



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

25<sup>th</sup> July 2022

*"Love begins at home, and it is not how much we do...but how much love we put in that action." Mother Teresa*

**To** All In Our Learning Community,

As a Recontextualising Catholic Dialogue School we are invited to consider ways in which prayer can be expressed meaningfully today, while still being identified as Catholic prayer. In the first newsletter item this term, I referred to the *Recontextualising Prayer Characteristic #5 – Catholic Identity in Diversity*. This characteristic centres on the Catholic Dialogue School being open to dialogue with the diversity of beliefs and practices that exist in the world. I have found myself reflecting about what this might mean as our world seems to be filled more and more with division and lack of understanding. I have wondered what role prayer could play in creating space for dialogue and how might this be visible in our learning community. The Recontextualising Prayer Project from ECSI describes;

*"The school community gladly accepts the invitation to be present alongside...the prayer cultures and rituals of other-believers...While being respectfully present in this reciprocal encounter, the authentic Catholic witness humbly discerns God's presence and activity through others." (ECSI, 2021)*

At Mother Teresa I see this invitation offered when Wurundjeri elder Murrundindi joins us for Whole School Prayer, as a Catholic Dialogue School we are invited to be present alongside the other. Similarly when we gather in prayer, we are open to listening to and invite different faith voices (whether they be Hindu or Sikh or another Christian Rite) to pray alongside in Catholic Prayer. In this way we can gain insight into different cultures and rituals that are present. Prayer could then become an invitation to enter into dialogue, to better understand difference and diversity, while being invited to reflect on and better understand our own Catholic identity. As Pope Francis wrote in his encyclical *Fratelli Tutti*, "Approaching, speaking, listening, looking at, coming to know and understand one another, and to find common ground: all these things are summed up in the one word, 'dialogue'," (2020). I wonder if we are open to the invitation to actively come together and pray, what common ground might we discover? How might we better understand each other? How might we become humble witnesses to God's presence? What makes you say that?

Kind regards,

*Amy*

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

**Monday 25<sup>th</sup> July**

Welcome Murrundindi – online with the SAKG

Professional Learning – Faith and Life inquiry

Stephanie Alexander Kitchen Garden stall

**Tuesday 26<sup>th</sup> July**

Welcome Murrundindi – online with the SAKG

Professional Learning – Learning and Teaching

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

Stephanie Alexander Kitchen Garden stall

**Wednesday 27<sup>th</sup> July**

Welcome Kath Murdoch – Inquiry consultant

Welcome Murrundindi – online with the SAKG

**Friday 29<sup>th</sup> July**

School Closure Day for Staff Professional Learning  
(Child Safe)

**No school for children today**

## ***2023 Enrolment at Mother Teresa PS***

Our enrolment demand means we now have waiting lists in most areas. If you are a currently family with a Foundation child for 2023 make sure you have enrolled as we don't want current families to miss out!

## ***Covid-19 Updates***

While face masks are no longer mandated, the current health advice from the Victorian government is that it is recommended face masks are worn in indoor settings (except for close contacts, who must wear a mask indoors unless an exception applies).

The Victorian government are continuing to provide Rapid Antigen Tests (RATs) to schools. For the time being RATs will continue to be sent home with your child. We encourage all families to continue regular testing using RATs. The next box will come home at the end of this week.

## ***School Closure Day ~ Friday July 29<sup>th</sup>***

Staff will be engaged in a professional learning opportunity focussed on Wellbeing and Behaviour Management on Friday July 29<sup>th</sup>. **There is no school for children on Friday July 29<sup>th</sup>.**

## ***Mother Teresa Market Stall***

We will be selling our goods from the Stephanie Alexander Kitchen Garden on **Wednesday 27<sup>th</sup> July** after school from 3:30pm outside the front office as well as on **Thursday 28<sup>th</sup> July** before school from 8:30am until 8:45am and after school from 3:30pm. On sale will be lemon myrtle biscuits, handmade chocolates and relish. Goods are priced between \$3.00 and \$5.00. See you there!

## ***Lego Spike Victorian Competition News***

Congratulations to the team from **5/6-3 on their 2<sup>nd</sup> place** in the Victorian Lego Spike Competition with their *Emotional Journey Robot*! Mr. Nethercote engaged in this learning opportunity with children in the Leadership Centre last term. Lego Spike one of many Lego learning opportunities at Mother Teresa, which children are able to draw on the skills that they have developed as inquirers. Please read on about their amazing achievement!

During Term 2 students in Years 5 and 6 had the opportunity to enter a state-wide competition in which they had to create a robot using Lego Spike. The goal of this competition was to create a robot which was going on a journey. We had 5 groups of students participating in the competition, and each group should be proud of the way that they collaborated with their groups to create their robots. The groups that participated are:

- 5/6 – 1: Gabriel, Clare, Ruthresh and Nathan
- 5/6 – 2: Jack, Thomas, Tiffany, Rita and Patrick
- 5/6 – 3: Honor, Adriana, Carmelo, Claudio and Keana
- 5/6 – 4: Janne, Mariam, Janna and Ryan
- 5/6 – 5: Ava C, Jessica, Jordan and Gianne

The team from year 5/6 – 3 who named their team **HACCK** (which covers all their first initials) - achieved an amazing accomplishment of coming 2<sup>nd</sup> in this competition!



Spike Challenge  
Awardees - Victoria

**2nd PLACE**

*Team 5/6-3 (Emotional  
Journey Robot)*

*Mother Teresa Primary School*



The team reflected on their accomplishment:

*“Our robot HACCK is an Emotion Changing Robot that will display a certain emotion to best fit your mood. The different emotions that we coded were sad, angry, happy, crazy and boredom. We coded each of these emotions to act a certain way, and overall we had lots of fun deciding on the actions and coding the colours and emotions.*

*As part of coming second in the competition (In the Victoria entries), we feel very proud and happy that everything that we’ve done has come this far and that through our designs and coding we were able to achieve second place. We all think that we all extended our thinking about Lego Spike, and the overall the experience was challenging and fun.*

*We were collaborators and communicators and what makes us say this is that we had to discuss and be open to each other’s ideas, and we had to build on each other’s ideas and extend our own thinking. Looking back, its funny remembering how much we all argued and changed our minds on so many things. But in the end, it turned out great, and we’re all happy.”*

Mr. Rodney Nethercote

## ***Kolbe Catholic College Tour***

The next Kolbe Catholic College tour is taking place on Tuesday 9 August at 9.30am, prior to applications for Year 7 2024 closing on Friday 19 August. For further information please see the flier at the end of this week’s newsletter.

## ***Our Lady’s Parish Altar Servers***

There is the opportunity for children in the Parish of Our Lady’s who have made their First Eucharist to join the Altar Servers Ministry. If you are interested you can complete the form at the end of this week’s newsletter and forward to Mrs Leahy or email Father Toan Nguyen at [tnguyen@our-ladys.org](mailto:tnguyen@our-ladys.org)

## ***Wonder Recycling Rewards for Schools***

Thank you to all students for your support in bringing empty bread bags and bread tags to school as part of the Wonder Recycling Rewards for schools. We have had a great response to this initiative throughout our learning community, this will continue to run for quite some time. A reminder that **any brand** of bread can be recycled in this program. Keep up the great recycling!



## ***Learning Diversity***

**New from the Murdoch Children’s Research Institute: Sleep with Kip**

***“Teaching your kids healthy sleep habits is a valuable life skill.”***

Based on over two decades of research, the Sleep with Kip™ stories are a fun and friendly way to learn to manage common sleep problems in children. Research shows almost every parent has experienced a behavioural sleep challenge with a child. Challenges getting to sleep, waking in the night and early waking are common issues faced by parents across the world.

Sleep problems can adversely affect your child’s mental health and learning, not to mention making life harder for mums and dads and others caring for kids. Sleep with Kip™ is here to help. No apps, no notifications, no screens. If you read to your kids before bed, Kip will fit right into their bedtime routine. Whether you are currently experiencing a sleep problem, or you just want to teach your kids how to sleep better, Sleep with Kip™ is here to help. It is a series of 6 books. For more information please visit: <https://sleepwithkip.com/>

## *Child Safe*

*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.*

### **Child Safe Standard 5 -Diversity and Equity.**

*Ensure that diversity is upheld, and diverse needs respected in policy and practice.*

At Mother Teresa diversity of cultures, language and abilities are upheld. There are many ways in which we as community enable equity to be upheld and diverse needs are respected. In our community, newly arrived families are given culturally appropriate support and are welcomed into the Mother Teresa Community. Translation support is easily accessed for both students and families that may not speak English. Families from other religious backgrounds are valued and their beliefs respected in our community. Children from vulnerable backgrounds or with diverse abilities are supported by staff in safe and accessible ways. In these ways the multiplicity of voices and practices are upheld and respected in the belief that all people are made in God's likeness.

## *COVIDSafe Practice*

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.*

### **Upcoming Events for Term 3**

Father's Day Stall - Thursday 1<sup>st</sup> September

Father's Day Open Morning and Morning Tea – Friday 2<sup>nd</sup> September

Mother Teresa Feast Day and Pizza Lunch – Monday 5<sup>th</sup> September

## *What's Happening in the Learning Spaces*

### **Foundation-Year 2 Learning Spaces**

*“When we begin to think about the environment as something we can curate to enhance learners' curiosity and wonder, we can transform the spaces in which we learn.”*

*(Kath Murdoch, 2020)*

As **curious learners** and in connection with our Term 3 Compelling Question 'What can you see? What can you hear? Where did it come from?' we have engaged in our light and sound provocations and documented our first thinking. We have shared our **theories** and **predictions** about how a range of light and sound sources are produced and have developed wonderings we would like to further explore as **researchers**. We will continue **finding out** about various natural and man-made light and sound sources through a range of learning experiences.

As **sustainable learners**, we have planted our own seeds of a variety of flowers and vegetables and we will **observe** how the sunlight effects the growth of our plants over the coming weeks. We will also consider how our thinking has changed along the way and record the findings from our observations.





As **people of a Catholic faith community**, we will **activate our prior knowledge** about the Catholic Church and traditions by sharing our first thinking using the thinking routine **Chalk Talk**. We will reflect on our own faith tradition and make connections to places and celebrations where we engage with our own faith beliefs. In this way we will acknowledge the **multiplicity of voices and practices** which exist in our Learning Spaces.

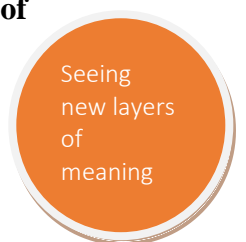
As **mathematicians**, we are continuing to **find out** and **sort out** our thinking about the mathematical concepts of **addition** and **subtraction**. We have been continuing to develop our knowledge and understanding of a range of strategies including **count all, count on, count down, doubles and near doubles, friends of ten** and **partitioning**. We have been practising the use of these strategies when solving addition and subtraction worded problems and number sentences. We have been utilising a variety of materials such as counters, tens frames, unifix blocks and number lines to help consolidate our understanding and make our thinking visible.



As **readers**, we are exploring a range of **fiction and non-fiction texts** and continuing to develop a range of reading strategies to help us decode unknown words. As we listen to texts, we will have the opportunity to observe and name the reading behaviours that good readers use, such as **pointing to words, looking at the pictures, identifying initial sounds** and **breaking up and chunking words**. Some of us will continue to identify sight words in the texts we are reading, whilst some of us will continue to **develop our comprehension** skills and strategies.

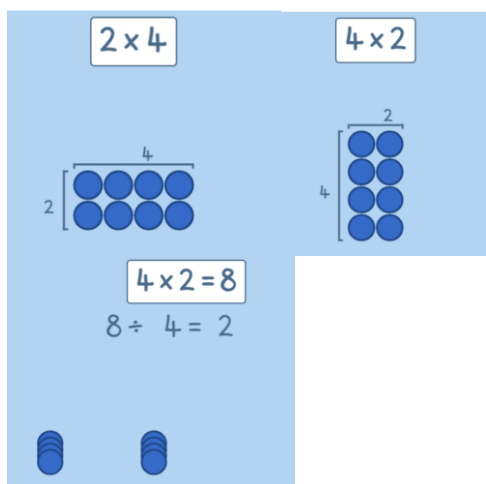
### ***Bridging Centre*** ***Year 3/4 Learning Spaces***

As a **Catholic faith community** we are **tuning in** to our **thinking** about the **Sacrament of Confirmation**. We are **reflecting critically** on the **scripture** from the **Acts of the Apostles** and **making connections** to what we already know. As part of **finding out**, we are **searching for new layers of meaning** and **considering** how our **thinking** is **changing** as we make **discoveries** about the **gifts and fruits of the Holy Spirit**. We are **entering into critical dialogue** with **others** about the **Christian rite** and allowing our **hermeneutical space** to be **open** to other **faiths, beliefs** and **rituals**.



As **mathematicians**, we are **finding out** how to **represent** and **solve multiplication** and **division** facts. As **thinkers**, we are **learning about arrays, equal groups** and **repeated addition** as a way to **show** number sentences. Through our **dialogue** as **researchers**, we are **recording the information** we **gather** in **efficient ways** through a **think board** to **show the different ways to represent multiplication** and **division** facts. We are using **hands on materials** such as **tiles** as well as online resources to **create a representation** that **helps us understand** what the **numbers** mean and the **x** and **÷ symbols**. As we use

the dispositions of being confident and open minded, we are **sharing** our **thinking** about the **different ways** we can **read** a **number sentence**. *E.g. 4 times 2, 4 by 2, 4 groups of 2, 4 lots of 2, 4 multiplied by 2, 4 times as many as 2.*



As **readers, writers and thinkers**, we are **learning** about which body parts we need to **engage** in **reading**. We are **identifying** the ‘**thinking moves**’ we are using when **engaging** in a **variety of non-fiction and fiction texts**. Through **dialogue** with **others**, we are ‘**zooming in**’ to the **text features** of a **nonfiction text**. In **connection** with our **Faith and Life Inquiry**, we are transferring our **mathematical thinking** around the concept of **location**. We will **use the skills** we have learnt as part of mathematical thinking and **look closely** at **different maps** and the **Atlas** and **identify** what **features** we **notice**. These include, *contents, title, subheadings, glossary, index, pictures/photos* and by **looking** at the **map** we are **noticing keys/legends, title, symbols, scale, compass and grid references**.

## Leadership Centre

### Year 5/6 Learning Spaces

*“The word ‘journey’ has become somewhat ubiquitous, frequently used to describe almost any transformational experience (think reality TV cooking shows!) or process.”*

(Kath Murdoch, 2022)

As part of our **Term 3 Faith and Life inquiry**, we will be **inquiring** into our **compelling question**: *Who’s got the power and how do they use it?*

Our **key understandings** are:

- **Democratic government systems offer power to people to influence government decision making.**
- **Government have powers to make decisions that impact on the community.**
- **Making decisions is a part of everyone’s lives and there are many factors that influence how and what we decide.**
- **Establishing processes, managing conflicting views and thinking about consequences can help guide our decision making.**
- **Decisions that are made at local level can have a global impact.**



As part of **finding out** about the **key understanding** **democratic government systems offer power to people to influence government decision making**, we had **time and opportunity** to **experience** how voting on election day operates. As **collaborators**, we **took turns** as we lined up outside the Leadership Centre **respectfully**, waiting to be called into the **election centre**. One student from each learning space was **appointed** as an **election official, marking off** each students’ name and **informing** students on how to fill out the **preferential voting ballot**. We were voting for **new board games** we could purchase for the Leadership Centre. As part of **sorting out** our **thinking**, as **self-managers**, we **reflected on our learning**

experiences and talked about our learning with our peers. We identified how preferential voting works and what makes a valid vote.

As reflective mathematicians, we will be engaging in a written pre-assessment related to Transformation. As mathematicians we will continue to explore Multiplication and Division. Some of us will be engaging in learning opportunities related to fact families, multi-digit multiplication problems and division problems with and without remainders. Some of us will also explore division and multiplication of decimals by powers of 10. Using the thinking moves making connections, reasoning with evidence and identifying new ideas, some of us will explore Maths Olympiad and Maths Games questions as we develop mathematical problem skills and strategies. As mathematical thinkers we are engaging in the thinking move reasoning with evidence through using the thinking routine 'What makes me say that...' to justify our strategies documented.

### Digital Technologies

This week in Years Foundation - 2 we will be exploring Lego WeDo and will be continuing to observing how gears work. We will follow instructions to build small mechanisms, which have simple variations of the positioning of the gears. We will observe the changes in the ways that the gears spin and find out how large and small gears make one another move differently.

This week in Year 3/4 we will be further exploring the Makey-Makey and Scratch, following different tutorials in Scratch to create an interactive project. The tutorial "Make a Chase Game" teaches us to create a moveable character that can collect an object on the screen. We will need to be thinkers as we use codes that can control our character and make objects randomly move around the screen.

In Year 5/6 we will be looking forward to the next Lego Spike competition, which is a national one and make discoveries about the different categories that we can participate in. The categories are: Rescue Line, OnStage, Rescue Maze and Soccer. We will research each category, documenting our thinking about them and making a choice about which one we would like to practice for. In Rescue Line we will need to create a robot that can follow a line to a danger area and save an object from that area by removing it.

Some of us have also had the opportunity to engage in Lego BricQ. Gabriel has shared his thinking on this learning:



*"On Monday (18/07/22) a group of people (Me and some other people) were chosen from our class (5/6-1) to engage in this thing called BricQ I knew it was some type of Lego education set because it was in a tub just like Spike, WeDo (1&2), Mindstorms.*

*But I was also wondering what we would make since there were a lot of odd Lego pieces like some big yellow plastic balls, weighted black Lego pieces (there original use was to keep Lego trains on the tracks and stops them from tipping over),*

*Some eyes, axles, frames of various sizes and wheels. Turns out the weighted Lego pieces used*

*to help generate momentum by swinging and using momentum to make the wheels turn and make the car move. This is what we made."*

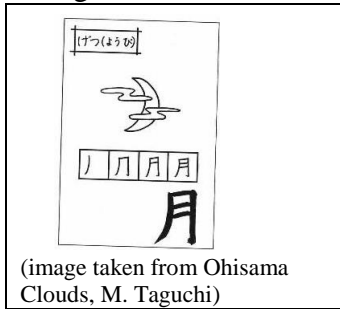


### Japanese Learning

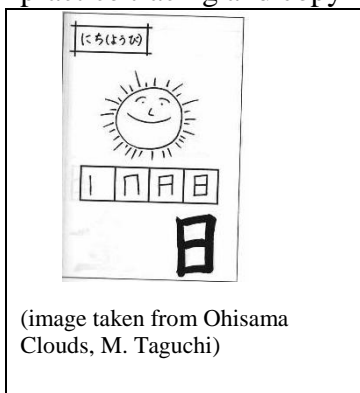
As learners of an additional language, students in Foundation, Year One and Year Two will begin to explore words for months of the year in Japanese. As inquirers and thinkers, we will discover that the Japanese language uses numbers to name the months of the year followed by the counter word "gatsu". As thinkers, we will activate prior knowledge about counting from one to ten and then use this to help us to learn the months of the year in Japanese. As learners of a character language, we



will then focus on learning the kanji for “month”, which takes its shape from a symbol of the “moon”. We will demonstrate the **learning disposition ‘Persistent’** as we practice tracing and copying this kanji using stroke order.



As **learners of an additional language**, students in **Year Three** and **Year Four** will begin to explore words for **days of the week** in Japanese. As **inquirers** and **thinkers**, we will discover that the Japanese language uses the word stem “youbi” to end each word for the day of the week. As **thinkers**, we will identify this word stem and the sound prefix that comes before it for each day of the week in Japanese. As **learners of a character language**, we will then focus on learning the kanji for “day”, which takes its shape from a symbol of the “sun”. We will demonstrate the **learning disposition ‘Persistent’** as we practice tracing and copying this kanji using stroke order.



As **learners of an additional language**, students in **Year Five** and **Year Six** will begin to explore words for the weather in Japanese. As **inquirers** and **thinkers**, we will discover what each word looks and sounds like in Japanese. As **thinkers** and **researchers**, we will organise a word list into our Japanese journals for future reference. As **communicators**, we will use the phrase きょうはweatherです “Kyou wa \_\_\_\_\_ desu.” (Today will be \_\_\_\_\_.) to describe the weather in Japanese. We will demonstrate the **learning disposition ‘Persistent’** as we practice using our word list and the modelled sentence to help us respond to the question “What will the weather be?” in Japanese.

### ***Sustainability Learning***

*“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”. (Laudato Si #1)*

Our **Foundation to Year 2** students **Collaborated** and **engaged** in planting various seedlings which were kindly donated by our local Woolworths Store in Craigieburn. Students were **curious** about the process and as **Thinkers**, **wondered** what the plant would look like, **estimated** the time it would take to begin to sprout, what it may need to nurture and grow it and how to replant it into a garden bed or pot once it sprouted. Students will **observe**, **document** and care for their seedlings within their own learning space over the next couple of weeks ensuring there is adequate light and water to help it grow.





Some of our **Year 3/4 students** engaged in learning about **Swales and Berms**. We observed our own Swale in our learning community, where it is placed and why it can be an important feature to have on our school grounds. We **discovered** that another name for a Swale is Rain Garden with the same benefits. We watched a video of how it helps our environment and its special features.



As **Researchers** some **Year 5/6 students** engaged in finding out, documenting and sharing their thinking about one of 4 energy types after viewing a clip of Types of Renewable and Non-Renewable Energy. The 4 energy types were, Eolic or Wind Energy, Water or Hydro Energy, Brown or Black Coal and Solar Energy.



Our **Sustainability Leaders** participated in filling a triangular patch which intersects several pathways, with the most beautiful, coloured flowers, mostly a variety of Pansies! Jason, our onsite gardener assisted us by preparing the space and covering it with sugar cane mulch. Jason and the students placed the plants on top of the space to ensure the Pansies were evenly placed and the colours were strategically placed. Once we were happy with its look, students carefully moved the mulch to the side, using garden tools dug out enough soil to fit the plant roots and covered it back up with soil and finally the cane mulch.





A new idea I identified, is that the more a plant is buried in the ground to cover so all the roots can attach to the soil to grow and less of the plant is exposed. Then it is covered in mulch. ~ Ben

As communicators we had to talk to each other about the placement of the flowers and their colours. What makes me say that is that the arrangement pattern was something we really had to think about before planting. We talked and discussed about what we were going to do and what we could change. ~ Keana

A new idea I identified from Jason is how to take the plant out of the pot and what makes me say that is the trick is to squeeze the pot which will make it easier for the plant to come out. ~ Adriana

A new idea I identified was that if the soil wasn't dug deep enough and the plant wasn't pushed in, the plant might not grow properly. ~ Honor

As collaborators we were taking turns using the shovels and spades. We started by planting the yellow pansies in the middle first then we planted the colourful ones all around. ~ Kaleesi

### Stephanie Alexander Kitchen Garden (SAKG)

As **Collaborators** our chefs throughout Foundation to Year 6 **participated** in making Pumpkin and Silverbeet Risotto and Lemon Crinkle Biscuits! Our Chefs were fantastic **Self-Managers** particularly during preparing and peeling of the pumpkin. We harvested the silverbeet from our vegetable garden and the pumpkin was kindly donated by the Sherwood family. Students were asked what they were most surprised about, Isaac shared "I was most surprised... how nice the pumpkin tasted in the risotto!"



### Mother Teresa STALL!

This week some of our Foundation to Year 6 will have the opportunity to engage with Aboriginal Elder Murrundindi! We are excited to announce we will be making varieties of Chocolate as well Lemon Myrtle Biscuits with Brother via Microsoft Teams from Monday through to Wednesday.

These will all be for sale from **Wednesday 27<sup>th</sup> July after school from 3:30pm** outside the front office as well as on **Thursday 28<sup>th</sup> July in the morning before school from 8:30am until 8:45am** and **after school from 3:30pm**. See you there!

## **Cyber Safety**

***“Safety First Is Safety Always”***

*- Charles Melville Hays*

This week we will be continuing to be **finding out** and **sorting out** our thinking from last week. In **Foundation-Year 2** we will be **sorting out** our understandings about sharing photos and personal information online, as well as who we can trust and why we can trust them. In **Year 3/4** we will continue to **extend our thinking** about cyberbullying, including **how it happens** and **how we can help** those who have experienced it. In **Year 5/6** we will be **finding out** more and **making our thinking visible** about the eSafety program ‘**Online Friends and Strangers**’ We will use the thinking move **evaluating** to reflect on **online behaviours** we have **identified** to decide if they are **safe or unsafe**.

During the last week eSafety issued a media release aimed towards parents outlining some of the **warning signs to look out** for if you think your child might be being cyberbullied. The link below will take you to the release -

[\*\*eSafety Cyberbullying Media Release\*\*](#)

or visit <https://www.esafety.gov.au/newsroom/media-releases>

### **Useful Websites for Parents**

[\*\*eSafety's Parent Guide to Popular Apps\*\*](#)

<https://www.esafety.gov.au/key-issues/esafety-guide> (The eSafety Guide)

[\*\*eSafety's Parent Checklist\*\*](#)

[\*\*Common Sense Media\*\*](#)

[\*\*Office of the eSafety Commissioner\*\*](#)

[\*\*Parent Videos\*\*](#)

The Office of the **eSafety Commissioner** is running a **free parent webinar** over the course of Term 3, below are the details and the registration link.

| <b>Webinar</b>  | <b>Date and Time</b>   | <b>Registration Link</b>   |
|---|--|--|
| <b>Popular Apps</b> <ul style="list-style-type: none"><li>- Covering apps such as TikTok, Instagram, Snapchat and YouTube</li><li>- Designed for parents and carers of young people aged 8 to 13.</li></ul> Includes: <ul style="list-style-type: none"><li>- Case studies, research and targeted advice ways of supporting the young people in your life to have safe, enjoyable online experiences.</li></ul> | Tuesday 16 August<br>7:30pm to 8:30pm<br><br>Thursday 25 August<br>12:30pm to 1:30pm | <a href="https://register.gotowebinar.com/rt/5639946412689525773"><u>https://register.gotowebinar.com/rt/5639946412689525773</u></a> |



## Physical Education

*“Before kids can play like a pro, they must enjoy playing the game like a kid” - Steve Locker*



Foundation to Year Two students will continue to find **out** about target sports and games. They will have time to **find out** about their **wonderings** through a play based circuit, where students will practise kicking, hitting, rolling and throwing objects towards targets. Please see below some photos of the students engaging in their target learning from last week where they were hitting golf balls towards a hula hoop target.



Year Three and Four students will continue their **inquiry** into the sport of AFL Football. Students will continue to **find out** by practising their **kicking (drop punt)** and **handballing skills** through small sided **invasion games**. They will also be kicking and handballing for **accuracy** as they try to **hit a target**.

Year Five and Six students will continue playing and **finding out** about the invasion style sport, **Hockey**. Students will **combine the sports specific skills** previously learnt (push pass, trap and dribbling) and use their **prior knowledge** of **invasion skills** to play small sided games of Hockey. Through the use of **Game Sense**, students will talk about the **strategies and tactics** they used for their team to be successful.

As the weather becomes colder students are reminded to wear their sports jackets out to Physical Education lessons, **please ensure that all items of clothing have your child's name on it to avoid confusion.**



## Performing Arts – Music

*“Every child has a voice; It is the most accessible musical instrument regardless of social or cultural background, ethnicity, or musical background.”*

(Houlahan, Micheal; Tacka, Philip. Kodaly in the Kindergarten Classroom *Kodaly Today Handbook Series* p. 69. Oxford University Press. Kindle Edition.)

As **thinkers** and **collaborators** in Foundation, Year 1 and Year 2 we will be engaging in the practice of active listening and continue our ongoing inquiry of rhythm and steady beat. To help us practice these musical skills we will engage in the circle game, “All Around the Buttercup”.

As **researchers** and **collaborators** in Years 3 and 4 we will be exploring and engaging in the concepts of melody, pitch and rhythm. We will be engaging in the practice of active listening and continue our ongoing inquiry into pitch and tuneful singing. To help us practice these musical skills we will be learning to sing the song “All Around the Buttercup” and practice using the Curwen hand signs to recognise the notes Sol and Mi while we perform the song.



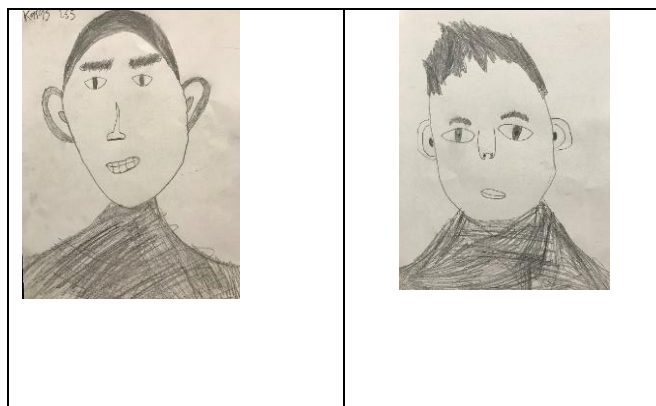
As *researchers* and *thinkers* in Years 5 and 6 we will be exploring and engaging in the concepts of melody, pitch and rhythm. We will be engaging in the practice of active listening and continue our ongoing inquiry into rhythm exploring the concepts of the crotchet beat Ta and the Quaver beat Ti-Ti. To help us practice these musical skills we will engage in the rhythm game “I Have Who Has?”

## Visual Arts

*"Drawing is not what one sees but what one can make others see." Edgar Degas*

**In Foundation – Year 2** we have been **discovering** all about the art of portraiture. We have stretched and explored our understanding of portraits by viewing a demonstration of the skills involved in this art form and by dialoguing about different types of portraits. Our drawings included self-portraits and portraits of people we know.

In **Year 3-6** we continued to **explore** shading, focusing on the techniques of **hatching**, **cross hatching**, **stippling** and **blending**. As **artists** we **discovered** that shading can make a form appear 3D.



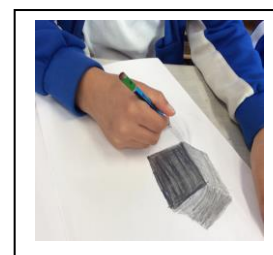
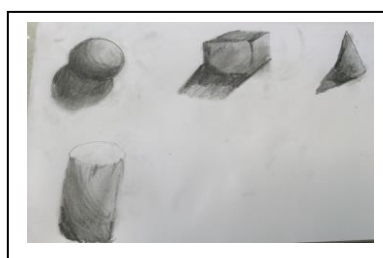
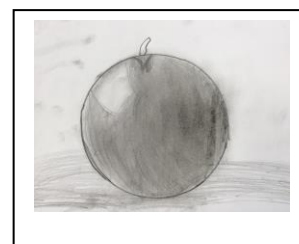
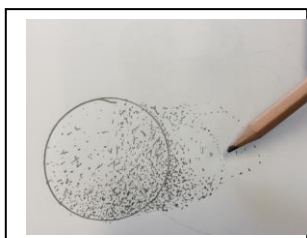
### Reflections from LS 6:

“This is my Dad. I am proud of my portrait. I am proud of the way I drew the eyebrows.”

“When I was drawing my picture, it was a little bit hard to get the shape of the face right.”

“It was difficult to start but once I drew the shape of the face it was easy. I am proud of the nose because I haven’t drawn a nose before.”

**Below are some examples of techniques from Years 3-6**



### **Term Three Dates 2022**

Saturday 13<sup>th</sup> August -  
Sunday 14<sup>th</sup> August  
Monday 15<sup>th</sup> August  
Thursday 25<sup>th</sup> August  
Saturday 27<sup>th</sup> August  
Thursday 1<sup>st</sup> September  
Friday 2<sup>nd</sup> September  
Sunday 4<sup>th</sup> September  
Monday 5<sup>th</sup> September  
Friday 16<sup>th</sup> September

Confirmation Sign Up Weekend  
  
Confirmation child/parent online workshop (Microsoft Teams) 7pm  
Bishop Terry Curtin to visit Year 5/6  
Confirmation Celebration  
Father's Day Stall  
Father's Day open morning and morning tea  
Father's Day  
Mother Teresa Feast Day  
Term 3 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.

# Help us turn **BREAD BAGS** into **SCHOOL\* PLAY EQUIPMENT**



**Our school\* is taking part in the Wonder Recycling Rewards campaign this term.**

Help us collect bread bags so we can earn points to redeem on new RHSports equipment.

It's simple! All you need to do is keep your empty bread bags and send them to school\* with your kids! We will then place them in Wonder's pink collection box and post them off to be recycled. The more we collect the more points our school\* earns!

**Collections close 9th September.**

**Tip for collecting:**

Use one empty bread bag to collect a bunch of other bags.

**Did you know?**

Our school is now in the draw to **WIN an exercise circuit** made from the soft plastic we collect!

**LET'S GET COLLECTING!**

\* Includes early learning centres and pre-schools.



Tag [@wonderaustralia](https://twitter.com/wonderaustralia) [#wonderrecyclingrewards](https://twitter.com/wonderrecyclingrewards) to share all your recycling champion stories!







**KOLBE CATHOLIC COLLEGE**  
GREENVALE



# COLLEGE TOUR

**Tuesday 9 August at 9:30am**

We are delighted to invite you into our College to meet the Principal and tour our facilities.

Register online now.

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

**Please note: Applications for Year 7 2024 close on 19 August 2022.**  
Applications received after that date will be placed on a waiting list.





## OUR LADY'S PARISH ALTAR SERVERS MINISTRY



*"Our Lady's Parish is committed to the safety, wellbeing, and dignity of all children and vulnerable adults"*



### Altar Servers

The altar servers' primary role is to assist the priest in the celebration of the liturgy during Mass, including carrying the processional candle(s), holding the book for the priest celebrant when he is not at the altar, and assisting the priest when he receives the gifts from the people. At the conclusion of the liturgy, the altar servers process out of the church with the Priest.



Junior altar servers serve alongside adult altar servers at weekend masses. Children, both boys and girls, who have received their First Holy Communion, are welcome to participate in this Ministry. They will undergo a training session conducted by the Priests and/or Sacristan, as well as

mentoring by adult altar servers. At the conclusion of the liturgy, the altar servers process out of the church with the Priest.

Participation in the Ministry of Junior Altar Servers is a wonderful avenue of fostering the spiritual growth of young children and teenagers.

**PLEASE CUT & RETURN THE BELOW FORM**

**to THE TEACHER or to THE PRIEST**

**or Email to: [tnguyen@our-ladvs.org](mailto:tnguyen@our-ladvs.org)**



### **Would you like to become Altar Servers at Our Lady's Parish?**

**How? – Your parent/s permission: .....**

- Put down your name: .....
- Your parent/s name: .....
- Mobile: ..... Email: .....

**What mass you would like to serve? PLEASE circle your preferred time:**

**@Our Lady's Church: Saturday 6:30pm, Sunday 8am, 11am, 6pm**

**@Good Samaritain Chapel: Sunday 9:30am.**

**Training Seesion: Tuesday 9 August @3:45pm Or Wednesday 10 August @4:15pm @Our Lady's Church**