



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

5th September 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,

Last week I proposed that at the heart of the Catholic Dialogue School must be the fundamental belief in the dignity of each person - black, white, male, female, Christian or non- Christian. This week as we celebrate the Feast of Teresa of Calcutta the belief in the dignity of each person is visibly seen in the life lived by our patron Mother Teresa. Her life was totally given to others, through words and actions. This stemmed from her belief in a God who created each of us in God's image and likeness.

Mother Teresa took up the invitation to be Christ-like in her life and through this acknowledged and promoted the dignity of each person. She chose to work with the poorest of the poor but did not choose which ones to help. While we may not have the capacity to work with the poorest of the poor the Catholic Dialogue School invites each of us to consider the Catholic story in light of our own religious or philosophical positions. It invites each of us to consider how we might acknowledge and promote the dignity of each person. As such our dialogue challenges us to continuously search, question, inquire, imagine and re-imagine to be confronted by alternative perspectives that may challenge our preconceived views or biases.

Our Catholic Dialogue School 2022 whole school focus 'Hospitality and Dialogue...an invitation to encounter' cannot be enacted without words and actions that express a fundamental belief in the dignity of each person. This week staff, children and parents are invited to consider how we can bring about our focus and through this discovering more about ourselves. How will you offer hospitality and dialogue with others? How will your dialogue be respectful and inclusive of others? How will our interactions reflect a belief in the dignity of each person with whom we engage? The Catholic Dialogue School openly dialogues with all with the Catholic tradition as a dialogue partner and as such is open to recognising and engaging in the mystery of God among us.

Kind regards,

Chris

This Week's Happenings

Monday 5th September

Mother Teresa Feast Day

AFL Inflatables activities

Whole School Prayer 3.00pm

Tuesday 6th September

Year 5/6 Incursion Parliament role play

Professional Learning

– PSG Meetings

Wednesday 7th September

Welcome Kath Murdoch – Inquiry consultant

Body Kind Workshop Year 5/6 Group

Professional Learning – PSGs & Planning for learning & teaching

Thursday 8th September

11.30 Whole School Mass

Friday 9th September

School Fees Term 3 ~ Overdue

Our final family fee instalment \$530 was due last Friday. If you have not finalised your fee account please do so by Thursday 8th September.

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

We will celebrate our Feast Day over a number of days this week. Today our children participated in AFL activities and had a pizza lunch. Thanks you to our Parents and Friends who organised the lunch today. As a school we gathered for whole school prayer at 3.00pm.

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.

Emergency Management Drill

Last Wednesday we participated in an evacuation drill as part of our safety management. Dynamiq our emergency management consultants oversaw the drill to ensure all aspects of the drill were carried out effectively. The staff and children were able to follow all instruction given by the 'Chief Officer' with the children moving promptly and safely to our evacuation point.

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 the impact on learning potential and wellbeing of all children, its 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)

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. This year's MACSSIS will be open from **Monday 29 August to Friday 16 September 2022. Thank you to the 21 families so far who have completed this year's MACSSIS Survey. To make our survey successful we need at least 90 families to complete the survey.** The survey is also another way to share your thoughts about the future of our school. If you have any questions about accessing the survey, please contact me via the front office or email – amy.leahy@motherteresa.catholic.edu.au

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.

This week is National eSmart week. Take a moment to see what's happening in Cyber Safety this week. Each week's newsletter contains information about cyber safety learning that occurs as part of our specialist program. This section formulated by Mr Collins also provides online seminars for parents to upskill themselves in the area of cyber safety for their children. All of this work promotes child safety standard 9.

Child Safe Standard 9: Child Safety in physical and online environments – Ensure that physical and online environments promote safety and wellbeing whilst minimizing the opportunity for children, young people and students to be harmed.

In Term 4 on Wednesday 26th October 2pm – 3pm we will be holds a workshop for parents related to Cyber Safety. Please keep the date free if you can.

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.

Term 4 Zooper Dooper Fridays return

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1.40 – 2.10. If you are able to assist with sales please register your name at reception.

What's Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

"One of the most common responses from groups is that in a culture of thinking, there is a sense of purpose to the learning" ~Ron Ritchhart.

As **scientists**, we are **reflecting** on our understandings about light and sound by engaging in the **thinking routine, Chalk Talk**. We will use the following prompts to help share our thinking and new ideas with others:

- **Light:** Where does light come from? Can we still see without the lights on?
- **Sound:** Where does sound come from? How do we sense sound?

We will also engage in the scientific process of **predicting, observing** and **explaining** to identify how sound travels and where we hear sound. We will engage in the experiment '**Can we see sounds?**' from the ScienceWorks video by using sprinkles to see if our predictions are correct.

As Collaborators we are preparing for our Science Exhibition next Tuesday 13th September. We will be sharing our thinking about how to organise an exhibition as well as practicing our scientific discoveries. We will focus on unpacking our 'I can' statement – 'I can communicate my thinking and teach others'.

As **mathematicians** we are tuning in to the mathematical thinking concept of **chance and probability**. As **thinkers**, we will **activate our prior knowledge** about chance and probability and **generate questions** and **wonderings** that we would like to find out about. We will engage in a variety of learning experiences where we will be making connections to our real lives.

As **readers**, we will continue to engage in reading a variety of texts. Some of us will use the comprehension strategies of read and retell and some of us will use the colourful semantics prompts to

help us strengthen our comprehension skills and make meaning about what we read. We will **collaborate** by sharing our ideas in dialogue with each other to **make connections, question** and **justify** our thinking. We will continue to engage in reading and developing our reading behaviours through the PM eCollection.

As part of a Catholic Faith learning community, we are celebrating the Feast Day of our patron **Saint Teresa of Calcutta**. As **thinkers**, we are tuning into who Mother Teresa is by **activating our prior knowledge** by engaging in the thinking routine **I think, Now I think...** We will **observe** a range of images of Mother Teresa and engage in dialogue sharing what we **See, Think, Wonder** using the thinking moves: **interpret, describe and questioning**. As hermeneutical learners, we are interpreting texts and symbols and seeing new layers of meaning. As part of **finding out** about the life of Mother Teresa we will engage in listening to a speech by **Mother Teresa**. After listening to the speech, we will engage in the thinking routine **Feel, Think, Wonder** to dialogue with others to consider how she reached out to others.

On Friday we engaged in showing our father/ grandfathers some of the learning opportunities we engage in here at school. Some of the opportunities we shared with our fathers/grandfathers were onsets and rimes, our pattern learning, PM eCollection, Rainforest Maths, Indies, Beat the Addition Games, Beat the Blend Games and reading our favourite texts. We hope our fathers and grandfathers had a happy and safe Father's Day.



Bridging Centre

Year 3/4 Learning Spaces

'Keep looking ahead, learning from what's behind'. (Thomas Hartigan)



As part of the **finding out** phase of our inquiry into **'How all places are connected to each other and me'** some of the **Bridging Centre** went on an excursion to the **You Yangs** mountain range. Being **researchers** we visited a **variety** of different sights **identifying** the local **flora** and **fauna** there, **documenting** our **discoveries** with words and images.

Through **dialogue** with the park ranger we, **found out** about **significant locations** of the **place**, learning about the role **indigenous** trees play in the **customs** and **culture** of the **traditional** owners of the land, the **Wurundjeri People**. Visiting the location known as **'Big Rock'** we **found out** about ancient wells carved thousands of years ago by the Indigenous People, used as a source of drinking water when staying there. We had the **time** and **opportunity** to make **connections** between a video we watched during our **tuning in** phase around **'Big Rock'** and our visit to the **location**.

To **celebrate** the role **parents** play in the **education** of our students, we invited fathers and grandfathers to **engage** in learning with us. Through these learning **opportunities** we were able to **share** and **explore** a range of literacy, mathematical and Faith and Life Inquiry learning. Using their **skills** as **communicators** our students explained the **strategies** and **dispositions** they have been developing as independent learners, as well as **sharing** future goals they would like to achieve.



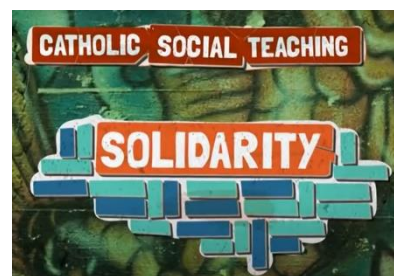
As **mathematicians** we have built on our **skills** around **location** and **place**, **making connections** between maps and our **research** into the migration paths of different animals. We have combined our **skills** and **understandings** through the creation on **collaboratively** produced information reports. In order to develop fluency of our number facts it is expected that each student spends some time each night practicing their counting and **documenting** it through a counting sheet.

Leadership Centre

Year 5/6 Learning Spaces

“Creative people are curious, flexible, and independent with a tremendous spirit and a love of play.”
(Henri Matisse)

As people of a **faith learning community**, as part of **tuning in** to **Mother Teresa Feast Day** this **Monday**, we **tuned in** to **Mother Teresa** from a **difference lens**. As part of **tuning in**, we **unpacked** our **first thinking** of the **Catholic Social Teaching principle** ‘**Solidarity**’. As **researchers**, as part of **finding out**, using the thinking moves **identifying new ideas**, **connection making** and **wondering**, we **viewed a couple film clips** from **different perspectives**. As **communicators**, we **documented** our **shift in thinking** and **shared** our **new ideas** with our **peers**. As **researchers**, with our **Catholic Social Teaching Solidarity perspective**, we **viewed the Mother Teresa film**. As **reflective thinkers**, after **viewing the film**, we **reflected** on how **Mother Teresa perceived** and **demonstrated** the **Catholic Social Teaching principle of Solidarity**.



This Wednesday, some of our **Year 5/6 students** will have **time and opportunity** to **engage** in a ‘**Body Kind Schools Leadership**’ workshop. As **researchers** and **communicators**, students will **participate** in an **interactive virtual workshop** designed to **educate**, **empower** and **inspire young people** to **promote being Body Kind**. Students will **find out** and **explore body image** and the **key influences**, what it means to be **Body**



Kind, examine what **Body Kind leaders** do and as **communicators**, begin **planning** a **communication/public service announcement** to help their friends and peers **understand** what it means to be **body kind**. Thank you to **Ms Canny** who will be **participating** in the **workshop** with these students.

As **mathematicians**, some of us will continue to **find out** about **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

“Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”

- Stephen Hawking

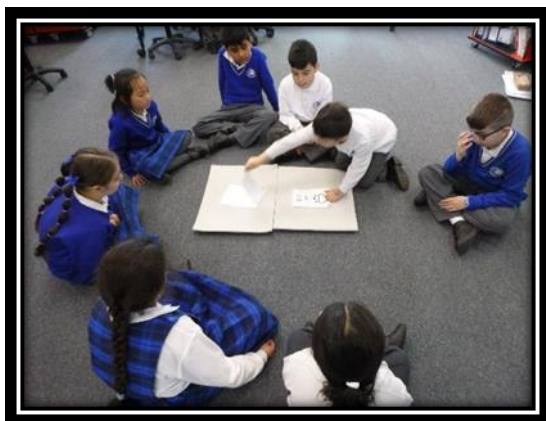


This week in Years **Foundation - 2** some learners will be **continuing** to **explore Lego WeDo** and will be **collaborating by taking turns**. We will continue to **document** our observations of different **simple machines** that use **Pulleys** and **Belts** in different ways. One of these **models**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

Year 3/4 we will be using **Scratch** to begin **creating** an **interactive project** about **different** things that we're **passionate** about. We will need to be **thinkers** as we **decide** what **codes** to use to make **information appear** on the **screen**. As we are coding, if we use a **code** that we haven't added to our **Scratch Code Dictionary**, we will use the **Snipping Tool** to add it.

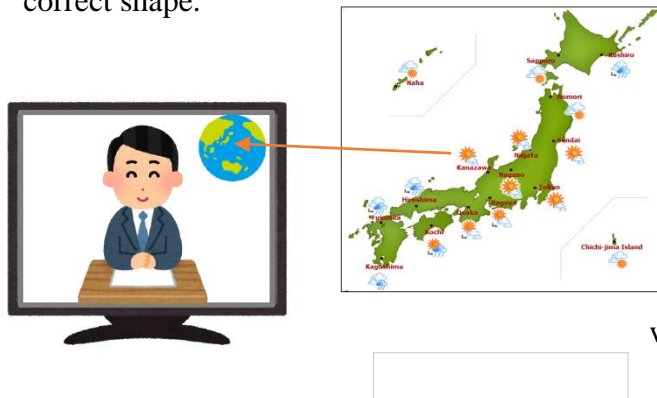
In **Year 5/6** we will be **continuing** to **develop** our ideas **collaboratively** in our **team** based on the **challenge** that we've chosen to **participate** in. We will need to **decide together** on which **sensors** we will need to **code** for our **robot**, and how it will respond. As **thinkers** some of us will use **Scratch** to **create code** that we can **test** on our **robot** next week.

Japanese Learning



As **learners**, students in **Foundation, Year One** and **Year Two** continue to explore **words for describing the weather** in Japanese. As **inquirers**, we will focus on the four core words はれ(hare/sunny)、くもり(kumori/cloudy)、あめ(ame/rainy)、ゆき(yuki/snowy). As **communicators** and **collaborators**, will engage in a game in which we **recall the words** in **response to the question** “nan deshou?” or “What could it be?” We will focus on **the learning disposition ‘persistent’** as we **practice over and over** the words we are learning in the game. As **thinkers**, we will then complete our own page for a book about the weather written in Japanese.

As **learners**, students in **Year Three** and **Year Four** will focus on reading and writing hiragana characters. As **thinkers** we will learn to **read hiragana** for the **first two rows of the hiragana chart** using **memory hints**. We will **make connections** between the **picture** in the memory hint and the **sound** of the hiragana. We will then **practice writing** these hiragana characters **using stroke order**. We will focus on the **learning disposition ‘persistent’** as we use stroke order to write the hiragana with correct shape.



As **communicators** and **thinkers**, students in **Year Five** and **Year Six** will explore a weather report role play in Japanese. As **thinkers** we will read a script of the role play. We will engage in the **learning disposition ‘curious’** as we **activate prior knowledge** and **identify familiar words and phrases** for forecasting the weather. As **researchers** we will **use word lists** and other documentation in our Japanese journal **to support our understanding**.

As **linguists** or language learners we will use the example role play outline and familiar vocabulary and phrases to **create our own role play script** about a weather report.

Sustainability Learning

Sustainability Learning

As **Communicators**, our **Foundation to Year 2** students watched and **actively listened** to “*The Mighty Solar Panel*” a story of a young boy Jack and Sunny the Sun. Sunny helped Jack discover how important and amazing the sun is for our environment. That is, not only does the sun provide light and heat, but also, its rays shining on solar panels can transmit renewable energy which can be stored or used as electricity. As **thinkers** students were able to **reflect** on the story and **make connections** between ideas and add to their prior knowledge. Students documented their learning in pictures and words using the thinking routine – See Think Wonder.



As **self-managers**, some of our **Year 3/4 students** engaged in gardening and displayed the disposition ‘**responsible**’ when adding Sugar Cane Mulch to one of our herb and veggie garden beds. This is part of the process of preparing our soil for planting our seasonal Spring and Summer crops. As **researchers** we read and **discovered** that Sugar Cane Mulch will help protect plants from morning frost and the cold by keeping the roots and baby plants warm. The mulch also protects growing plants from the scorching sun as the weather warms up by keeping the plants hydrated by protecting the soil surrounding the roots.





As **thinkers** our Year 5/6 students engaged in their own thinking about words to do with water and **The Water Cycle**. We tuned by sharing our thoughts on our **first thinking**. As **communicators**, we **actively listened** and watched a short clip about The Water Cycle, the importance of fresh water, how much we have of it on earth and ways in which we can reduce the amount we use to help conserve it. We discovered important words in relation to the Water Cycle and wondered what they might mean. For example - **precipitation, infiltration, evaporation, condensation, and transpiration**. Students were encouraged to **dialogue** then they documented their new understandings to their first thinking with **connections** to the video clip.

Stephanie Alexander Kitchen Garden – SAKG

As **self-managers** some of our **Foundation to Year 6** students engaged in our SAKG program. We harvested silverbeet and a bunch of parsley from our veggie garden to make Potato, Leek & Silverbeet Spiral Pies. We also made an all-time classic, Choc Chip Cookies!

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



Wonder Recycling Rewards for schools! Last week for collection.

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

“Just as drivers who share the road must also share responsibility for safety, we all now share the same global network, and thus must regard computer security as a necessary social responsibility. To me, anyone unwilling to take simple security precautions is a major, active part of the problem.” Fred Langa



This week is **National eSmart Week**. This week is designated to educate students and their parents about being safe online and participating in the online world with others from all over the world. To mark this week we will be engaging in learning opportunities from eSmart as well as our usual cybersafety learning about protecting our personal information, cyberbullying and communicating with people safely online. eSmart is affiliated with the Alannah & Madeline Foundation and does a great deal of work in promoting child safety both online and in real life.

Useful Websites

[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](#)

[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

“Do not let what you cannot do interfere with what you can do!” - John Wooden



Foundation to Year 2 students will be practising their **fundamental movement skills** particularly the underarm throw. Using the ‘tic, toc, step and rock’ rhyme, students will continue to learn the sequence to perform this movement skill. Students will look at the important elements of the ‘**catch**’ and begin to catch different sized objects, they will also **reflect** on what makes something easy or hard to catch?

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 **finding out** about a unique game called ‘**Ultimate Frisbee**’, the objective of this invasion style game is to gain points by scoring goals, goals are scored when a player successfully passes the Frisbee to a teammate in the endzone. Students will **make connections** with how this game is played compared to other invasion style games.



Performing Arts

“Music is nothing else but wild sounds civilized into time and tune.” - Thomas Fuller

Our musicians from 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. With a focus on the learning asset collaborator we will consider how we can be **collaborators** as we play the note C together.



In Years 3 and 4 we will be engaging in our inquiry of the musical language solfege and the matching Curwen hand signs. We will be practicing reading, writing, and performing these notes. This will require actively putting in to practice the learning assets of **self-manager**, **collaborator** and **contributor**. In the past weeks

students have demonstrated this assets when play our percussion instruments.



Our musicians in Year 5/ 6 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. Through various learning tasks Year 5/6 will be demonstrating the learning assets *self-managers, contributor* and *collaborator*.



Visual Arts

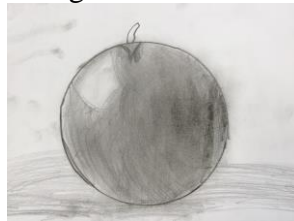
“All the visible world is only light on form.” – Andrew Loomis

This term as artists we have been inquiring into how to improve our drawing skills.

This is what we found out:

1. Draw simple things around you

Draw simple everyday things.



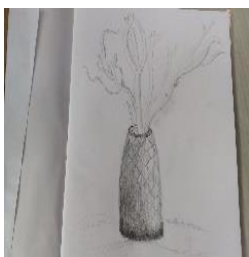
2. Observe

An artist is attentive to everything, whether a simple line or detailed drawings. Just looking closely at the form of an object or picture an artist can learn many things, and they can also see where they make mistakes in their drawings and correct them out of observation. Every drawing is a composition of lines, shapes, and shades.



3. Light, Shadow Shading

As artists we need to be aware of where the light comes from and how to place the shadow. The arrangement of light is a great way to show what's important in an image. If the light comes from the left, the shadows will be on the right and next to the object. Shadows give our drawings volume and a 3D side to the elements we draw. Shading is used in drawing for showing a range of darkness by applying media more densely or with a darker shade for darker areas, and less densely or with a lighter shade for lighter areas



Term Three Dates 2022

Tuesday 13th September

Kolbe Discovery Day –Year 5

Foundation - Year Two Science Exhibition 2.30-3.30

Experience Music Soiree

Wednesday 14th September

Experience Music Soiree

Friday 16th September

Term 3 Concludes

Tabloid Sports /Sports Colours Clothes 11.30 – 1.30

Whole School Prayer 3pm

Term Four Dates 2022

Monday 3rd October

Term 4 begins

Wednesday 26th October

Cyber Safety Seminar for Parents 2- 3pm

Monday 31st October

Closure Day – Report Writing Day

No School for children

Tuesday 1st November

Melbourne Cup Day - Public Holiday

No School for children

Friday 18th November

Family Movie Night **TBC**

Friday 16th December

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.

CRAIGIEBURN CRICKET CLUB NEW PLAYERS WANTED

CRAIGIEBURN CRICKET CLUB IS LOOKING FOR
NEW JUNIOR **FEMALE** PLAYERS TO JOIN OUR
FAMILY CLUB FOR **SEASON 22/23**



WE ARE LOOKING FOR
UNDER 12 – 14 – 16 PLAYERS

CRAIGIEBURN CRICKET CLUB IS AN INCLUSIVE CLUB
AND IS FOR ALL ABILITIES TO LEARN AND DEVELOP
SKILLS AND ENJOY THE GREAT GAME OF CRICKET IN
A SAFE AND FUN ENVIROMENT

FOR PLAYING INQUIRIES

CONTACT TARZ

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0405 545 637