



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

November 29th 2021

*"Unless we believe and see Jesus in the appearance of bread on the altar,
we will not be able to see him in the distressing disguise of the poor."*

Mother Teresa

To All In Our Learning Community,

Advent is a season of the Catholic Church that heralds the beginning of a new liturgical year. It began yesterday and is a four week period of preparation in anticipation of the celebration of Christmas, the birth of Jesus. Over the next four weeks an Advent wreath with four candles will be seen in our learning community. Each week for the remainder of the year one of these candles will be lit to represent hope, peace, joy and love.

This year during the season of Advent a number of children in our learning community will celebrate the sacrament of Eucharist for the first time and a number will be confirmed. There is no doubt that there has been a long wait, preparation and much anticipation for the celebration of these sacraments. The sacraments of Eucharist and Confirmation are both sacraments of initiation. These sacraments invite us to consider the presence of God within our lives and the ongoing commitment to our faith.

In Eucharist, Catholics acknowledge the presence of Jesus in the faithful gathered, the word proclaimed and in the bread and wine, the body and blood of Christ given that they might live in the hope of new life. This new life is brought about by the gift of Jesus' birth, death and resurrection. Through the sacrament of Confirmation, Catholics celebrate the ongoing presence of the Spirit within their daily lives and the gifts and fruits of the Spirit that enable them to live as Christian people.

As a Catholic school community our prayers are offered to these children who are to celebrate the sacraments over the coming week.

Thank you for your ongoing commitment to our school's COVIDSafe practices, this is appreciated and required. In consultation with North Eastern Health Unit and our MACS consultant we continue to promote our COVIDSafe practices. Please take a moment to read the information to COVIDSafe practices and unwell children in the body of the newsletter.

Kind Regards,

Chris

This Week's Happenings

Monday 29th November

Tuesday 30th November

Professional Learning – Writing

Wednesday 1st December

School Photos

Professional Learning – Faith and Life Inquiry

Thursday 2nd December

7pm Online Parent workshop with Dr Jodie

Richardson: Moving Kids from anxiety to resilience.

Friday 3rd December

Saturday 4th December

First Eucharist Celebrations

School Photo Day ~ Wednesday 1st December

Our school photos including sibling photos will be taken at Mother Teresa Catholic Primary School by Arthur Reed Photos this Wednesday December 1st 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.

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		

COVIDSafe Steps

Minimising the transition of COVID-19 means we are committed to the 'Three Vs 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 and to wear a mask.

Unwell children

Children who are unwell are NOT to be sent to school. Please seek medical attention or access COVID testing if you or your child are unwell or have COVID symptoms (e.g. runny nose).

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. If it is a school contact you are required to provide a negative PCR test to the school before returning children to school.

Education Contacts are required to have a negative COVID-19 PCR test before returning to school. In addition, Education Contacts are strongly recommended to have a negative PCR test 6 days after last contact with a case (no quarantine required while awaiting result).

Education Contacts are strongly recommended to daily rapid antigen tests (RAT) when attending school.

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

Online Parent Workshop this Thursday 7pm ~ Moving kids from anxiety to resilience

Much has been happening in our lives over the past months. Some of these events have heightened anxiety. How can we move to being more resilient people, children and adults? Dr Jodie Richardson will facilitate a parent workshop online this coming Thursday at 7pm titled: *Moving kids from anxiety to resilience*. This workshop is specifically for parents and staff in the Mother Teresa community. Please register via this link https://professionalspeakersaustralia.zoom.us/webinar/register/WN_fBa-D2FeTACy_HN-V0r08A A flier contain further information was forwarded to families last week.

Mother Teresa PS Mini Vinnies Team



St Vincent de Paul Society
VICTORIA
good works

The Mini Vinnies group are supporting the St Vincent de Paul Society, by organising and arranging donations for their 2021 Christmas Appeal. We are seeking to reach out and show compassion others by donating basic pantry items. Through these donations we will be able to help those families in need during Christmas time.

We invite you to donate what you can. Some of the non-perishable items that you could donate include:

- Pasta
- Canned Food
- Rice
- Tomato Sauce
- Dried Fruit
- Self-raising and plain flour
- Cereals and Oatmeal
- And any other pantry items

Donations can be left in baskets around the school from tomorrow Tuesday 30th November until Friday the 10th of December. The Mini Vinnies team will be collaborating in collecting and organising these items.

Thank you, Zara and Keana on behalf of the Mini Vinnies Team.

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 have been forwarded to families. 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.

Sacraments 2021 ~ Updates

All 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 no longer apply for religious celebrations, which means an invitation can be extended to family members who are fully vaccinated.

First Eucharist ~ Saturday December 4th 11.30am & 1.30pm

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.

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.

Movember

Over the last few weeks you may have noticed (or not due to masks) Mr Richardson, Mr Insolita, Mr Hall, Mr Nethercote and Mr Collins all growing moustaches through the month of November in support of Movember. In light of all the happenings in the last couple of years with lockdowns and the stress on people's mental health the "Mo Bros" felt that something needed to be done to help raise awareness of men's mental health and assist in raising funds to aid research in this area.

The purpose of this newsletter item is to highlight the cause not necessarily seek donations, however, if you would like to donate to this cause, you can access the team page by clicking on the link below.

<https://au.movember.com/team/2415108>

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

"By going further we are using our new and prior knowledge to extend our inquiry and deepen our understanding." (Kath Murdoch, 2019)

As **writers**, we will engage in shared writing conferences to document our own stories that we would like to share with others. We will have time and opportunity to engage in dialogue with others to edit and publish our writing pieces. As **inquirers**, we will begin to think about sharing our story in a different art form.

As part of our **Faith and Life Inquiry** we will **make connections** to our compelling question '**How can the arts help us tell our stories?**' by visiting the mural of the Genesis Creation Story outside of the Leadership Centre. We will **closely observe** the mural and engage in **dialogue with others** to **consider** the following questions:

- **Who is the story important to?**
- **What might the story be telling us?**
- **Can you make connections to other beliefs that may have a similar story?**
- **What makes the Genesis story unique or different?**

As **thinkers**, we will **reflect** on this opportunity by using the sentence starter, *"This mural tells me about a world in which..."*

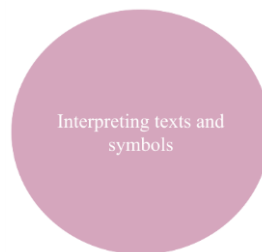


As **readers**, we will be focusing on practicing and consolidating our reading strategies to help us become confident readers. Some of us will engage in a daily focus group to practice strategies such as **chunking**, **rereading** and **does it make sense?** Others will focus on **onsets and rimes**, **vowel digraphs** and **syllabification** to build our word knowledge. We will independently use **PMeCollection** at school and strongly encourage students to continue to use PMeCollection at home to practice what they are learning.

As **mathematicians**, we will inquire into the relationship between **multiplication** and **division**. Some of us will use a variety of materials to divide using equal groups and others will use their knowledge of multiplication facts to solve worded division problems.

Respectfully
engaging with the
Catholic tradition, in
dialogue with other
traditions

As **people of a Catholic faith community** we are **activating our prior knowledge** and sharing our **wonderings** as we listen to and read the infancy narratives, **Luke 2:1-14** and **Matthew 2:1-12**. We will use the thinking routine, **Think-Puzzle-Explore** to share our first **interpretations** and **wonderings** of the scriptures and identify any connections we have made between the two scriptures. As **thinkers**, we will build our literal understanding of the scriptures by identifying the different names Jesus is called, who the main characters are, where the scripture stories take place and the main events.



Year 3 – 4 Learning Spaces



As a **Catholic dialogue school** and as part of our **Faith and Life Inquiry**, we are **finding out** about the **world of, the world behind, and the world in front** of the **scriptures** from both Luke's and Matthew's **Gospel**. As **thinkers**, we are **identifying the world of the Nativity story** and **sharing our thinking** as **hermeneutical learners**.

Through our **dialogue with others** we will **reflect critically** and **revisit the image** by **German artist Sieger Koder**. We will be **open to change and reinterpretation** and **look for new layers of meaning** to **consider** what the **artist** was trying to **express** through the image. **In critical dialogue with the Catholic tradition**, we will **search for meaningful ways to consider** how we might **live today** in light of the **scriptures**. As **communicators** and **thinkers**, we will think about how does the **text talk to us about the world today** and **how might God's love be revealed in our life, our communities and our world**.

As part of **exploring** our **compelling question 'What is the role of the arts in our communities?'** we are continuing to **make our pitch** to **show others an art form that represents the Bridging Centre**. As we continue to be **researchers** and **engage with artists** and **find out** about the **process** related to creating art. We are being **systematic** and **organised** in the way we **document** our thinking through a **data chart** and **sharing** our **thinking** with others. We are **considering** and **reflecting** on the following questions as part of our own **design brief**. *What is the art form? What is the purpose? What is it trying to express? How can it help people in the community belong? What might it sound and look like?*

As **mathematicians**, we are **developing key ideas** around **measurement** including the **attribute volume**. We are **learning** the **difference** between **informal** and **formal units of measure** when **finding the volume of rectangular prisms**. This includes using 1cm cubes to identify the space occupied in a 3D object. As **thinkers**, we are **transferring** our **thinking strategies** in **different contexts** such as **applying our knowledge of area** to identify the volume.

We will spend some time in the next couple of weeks **reflecting** on ourselves as **mathematicians**. We will look back at the **skills** and **strategies** we have **learnt** and **applied** in **solving problems** and **notice** how our **thinking** and **growth in mathematics** as **changed**.

Year 5 – 6 Learning Spaces

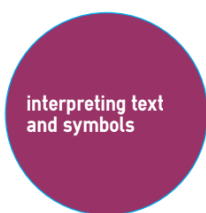
When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning (metacognition). Kath Murdoch 2015



As part of the **Going Further** phase of our **Faith and Life inquiry** we are **pursuing our interests** arising from our journey so far in relation to: **How does art change lives?** As **curious researchers**, in particular, we will have **time and opportunity** to **explore** the **United Nations Sustainable Development Goals** through the **lens of art**. As part of **tuning in** we will **view** the **seventeen famous works of art** for the **17 sustainable goals**.



As **responsive and resourceful learners** as part of our **personal inquiry** we will **select one of the sustainable goals** and **present this through a particular art form of interest to us**. As part of our **self-assessment**, for our **personal inquiry**, we will be provided with a **Rubric incorporating the SOLO Taxonomy of understanding**.



As part of our **Faith and Life inquiry**, we have had **time and opportunity** to **explore** the text 'Gospel Parallels' to help us **compare** and **contrast** the infancy narratives of Matthew 2:1-12 and Luke 2:1-14. In particular we documented our thinking using a **Venn Diagram** to help us **identify** the **similarities and differences between the two texts**. We discovered that Luke's account of the infancy of Jesus is significantly different to that of Mathew. As we were **interpreting text and symbols** and **reflecting critically** we were **learning in a hermeneutical way**. A Year 5/6 child's

reflection: As a hermeneutical learner I reflected critically when I reading on Jesus' birth by Luke and what makes me say that is I that Luke and Matthew try and tell completely different stories to different things about Jesus. As a hermeneutical learner I interpreted read a commentary and what makes me say that is it gave me a new what the reading was about and then I could interpret the text better.



read the noticed emphasize text when I idea of

As part of **exploring** our Faith and Life inquiry understanding, **Creativity can be used to respond to and manage the challenges in our lives**, as **curious researchers** we have been **exploring** a variety of **forms of poetry** and **finding out** about their **organizational features**. We have **discovered** that **poetry** is a way of **arranging words** to **create unique perspectives** of the world. We have been combining words and images in order to **share our personal thoughts and feelings**. A **new idea** we have **identified** is that writing poetry requires us to be selective in **choosing words** that **capture our intended meaning**.

As **mathematical thinkers and inquirers** we have been **creating simple budgets**. Some of us have been **investigating** and **exploring** the cost for the **purchasing of new sustainable furniture** for our **outdoor learning environment**. Some of us have been **exploring the cost for new board games** to be used during extreme weather and some of us have **been engaging in a mini investigation, The Block**, providing us with an **opportunity to explore area, perimeter** and the **cost of purchasing a variety of items** for different rooms. As **mathematical thinkers**, we have also been **engaging in numerous assessments**. As part of **identifying our growth over time** and **areas for further improvement** we have been **engaging in some individual 1:1 Maths Assessment Interviews** and **written post assessments** to **identify the changes in our thinking** and **mathematical understanding** in relation to **counting, place value, multiplication, division, subtraction** and **addition**.

Visual Arts

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

As **thinkers** we have been **tuning in** and **finding out** about the Studio Habit "**Develop Craft**".

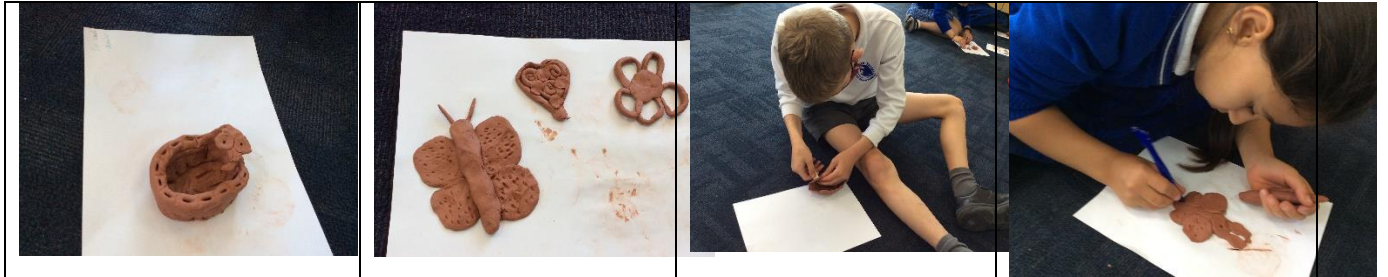
As **artists** we have been **inquiring** into the art form of modelling with clay. We **explored** different **techniques** such as; coil, pinch pot, slab, score (scratching clay to create a rough texture) and wedging kneading the clay to remove air bubbles.

Year 5/6





Year 3/4



Physical Education

"You miss 100% of the shots you don't take." - Wayne Gretzky.



Foundation to year two students will revisit and practice some fundamental movement skills which they have learnt throughout the year, particularly the underarm throw and overarm throw. Using the 'tic, toc, step and rock' rhyme and the 'stretch the chewing gum' technique, we will practice the sequence to perform these movement skills. Students will perform a throwing circuit which encourages them to throw to a target using specific throwing equipment.

Year three and four students will be performing movement sequences associated with the sport of Cricket. As learners, we will be practicing, fielding and batting with a major focus on striking with an understanding of game concepts such as where to hit the ball and why? And when to run and why?

Year Five and Six students will focus on different movement concepts and movement techniques associated within the sport of Cricket. Through their learning, students will focus on a key concept involved in all Striking and Fielding sports - the importance of striking a moving ball to the correct area of the field to ensure they can score the maximum number of runs for their team.

On Friday, our **Foundation students** received their very own tennis racquet and tennis ball to take home thanks to Tennis Australia and the ANZ hotshots program. The ANZ Tennis Hot Shots Racquet Roadshow is providing 30,000 racquets to **Foundation students** around Australia, thanks to ANZ and Tennis Australia. We were one of 774 lucky schools to receive 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)

This week our **Sustainability leaders** will **engage** in setting up the remainder of our **worm farms**. In total we have 12 worm farms in our learning community.

Worm farms



The **Sustainability Leaders** have re-established 6 new worm farms for our learning community. We used the procedure that we **discovered** before lockdown to assist us in constructing these **worm farms**. Firstly we got the **bedding block** and placed it in a bucket of water, it and turned it added a layer of dirt for the worms. We got the worms and put them in, gently spreading them out evenly. We then put the **Tumbleweed blanket** on top and locked in the lid before transferring the other worm farms outside the F-2 building.

Cassidy & Bethany

We **collaborated** together as a group to construct and rebuild our **worm farms**. We first started off by gathering all the equipment we needed to assemble the **worm farms**. We put in **bedding blocks** and soaked them in water. We then covered the bottom of our working tray with cardboard to cover all the holes. We put the soaked bedding block on top of the cardboard and evenly spreading it. We then added our worms into the worm farm and closed the lid. We then brought the worm farms and stored them with the rest of the

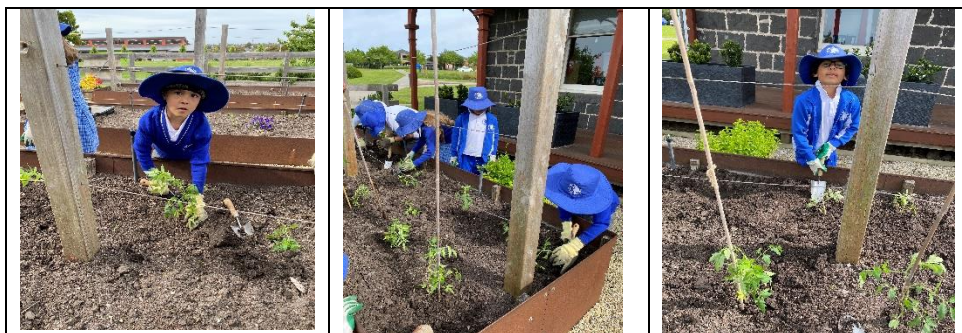
Lavenya & Arussan

Composting/organic waste



As **Sustainable Leaders**, we **engaged** in feeding the Worm Farms. This process consisted of collecting and washing the compost bins and chopping up all the **organic waste**. Firstly, we went to each of the three buildings and collected all of the compost bins, including the bin from the kitchen. Then we washed, scrubbed and rinsed all of the compost bins, and turned them upside down in order to dry it off. We chopped up all the organic waste into small pieces and placed some of it into the worm farms and the remaining organic waste was placed in our lugg boxes. These lugg boxes are housed in our vegetable garden beds. Henry

Planting



A very big thank you to all the families from our learning community for donating various vegetable seedlings or plants. As a school community we are happy to accept any seasonal vegetable seedling or plants that can be planted in our vegetable garden. Teddy and Marcus were so exciting in planting tomatoes in our vegetable garden. Hoping for some amazing tomatoes in the New Year. This week a group of **Sustainability learners** will be given the **opportunity** to continue planting and preparing our vegetable garden for our summer harvest.

Japanese

In **Foundation - Year 2** we will explore words for colours in Japanese. As **language learners** we will listen to a song about tulips in Japanese. As **thinkers** we will identify words for colours which we hear in the song. As **creative thinkers** we will follow teacher directions as we create an origami tulip.

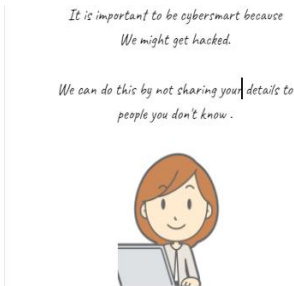
We will **explore** words for **months of the year** in Japanese in **Year 3-4** learning this week. As **thinkers** we will make **connections** with words for **months of the year** and **numbers** we already know. We will also explore what these words look like in kanji characters. We will make our thinking visible by copying words for months of the year using correct shape and stroke order.

In **Year 5-6** we will continue to explore words for **months of the year** in Japanese. As **thinkers** we will **activate prior knowledge** about numbers and words for months of the year as we create a calendar page for a month of our choice. We will **make our thinking visible** by labeling the month of the year and dates on the calendar page in kanji characters. We will focus on correct shape and stroke order as we copy the kanji characters.

Cyber Safety

“Security used to be an inconvenience sometimes, but now it’s a necessity all the time.”
Martina Navratilova

In **Foundation - Year 2** we have formulated cybersmart posters using Google Docs. The skills we have learned engaging in this learning have been identifying key aspects of being safe online, logging onto a computer and creating a document, typing and modifying text and using images to match our text. Below are some examples of posters made so far.



During cybersafety lessons **Year 3 & 4** have been creating sets of instructions using Google Docs, our focus has been setting out our instructions clearly and adapting the text as well as independently creating the document and sharing it with appropriate teachers. Some examples of the students learning are below.

How To Email

We need to be able to know how to send an email and. What makes me say that is because in the last few years we have been doing remote learning and we have to send our learning to the teachers.

What you will need

- Gmail account
- computer
- Google chrome
- A log in to the computer

Steps

1. First you need to log into the computer.
2. Then you need to open google chrome.
3. After that you need to go on to gmail that is on google.
4. In the left hand top corner there is a button that says compose click it.
5. Now click on the subject button and write a title.
6. Write the email of who you are sending it to.
7. Write what you want to say
8. Click send.

Now you know how to send an email.

Making dinner with my mum

Making dinner is a time for me and my mum to talk to my mum and make our family dinner.

Steps

- 1 Clean the table
- 2 Put the napkins on table
- 3 Put the spoons and things down
- 4 Put the plates down
- 5 Get the cups
- 6 Put the water jug on the table
- 7 Help my mum put all the food in the plates
- 8 Eat dinner with my family

I help my mum because I like to cook and help my mum do things in the house.

How To Pop a Mono!!!

Step One

The first thing you need to do is go down to your closet and practice only lifting your feet without pedalling. The reason for that is so that you have the strength and muscle memory to be able to keep your feet in the air.

Step Two

After making that you want to try and lift your knee and pedal but you shouldn't be afraid to lift your knee if you lift your knee too much your feet will go out to front of you so you always need to be prepared to come off the bike and put your feet down.

Step Three

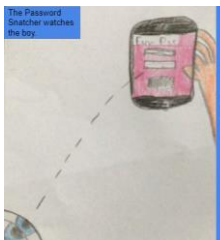



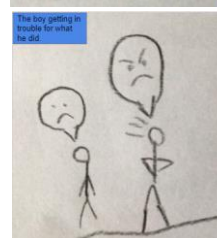
Once you can get some pedals in you then want to do exactly what step one says but when you start back you want to stand up because it is a more efficient way of doing a wheelie. Remember if you are attempting to go up a gutter so your knee doesn't hit you.



In Year 5 & 6 we have been developing cybersmart stories and presenting them on Google Slides, there have been a large number of very well made presentations. Below is one example from one of the students. The skills developed in this learning opportunity included modifying text size, font and colour, adding appropriate images that fit in with the text, adding transitions when slides change and sharing their learning with appropriate people.

The Password Snatcher

By Toby

 <p>The Password Snatcher watches the boy.</p>	<p>A boy was logging onto a social media website to message his friends when he was waiting to get picked up from school, but another person came along and saw the boys password. Then they logged onto that boys account on their phone.</p>
 <p>The Password Snatcher sends a mean message.</p>	<p>The password snatcher started sending mean messages to the boy's friends. So it looked like the boy was being mean.</p>
 <p>The boy talking to his mum.</p>	<p>The boy realised what had happened and talked to his mum. His Mum told the school what had happened and sorted it out.</p>
 <p>The boy sorting it out with his friend.</p>	<p>The boy told his friends what had happened and his friends understood, and liked him again.</p>
 <p>The boy getting in trouble for what he did.</p>	<p>The next day at school the password snatcher got into trouble and their parents got into trouble too. From that day it never happened to the boy again.</p>

Parent Webinars

In 2022 there will be more opportunities to take part in webinars through the office of eSafe Commissioner, eSafety have put out a video on **Cyberbullying and Online Drama**. This video runs for 12 minutes and can be accessed at the following link <https://vimeo.com/582320787>. If you would like to subscribe to eSafety news head to <https://www.esafety.gov.au/about-us/subscribe>.

Digital Technologies

"Right now, I think robots are where it's at. And yes, I'm biased. Robots and space, because with home rocket kits and Lego Mindstorm sets, people can get involved. I was raised on Transformers and GoBots, so I can't imagine what kids who are building real robots are dreaming about." ~ **Daniel H. Wilson**

Some students in Foundation – Year 2 will be continuing to explore Microsoft PowerPoint and learning about making a slideshow that can display different types of information. This week students will learn about how to add slide transitions between their slides.

In Years 3 – 6, we will continue rebuilding Lego sets for display, Lego helps us to improve many different skills. It can increase our problem-solving skills as we build, the instructions can seem puzzle-like when figuring out where certain pieces go on the model.

Performing Arts

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.

As *thinkers* and *collaborators* the students in Year 3 - 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.

As *thinkers* and *collaborators* the students in Year 5 - 6 will continue exploring how to perform the hand signs for the musical notes E, G and A and how these notes can be combined in different combinations on instruments to improvise and make up short melodic phrases. Students will continue to explore the rhythmic concepts of quarter and eighth notes and start to explore sixteenth notes. Practicing to read and perform short rhythmic phrases using percussion instruments.

After School Care at Mother Teresa Primary School

Always Learning and Always Evolving



Term Four Dates

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.

Moving kids from anxiety to resilience with Dr Jodi Richardson

**“I can’t change the direction of the wind but I can change my sails to always reach my destination
“Jimmy Dean**

We wish to invite our community to learn from leading anxiety speaker and educator Dr Jodi Richardson. Jodi is the best-selling co-author of *Anxious Kids* and a regular media commentator on issues related to anxiety, wellbeing and parenting.

This free 60 minute Webinar specifically for the Mother Teresa Primary School community will provide you with strategies to know how to respond, how you can help, when to seek professional help and much more. See the attached flyer for more information. The presentation will be have the main points of the slides translated into Arabic, to enable all to access.

When: Dec 2, 2021 07:00 PM Melbourne time

Register in advance for this webinar:

https://professionalspeakersaustralia.zoom.us/webinar/register/WN_fBa-D2FeTACy_HN-V0r08A

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