



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: [principal@motherteresa.catholic.edu.au](mailto:principal@motherteresa.catholic.edu.au)

[www.motherteresa.catholic.edu.au](http://www.motherteresa.catholic.edu.au)

## NEWSLETTER

26<sup>th</sup> April 2022

*'They shall grow not old, as we that are left grow old: Age shall not weary them, nor the years condemn;  
At the going down of the sun, and in the morning, We will remember them'.*

**To** All In Our Learning Community,

ANZAC day, 'originally a commemoration of the landing of Australian and New Zealand forces at Gallipoli on the 25th April 1915, has grown to become perhaps the most important national day in Australia. In addition to recognising the service and sacrifice of all Australians who have served in war or on peacekeeping operations ANZAC Day has become core to the identity of Australia itself, a day on which Australians reflect on the Anzac spirit and its place in Australia today'. Ref: <http://www.shrine.org.au> We are a privileged people to live in a country that is peaceful and where peoples of various races, cultures and religious beliefs can live in harmony. This is surely a legacy of those who served in war and continue to engage in peacekeeping operations.



*Thank you to the members of the Mother Teresa learning community who participated in the Craigieburn ANZAC Day commemoration service yesterday.*

*This commemoration recalled the loss of life for others but is also an opportunity to consider ways we can make a difference today.*

*As learners how are we able to learn from the past and positively impact on the future? How do we impact on the next chapter of history in light of what we discover and what we hope for ourselves and others? How open are we to the differences of others and identifying the similarities? In what ways are we promoting harmony and peace within our own lives and the lives of those with whom we engage daily? How do we offer friendship and kindness to our newest arrivals whose life experience has been one of conflict and war?*

Kind regards

**Chris**

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

**Monday 25<sup>th</sup> April**  
ANZAC Day

**Tuesday 26<sup>th</sup> April**  
Term 2 begins  
Professional Learning  
~ Planning

**Wednesday 27<sup>th</sup> April**  
Professional Learning ~ Faith and Life Inquiry

**Thursday 28<sup>th</sup> April**

**Friday 29<sup>th</sup> April**  
Foundation 2023 Tours

## ***Year 5 /6 Camp***

Next week Monday 2<sup>nd</sup> May until Wednesday 4<sup>th</sup> May our Year 5/6 children will attend camp is scheduled to take place at Lady Northcote Recreation Camp, Glenmore (near Bacchus Marsh).

## ***First Eucharist Preparation and Celebration***

### ***Eucharist Child/ Parent Workshop***

Date: Monday 9<sup>th</sup> May, 2022

Time: 7.00pm

Venue: Online A link will be forwarded soon.

Facilitated by Maria Forde

### ***Eucharist Sign up and Presentation Weekend***

Date: Saturday 21<sup>st</sup> May 2022

6.30pm Our Lady's Church

Or

Date: Sunday 22<sup>nd</sup> May 2022

8.00 am Our Lady's Church

9.30 am Good Samaritan Chapel

11.00 am Our Lady's Church

6pm Mass Our Lady's Church

*You are required to attend one of the parish masses with your child*

### ***Celebration of First Eucharist***

Date: Sunday 19<sup>th</sup> June, 2022

Time: 1.00pm

Venue: Our Lady's Church, Craigieburn

There will be one celebration of the Sacrament of Eucharist within our learning community.

## ***Confirmation Preparation and Celebration***

### ***Confirmation Child/ Parent Workshop***

Date: Monday 15<sup>th</sup> August, 2022

Time: 7.00pm

Venue: Online A link will be forwarded.

Facilitated by Maria Forde

### ***Confirmation Sign up and Presentation Weekend***

Date: Saturday 13<sup>th</sup> August 2022

6.30pm Our Lady's Church

Or

Date: Sunday 14<sup>th</sup> August 2022

8.00 am Our Lady's Church

9.30 am Good Samaritan Chapel

11.00 am Our Lady's Church

6pm Mass Our Lady's Church

*You are required to attend one of the parish masses with your child*

### ***Confirmation Celebration***

Date: Saturday 27<sup>th</sup> August, 2022

Time & Venue TBC

## ***School Closure Day***

Staff will be engaged in professional learning with CERES and MACS on Friday 20<sup>th</sup> May, 2022. There will be no school for children on this day.

## ***Learning Diversity***

### ***Parents and Carers Support Groups – Autism Specific***

"Alone we can do so little; together we can do so much." .

### ***Craigieburn***

POKITS – Parents of Kids on The Spectrum

Support group for parents of kids with autism spectrum disorders.

Meetings: held on the 1<sup>st</sup> Monday of each month (except January) from 7.30pm to 9pm at Crossway

North Baptist Church, Unit 7/334 Hume Hwy, Craigieburn

Susie Ball: 0402 245 086 [susieandmichael@yahoo.com.au](mailto:susieandmichael@yahoo.com.au)

Renee Stott: 0412 524 678

<https://www.facebook.com/supportingautismparents/>

### **Pascoe Vale**

Sussex Autism Carers Support Group

The 1st Thursday of the month (except school holidays & public holidays)

Sussex Neighbourhood House at the Pascoe Vale Community Centre, 7 Prospect St, Pascoe Vale

9354 2210 [enquires@sussexnh.org.au](mailto:enquires@sussexnh.org.au)

### **Online Support**

Craigieburn Autism Support Group (online) Online support group, people are welcome to join from any region. Admin: Kylie Clear, 'Craigieburn Autism Support' on Facebook.

## ***COVIDSafe Practices***

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 including the use of purifiers;
- maintaining strong hygiene practice (Melbourne Archdiocese Catholic Schools Ltd)

## **Parents & Friends News**

### ***Easter Raffle***

Thank you to our Parents and Friends who organising our Easter Raffle at the end of the term. With 10 egg and goodie hampers it was great to see the excitement as the prizes were drawn. Congratulations to all our winners. Thank you all those who supported this fundraiser.

## ***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***

*'When we consciously engage young people in inquiring into how they learn, we are developing skills and dispositions that act as important assets to them as learners.'*

We hope you have all had an enjoyable and relaxing holiday break, and we look forward to seeing you all and beginning engaging in learning again.

Please remember to return all of your children's learning that you have engaged in over the holidays and to bring their sight words and passwords back to school.

As people of a Catholic faith community, we are **sorting out** our thinking about the Holy Week stories. As **thinkers**, we will **reflect** on our learning about Holy Week and pose the question of what we think the next part of the story is. We will view and interpret a Koder image of the Resurrection and share our interpretations and wonderings with others.

As **readers**, we will continue to explore a range of fiction and non-fiction texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We have engaged in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored.

As **mathematicians**, we are **sorting out** our thinking about two and three dimensional shapes. We will have the opportunity to engage in using a variety of resources and objects to explore features of shapes such as edges, faces and vertices. We will reflect on our findings and make our thinking visible.

As **thinkers**, we are **tuning in** and staying curious about what we are learning about ANZAC Day. We will **activate our prior knowledge**, and use the thinking routine ‘**I used to think... Now I know...**’ to document what we already know about ANZAC Day, and then **sort out** our thinking by reflecting on what we have found out about ANZAC Day.

*Note: For the first week of term, Learning Spaces that engage in Sport on Wednesday, **will be engaging in Sport on Thursday.***

## **Bridging Centre**

### **Year 3 – 4 Learning Spaces**

As part of **tuning in** to our compelling question ‘**How does science influence our connection with food?**’ We had **time** and **opportunity** to use the **key thinking move connection making** while **observing two** images. The images of **cacao pod** and **chocolate eggs**. As **thinkers**, we **activated our prior knowledge** of **key words** and **vocabulary** related - **including, predict, fair test, observe, data, record, theory, consistent, variable, hypothesise**. As **communicators**, we practised the **skill** of using **scientific language** to **explain** our **thinking** and **learning**. As **collaborators**, we made **wise choices** when forming **groups** to document a **flowchart** to **describe** the **process** of how the cacao becomes a chocolate egg.

As **people of a faith community**, we are taking **time** and **opportunity** to **reflect** on the Stations of the Cross and **activating our prior knowledge** about what we have previously learnt. As **collaborators** we will have **time** to **dialogue with others** and **share our thinking** and **wonderings** around the events leading to the resurrection of Jesus. We will have **time** and **opportunity** to document our thinking using the **thinking routine +1 routine**.

We will **engage** in the **thinking routine See Think Me We** as we view the **Sieger Koder artwork ‘Amen’**. We will use the **hermeneutical prompt - reflecting critically and seeing new layers of meaning** as we **think** about and **observe closely** what we are **noticing**.

As we continue to **inquire** and **search for meaning**, we will read the **scripture** passage from **Luke’s Gospel**. As part of our inquiry we will **reflect** on the following questions - *Who do you think Luke was writing for? What’s the story telling us about the Christian story? What might the next chapter be? How might we write the next chapter for today?*



As **mathematicians**, we are continuing to **find out** about the mathematical concepts of **fractions** and **time**. We will have **time** and **opportunity** to use **materials** and consider **strategies** to **consolidate** our **understanding**. We are beginning to **tune in** to the mathematical concepts of **addition and subtraction**, document the **strategies** we already know and our **wonderings** around these concepts. Through out our learning we will have **time** and **opportuinty** to explore these concepts and **justify** our thinking using the thinking routine ‘**What makes me say that is...**’

## **Leadership Centre**

**“When we make thinking visible it becomes apparent to all, teachers as well as students. It then becomes something that can be analysed, probed, challenged, encouraged, and advanced.”**  
(Ritchhart & Church, 2020)

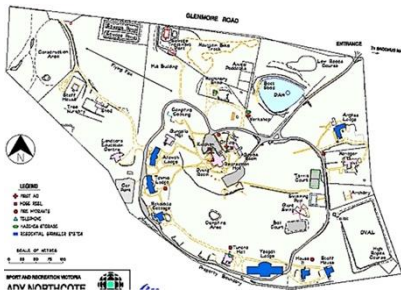


As part of our **Faith and Life Inquiry**, we will be **tuning in** to our new **compelling question** and **understandings** for **Term 2**.

**What does it mean to understand the land?**

- **Sudden and gradual changes to the land can be a result of either human or natural activity.**
- **Understanding the land can help us make informed decisions about how we use it.**
- **Gathering and interpreting geographical data can help us understand about the land.**
- **Our stewardship of the land can be enhanced through indigenous knowledge and perspectives.**

As part of our **tuning in**, we will be beginning to **identify**, **predict**, and **notice** some of the learning opportunities we will be engaging in during our **Lady Northcote Recreational Camp** that we are attending next week (**Monday 2<sup>nd</sup> - Wednesday 4<sup>th</sup> May**). This includes **activating our prior knowledge**, **identifying** and **finding out** about the activities we will be engaging in including the **Giant Swing**, **Archery**, **Low Ropes**, **Frisbee Golf** and **Mountain Biking**.



As **Mathematical Thinkers**, we will be **exploring** and **identifying features** on the **Site Map of Lady Northcote** and on a **bird's eye view map** from satellite images. We will be exploring different wonderings within our **Mathematical Thinking** including, *What is the distance from Mother Teresa Catholic Primary School to YMCA Lady Northcote Recreational Camp? How many kilometres will it take us to get to camp?* Some of us may also continue to explore the **cartesian system of coordinates** and some of us may also engage in using the **grid reference system** when **interpreting locations on a map**, including the activities we will be engaging in whilst at camp.

As **readers** and **critical thinkers** we will **explore** **Brendan Reed's** recontextualised item about Holy Week, *"Holy Week: Showing us God and showing us ourselves"*. We will be engaging in the thinking moves **making connections**, **identifying new ideas** and **raising questions** when using the thinking routine **Connect-Extend-Challenge**. When engaging in this thinking routine we will be **hermeneutical learners** by **Seeing new layers of meaning**.



### **Visual Arts Learning**

This term as artists we will be **exploring** Collage and Construction. We will **experiment with the skills** of **selecting, changing, arranging, cutting and joining materials**.

#### **Collage**

- Explore different materials for collage: natural - feathers, leaves, seeds etc. Manmade - paper, straws, recycled materials
- Explore different techniques - cutting, tearing, painting paper, mixed media,

#### **Construction**

- Develop skills of construction through the exploration of different media including paper, cardboard, wire, recycled packaging and boxes.
- Explore different joining methods for each media - tape, glue, pins, stapler and learn to use them safely
- Explore different ways to decorate their construction eg. paint, fabric, paper



## Japanese Learning

Students in **Foundation - Year 2** will activate prior knowledge about **words for family members** in Japanese. As **communicators** we will focus on responding to the question だれですか (dare desu ka) “Who is it?” with single word responses. As **thinkers** we will recall the words for family members whilst viewing images and in response to this question. We will then explore what the word “thank you” looks like when **written in hiragana symbols**. We practice copying this word as we make a Mother’s Day card.

As **communicators** students in **Year 3** だれですか (dare desu ka) “Who is it?” “It is\_\_” in connection with people in will continue to explore **how to make**



**member** in Japanese. As **thinkers** we will engage in **exploring the sentence** これは\_\_\_\_\_です (kore wa \_\_\_\_\_ desu) “This is\_\_\_\_\_” to construct these statements. We will then **make our thinking visible** by inserting words into sentences to match pictures of family members.

/4 will focus on responding to the question with the sentence response \_\_です (\_\_desu) our family. As **learners** and **inquirers**, we

**statements which identify each family**

As **learners** and **inquirers** students in **Year 5/6** will **explore counting words for people** in Japanese. In **connection** with these words, we will **activate prior knowledge** of numbers one to ten, including what they look like in kanji characters. We will also **notice** how numbers vary their sound when used in the context of counter words. As **thinkers** we will **make our thinking visible** by tracing and copying counter words and then matching to pictures which show groups of people.

## Sustainability Learning

As **collaborators** **Foundation to Year 2** students will engage in **weeding** and cleaning up the school grounds after the holidays. Some students will have the opportunity to cut up **compost** for our Worm Farms so that we can *reduce* and *reuse* our organic waste to make Worm Tea for use in our garden. Students will take the *opportunity* to *name* and *notice* the changes we *observe* in our garden.

As **researchers** and **communicators** **Year 3 to Year 6** students will find out and document which plants are suitable for planting in our Autumn/Winter garden. Some students will engage in **weeding** various areas around the school and removing old plants so that the soil can be prepared for new plants. Students will **dialogue** about the changes they *observe* in the garden upon returning to school after the holidays.

**Please note:** children are encouraged to bring their jacket/coat and beanie to wear during their Sustainability sessions throughout Term 2 as we head into cooler months.

Gardening gloves are provided for all children and washed regularly, however children may bring their own from home if they prefer. Please label all items.

## Cyber Safety

*Understand what data you hold, how you are using it, and make sure that you are practising good data hygiene. David Mount*

**Foundation - Year 2** students will be continuing to develop their skills in creating files using Microsoft Word and Publisher, saving these files independently. As part of this learning we will be **Self Managers** and **Thinkers** in how we come up with ideas for our own learning, completing our learning on time, making connections between our ideas and talking about our thinking strategies.

**Year 3/4** students will be engaging further in their learning about online decision making and creating posters promoting cyber safety using Microsoft Word. During these learning opportunities we will be demonstrating the learning assets of **Communicators** and **Thinkers**, especially how we will be presenting our ideas and opinions to a range of audiences, persuading and audience, talking about our thinking strategies and recording our thinking in new ways.

**Year 5/6** will be beginning to engage in learning about cyberbullying, what it is and how we can stop it. We will demonstrate the learning assets of **Collaborator** and **Thinker** in how we understand and respect other points of view, share our opinions respectfully when working in a group, give reasons to explain our thinking and thinking about the potential consequences of actions.

### Parent Webinars/Resources

There are a number of videos, factsheets, audio clips and other pieces of information to be found at <https://www.esafety.gov.au/parents/resources#videos>. There are resources for all age groups from Foundation to Year 6.

In Term 2 there are two free Parent Webinars on **Parental Controls** and **Safer Online Gaming** being run through eSafety.

Webinar	Date and Time	Registration Link
<b>eSafety's Guide to Parental Controls</b> <ul style="list-style-type: none"><li>- Setting up devices and apps for children ages 4-13</li><li>- The benefits and limitations of parental controls</li><li>- How to safely set up iOS and Android devices</li><li>- How to safely set up popular games and apps, like YouTube and Roblox</li><li>- Family tech agreements and other parenting strategies</li></ul>	Tuesday 10 May 7.30 - 8.30 pm  Thursday 19 May 12.30 – 1.30 pm  Tuesday 31 May 12.30 – 1.30 pm	<a href="https://register.gotowebinar.com/rt/8442552073867182349">https://register.gotowebinar.com/rt/8442552073867182349</a>
<b>eSafety's Guide to Safer Online Gaming</b> <ul style="list-style-type: none"><li>- Help kids stay safe by learning about the benefits and risks of online gaming.</li><li>- Designed for parents and carers of young people aged 8 to 13.</li></ul>	Thursday 9 June 12.30 - 1.30 pm  Friday 17 June 12.30 – 1.30 pm  Tuesday 21 June 7.30 – 8.30 pm	<a href="https://register.gotowebinar.com/rt/4934585514215344653">https://register.gotowebinar.com/rt/4934585514215344653</a>

## Digital Technologies

This term **Foundation – Year 2** we will be **continuing to create documents** for the **indi challenge cards**, **expanding on different options to create these documents**. We will also be continuing to

**complete different challenges** with the **indi** with the **goal** of being able to **plan** and **create** our own **challenge cards** that we can **share** with other **students**.

This term in **Year 3/4** we will be **exploring different** ways of **documenting** our **thinking** about **Lego WeDo 2.0** by using **pictures** and **videos** and **inserting** them into **PowerPoint documents**. We will be **learning** about a **device** called **Makey-Makey** and how we can use it to **interact** with **computers** and the **WeDo 2.0** robots.

This term in **Year 5/6** we will be **continuing to developing** our **ideas** for the **RoboCup Lego Spike Challenge**. We will **experiment** with **pieces** as we **create** our **designs**, **making adjustments** if we need to and being **flexible** and **overcoming challenges**. In our **groups** we will be **communicators**, and **assign roles** to each **member** as we **build** our **creation**.

You can find out more about the **Lego Spike Challenge** at this website:

<https://www.robocupjunior.org.au/spike-challenge/>

### ***Performing Arts Learning ~ Music***

*"Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility."* Hillary Clinton

As **musicians** Foundation – Year 2 we will **collaboratively** look after and share musical instruments with others as we play and practice the musical notes C, D and E. We will also practice using the musical language solfege and the matching Curwen hand signs for these three notes, Do, Re and Mi. Using the hand signs and solfege to play and practice these notes will help us to develop a strong sense of pitch and help us to sing in tune with the music and each other. We will need to use the learning disposition ***courageous*** as we sing play and perform together.

As ***self-managers*** in Year 3/4 we will take risks and challenge ourselves as we play and practice the musical notes C, E and G. We will first practice these notes using solfege and the matching hand signs to help us develop our sense of pitch. We will also practice these notes using chime bars and practicing to read the notes on the treble clef as we play them.



Year 5/6 we will collaboratively make music through sharing musical instruments with others as we play and practice the musical notes that make up the C major scale. We will consolidate our understanding of all eight notes including the solfege and matching Curwen hand signs. We will then begin to explore the lines and spaces of the treble clef and how we can use it as a tool to document the different notes as we start to explore composing our own music.

### ***Physical Education***

**"Make sure your worst enemy doesn't live between your own two ears" - Laird Hamilton**

In Physical Education this week students will be engaging in learning with a major focus on **fundamental movement skills** and **game concepts and strategies** involved in invasion style sports.

Foundation - 2 students will be practising their locomotor movement skills, object control skills and static balance skills through many play based circuit activities. Students will focus on the run, dodge and catch as they complete tabloid rotations and work together through these play based learning activities.

Year 3/4 students will be introduced to the category of sports known as ***invasion sports***. Invasion style sports are sports where teams need to attack and defend in the same game, sports in this category all have the same key concepts and ideas on how to attack and defend and therefore have transferable skills



between sports. Students will play small-sided games to try and maintain possession of a ball and then discuss how they were successful in these games and try to link these to other similar sports.

Year 5/6 students will also be introduced to ***invasion sports***. They will begin to play games to develop their tactical thinking and knowledge on defending and attacking. Through their learning, students will be playing small sided, modified Netball style games as this will prepare students for all of the different sports that we will cover throughout this term.

### **Term Two Dates 2022**

Tuesday 26<sup>th</sup> April

Friday 20<sup>th</sup> May

Saturday 21<sup>st</sup> & Sunday 22<sup>nd</sup> May

Sunday 19<sup>th</sup> June

Friday 24<sup>th</sup> June

Term Two begins

School Closure Day – Staff Professional Learning Day

Eucharist Sign up and Presentation Weekend

First Eucharist 1.00pm Our Lady's Church, Craigieburn

Term Two 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.



**KOLBE CATHOLIC COLLEGE**  
[www.kolbecc.catholic.edu.au](http://www.kolbecc.catholic.edu.au)

**REGISTER  
NOW**

**CODING  
FOR KIDS**

**TERM 2  
2022**

## **AFTER SCHOOL PROGRAM FOR CHILDREN IN GRADE 4, 5 AND 6**

Technology is ever more the future so let's get our young generation ready!

In this after school program, students in Grades 4, 5 and 6 will learn basic programming concepts in the form of fun, hands-on projects .

This is a 4 WEEK program commencing Tuesday 10 May 2022.

**DATES:**

Tuesday 10 May 2022  
Tuesday 17 May 2022  
Tuesday 24 May 2022  
Tuesday 31 May 2022

**TIME:**

4.30pm - 5.30pm

**REGISTER ONLINE NOW**

<https://www.trybooking.com/BXUNI>

**BOOKINGS ARE ESSENTIAL**

**THERE IS NO COST FOR THIS  
PROGRAM**

**LOCATION:** Kolbe Catholic College, **Building B**, Lysterfield Drive GREENVALE 3059

**For more information contact Kolbe Catholic College on 8339 3060**