



NEWSLETTER

10th October 2022

"Love begins by taking care of the closest ones – the ones at home." - Mother Teresa

To All In Our Learning Community,

This week parents and guardians are invited to attend a parent only night at Mother Teresa School this coming Wednesday 12th October 7pm facilitated by Open Doors, an ecumenical Christian organisation. Last week I highlighted the Open Doors statement; 'It has been said that the media, who loves your children the least, tells them the most about sex, while you who love your children the most, often tell them the least'.



As a Catholic learning community we are committed to supporting parents in this important area of learning and providing learning through our Faith and Life Inquiry that promotes the dignity and worth of each person made in the image of God. Providing the parent only night this week is one way that our learning community supports parents and guardians in their role as the primary educators in human sexuality education. While our Faith and Life inquiry learning opportunities will cover aspects of health, wellbeing and human growth, parents are invited to take up the opportunity to dialogue about this important aspect of life with their children.

The parent only information night will provide support to begin these conversations through outlining the wonder of living family enrichment program. The school has developed a small parent library that you can view on the night with opportunities to borrow books and resources at a later date to guide and facilitate discussion.

We look forward to seeing each family represented this Wednesday evening.

Kind regards,

Chris

This Week's Happenings

Monday 10th October

Year 3 /4 Japanese Incursion

Year 5/6 Kids Helpline session

Tuesday 11th October

Professional Learning- planning

Wednesday 12th October

Parent night Open Doors: The wonder of living family enrichment program 7pm

School Nurse onsite

Thursday 13th October

Welcome MACS visitors – Dr Edward Simons, Director Governance & Strategy & Shauna Maree Sykes, Strategy Lead.

Friday 14th October

Zooper Dooper Friday

Faith and Life Inquiry Term 4 ~ Open doors Parent only night Wednesday 12th October

Our Term 4 Faith and Life Inquiry learning will be viewed through the lens of Health and in particular Health and Human Sexuality. In partnership with parents Mother Teresa learning community supports families in communicating the dignity of each person through its human sexuality program. Our Human Sexuality learning is situation within the teachings of the Catholic tradition.

This coming Wednesday Sarah from Open doors will be facilitating a parent only night providing information regarding opportunities to engage with your child about human sexuality. All families received a letter last term inviting you to a number of information sessions.

Please note the following session in your diary.

Wednesday 12th October – **Parent only information night session** for all parents Foundation to Year 6 facilitated by Open doors.

Monday 24th October – Year 3/4 Parent and Child session facilitated by Open doors.

Thursday 27th October – Year 5/6 Parent and Child session facilitated by Open doors.

Wednesday 2nd November – Foundation-Yr. 2 **Parent only** Body Safety Education Session via **Zoom** by KidsROAR (an invitation will be forwarded in the coming weeks.)

Mini Vinnies News

As part of Minnie Vinnies we had the time and opportunity to go to Fitzroy and meet the missionaries of charity and deliver the food donated on behalf of our Learning Community.

As communicators, we asked the sisters questions to uncover our wondering and documented our discoveries about their work. As researchers we discovered was that the Missionaries of Charity feed about 100 people every night and were very grateful for the food we donated. We also discovered that Mother Teresa had been here ten times and even had her own room. The experience was amazing and it was fun to go in Fitzroy and talk to the Sisters to the Missionaries of Charity. Thank you again to everyone who donated food.



Our next outreach action will be in support of the work of the Catholic Missions as part of Mission Month in October. We will soon be sharing with you ways we will be inviting our Learning Community to support their work, which will include a **Crazy Sock Day on Friday, October 21st**. Please keep an eye on the newsletter and at Whole School Prayer for more details.

Garmia Puri on behalf of the Mini Vinnies Team

Cyber safety Parent Workshop

A cyber safety parent workshop will take place on Wednesday 26th October 2pm – 3pm at Mother Teresa School. For further details refer to the Child Safe and Cyber Safety section of this newsletter. Please RSVP by Monday 24th to Mr Collins patrick.collins@motherteresa.catholic.edu.au

Blessing of the Sharon Marley Sustainability Space ~ Friday 28th October 3pm

Our learning community is invited to gather on Friday 28th October 3pm to celebrate the life of one of our foundation staff and first sustainability teacher, Mrs Sharon Marley. The celebration will be an opportunity to bless our Sustainability hub and the Sharon Marley Sustainability Space named in her memory. Sharon's family will join us on this occasion with Fr Varghese blessing the **Sharon Marley Sustainability Space**. Please join us if you can.

School Uniform ~ Term 4

All children at Mother Teresa PS are required to wear the school uniform as outlined in our school uniform policy. At this time children are able to wear either their winter or summer uniform as they weather is a little unpredictable. Please note tights are not worn with the summer girl's uniform. School shoe not runners are to be worn with all uniform except the sports uniform.

School Hats – Sun Smart

All children required to wear their Mother Teresa Primary School hat when outside during term 4 and when the UV rating is 3 and above.

School Fees Overdue

Thank you to those families who have finalised fees accounts and those who continue to pay weekly, fortnightly or month payments. Our school relies on the payment of school fees for recurrent school costs. Administration/Finance staff will be contacting families yet to finalise accounts which were to be finalised by September 16th 2022.

Year 5/ 6 Camp 2023

Our Year 5/ 6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Wednesday 8th February to Friday 10th February 2023. The cost of the camp is \$320 and payable by February 3rd 2023. Further details regarding this camp will be forwarded to Year 4s and 5s in the coming weeks. All camp permissions forms including medical and dietary requirements will need to be finalised this term in preparation for the camp.

Parking & School Drop off

Please note traffic by-laws which indicate it is illegal to double park or park across driveways.

COVIDSafe Practices

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
- promoting the wearing of face masks in indoor settings or outside where physical distancing is not possible, as is recommended by the Department of Health.

Rapid Antigen Tests (RATs) continue to be available for children. Please test if symptomatic. The Victorian Government will provide up to three deliveries of rapid antigen tests (RATs) to schools in Term 4, 2022. RATS were distributed on Friday.

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 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.

Evolve Education will be facilitating a parent session related to Cyber safety on Wednesday 26th October 2pm – 3pm at Mother Teresa school. Please refer to the Cyber safety learning section of the newsletter to find our more information or contact Mr. Collins

patrick.collins@motherteresa.catholic.edu.au Please RSVP by Monday 24th to Mr Collins.

Learning Diversity

Medical Authority Form ~ for all medication required at school

Melbourne Archdiocesan Catholic Schools Ltd (MACS) now requires a new medical authority form to be completed for all children that require medication to be given at school. This includes medication required at all camps and excursions. The new form will be available (in hard copy format) for parents

to collect from the reception desk. This form can also be downloaded from our school website and printed at home if required. One of the major changes to the form is that the form must be signed by the Health Practitioner and their AHPRA number needs to be included. This form can be signed by the doctor prescribing the medication, a pharmacist or nurse. Thank you for your cooperation with this new process.

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

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

"Contemporary inquiry classrooms emphasise how to learn side by side with content. Contrary to misconceptions, content and process are not in opposition; they are 'woven together like warp and weft of cloth on a loom' (Claxton, 2006 p.16). In inquiry, learning 'content' goes deeper than merely gathering facts."

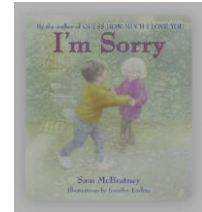
(Rebecca Duncan 2018)

As **mathematicians**, we are **tuning into** the mathematical concept of **measurement**. We are **finding out** about units of **measurement** and measuring things around the learning spaces. We are tuning into measurement language using words such as **'heavier', 'lighter', 'longer' and 'shorter'**. We will use different objects to **compare** and **identify** what is **heavier** and **lighter**. We will **make predictions** about the mass of different objects, test if our predictions were correct or not, and justify our thinking using the thinking routine, **what makes you say that?**

As **literacy learners**, we have been strengthening our reading behaviours and consolidating these within our focus groups and independent learning opportunities. Some readers have been **finding out and sorting out** the skills of breaking words into **onsets and rimes**, and looking at all parts of a word and finding **digraphs and blends** within new and familiar words. As well as strengthening our reading behaviours, as literacy learners these skills help us to develop our **spelling strategies** by looking for **patterns in words**. We can **transfer** these skills to our writing as we continue to engage in our **writing conferences**. Some of us will be **zooming in** on comprehension strategies including, locating information directly in the text and making inferences. These skills as readers support us in our ability to **analyse and comprehend** texts, including when we **interpret biblical texts** including our Whole School Scripture, **Genesis 2:18-24**.

As people of a **Catholic faith community**, we engaged in a **shared reading** of the story of **Genesis 2:18-24** through our Faith and Life inquiry. We engaged in the thinking routine **Think-Puzzle-Explore** by engaging in dialogue with each other. As hermeneutical learners we will be tuning in and finding out about the words **literal** and **symbolic**. Through dialogue we will **wonder** and **identify** what these words mean. We will then **reflect** on our **first thinking** and **identify** if we are thinking **literally** or **symbolically** by considering; *How can I read the Genesis story literally? How can I read the Genesis story symbolically?* Our inquiry into these questions will enable us to reflect on the hermeneutical prompts *interpreting texts* and *seeing new layers of meaning* as we continue to think about what the author is saying to us about God and creation.

As part of Faith and Life inquiry we are **tuning into** our compelling question “*What are my feelings telling me? What should I do next?*” We have shared our first thinking and are preparing to find out about the understanding; *Paying attention to our feelings can help us understand more about ourselves and others.* Using the learning asset **Thinker** we will **find out** about our emotions and feelings. We will engage in shared reading of the picture story books such as ‘I’m Sorry’ by Sam McBratney to identify the feelings different characters have and the strategies they use to help them manage their emotions. We will use the graphic organiser **Data Chart** to make our thinking visible using the following questions;



- **What happened?**
- **What feelings did the characters have?**
- **What did they do or how did they respond?**
- **How was the issue/s resolved?**

We will engage **analyse** the books and using the thinking move **make connections** to find **connections** between the characters feelings and my own. Using the split screen strategy we will reflect on how we have been **thinkers** using the ‘I can’ statement, **I can make connections between other people and myself.**

We invite all families to attend our parent only information night on **Wednesday with Open Doors at 7pm.** We also strongly encourage all families to participate in our online Zoom parent only Body Safety education session with KidsROAR on **Wednesday November 2nd at 7pm.** Please keep an eye out for an invitation and more information coming. This is an important opportunity to find out about the importance of teaching children about protective behaviours and empower families to have conversations at home.

Bridging Centre

Year 3/4

Inquiry teacher are great question posers. They use questions to prompt students thinking and they question in ways that allow for pondering, theorising, revising and connection. A ‘stand alone’ lesson can be driven by a rich question just as a sustained ‘big picture inquiry’ can be driven by a compelling question. When we use questions as a driver for our teaching, we position the learner as a researcher – the student is doing the learning rather than having the learning ‘done’ to them (Kath Murdoch, 2015).

This term through our Faith and Life Inquiry we will **investigate** ways we can take care of our health and wellbeing. We will have time and opportunity to explore the understanding “*Caring for our social, emotional, mental, spiritual and physical health contributes to our wellbeing.*” As **inquirers** and **researchers**, we will be practising the skill of formulating questions to help us find the information we need about our health and wellbeing. As **thinkers**, we are remaining curious and persistent as we develop questions. As researchers asking our questions will enable us to confirm our current understandings and identify new ideas about how social, emotional, mental, spiritual and physical health contributes to our wellbeing.

As part of **tuning in** to our whole school scripture from the book of Genesis 2:18-24, we will engage in the **thinking routine Think Puzzle Explore.** As **thinkers** and **hermeneutical learners**, we will **engage** in the **thinking moves activating prior knowledge, wondering and planning.** We will **engage** in a shared reading of the text and be **open** to the **interpretation** of the text by **dialoguing** with **others** about what it has us thinking about. We will **consider, reflect** and **document** our thinking to the **hermeneutical prompts** ‘*continuously searching, questioning, inquiring, imagining and reimagining*’ and ‘*allowing the Catholic tradition to affirm and sometimes confront my view*’.

As **mathematicians**, we are **tuning in** to the **mathematical concept** of **shape.** We are using a data chart to document our first thinking about **2 dimensional shapes.** We are **naming** and **noticing** the features that formulate different shapes and we are categorising them based on the different features.

As **writers**, we will take **time** and **opportunity** to show and **share seeds** for **thinking from our holidays** and **engage in dialogue** about what they have got us thinking about. We will **reflect** on

what makes a good seed for thinking, for example, something that makes us **curious**. We will **activate** our **prior knowledge** of our writing routine and engage in writing conferences.

We encourage all children to bring in a seed for our seed table. Seeds can be anything that gets us thinking or wondering, for example, a ticket, an experience, a story, etc.

Leadership Centre

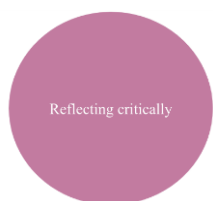
Inquiry learning is all about giving students the skills, the dispositions and the opportunities to investigate – to find out information, make meaning and take action based on what is discovered. Kath Murdoch, 2015

This term our Faith and Life Inquiry learning stems from the area of Health. Our compelling question is: **How can we manage the challenges of change?**

The learning we engage in will help us to understand the following understanding goals:

- **Resilience and adaptability can help us manage the emotions associated with change.**
- **Our wellbeing is enhanced by healthy connections with others, physical activity, sleep and good nutrition.**
- **There are resources available to support our health and wellbeing.**
- **There are many changes that occur around puberty and this affects how we feel, act and relate to others.**

On Wednesday 12th October at 7pm all parents are invited to attend our Parent Only evening which will provide some insights into our understanding: **There are many changes that occur around puberty and this affects how we feel, act and relate to others.** The parent evening will assist parent in their role to engage in conversations about human sexuality. Please join us on Wednesday evening.



The book of Genesis presents a number of stories of creation. Our current Faith and Life Inquiry will lead us to explore Genesis 2:18-24. We will be interpreting and reflecting critically on this text. This will invite and support us to learn in a hermeneutical way. This week we will continue to tune in and find out about Genesis 2:18-24. To assist us with our wonderings and finding out we will be reading the text, documenting our current interpretations and accessing biblical commentaries to gain further insights into the text. Our hermeneutical learning will provide time and opportunities to see new layers of meaning about the text through different commentaries. We will consider if our interpretations are literal or symbolic. We will search for deeper meaning reflecting on questions including; *What might God's people be expressing about God through this story? What might the author understand about the human person and God's relationship with God's people?*

As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to percentages. As mathematical thinkers we are engaging in the thinking move **reasoning with evidence** and thinking about the strategies we are using to help us solve the questions and as part of documenting our thinking showing the **strategies** that we use to help us.

As persistent and resourceful mathematicians, students will have the time and opportunity to engage in Talk Money incursions to learn how to save, manage, and spend money, manage needs versus wants and discuss the digitisation of money and different payment options. This week some of our learners will engage in a workshop that examines how people value money differently and how they can have constructive conversations with family and friends about money. The workshop will explore how to set savings goals as part of managing your money.

Digital Technologies

Foundation – Year 2 learners will **continue** to build the Lego '**Drumming Monkey**' robot. *Drumming Monkey* is one of the original models from the first version of *Lego WeDo*.

Learners will be engaged in **discovering** how **gears** and **cams** work together to make the monkey's **arms** move at **different** times. We will listen to the **different beats** that the **arm** makes and **observe** how the **arms** move **differently**. Learners will be encouraged to display all six learning assets; collaboration, contributor, self-manager, communicator, thinker and researcher as they engage in this learning.



Our Foundation – Year 2 learners building the Lego Drumming Monkey

Year 3/4 will continue to develop their skills using **Microsoft Excel**. Through **gathering data** they will experiment with inputting the data into a table. Through this inquiry they will **find out** different ways to **manipulate** the **data** such as **ordering** it **alphabetically**. Learners will be invited to consider a **topic** for their **data** justifying their choice. Those engaging in learning **independently** will have the **opportunity** to continue **coding projects** that they began last term using **Scratch**. All of these learning opportunities will require mathematical thinking and the application of the learning assets and dispositions.

This week our **Year 5/6 coders** will **continue** to have a **focus** on **binary**. While learning about **binary** we will need to be **curious mathematical thinkers** as we **discover** that **1** or a **0** **represents** an on or an off switch. The learning dispositions of open-mindedness and persistence, curious and resourceful will be required to as we **explore** a new **number system**.

Japanese Learning



As **learners**, students in **Foundation, Year One** and **Year Two** are continuing to explore forecasting the weather for Japan and Australia. As **communicators**, we have extended our learning about the weather by **making a sentence about the weather** in Tokyo, Japan in Japanese. We used the word **です** “desu” or “It is..” to **make out thinking visible**.

This week we will write about the weather forecast for Melbourne, Australia. We will also make **discoveries**

about how **some words** in Japanese **are borrowed from other languages**, such as オーストラリア (Oosutoraria), which means “Australia” and メルボルン (Meruborun), which means “Melbourne”.

As **learners** and **inquirers** and as part of **Finding Out** about Taiko, students in **Year Three** and **Year Four** will attend an incursion about **Taiko drumming**. As **inquirers**, we will **watch a Taiko expert** play the Taiko drum and listen to their explanation of this instrument in Japanese culture. As **collaborators**, we will use the **learning dispositions** “**persistent**” and “**responsible**” as we **play the Taiko drums** together as demonstrated. **Below are some student wonderings about Taiko drums from our first thinking.**



I wonder why Taiko has a stand. *Isabella*

I wonder why there are different drums in different countries. *Jacob*

I wonder if it makes a loud or peaceful sound. *Seerat*

I wonder why they don't use Taiko in weddings in Japan because in my culture (Assyrian) we use drums in weddings. *Leah*

I wonder what the differences are between Taiko and other drums. *Max*

As **communicators** and **thinkers**, students in **Year Five** and **Year Six** will perform their own version of a weather report role play created over several lessons. As **collaborators**, we will use the **learning disposition** “**persistent**” as we **work with a partner to present our role play script**. As **linguists** or **language learners**, we will use the **learning disposition** “**confident**” to **project our voice** and **pronounce** words, phrases, questions and responses **authentically**. As **learners** and **thinkers**, we will use the **learning disposition** “**respectful**” to **watch** and **listen** to the role plays performed by our peers and **make connections** with what we already know.

Sustainability Learning

As **researchers** all our **Foundation – Year 2** students watched a short clip from Stephanie Alexander's website, on how to make seed spheres or seed bombs. We looked at the steps involved, and the equipment needed to create these. We used the disposition **curious**, asked questions and took turns in making them in preparation for a special event in coming weeks.



As **researchers** some of our **Year 3 – Year 6** students also engaged in creating seed bombs after attentively watching a short video clip on how they are made. Some students added the required ingredients after **gathering information** from the clip to make enough for all Year 3 -6 children to create a seed sphere themselves.

As **thinkers** some Year 3 – Year 6 students engaged in **predicting** the weight of a beetroot which we discovered buried deep in one of our garden beds. Its leaves were very similar to the leaves of our silverbeet. We took this opportunity to engage curious students by closely **observing** as well as holding the massive beetroot one at a time to assist students with their own **prediction** of its **weight**. We dialogued about what **unit of measurement** we may use and what might we liken its weight to. For example, I think the beetroot is about 5kg and what makes me say that is because it feels like half the weight of my dog. This Mother Teresa record sized beetroot appeared to have several beets infused together to become this enormous one!



We engaged in Sustainability where we saw a big beetroot that we had to guess the weight of it. I guessed 6.3kg... ~Masyn

I learned that it is possible to grow a 5 kilogram beetroot... It (estimating and weighing) was good for my learning because I learned that you round 5 or more up to the nearest number... for example the beetroot weighed approximately 4.85kg and we had to round up to 4.9kg or 5kg ~Jacob



As **Researchers** our **Sustainability Leaders** in collaboration with Pia from CERES engaged in a **Water Audit**. This is a requirement for our Resource Smart School Module and to maintain our 5-star rating as set out by Sustainability Victoria. The first stage of the audit was to conduct a school walk to determine how many taps, showers, water fountains, toilets, and appliances we have both indoor and outdoor around our school and noting certain features, for example whether the toilet had a dual flush option and check the water star ratings on appliances. We had the opportunity to sort through the information gathered and will compare our data with the benchmark set for all Victorian Schools.

Recently a group of students from our **Leadership Centre** engaged in planting succulent offcuts, in front of our school's main entrance.



Something I would do again is plant more succulents. What makes me say that is because there is a variety of different plants... I have also never planted any succulents before until this time. While I was waiting, I collaborated with other people to pull out weeds that were out around the front of the school ~ Honor

I discovered that when planting, what you're going to do is push back the mulch completely and then push the soil into a small or big hole, depending on how big the roots (or plants) are, and then you place it in. Make sure the plant is in just enough and then start packing the soil and mulch around over the roots. Pack it in firmly and then you're done! ~ Keana

Stephanie Alexander Kitchen Garden – SAKG



As **self-managers** some of our students from Foundation to Year 6 participated in preparing a meal of Pumpkin, Silverbeet and Ricotta Pasta Bake. The homegrown pumpkin was generously donated to us by Angus and Tommaso's family. For something sweet afterwards, we made Lemon Crinkle Biscuits which were enjoyed by all involved.

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



Physical Education

“A person who wins is a person who thinks they can” - Roger Federer

Foundation to Year two students will continue to explore sports that involve **striking**, these students will be introduced to the fundamental movement skill known as the **‘forehand strike’** which is used in sports like Tennis. Students will engage in activities that will encourage them to hit the ball in the air.

Year Three and Four students will continue to learn the fundamentals of **Tennis - Serve, Return, Rally, Points**. Students will learn how to perform a **drop serve** and continue practising the movement skill known as the **forehand strike**. Students will also discuss *how the positioning of their bodies affects their shot?*



Year Five and Six students will continue finding out about the category of sports known as **Net and Wall sports**. Last week students learnt about the common features that all of these sports have in common. In this week's learning, students will engage in games that encourage them to hit the ball into the open areas of the court away from their opponents. As learners, through the use of the **‘Game Sense Model of Tactical Thinking’**, students will discuss how and why they were successful in this style of play.



Cybersafety

"Someone cracked my password. Now I need to rename my puppy."

Marco Ciapelli

Evolve Education Parent Session

**MOTHER TERESA CATHOLIC PRIMARY
PARENT/CARER WORKSHOP**

**ONLINE
SAFETY &
DIGITAL
WELLBEING**

Join Bec and Steve from Evolve Education for practical strategies to help your child make the most out of the online world.

Date: Wednesday 26th of October 2pm

We equip parents and carers with the skills to:

- model safer internet practices in the home
- participate in their child's online world
- communicate openly about their child's digital life
- supervise and support

This session will specifically cover:

- Cyberbullying
- Image Based Abuse
- Exposure to Pornography
- Device Dependency

*This webinar is not suitable for students.

**1-HOUR
PLUS Q & A**

EVOLVE
ENGAGE | EDUCATE | EMPOWER

On Wednesday 26th October presenters from Evolve Education will be conducting a parent session beginning at 2:00pm and concluding at 3:00pm with time from 3:00pm to 3:30pm to speak with the presenters about any issues you may wish to further discuss. Evolve Education are an official Trusted eSafety Provider engaging with a wide range of primary and secondary schools around Australia.

Topics being covered include:

- online risks for this age group
- popular games and what to watch for
- digital wellbeing and setting limits
- unsafe/unwanted contact harm minimisation
- building self regulation
- removing the barriers to 'speaking up'
- supervision strategies
- how to be part of their online world

If you would like more information or would like to attend email Mr Collins patrick.collins@motherteresa.catholic.edu.au. RSVP by Monday October 24th.

New eSafety Parent Resource

Below is a link to a new eSafety resource containing videos and fact sheets about the following topics:

- Helping your family stay safe online
- Getting started with social media

- Safer online gaming
- Getting help when your child is being bullied online

Information and videos on this website are available in **Arabic, Simplified Chinese, Dari, Tamil and Vietnamese**.

<https://www.esafety.gov.au/parents/resources/online-safety-for-every-family>

Upcoming FREE eSafety Parent Webinars

Webinar	Date and Time	Registration Link
Digital Technologies & Mental Health Designed for the parents and carers of young people aged between 10 and 18 years old. It will cover: <ul style="list-style-type: none"> • current research on young people, time online and mental health • what to do about accidental exposure to content about suicide, self-harm or eating disorders • using games, apps and social media to support mental wellbeing • the pros and cons of digital mental health platforms • strategies for young people to support friends online. 	Wednesday 12 October 7:30pm to 8:30pm Monday 17 October 12:30pm to 1:30pm Thursday 27 October 12:30pm to 1:30pm	https://register.gotowebinar.com/rt/9223357062192996109

Performing Arts

The language of music is common to all generations and nations; it is understood by everybody, since it is understood with the heart. - Gioacchino Rossini

Our musicians from Foundation – Year 2 will continue our inquiry of the musical notes. We will be practicing how to sing and perform the matching Curwen hand sign for the notes. We will be exploring the different ways that we can play the notes on the chime bars. We will focus on the learning asset **collaborator**, we will consider what it means to be a **collaborator** as we perform the music together. We will begin to explore the notes on the treble clef and identify which note is higher or lower.

Years 3 and 4 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 different notes. We will identify if the notes are lower, higher or the same in pitch. This will require actively putting into practice the learning assets of **self-manager**, **collaborator** and **contributor**. Playing music together and singing will help us to further develop these assets in Music and Performing Arts.

Our musicians in years 5 and 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 lines and spaces of the treble clef. We will need to use the learning assets **self-managers**, **contributors** and **collaborators** as we tune into some new notes together. We will also begin our inquiry of the ukulele.

Visual Arts

Foundation – Year Two

As **inquirers we observed** artworks and looked closely at how the space on the paper was being used. We found out that artworks have a foreground, middle and a background.

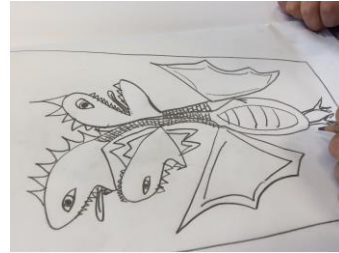
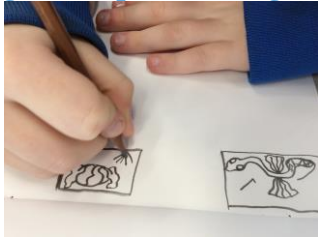
Exploring space – What is at the front, back and in the middle?



Year 3 – 4

As **researchers** we stretched and explored our understanding of how line, shape and patterns are used in drawing. We observed artworks of mythical creatures and watched demonstrations of how to draw animal coverings such as fur and scales.

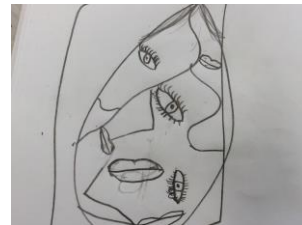
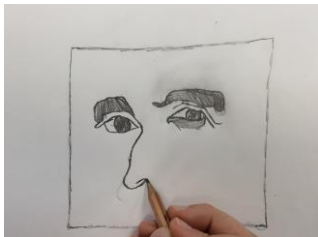
Planning and experimenting with different techniques



Year 5 – 6

As artists we explored the art of portraiture. We viewed portraits by a variety of artists (Modigliani, Picasso, Van Gogh, Paul Klee, Yvette Coppersmith) and dialogued about the different styles and techniques.

Planning and exploring



Term Four Dates 2022

Monday 3rd October
Monday 10th October
Wednesday 12th October

Monday 17th October
Tuesday 18th October
Wednesday 19th October
Friday 21st October
Monday 24th October

Wednesday 26th October
Thursday 27th October

Monday 31st October

Tuesday 1st November

Term 4 begins
Year 3/4 Japanese Incursion
Human Sexuality Foundation – Year 6 Parent only information evening session 7pm
Year 5/6 Healesville Excursion
Year 5/6 Healesville Excursion
Year 5/6 Healesville Excursion
Crazy Sock Day
Human Sexuality Year 3/ 4 Parent/child evening session (Time to be confirmed)
Cyber Safety Seminar for Parents 2pm - 3pm @Mother Teresa PS
Human Sexuality Year 5/ 6 Parent/child evening session (Time to be confirmed)
Closure Day – Report Writing Day
No School for children
Melbourne Cup Day - Public Holiday
No School for children

Wednesday 2 nd November	Kids ROAR personal safety program online session for Foundation – Year 2 <u>Parents only</u> 7pm – 8pm
Thursday 3 rd November	Year 3/ 4 You Yangs excursion
Friday 4 th November	Kids ROAR Foundation – Year 2 incursion
Monday 14 th November	Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Friday 18 th November	Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Monday 21 st November	Family Movie Night
Monday 28 th November	Mathematics Game Day 3/ 4
Friday 9 th December	Mathematics Game Day 5/6
Tuesday 13 th December	Year 5/6 Farewell Bowling Outing & Pizza Lunch
Friday 16 th December	Year 6 Farewell Mass 7pm @ Our Lady's Parish church
	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.

Community News

Marriage Encounter Weekend

“Live Your Best Life in Love” This experience gives married couples the tools to keep your passion alive in a gentle, nurturing environment, away from pressures and distractions of daily living.

The weekend is based around Catholic values but couples of all faiths are welcome.

Please check our website for more details.

22- 23 October 2022 at St John Bosco, Niddrie

(Book early to avoid disappointment)

Information/Bookings: Phone **Mercy & James 0409 183 676** or

Email: [**vicbookings@wwme.org.au**](mailto:vicbookings@wwme.org.au) Website: [**wwme.org.au**](http://wwme.org.au)