the school network.



As students in Year 3 and 4 return to onsite learning, some students will have the opportunity to engage in Lego Mindstorms. Students will be thinkers as they build on concepts built while using code.org over remote learning.

Some students in year 5 and 6 will be visiting learning spaces around the school and will have the opportunity to rebuild Lego sets that require extra parts. This will help students be thinkers as they follow building instructions. Throughout the term, students will have an opportunity to engage in 3D printing, and will begin to design their own 3D models using the 123D Design app.

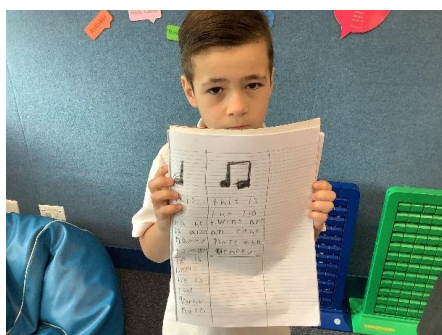
Performing Arts

"A great song should lift your heart, warm the soul and make you feel good."- Colbie Caillat

As collaborators the students in Foundation, - Year 2 practiced playing short rhythms made up of crotchet and quaver beats. Using call and response the students read and performed the rhythms.

As thinkers and collaborators the students in Year 3 - 4 will be practicing keeping a steady beat, this is also known as the heartbeat rhythm. Students will be using body percussion to practice crotchet, quaver and semiquaver beats.

As thinkers and collaborators the students in Year 5 – 6 will be using body percussion to practice different beats and rhythms and perform along with 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.



After School Care at Mother Teresa Primary School

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



Term Four Dates

Monday 1 st November	All children return to onsite learning
Tuesday 2 nd November	All Saints
	Melbourne Cup Public Holiday
	All Souls
Wednesday 24 th November	Foundation Orientation Sessions
Wednesday 1 st December	School Photo Day
Saturday 4 th December	First Eucharist Celebrations
Tuesday 7 th December	Year 6 Farewell Mass 7pm
Thursday 9 th December	School Closure Day – Planning 2022
Friday 10 th December	Confirmation Celebration 7pm
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.

We Remember...