



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

"We have been created to love and to be loved." Mother Teresa
23rd May 2022

To All In Our Learning Community,

The learning community of Mother Teresa PS is committed to the wellbeing and safety of all children. Our interactions with all in our community is founded on respect for each person. Within a Catholic community this respect of each individual is rooted in the belief that each person is made in the image and likeness of God.

There are many ways that our school promotes the safety and respect for all. Some of these include the formulation of agreed ways of living and learning at Mother Teresa, our promotion of student voice and learning and teaching that promotes living safely with others. A nationally consistent approach to child safe standards has seen the formulation of 11 child safe standards that apply to our school and other child related organisations. The 11 child safe standards are listed below:

Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing.

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice.

Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Child Safe Standard 7 – Processes for complaints and concerns are child focused.

Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved.

Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people.

In the coming weeks we will consider each of the child safe standards and identify some of the ways in which our learning community promotes and adheres to these.

Kind regards

Chris

This Week's Happenings

Monday 23rd May

Welcome Colleen Monaghan – Mathematical thinking Year 3/4

Tuesday 24th May

Professional Learning –

Wednesday 25th May

Professional Learning ~ Reporting

Thursday 26th May

Friday 27th May

Parent & Friends Biggest Morning Tea 9.15am

School Photos ~ Wednesday 8th June

Our annual school photos including sibling photos will be taken by Arthur Reed Photos on Wednesday 8th June 2022. **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 2022 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 2022 images are online to view before making your purchase. Please refer to the information at the bottom of the newsletter for further details.

Rotary Raffle Ticket Return ~ by Wednesday 25th May

Pascoe Vale Rotary once again supported our Fundraising efforts through their annual raffle. All Families received raffle tickets to sale earlier in the term. Each ticket sold raises \$1 for our school.

These tickets are now due back – sold or unsold. All ticket need to be accounted for so please return them to the school by this Wednesday 25th May.

First Eucharist Preparation and Celebration

Please take note of the following dates for Sacramental preparation.

Eucharist Sign up and Presentation

Weekend

Date: Saturday 21st May 2022

6.30pm Our Lady's Church

Or

Date: Sunday 22nd 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

Celebration of First Eucharist

Date: Sunday 19th 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.

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

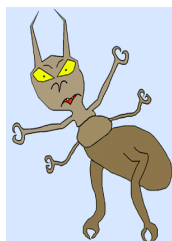
Unwell children

As we enter the flu season and with the cases of COVID -19 still relatively high please do not send your child to school if they are unwell.

Sick Children

While it is expected that children attend school daily if they are sick they are best kept home until they are well. In the past week we have had a few upset stomachs!

Head lice ~ It is essential you check your child's hair regularly



A number of cases of head lice have been reported at the school. Please ensure you check your child's hair regularly to stop reinfesting. We suggest that you look for the following symptoms or signs that would indicate the presence of head lice:

- General: child scratching his/her head excessively;
- On pillows: fine black powder or pale coloured material;
- In the hair: signs of lice eggs ('nits') – cream or coffee coloured specks close to the hair roots;

Lice: small white or 'greyish' parasites the approximate size of a pinhead.

Lice can crawl and hide.

The easiest and most effective way to find them is to follow these steps:

- Step 1 Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them grip the hair or crawl around.
- Step 2 Now comb sections of the hair with a fine tooth, head lice comb.
- Step 3 Wipe the conditioner from the comb onto a paper towel or tissue.
- Step 4 Look on the tissue and on the comb for lice and eggs.
- Step 5 Repeat the combing for every part of the head at least 4 or 5 times

Learning Diversity

Peer Mediation

“In the middle of difficulty lies opportunity” Albert Einstein.

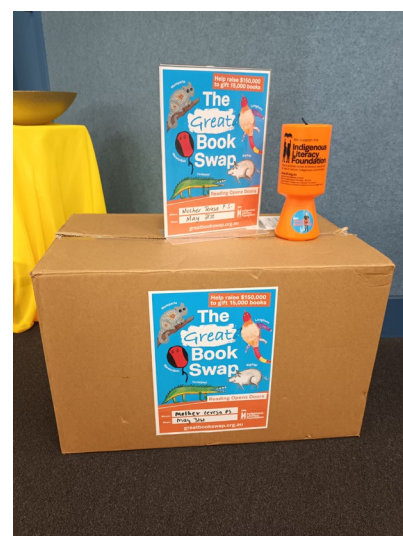
On Wednesday May 18th specially chosen 5/6 students from Mother Teresa engaged in Peer Mediation Training through Stride Education. As **communicators** they learnt about assertive language, body language and the steps of peer mediation. As **collaborators** they partook in role play to learn how to mediate. This newly trained group of Peer Mediators will soon be assisting our younger students learning how to solve low level problems out in the playground.



Mini Vinnies – Great Book Swap

The Mini Vinnies team are holding the Great Book Swap on **Tuesday 31st May**. Running through Reconciliation Week, we aim to raise awareness of the literacy gap that exists for Indigenous Australians, as well as collecting donations through the **Great Book Swap**. We are looking for good quality books to be donated. Perhaps you have a favourite book that you have read and would like to pass on to someone else. Any books donated can be left in the boxes located in the main building, Bridging Centre and Leadership Centre.

If you would like to donate or follow our progress, you can follow our blog [here](#). We belong to Langkura house. Lungkura means blue-tongued lizard in Walmajarri, a language primarily spoken by people living in or on the edges of the Great Sandy Desert and parts of the East Kimberley region of Western Australia.



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

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events. Notwithstanding the challenges that the COVID -19 pandemic has had on our social lives, social events normally include a welcome picnic and morning teas of various kinds. Fundraisers include Mother's Day and Father's Day stalls and our very popular Zooper Dooper Fridays in terms 1 & 4. Listed below are some of the events planned for the remainder of the year.

If you would like to assist with any of the events listed below please let reception staff know and your details will be passed on to the Parents and Friends group OR catch one of our Parents and Friends members at the morning tea this coming Friday.

Biggest Morning Tea ~ this Friday 27th May 9.15am

The Cancer Council tells us '1 in 2 Australians are diagnosed with cancer before the age of 85'. Funds raised through the 'Biggest Morning Tea' brings us closer to a cancer free future.

Our Parents and Friends will be hosting a Biggest Morning Tea on Friday 27th May at 9.15am in our hall. Gold coin donations will go to cancer research. All welcome.

Hot Dog Day ~ Friday 24th June

Further details will be coming out soon regarding this lunch for the children on the last day of term 2. Parents helpers will be sought to assist with preparing, cooking and serving hotdogs.

Father's Day Stall ~ Thursday 1st September

Assistance with the purchase, preparation and sale of gifts for the Father's day will be required.

Father's Day Open Morning ~ Friday 2nd September

A Father's Day open morning where children engage with the Father's in learning spaces will be accompanied by a ham and cheese croissant provided by Parents and Friends. Assistance with purchases, cooking and serving will be required.

Mother Teresa Feast Day ~ Monday 5th September

Parents and Friends fund and serve pizza for the children. Further details to come in term 3.

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

Throughout our Faith and Life Inquiry learning, we have been practising how to be effective **researchers** and developing our **scientific skills**, as we continue to make **connections** and form theories and new **understandings** in connection to our compelling question, 'What makes it move?' within our expert groups.

- How do wind, waves and water move?
- How does the Earth, sun and moon move?
- How do our human bodies move?
- How does transport move?
- How do animals move?



As a means of consolidating and further extending our learning and understandings, we have continued to engage in hands-on learning experiences that allow us **time and opportunity** to test our theories and **sort out** our thinking. We have been making observations within our expert groups and learning how to record our findings in effective ways. We are very excited to be attending a range of incursions and excursions that relate specifically to our chosen expert question in the upcoming weeks. This will allow us to see some of our theories and findings in action and give us opportunities to dialogue with an expert in the field.



As **readers**, we have been engaging with a range of non-fiction texts that connect to our compelling question, ‘*What makes it move?*’ We have been finding ways to make links between the variety of expert topics. Through building our vocabulary, we been developing our

comprehension skills to help us to make connections and meaning about information in the texts we are reading. This has been supported further through targeted focus groups, where a range of reading behaviors and strategies are practiced based on our point of need.

As **mathematicians**, we have been inquiring into time and making connections to our own lives. Some of us have been identifying the times that different events occur throughout the year such as birthdays, specialist classes and celebrations. Some of us have been sequencing the days of the week and the months of the year, and finding out which months connect with the seasons; Summer, Autumn, Winter and Spring. We have also been naming and noticing the specific features of the seasons to help us identify the various seasons through dialogue. Some of us have been tuning in and finding out about how to tell and show the time on an analogue clock to the hour, half past, quarter past and quarter to. Along with this, we have been learning how to interpret a calendar by responding to questions that show our understanding of the information and key ideas provided on a calendar.



Bridging Centre - Year 3/4 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, across the curriculum, in school and beyond. (Kath Murdoch 2015)

As part of our Faith and Life Inquiry and as readers, we are **finding out** about **scientific language** as part of practising the **skill** as **communicators** ‘*I can use scientific language to explain my thinking and learning.*’ We are **connecting** our **reading strategies** with **thinking moves** - **predicting**, **making connections**, **identifying key words** and **identifying new ideas** to help explain and share our thinking. As **thinkers**, we will **activate our prior knowledge** of the words **hypothesis**, **theory**, **variable** and **fair test** and have **time and opportunity** to **read** and **view information**. We will **highlight key words** and **make meaning** about what each sentence means. We will **engage** in the **strategy read and retell** to **show** our **understanding** and **extend thinking** on these words.

As inquirers, as we continue to apply our knowledge of scientific language, we are **exploring** the **understanding** ‘*A change of state can be caused by various actions including adding or removing heat.*’ We will **engage** in a mini experiment using spaghetti. As part of **tuning in** to this **learning opportunity**, we will **document** and **share** our **hypothesis**. We will **document** our **thinking** on a **data chart** that **shows** - **aim**, **hypothesis**, **materials**, **method**, and **results**. As **researchers**, we are **practising** the **skills** ‘*I can use scientific language to explain our thinking and learning*’ ‘*I can document my observations accurately*’. As **collaborators**, we will **consider** the **ethics** behind this experiment - we will **reflect** on ethical questions including; *What we do with it now? How we can dispose food in a sustainable way.*



As **mathematicians**, we are continuing to **develop efficient mental and written strategies** to solve **addition and subtraction number problems**. As **thinkers**, we are using the **key thinking move reasoning with evidence** to **justify and explain** our **thinking**. We are **transferring** the skill of *documenting our observations accurately* as we use **concrete materials** to represent our **thinking**. Today, some of us had **time and opportunity** to engage with the $\frac{3}{4}$ teachers and our **Mathematics consultant Colleen** to **show our understanding** of **subtraction**. We used **counters** to **show how** to solve the **difference** between two numbers **focusing on the strategy ‘how much more?’**

Last year, Natasha and Ethan from 3/4-2 **engaged** in a **personal inquiry** into **purchasing outdoor furniture** for the **Bridging Centre**. This furniture arrived last week! As **collaborators**, some of us assisted Jason in putting together our new outdoor furniture. Through this inquiry, Natasha and Ethan **convinced** others about the **benefits of purchasing outdoor seating** for the year 3/4 students to engage in learning. As **researchers**, they **compared** and **presented two different types of seating arrangements** and **compared** their prices. They **discovered**, **90%** of the furniture purchased through the website is made out of **recycled material and soft plastic**.



Leadership Centre - Year 5/6 Learning Spaces

“The easiest or best way we’ve found is to let it happen as organically as possible rather than setting a timeline and deadline to make a decision. Because sometimes those projects don’t feel very authentic and are a little forced” (Graham Laing, in *Getting Personal with Inquiry Learning*, 2021)

As people of a **Catholic faith learning community** we will be **finding out** about the resurrection story **Luke 24:1-12**. We will use the thinking moves **identifying new ideas**, **wondering** and **connection making** as we **read and interpret** a range of **commentaries** in relation to the **resurrection story** and **Luke’s Gospel**. As hermeneutical learners we will engage with the hermeneutical prompts, *‘Interpreting texts and symbols’*, *‘Openness to change and reinterpretation’* and *‘Seeing new layers of meaning’*, when **viewing and interpreting** the commentaries.



As writers, we will be continuing to **sort out** thinking using the **Boxes and Bullets**, we will do this when **sorting out**, **planning our thinking** and **organising our ideas** when engaging in our **personal writing pieces**. Some of us have been **sorting out** our thinking by **writing short descriptive pieces** on our **experience at camp** and some of us have been writing about **why students should go on camp**. We will continue to engage in **writing conferences**, where we will find out how we can **revisit and revise** our writing pieces.

As curious and flexible **mathematical thinkers** some of us are engaging in learning opportunities related to **addition and subtraction** some of us will be engaging in learning related to **adding and subtracting fractions**, **decimals** are **three digit numbers**. We will be exploring a range of **different strategies** including, **partitioning**, **split strategy** and **algorithm** when finding out a solution to number sentences. Some of us will be using different **materials and tools** to help us with our thinking, including **number lines** and **MAB blocks**. As part of our **mathematical thinking**, some of us will be exploring **adding and subtraction** using **worded problems**, students will be identifying new strategies of breaking up the problem to help them **solve it**. As mathematical thinkers we are engaging in the thinking move **reasoning with evidence** and **thinking about the strategies** we are using to help us solve the questions and as part of documenting our thinking showing the strategies that we use to help us.

As part of our **Faith and Life inquiry**, Students will continue to explore words related to our current **compelling question** and **understandings**. Including **Environment, Landscape, Stewardship, Location** and **Land Features**. Students **independently** created a **definition of their current understanding** of the language involved within our faith and life inquiry. After students identified their **personal definition**, they engaged in **dialogue with 4-5 other students** in their group and identified a **combined definition for their word**. Students will continue to **explore these definitions** and **understandings** using the same collaborative strategy.

Visual Arts Learning

“Learning is a process where Knowledge is presented to us, then shaped through understanding, discussion and reflection.” Paulo Freire

Foundation – Year 4 - Reflect- Thinking during and at end of the artistic process.

As thinkers we have the opportunity to reflect on our art making processes and the choices we made during our construction inquiry. We reflected on the materials and techniques we used and how they helped us achieve our artistic goals and our successes and challenges;

Angad – “When I was making my building I used a lot of coloured paper and glue. I found it very hard to keep my building together, it kept falling apart. I learnt that making art isn’t always easy and you can’t give up.”

Rueben – “I wish I had made more grass from the pop sticks because I really like how they look. I also wanted a house because it looks cool.”

Jann – I used scrunched up yellow paper to make a sun. I used icy pole sticks for the rays which I had to colour in yellow. A challenge for me was colouring in the sticks they took a long time. Next time I think I will use the coloured match sticks because it will be faster. Something that worked well for me was using the scrunched up paper for the sun. I didn’t think it would stick together but it did and I am proud of myself.



Year 5-6

As artists we continue to work on our collage;



Performing Arts – Music

“I need music. It’s like my heartbeat, so to speak. It keeps me going no matter what’s going on – bad games, press, whatever! LeBron James

Foundation to Year 2 musicians will play and practice the musical notes C, D and E using a number of musical instruments. 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. The learning asset *collaborator* will also be required as we engage with other sharing musical instruments.

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 musicians will share musical instruments with others as they 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 continue to explore the lines and spaces of the treble clef and how we can use them as a tool to document the different notes as we continue to explore composing our own music.

Japanese Learning

Students in **Foundation-Year 2** will continue to explore counting in Japanese. As **communicators** we will count aloud from **one to ten** in Japanese. Will engage in using the **learning disposition ‘Persistent’** as we practice repeating the words by **counting on our fingers** and then **playing a sequential counting game**. As **learners of a character language** we will then learn **memory hints** for reading the **kanji characters** for numbers one to five in Japanese. We will focus on **making connections** between the meaning of the character and its shape or the sound of the character and its shape. Students in **Foundation** will **make their thinking visible** through completing the **kanji caterpillar** they created in a previous lesson. Students in **Year 1 and 2** will continue to engage in a teacher focus group in which they will **learn to write kanji numbers** one to five **using stroke order**. They will **make their thinking visible** through making a kanji number booklet.

As **thinkers** students in **Year 3/4** will engage in creating a reflection about our recent Japanese learning focus “The Family.” As **inquirers** and **thinkers** we will **activate prior knowledge** about the vocabulary and sentence structures we explored as part of this learning focus. We will dialogue about how we have been **communicators**, **researchers** and **thinkers** when engaging in learning opportunities. In particular, we will explore how we have **demonstrated learning dispositions** in our learning. We will reflect on how we have been **curious** about Japanese words and sentence structures, how we have been **persistent** when communicating in Japanese, and how we have been **resourceful** in utilizing word lists, wall documentation and fellow learners to support us with our learning.

As **learners** and **inquirers** students in **Year 5/6** will complete **a description of our family** using the vocabulary and sentence structures we have learned so far. As **researchers** we will use the **learning disposition ‘Resourceful’** as we **use word lists** in our Japanese journal to help us with the vocabulary we require to communicate about our family. We will continue to **make our thinking visible** through **illustrating our family** and **labeling the illustrations in hiragana**. We will demonstrate the learning disposition **‘Persistent’** and **‘Resourceful’** as we focus on using a stroke order chart to write in hiragana characters.

Sustainability Learning

Sustainability Learning

As **collaborators** our **Foundation to Year 6** learners participated in helping our school community carry out the Pope’s invitation for us to protect God’s creation (Laudato Si). Our ongoing sustainable

practices; actions of avoiding single use items, recycling, reducing waste, weeding, watering, cleaning and composting is important and does make a difference. It is up to every single one of us. **It is up to ME!!**



The future depends upon humans making the decision to act as wise stewards of God's creation.



Sustainability Leaders

As **researchers and collaborators** our Sustainability Leaders composed a list from a SAKG resource to determine which herbs and vegetables are suitable for planting in the cooler months, i.e. May, June and July. Our leaders choose a couple per pair to research and decide whether it would be a suitable option for our Winter garden beds in our learning community. In addition, our Sustainability Leaders were briefed on our up-coming Energy Audit.



Stephanie Alexander Kitchen Garden - SAKG

Our chefs participated in our **SAKG** program and made delicious **Silverbeet and Potato Torte** as well as **Hummus Dip with Crispy Pita Bread**. As **Thinkers** and **Self-Managers**, harvested the parsley and Silverbeet from our garden beds and discovered that there were a couple of variations to the Silverbeet

and parsley plants we have growing. Students planned the steps by reading the recipes, were careful and diligent in following the **agreed ways** within our kitchen space and followed safe strategies when using knives, peelers and electrical mixing equipment whilst preparing our lunch over the two days.



Cyber Safety

“Social media can be a useful and fun way to interact with others and to share content, but use it carefully. Remember that there is nothing totally private on the internet and once online it is hard to control.”

Amanda-Jane Turner

One of the programs offered by the Office of the eSafety Commissioner is **Swoosh and Glide**, they have promotional posters which can be seen below which help inform parents and students about how to be safe when online. They also have a story about screen use called **Swoosh, Glide and Rule Number 5** which can be found at <https://www.esafety.gov.au/educators/classroom-resources/swoosh-glide-and-rule-number-5>. On this page is the story of Swoosh and Glide as well as a video of the story read by Jimmy Rees.

<h3>Be kind</h3> <p>Say kind things</p> <p>Take turns</p> <p>Ask before you take a photo</p>	<h3>Ask for help</h3> <p>Tell a grown-up</p> <p>Check before you tap</p> <p>You won't get in trouble</p>
<h3>Be safe</h3> <p>Play with the games and apps that are yours</p> <p>Only talk with people you know</p> <p>Some things should be kept private</p>	<h3>Make good choices</h3> <p>Why do you like it?</p> <p>Use devices near a grown-up</p> <p>Time's up</p>

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

Digital Technology

Foundation – Year 2 will be **focusing** on using **Word** to **save** a new **document** with the most recent **indi challenge card**. We will learn about **different ways** to **enhance** our **documents**, such as **changing** the **font** to **create** a **title** and use different **options** to **manipulate** the **shapes** we're using to **recreate** the **indi challenge card**. We will need to be **thinkers** as we **observe** the **challenge card** and **decide** which **colours** we will need to fill in the **blanks** on our **document**.

Year 3/4 will be **finding out** about a **device** called **Makey-Makey**. We will **observe** it and **document** our **thinking** in our **PowerPoint document** using the “**See, Think, Wonder**” **thinking routine**. We will **document** what we can **see**, what we **think** it can do, and **wonder** how we could use it with the WeDo 2.0 Lego set.

In **Year 5/6** some learners will be **learning** about **Lego Mindstorms** and using it to come up with ways to **create** the **ideas** that we've **documented** and **designed** for the **Lego Spike Challenge**. We will **observe** different **robots** that can be **created** with **Lego Mindstorms**, and look at how we could use **different parts** from those **robots** to **fit** into the **design** of our own **creation**.

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

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

Physical Education

“Talent is important, but it is not the key point” – Cristiano Ronaldo

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 to year two students will have their second Football (AFL) lesson with Damon the community coach from **AFL Victoria**. Students will continue to play fun and active games and continue

to learn how to **handball, kick and mark**. Students will then **reflect** on the new skills they have learnt and practised in the previous weeks.

Year three and four students will continue to investigate the category of sports known as ***invasion sports***. Through their learning, students will explore the sport of **AFL football**. Students will be learning the sports **specific skills** of **handballing** and **kicking** the football, this is a very unique sport played with an oval shaped ball. Students will be using their **prior knowledge** of kicking and catching as they explore what can happen to the ball when it bounces.

Year five and six students will also continue to investigate ***invasion sports***. They will continue to play games to develop their **tactical thinking** and **knowledge on defending and attacking**. Through their learning, students will focus on three concepts - How to maintain possession and when to pass the ball, moving into the open space away from the defender and drawing the defender to pass to an open teammate.

“I learnt that when I kick the football, the laces need to be facing your partner” – Danisa

“I learnt that when we kick the football we step, drop and kick” – Lourd



Term Two Dates 2022

Saturday 21st & Sunday 22nd May
Wednesday 8th June
Sunday 19th June
Friday 24th June

Eucharist Sign up and Presentation Weekend
School Photo Day
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.