



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

9th May 2022

To All In Our Learning Community,

In the coming weeks the Catholic community will continue to celebrate the Easter season. Throughout this season an invitation is extended to listen to the post resurrection appearances of Jesus. These stories end with Jesus' ascension to heaven and the coming of the Holy Spirit at Pentecost – the birthday of the church.

The book of the Acts of the Apostles said to be written by Luke, the author of the Lukan gospel, provides insights into the life of the early Christians and their faithfulness to the message of Jesus. Luke tells us in Acts2: 42-47:

⁴² They devoted themselves to the apostles' teaching and fellowship, to the breaking of bread and the prayers. ⁴³ Awe came upon everyone, because many wonders and signs were being done by the apostles. ⁴⁴ All who believed were together and had all things in common; ⁴⁵ they would sell their possessions and goods and distribute the proceeds^[a] to all, as any had need. ⁴⁶ Day by day, as they spent much time together in the temple, they broke bread at home^[b] and ate their food with glad and generous^[c] hearts, ⁴⁷ praising God and having the goodwill of all the people. And day by day the Lord added to their number those who were being saved.

The early Christians continued to teach, to gather to break bread and pray, just as Jesus invited them to do. In what ways does the biblical text invite Catholics to enter into relationship with Jesus and to live a Christian life today? How can our Catholic dialogue school enable opportunities for learners to dialogue about the biblical text and discover new insight and understandings? How can we provide the time and opportunity to discover the mystery of God?

Tonight a number of our Year 4 children and their families will participate in a First Eucharist workshop as they prepare to receive the gift of Eucharist. This workshop is one of many opportunities to reflect on the sacrament of Eucharist. For those families whose children are to receive the sacrament it is an opportunity to share your own beliefs and understandings about this central celebration of the Catholic faith. How might this reflect our connection to the early Christian believers?

Kind regards

Chris

This Week's Happenings

Monday 9th May

Murrundindi workshops online

Eucharist Child/ Parent Workshop 7pm online

Tuesday 10th May

NAPLAN

Murrundindi workshops online

Professional Learning – Learning Diversity

Wednesday 11th May

NAPLAN

Professional Learning ~ Positive Behaviour

Thursday 12th May

Professional Learning ~ Writing with Deb Sukarna

Friday 13th 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

NAPLAN

This Tuesday and Wednesday our Year 3 and 5 children will participate in NAPLAN (National Assessment Program Literacy and Numeracy). The NAPLAN will take place through an online platform. Families whose children are to participate in this assessment will have received a flier about this time ago.

School Closure Day ~ Friday May 20th

Staff will be engaged in professional learning with CERES and MACS on **Friday 20th May, 2022.**

There will be no school for children on this day.

Farewell Miss Chayeb

This Tuesday we farewell Miss Chayeb who has decided to take a step back from teaching at this time. We thank her for work with us over the past three years as a learning space teacher and prior to that learning support. We wish her well in her future endeavours.

Rapid Antigen Tests (RAT)

Every child at Mother Teresa PS will be provided with Rapid Antigen Tests (RAT) today to enable parents to test their child/ren twice a week – we suggest this occur on a Tuesday and Thursday.

Parents of children who attended our Year 5/6 camp are asked to continue to monitor their children after 5 participants who attended camp have returned positive tests.

Students and staff will do the tests at home; they only need to report their result if it is COVID-positive. They must report a COVID-positive result to:

- the school by phone, Skool Bag App or email info@motherteresa.catholic.edu.au this is so we can support students, record that they will be absent while in 7-day isolation, and let the rest of the school community know there has been a positive case onsite and that they should monitor for symptoms;
- the Department of Health via the [COVID-19 Positive Rapid Antigen Test Self-Reporting Form](#) or call centre on [1800 675 398](tel:1800675398).

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

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.

Learning Diversity

Australian Autism Conference Melbourne - Advance Notice

“Autism is not a disability, it’s a different ability”- Stuart Duncan.

The Australian Autism Conference Melbourne is to be held at the Melbourne Convention and Exhibition Centre on Saturday 10th September 2022. This is an event open to all; parents, educators, professionals, carers, and Autistic people themselves.

For further information please click [here](#).

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

Mother’s Day Stall Thanks

Thank you to our Parents and Friends group who organised our Mother’s Day Stall last Friday. It was great to be able to facilitate this event again.

Parents and Friends Meeting

Our next Parents and Friends meeting will be held on Thursday 19th May 7.30pm at the school.

Biggest Morning Tea

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.

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

“Inquiry teachers want their children to be questioners – to be curious, risk taking, wondering learners who are thirsty to find out, critique and explore the world. When we provoke, stimulate and sustain curiosity, students are more naturally inclined to wonder and articulate questions for further investigation.” Kath Murdoch 2015

As **curious learners** we are **finding out** about our expert inquiries by engaging in various opportunities such as watching videos to find out new information and conducting experiments. As **researchers** we will use the skills **scientists** use, by making **predictions, planning and conducting experiments, recording our observations and communicating our new learning with others.**

To support your child’s learning some opportunities or experiences you might like to engage in to help with our inquiry are listed below:

- How does the natural environment move? - *Going to a beach and noticing how the waves move or spending some time at a park and observing the trees and plants moving in the wind.*
- How does the earth, sun and moon move? - *You might like to visit the planetarium at Science Works or watch the sun set or rise and record observations.*

- How do our human bodies move? - *Go to the Little Athletics Track and observe how your body moves when you run and jump.*
- How does toys and transport move?- *Take a train or tram ride.*
- How do animals move?- *Visit the Melbourne Zoo*

As **readers**, we will continue to explore a range non-fiction texts in connection to our compelling question, “What makes it move?” We will continue to notice the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We will use the thinking moves questioning, summarising and making discoveries. Through the lens of scientists, we will make connections to how we transfer our literacy skills as readers and writers in Faith and Life inquiry. There are a range of non-fiction texts that children are encouraged to read on PMeCollection to help further understand the features of a non-fiction text.

We continue to develop our skills as **writers** through engaging in writing conferences. We use **seeds** on our seed tables in learning spaces to spark thinking. Our thinking then becomes our writing. We are all encouraged to bring in seeds when we find something that sparks our curiosity. Seeds could be an interesting leaf we have found, a ticket from a movie or a souvenir from a holiday. As **writers** we use seeds to help spark a purpose for our writing.

As **mathematicians** we are finding out about the mathematical concept of **Time**. We will engage in various opportunities where we will look at different analogue and digital clocks to help us identify the time and use calendars and timetables to help us understand duration, days of the week, months of the year and seasons. **By the end of year 1 it is expected that children are able to read o'clock and half past times and by the end of year 2 it is expected that children are able to read quarter to and quarter past times.**

Last week in Learning Space Six, we had the opportunity to become **curious scientists** when we looked after the Leadership Centres Green Tree Frogs. We used the Scientist Observation chair to **observe** the green tree frogs closely and record our thinking. This helped us to **find out** our wonderings about what they eat, where they live, their features and the life cycle of a green tree frog. As **researchers**, we watched videos and read books and articles to help us extend our knowledge further. We **sorted out** our thinking by using a T-Chart to record all the new information we discovered about Green Tree Frogs. This week we will find ways to share our thinking with our school community.



Bridging Centre

*“Scientific inquiry starts with observation. The more one can see, the more one can investigate”
Martin Chalfie.*

As part of our **Faith and Life Inquiry** around ‘**How does Science Influence of Connection with Food?**’ we **investigated** the **process** of making chocolate from scratch. Prior to our **research** we made **predictions** and **documented** our **hypothesis** in a flow diagram. Then we found out about the process of chocolate making by watching a video detailing the process of making a bar of chocolate from raw

cacao pods. We **recorded** our findings and **developed** additional **wonderings** we still had about chocolate making to **research** in the future.

Tonight a number of our Year 4 children will participate in a Eucharist child/parent workshop. This workshop will take place via Microsoft Teams and will be facilitated by Maria Forde. Maria will encourage children and parents to thinking about the role of Eucharist in their lives today. As learners in Year 3/ 4 we will continue to engage in learning about the Eucharist as some of our children prepared to celebrate Eucharist later in the term.

Over the coming weeks we will continue to **strengthen** our **scientific skills** and **understandings** by **planning, performing** and **documenting experiments** around changes in food. To help build our **knowledge** about our compelling question it would be advantageous to take the **opportunity** to will your child/children to make **observations** about food when going to the supermarket and cooking with them; a particular **emphasis** on the role temperature plays in the **preservation** and transformation of food, will help our students reach the achievement standards in the science strand of the Victorian Curriculum.

Through our **mathematical learning** we have been **exploring** different **representations** of **fractions** in order to build deep **relational understanding** of the **concept**. In particular we have focused on learning about **fractions** as a group of a set of objects and identifying the location of fractions on a number line. We will continue to develop our **understanding** of fractions in conjunction with our knowledge about addition and subtraction by learning how to add and subtract **fractions** with like and unlike **denominators**.

Leadership Centre

“If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes.” (Ritchhart & Church 2020)

As **open minded** and **flexible thinkers** we will **reflect** on ourselves as **learners** and in particular by **identifying ways** we have demonstrated our understanding related to our **Faith and Life inquiry**. As **researchers** and **thinkers** we continue to engage in a number of **reflective learning tasks** to assist us in **sorting out** our **learning experiences at Lady Northcote Camp**. As well as **identifying information** we gathered about our **wonderings** we are also identifying new **knowledge and understandings** and the **skills and dispositions** that assisted us in our discoveries.

Giant Swing

The Giant Swing is just a normal swing at a park that you will see. The Giant Swing is worked by you in a harness connected to a rope. People pull the rope connected and you go high as you want. Then where you are that you wanted to be you then pull a black rope that then releases the rope to make you swing back and forth like a normal swing at the park just much bigger.

Something I did well was engaging in pulling and going up high. What makes me say that is going up high is a choice of yours and pulling gets harder and harder as you go further and further. Something I think everyone did well was going on the giant swing because it looks very scary looking at people but going on it is a thrill of excitement.

A disposition I used and demonstrated is persistent and what makes me say that is I had to persistent by going on the giant swing and going up high or a place I didn't feel comfortable at which means you step out of your comfort zone. Something you are not used to like for some people heights and others insects, but in the giant swing the fear which is pretty clear is heights for the people who has the fear for heights. Written by Masyn 5/6-4



Archery

Archery was really great. I had to clip the arrow onto the bows string so I could shoot it. I pulled the string back with 2 fingers. You had to point the arrow at the ground when you were putting the arrow on the bow for extra safety. It took a bit but I learned how to use a bow.

Archery was really fun I got to shoot a bow and the target I did not get a bull's eye but I hit the red which is right next to it. I was happy with what I had done because I had never shot a bow in my whole life. This was a really interesting activity I say this because you had to aim but it was really hard to aim because there was nothing to aim into. And that's what made it even more fun for me and most of the people doing it. I was also a bit worried that I was going to do something wrong or hit someone with a bow by accident.



I discovered that you have to be very careful with the bows so you don't hit anyone with it. What makes me say this is because if I hit someone with an arrow it can really hurt people.

I discovered that the arrows are really sharp to touch and that is why they get stuck in the target. What makes me say this is because the arrow is really sharp so it will stick to the target I was respectful by not breaking the arrows and using them respectfully. Written by Braxton, 5/6-4

Low Ropes and Initiatives

At camp we did low ropes we had to wear helmets and we had 2 spotters, one on each side to protect us. We were helping each other when we fell by reaching our hands out. We were persistent learners while doing the low ropes and what makes me say that is we were trying our best to balance the ropes.

During the initiatives we were all communicating and working together as a group by trying to balance on the whales watch as long as we can. We were respectful learners and what makes me say that is we were respectful to one another and taking turns to share our ideas on how to balance.

Written by Helen, 5/6-5



Frisbee Golf



For Frisbee golf you try to throw a Frisbee into a goal with as little throws as possible just like regular golf but with Frisbees.

One word to describe my learning of this would be unexpected and what makes me say that is that we were originally going to go canoeing but the canoeing was replaced with Frisbee golf because of some sort of dam problems.

It was really interesting when our camp instructor Jimmy stood in the middle of the throwing field and asked us to throw our Frisbees at him and what makes me say that is that he had said earlier that Frisbees really hurt when thrown at you so don't hit anyone.

When I think about what I have learnt I feel more experienced and what makes me say that is that after learning all the ways to throw a Frisbee, how not to throw a Frisbee, and all the techniques to throwing a Frisbee I think we all feel a little more experienced. Written by Jacob, 5/6 – 4

Mountain Biking

On Monday the 1 of May 2022 the year 5/6 student were invited to go to Camp at Lady Northcote and all of the activities were: bike riding, archery, giant swing, geocaching, initiatives/low ropes, today I am going to talk about mountain biking.

In mountain biking the leader from Lady Northcote explained to us how to stay safe on the mountain bikes. Mountain bikes are not the same as a normal bike and some of the things on a mountain bike a normal bike does not have: very big wheels, lots of gears and lots of motors. When you go down steep hills and bumpy surfaces it is very safe to go down. At Lady Northcote when you are doing the mountain biking you have the choice to either go down the very very steep hill or walk down. Written by Rosemary, 5/6-4



Team Toon Challenge



I learned that the team toon challenge is where you can complete different types of challenges but you need to find your location using a map, for example one of the obstacles is called soak it up where you get wet sponges and try and get as much water in another bucket with only 2 minutes. There are also questions written on a piece of paper like naming the flag for a country or riddles about movie characters and there is also one where you guess the character just by looking at their eyes.



The team toon challenge also has different items to collect like a piston cup or a dinosaur bone. To collect those items, you need to go to the location written on the map like for the slipper you need to go to Cinderella's ball because it's from the movie. You can also answer questions about the camp like who was the staff member who welcomed you or how many children lived between 1937 and 1978 which you have to find. Written by Abigail, 5/6 -4

As **mathematical thinkers** we will be **reflecting on our findings** about the **distance** and **time** it takes to get to camp from **Mother Teresa Catholic Primary School**. We will find out the exact **kilometres** it took us to get to camp by using the **odometer** on the bus and find out the time it took using a timer. When reflecting on these claims we will **interpret** and **identify** why our data we collected may have been different to what we had originally predicted and **reasoning with evidence** using the **thinking routine, what makes me say that?** Some of us will also begin to **explore new** or **revise known addition and subtraction strategies** within their **mathematical thinking**. Students will engage in different problems that allow for them to use different strategies including **estimating, mental strategies** and **written strategies**.

Throughout this week, the **Year 5 students** will have the time and opportunity to engage in **NAPLAN online** (National Assessment Program Literacy and Numeracy). We will have the opportunity to engage in **language conventions, reading, writing** and **mathematical thinking**.

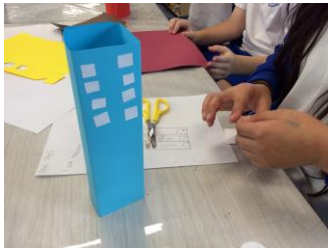
Visual Arts Learning

"The child discovers the language of materials through experimentation and by observing and interacting with others." Gandini

As researchers we referred back to our plans and explored different materials making decisions about which materials would work best for our art making. As thinkers we considered how we might arrange, cut and join these materials.

As artists we learn to problem solve as we learn about design, pattern making, dimension and composition.

Foundation – Year 4 – Construction



Years 5-6 - Collage



Japanese Learning

Students in **Foundation**, **Year 1** and **Year 2** will begin to explore counting in Japanese. As **communicators** we will count aloud from **one to five** 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.

As **communicators** students in **Year 3** and **Year 4** will begin to **create a description of their family** using the vocabulary and sentence structures we have learned so far. As **thinkers** we will **activate prior knowledge** about how we make sentences such as ‘This is my grandfather. His name is John.’ in Japanese. We will then **practice presenting this description** to a classmate whilst showing them our illustrations of our family. We will engage in using the **learning disposition ‘Empathic’** as we listen to our partner, **appreciating that they are having a go at communicating** in Japanese.

As **learners** and **inquirers** students in **Year 5** and **Year 6** will begin to **create a description of their family** using the vocabulary and sentence structures we have learned so far. As **thinkers** we will **activate prior knowledge** about these as we watch and listen to a **bilingual rhyme about fictitious characters called 'Mariko' and 'Satoshi'**. We will then use the outline of these rhyming scripts to **create a rhyme about our own family**. 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.

Sustainability Learning

As **researchers** some of our **Foundation – Year 2** children continued with observation and **dialogue** about Autumn around our school garden. Some children engaged **collaboratively** in compost cutting to prepare food for our worm farms. Other children were involved in weeding around our school garden.



Our **Year 5/6s** enjoyed three days at YMCA Lady Northcote Camp where lots of fun activities were had. We also observed their future Eco Garden



Fundraiser Stall

Some of our students will be engaging with Murrundindi making Lemon Myrtle Chocolate and Lemon Myrtle biscuits this week over two days; Monday and Tuesday. We will be selling these outside the front of the school office from this Wednesday 11th after school until Friday 13th or until sold out. Also

on sale will be our Tomato Chutney and Beetroot Relish that our students made at the end of last term. See you there!

Cyber Safety

I needed a password eight characters long so I picked SnowWhiteandtheSevenDwarfs

Foundation - Year 2 students will be beginning to engage in learning about who we can trust to share our information and photos with as well as how we can identify whether a person is someone we can trust. **Year 1 & Year 2** will also be creating files using Microsoft Word to record their discoveries when using the Indi robots. During these learning opportunities we will be demonstrating the following learning assets

- **Collaborator**
 - Share our ideas with others
 - Show others we are listening to them
- **Self-Manager**
 - Persist with our learning even when it is challenging
 - Think and plan before we begin a task

In **Year 3/4** we will be using the eSafety program **Keeping it Sweet Online** to engage in learning about **cyberbullying, identifying inappropriate contact** and **identifying the risks in living online**. We will also be using Microsoft PowerPoint to create presentations. During these learning opportunities we will be demonstrating the following learning assets

- **Researcher**
 - Seek and select the best source of information for the task
 - Search the internet safely and protect ourselves
- **Thinker**
 - Give reasons or evidence to explain our thinking
 - Think about the possible consequences of actions

Year 5/6 will be commencing learning on **cyberbullying, how it happens and what we can do to stop it**. We will also be using laptops to research the services that are available to young people should they feel unsafe when online or if they are a victim of cyberbullying. We will be using Microsoft PowerPoint to present our findings. During these learning opportunities we will be demonstrating the following learning assets

- **Researcher**
 - Reflect on the information we gather
 - Verify the source of the information we gather
- **Collaborator**
 - Share our ideas respectfully when we are in a group
 - Understand and respect other points of view

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 10 May 7.30 - 8.30 pm Thursday 19 May 12.30 – 1.30 pm Tuesday 31 May 12.30 – 1.30 pm	https://register.gotowebinar.com/rt/8442552073867182349

eSafety's Guide to Safer Online Gaming

- 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 - 1.30 pm

Friday 17 June
12.30 – 1.30 pm

Tuesday 21 June
7.30 – 8.30 pm

<https://register.gotowebinar.com/rt/4934585514215344653>

Term Two Dates 2022

Monday 9th May

Friday 20th May

Saturday 21st & Sunday 22nd May

Sunday 19th June

Friday 24th June

First Eucharist Workshop with Maria Forde (online)

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.