



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

29th August 2022

*"We need to realise that poverty doesn't only consist of being hungry for bread,
but rather it is a tremendous hunger for human dignity.
We need to love and to be someone for someone else". – Mother Teresa*

To All In Our Learning Community,

Yesterday marked Social Justice Sunday in the Roman Catholic tradition. One prayer that highlighted this focus captures some of our recent thinking about the dignity of each person in our learning community – black, white, male, female, Christian or non- Christian.

Loving God, you made each of us in your image and likeness. Open our eyes to recognise one another as equals, replacing domination and control, violence, and abuse, with mutuality, reciprocity, respect, and freedom. Help us to love like you.

At the heart of the Catholic Dialogue School must be the fundamental belief in the dignity of each person. This is made visible in our learning community by the way in which we promote respect for all. At times this is challenging with some children struggling with difference. Within the school environment through our learning and teaching we seek opportunities to both implicitly and explicitly inquire into difference and sameness. Our dialogue aims to open our eyes to the richness of cultural and religious diversity to gain new layers of meaning as we inquire together about a range of concepts.

Children as Vygotsky tells us 'grow into the intellectual life around them', that is they are influenced by their environment at home, at school and through the groups that they are a part. The focus on Social Justice invites our Catholic Dialogue school to reach out to others. However, as Mother Teresa states before we head off to India to help the poor we ought to acknowledge the poor and injustices in our own backyard.

As parents and/or educators we have great influence. How might we be promoting a culture of empathy and outreach as opposed to a consumerist, entitled and self-promoting culture? How do you perceive the Christian message of social justice? What does it look like and sound like in your own backyard? How do you portray this to your children?

Kind regards,

Chris

This Week's Happenings

Monday 29th August

Welcome Mathematics Consultant Colleen Monaghan
Foundation - Year 2

Tuesday 30th August

Year 3/4 Excursion to You Yangs
Professional Learning
– Personalised Learning Plans

Wednesday 31st August

Emergency Management Drill
Professional Learning – Planning for learning & teaching

Thursday 1st September

Father's Day Stall
Year 3/4 Excursion to You Yangs

Friday 2nd September

Father's Day Open morning & morning tea
Term fees due

Confirmation Congratulations

Congratulations to all the children in our community who received the Sacrament of Confirmation on Saturday. We wish you every blessing as you take up the invitation to live a life in the Catholic tradition. Thank you to Mrs Leahy and our Year 5/ 6 staff who engaged these children in many aspects of learning in preparation for the celebration.

Sacramental Celebrations

Our Confirmation celebration this weekend marked the end of our 2022 sacramental program. The sacramental program including celebrations, dates, venues and number of candidates is organised by Our Lady's Parish through Fr Varghese and Sr. Rochelle. We thank them for their work this year in facilitating the sacramental celebrations.

School Fees Term 3 ~ Due Friday 2nd September

The final family fee instalment \$530 were forwarded via email last week. This payment is **due on Friday 2nd September**. Fees form an important part of our school budget. Please ensure your 2022 fee account is finalised by Friday 2nd September.

Father's Day Stall ~ Thursday 1st September

Our Parents and Friends have organised a Father's day stall for this coming Thursday. Children can purchase a gift for \$5. Purchases can be made for Fathers/Grandfathers/ Guardians. Our year 3/ 4 children who have an excursion on Thursday will be provided an opportunity to purchase a gift on Friday.

Father's Day Open Morning and Morning Tea ~ Friday 2nd September

This coming Friday we will host an open morning 8.30- 9.30pm for our Fathers/ Guardians celebrating Father's day. Our Parents and Friends will provide croissants, fruit juice and tea and coffee for our Fathers in the prayer space. Fathers are asked to engage with their children and then catch up with other Fathers in the prayer space.

Mother Teresa Feast Day ~ Monday 5th September / Thursday 8th September

We will celebrate our Feast Day over a number of days next week. Monday 5th September our children will engage in AFL activities and have a pizza lunch. As a school we will gather for whole school prayer at 3.00pm. Parents are invited and welcome to join us for prayer. ***Children are required to wear their sports uniform on Monday.***

Thursday 8th September at 11.30am we will engage in a whole school Mass to celebrate the Feast of Teresa of Calcutta. Parents are invited and welcome to attend.

Each family is invited to bring a non- perishable grocery item (e.g. rice, pasta, pasta sauce, tuna, long life milk) as a sign of outreach to those in need. These will be forwarded to St Vincent De Paul.

Whole School Tabloid Sports – Friday 16th September

National Health and Physical Education Day is 16th September. This day highlights the importance of Health and Physical Education and impact the learning potential and wellbeing of all children, the benefit to all schools and the valuable contribution sport plays to the wider community.

To celebrate this day our Year 5 and 6 students will be hosting a **Tabloid Sports Day** for the whole school, the event will be held at **Olrig Field** (opposite the school) and will run from **11:30 - 1:30**. Students are able to wear sports colours from any code and their runners. A \$1 donation for the sports colours day will be go towards our Parents and Friend fundraising.

Parents are welcome and invited to attend the event.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS)

Later this week families will receive a personal email letter regarding school improvement surveys. This email will contain links to the survey, along with a personal pin inviting you to take part in our school

survey. The feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices. The survey will close on Friday 16th September the final day of term 3.

COVIDSafe Practice & Updates

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

Rapid Antigen Tests (RATs) continue to be available for children. Please test if symptomatic.

Minimising the transition of COVID-19 means we are committed to the following COVIDSafe Steps, these include:

- taking all steps possible to maximise external air flow and good ventilation including the use of purifiers;
- maintaining strong hygiene practice
- Strongly encouraging the wearing of masks Year 3 – 6

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 10 – Review of child safety practices.

Child safe standard 11- Implementation of child safety practices.

At Mother Teresa Catholic Primary school, we are firmly committed to reviewing and improving child safe standards. As part of the annual report to the community this will include a report on how child safe standards have been reviewed and improved where practical at Mother Teresa Catholic Primary School. Staff are given the opportunity at yearly staff meetings to review child safety and wellbeing policies and procedures. We have two nominated child safety officers that will assist the school with implementing child safety practices. They are Margaret Canny and Amy Leahy.

Parents & Friends News

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events. If you are available to help on any of the following dates, please leave your details on the sign-up sheet at the front office and we will be in contact with you.

Upcoming Events for Term 3

Mother Teresa Feast Day and Pizza Lunch – Monday 5th September

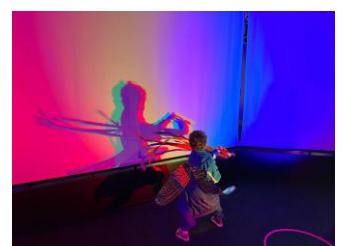
What's Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

“Wonder is the foundation of all philosophy, inquiry the process, ignorance the end.”

- Michel de Montaigne

As **scientists**, we have been **sorting out** our discoveries from our **Scienceworks** excursions. We have revisited our compelling question “**What can you see? What can you hear? Where did it come from?**” We have **engaged in dialogue** about what we saw at **Scienceworks** and engaged in the thinking routine “**I used to think... Now I know...**” by **identifying new ideas** and **making connections** to our **prior knowledge**. We are revisiting our **light room provocation** by experimenting with new light sources and materials.





As **mathematicians**, we are **finding out** about our new mathematical concept of **patterns and algebra**. We have been **finding out** about what different **patterns** we can make and see around us. We have been **finding out** about **shape patterns**, **colour patterns**, and **number patterns**.

As **readers**, we are focusing on using **reading strategies** to increase our comprehension when reading. We are **locating information** in the text and **making inferences** about the characters and the stories. We have been finding out about **nouns**, **adjectives**, and **verbs** and locating them when reading.

As **members of a faith based community**, we are **finding out** about different faiths. We will **engage in the shared reading** of a text about **various faith traditions** and **make connections** to our own **faith tradition**. The Catholic tradition will be key to this dialogue as we are **observing symbols** and **stories** of other **faith traditions** and naming and noticing similarities and differences.

As **hermeneutical learners**, we are being **open to** and **learning from other religions**, **cultures** and **ways of life** and **interpreting texts** and **symbols**.



Bridging Centre

Year 3/4 Learning Spaces

“Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing.”
(Saint Teresa of Calcutta)

As **learners** in the **Bridging Centre**, we are **reflecting** on what it means to be **respectful** to one another. What it **looks**, **sounds** and **feels** like? To highlight this **disposition** during our **learning opportunities** both indoors and outdoors, we are **practising the skill** *‘staying focused and present when others are communicating to me.’* As **thinkers**, we will have **time** and **opportunity** to **engage in Chalk Talk thinking routine** about what it **looks**, **sounds** and **feels** like to be **communicators** and **demonstrate** this **skill**. Prior to **engaging** in this **thinking routine**, we will **dialogue with others** about the **type of thinking** we will use by **identifying the thinking move**. We will **contribute to dialogue** by considering the **expectations** of the **thinking** required during this **learning opportunity**. As we are **visiting the You Yangs** this week as part of our **Faith and Life Inquiry**, we will **consider** what this will **look** like during our **exploration** around the **Regional Park**.

Chalk Talk

A routine for silently considering ideas, questions, or problems and responding to others.

As part of **tuning in** to the **You Yangs learning opportunity** we will **look closely** at the **map** from **Google Earth** and **engage in the thinking routine See, Wonder, Connect x2**. As **thinkers**, we are being **flexible** with our **thinking** and considering - *What we notice? What questions might we have? How might this place connect with Faith and Life Inquiry and being geographers? How might this place connect with us?*

As **researchers** and as part of **finding out**, we are **staying curious** and **documenting the information** we are **gathering** after **watching a clip** from ABC iView about the You Yangs. As we **watch**, **listen**, and **observe this information**, we will **take the time to sketch, label and summarise our thinking** in our booklets and **formulate further questions** we may have about this **place**. We will make **predictions** before we go about what we might see in relation to **vegetation**, **native animals**, **things that are human made** and **natural**.



As a Catholic dialogue school, we are **exploring** the **Catholic Social Teaching ‘Dignity of the Human Person’** as part of **revisiting** the **disposition** of being **respectful** to others. As **thinkers** and **hermeneutical learners**, we are **reflecting critically** on our **prior knowledge** and considering **what we already know about ‘dignity’**. As part of **finding out**, we will **watch** and **listen** to a clip from **Caritas** and through a **literacy lens**, identify what **purpose** this clip provides for its **audience**. As we **search for new layers of meaning** we will

reflect on - *What is dignity? Who gave us dignity? How do we know we have dignity?* Using the **thinking routine What makes me say that?** We will **justify** our **thinking** and **articulate** our **thinking** it with others.

Leadership Centre

Year 5/6 Learning Spaces

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” (Benjamin Franklin)

Our year 5/6 students had the opportunity to engage with Bishop Terry Curtin prior to some of our Year 6 students receiving their Confirmation on Saturday. As **researchers**, students had the **opportunity to engage with an expert** and **share their current thinking**, using the thinking moves **activating prior knowledge** and **reason with evidence**, as they **responded** to **Bishop Terry’s questions** and **justified their thinking** about Confirmation. Students **respectfully listened** to **Bishop Terry stories** and **connections** between the **gifts and fruits of the Holy Spirit** and provided **insights** into **what it means** in our lives today. As **hermeneutical learners**, we were **entering into critical dialogue with the Catholic faith and tradition**.

Entering into critical
dialogue with the
Catholic faith and
tradition



As **mathematicians**, some of us **tune in to percentage**. Some of us will be engaging in learning opportunities related to **calculating percentage as part of a whole** and **connecting percentages, fractions and decimals as different representations of the same number**. Some of us will also **calculate percentage discounts of 10%, 25% and 50%** and **solve worded problem calculating best buys**. Some of us will continue to **find out** about **transformations**. Some of us will be engaging in learning opportunities related to **creating symmetrical patterns, pictures and shapes**. Some of us will **inquire** into **describing translations, reflections and rotations of two-dimensional shapes**. Some of us will **inquire** into **applying the enlargement transformation to familiar two-dimensional shape**. 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

“You might not think that programmers are artists, but programming is an extremely creative profession. It’s logic-based creativity.” - **John Romero**

This week in years **Foundation - 2** some of us will be **continuing** to **explore Lego WeDo** and will be **collaborating by taking turns**. We will continue to **document** our observations of different **simple machines** that use **Pulleys** and **Belts** in different ways. One of these **models** has a **crossed belt** which makes the **pulleys** turn in **opposite directions**.



This week in **year 3/4** we will be **reinforcing** our skills using the **Snipping Tool** and **identifying codes** by **adding 5** more **codes** to our **Scratch Dictionary**. As we add **new codes** to our **dictionary**, we will be **experimenting** with them to **confirm** our **definitions**, we will also have the **opportunity** to **continue** any **Scratch projects** started previously.



In **Year 5/6** we will **decide** on our small **collaborative team** that have chosen to **focus** on the same **Robocup category**. As **communicators** we will **share** our **ideas** that we've come up with already and begin to use a **robot** to **trial** how our **code** might work. Some of us will also be learning about **pseudocode**, which will help us with **structuring** our **code** so when it is our turn to **code** our robot, we will already have a **coding focus**.



Japanese Learning

As **learners**, students in **Foundation**, **Year One** and **Year Two** will continue to **make connections** with **prior knowledge** about **months of the year** through **identifying the month** at the beginning of the lesson. As **inquirers**, we will then continue to explore how to **describe the weather** in Japanese. As **inquirers** and **thinkers**, we will learn the four core words はれ(hare/sunny)、くもり(kumori/cloudy)、あめ(ame/rainy)、ゆき(yuki/snowy). As **thinkers** and **communicators**, will also focus on identifying how to **correctly sound out** these words, thus developing **correct pronunciation**. As **collaborators**, we will then engage in creating our own page to contribute to a book about the weather written in Japanese.

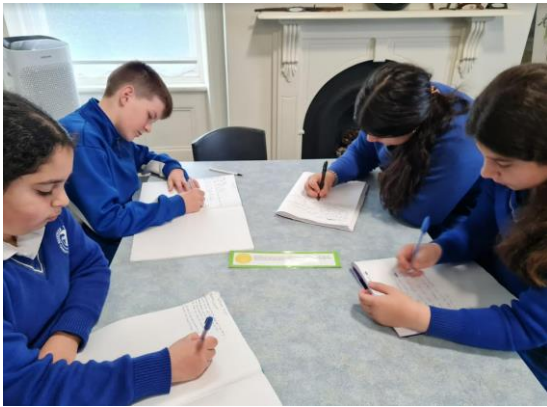
As **learners**, students in **Year Three** and **Year Four** will continue to **make connections** with **prior knowledge** about **days of the week** and **months of the year** through **identifying the day** and **month** at the beginning of the lesson. As **inquirers**, we will then continue to explore how to **describe the weather** in Japanese. As **inquirers** and **thinkers**, we will learn the five core words はれ(hare/sunny)、くもり(kumori/cloudy)、あめ(ame/rainy)、ゆき(yuki/snowy)、かせ(kaze/windy). As **collaborators**, we will consolidate these words in a guessing game, attempting to guess the weather

word the teacher has secretly selected. As **thinkers** and **researchers**, we will use the word bank we created in a previous lesson to help us label a weekly weather forecast in Japanese.

As **communicators** and **collaborators**, students in **Year Five** and **Year Six** will continue to **extend our descriptions of the weather** to **include two types of weather**. As **thinkers** we have practiced using the word **ときどき** (tokidoki) or “**sometimes**”. For example, “sunny sometimes cloudy”. As **learners**, we will also learn how to use the word **のち** (nochi) or “**then**” to describe changes in the weather forecast, such as “cloudy then rainy”. As **thinkers**, we will view a weather map of Japan and create weather forecasts about the major cities using these new phrases.

Sustainability Learning

As **thinkers** some of our **Year 5/6** students displayed the **dispositions Curious and Reflective** as they **Tuned In** to one of the **Laudato Si’ Goal’s** in small groups. As **researchers** they looked further to see how they could **Find Out** more on the specific Goal they were given. Students were encouraged to make connections to their everyday lives, whether it be at school in our learning community, at home with their families or within their wider community, with their group members



As **thinkers** our **Year 3/4** students remained **curious** about the **Water Cycle** as we **reflected** on our experiment, where our aim was to create **condensation** and **precipitation** on a small scale. Following up on the experiment, we revisited the important words and their meaning, which make up the water cycle. We watched a short video clip on the Water Cycle, its importance, and ways in which we all can do our part to reduce the waste of our precious fresh water. Students used reflection stems to make connections with the clip and what they found out. For Example –

I learned about the word transpiration ~ Marcus

I was most surprised about the amount of fresh water on earth is about 1% and only .3% of that fresh water is visible ~ Lincoln

We discussed how incredibly lucky we are in Australia because clean fresh water is readily available to us at both at home and at school, unlike in many other parts of the world. We made connections what that means and may look like.



Sustainability Leaders



As **Collaborators** our **Sustainability Leaders**, other students and a few staff members participated in thinking and dialoguing about what it would look like to make a short video clip in relation to Sustainability at Mother Teresa Catholic Primary School – **How it is embedded in our curriculum and and the impact of sustainable action on students/staff wellbeing.** This will be presented to a team at CERES as well as a network of teachers around Victoria. We took turns to share our ideas and work on a script appropriate for our video clip of our Sustainable initiatives within our learning community and collaboratively edited the clip. We discovered after trial and error, we needed to change our first thinking to film initially with sound, to filming and taking photos to form our video with voice overs instead for a clearer result. A sincere thank you to all those involved.

Stephanie Alexander Kitchen Garden – SAKG

As **self-managers** some of our **Foundation to Year 6** students engaged in our **SAKG** program. We harvested spring onion and a bunch of parsley from our veggie garden to make Cauliflower Rice. We also made an all-time favourite, Hummus Dip with Crispy Pita Bread.

For All Your Favorite Recipes – Visit our Mother Teresa Blog at - mtpskitchengarden.com.au



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 until the September 9th. A reminder that **any brand** of bread can be recycled in this program. Keep up the great recycling!

Cyber Safety

Knowing what's right doesn't mean much unless you do what's right.
Theodore Roosevelt



As part of our learning in Term 3 **Year 1 & Year 2** students have created a Microsoft Word document where they have recorded their discoveries, wonderings, challenges and what they enjoyed about using the Indi robots as part of their independent learning. Using Microsoft Publisher, we have also replicated an Indi course and inserted it into our word document.

In **Year 3 & 4** students have engaged in learning where they have used Microsoft PowerPoint to present a story. Our cybersafety connection has been safely searching for images that are appropriate and connect correctly with our story as well as naming and saving our file correctly.

Year 5 & 6 students have followed on their Term 2 learning about Cyberbullying and have acted as **researchers** and looked into the different services that are available to assist those people who have been a victim of cyberbullying and present this information on a Microsoft PowerPoint presentation. This connects to our cybersafety learning as being able to safely and responsibly search for information is a key part of staying safe online.

Useful Websites

[eSafety's Parent Guide to Popular Apps](https://www.esafety.gov.au/key-issues/esafety-guide)

<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](#)

[eSafety Cyberbullying Media Release](#)

[Play it safe and fair — online and offline | eSafety Commissioner](#)

Upcoming FREE eSafety Parent Webinars

There will be more webinars available for parents in Term 4, when the dates and registration link become available it will be posted here. If you would like more information about staying safe online in the meantime, check out the **PARENT VIDEOS** link above.

Physical Education



"Teamwork divides the task and multiplies the success"

Foundation to Year 2 students will continue **finding out**, talking about and practising their **Locomotor Movement Skills** and **Object Control Skills** through a play-based circuit. Students will engage in a range of play-based learning

activities which will focus on throwing and catching.

Year 3/ 4 students will continue **finding out** about the sport of Soccer. Students will focus on the skills of passing, dribbling and striking the ball. Students will also focus on accuracy when passing as they use 'the



gates'. As **thinkers** students will need to think logically, creatively and tactically in this style of sport.

Year 5/ 6 students will be practising all of the activities that they will be running in the upcoming tabloid sports afternoon, this will give the students the opportunity to think of how they can adjust or modify these activities to suit all students of the school. As **thinkers** students will be required to problem solve with one another to overcome a problem.

As part of the Mother Teresa Feast Day festivities on Monday September 5th all students will be participating in the AFL footy roadshow inflatable activities. This is an interactive and exciting inflatable activity program which has been designed to introduce students to the game of AFL (Football) in a fun, encouraging and non-competitive way.

Performing Arts

"Music can change the world." - Ludwig van Beethoven



As **collaborators** in Foundation – Year 2 we will be engaging in our inquiry of the musical note C. We will be practicing how to sing and perform the matching Curwen hand sign for this note. Then we will explore the different ways that we can play this note on some instruments.

Years 3/ 4 we will be engaging in our inquiry of the musical language solfege and the matching Curwen hand signs. We will consider the learning assets collaborators and self-managers as

we practice reading, writing, and performing these notes.

As **self-managers** and **collaborators** in years 5 and 6 we will be engaging in our inquiry of the musical staff, the musical staff is the lines and spaces that we use to write our music on. Our focus will be on the note Middle C.

Visual Arts

"Colours, like features, follow the changes of emotions." Pablo Picasso

As **artists** Foundation to Year 2 have continued our **inquiry** into the art of portraiture. We **stretched and explored** our understanding of abstract art by viewing artworks by Pablo Picasso. As **thinkers** we **compared** portraits painted in the abstract and realistic forms.



Reflections

"It makes me curious thinking about how different abstract art looks." Tejusha

"Abstract art makes me feel very happy and excited because I love using all the bright colours." Samuel

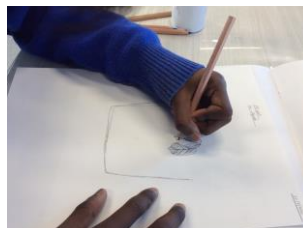
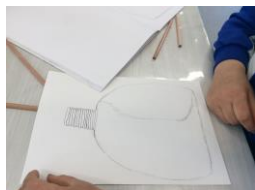
"Abstract art is interesting because you have to look more closely to notice what the art is about."

Melina

"Abstract art is exciting because you can use different colours to show emotions." Oliver

"I think abstract art is so weird, but I am so excited to be learning about something new." Peter

After **practicing** various techniques and **experimenting** with drawing and colour in our Visual Arts Process Diaries our Year 3 – 6 artists are now working towards a finished drawing



Term Three Dates 2022

Monday 5th September

Thursday 8th September

Tuesday 13th September

Wednesday 14th September

Friday 16th September

Mother Teresa Feast Day

Whole School Prayer 3pm

Sports activities /Pizza lunch

Whole School Feast Day Mass 11.30am

Kolbe Discovery Day –Year 5

Experience Music Soiree

Experience Music Soiree

Term 3 Concludes

Tabloid Sports /Sports Colours Clothes 11.30 – 1.30

Whole School Prayer 3pm

Term Four Dates 2022

Monday 3rd October

Monday 31st October

Tuesday 1st November

Friday 18th November

Friday 16th December

Term 4 begins

Closure Day – Report Writing Day

No School for children

Melbourne Cup Day - Public Holiday

No School for children

Family Movie Night **TBC**

Term 4 finishes for children

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!

