



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

17<sup>th</sup> October 2022

*"We are not faced with two separate crises, one environmental and the other social, but rather one complex crisis which is both social and environmental." Pope Francis, 2015*

**To** All In Our Learning Community,

In Australia we celebrate World Mission Month in October and Sunday 23<sup>rd</sup> October is nominated as Mission Sunday. This month acknowledges the many lay and religious missionaries who dedicate their lives to reaching out and supporting children and communities in need around the world. Socktober an initiative of Catholic Missions has a goal this year for food security and life-saving nutrition in Ethiopia.

Crazy Sock day this coming Friday will provide us with the opportunity to not only wear crazy socks but more than this it will enable us to engage in an action of outreach to those in need. We, too, can share in the mission of the church supporting not only those most in need but also those who have dedicated their lives to such work.

Belonging to a school named after one of the world's most well-known saints, Saint Teresa of Calcutta challenges us further to consider charitable works. Mother Teresa is an example of a life lived dedicated to the poor. She has provided an example of selflessness drawn from her deep Christian faith. This is a lived expression of Matthew's gospel 25:35-36;

*"I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me."*

Through the inspiration of Mother Teresa and as a Catholic Dialogue school we are invited to consider this passage from Matthew's gospel and its future oriented perspective, that is, the dream that God has for our world. This dream can be brought about by our acceptance of the invitation to be a part of this missionary work. This might be small daily actions of kindness, wearing crazy socks or undertaking ongoing actions of charity. As one of Mother Teresa's favourite saints, Teresa of Avila said,

*"Christ has no body now on earth but yours,  
no hands but yours,  
no feet but yours,  
Yours are the eyes through which to look out  
Christ's compassion to the world  
Yours are the feet with which he is to go about  
doing good;  
Yours are the hands with which he is to bless all the world".*

How might we be Christ to others through our words and actions this week?

Kind regards,

**Chris**

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

#### ***Monday 17<sup>th</sup> October***

*Year 5/6 Excursion to Healesville Sanctuary*

#### ***Tuesday 18<sup>th</sup> October***

*Year 5/6 Excursion to Healesville Sanctuary*

*Professional Learning- planning*

*Parents & Friends Meeting*

#### ***Wednesday 19<sup>th</sup> October***

*Year 5/6 Excursion to Healesville Sanctuary*

*Kath Murdoch Inquiry Planning*

#### ***Thursday 20<sup>th</sup> October***

*Year 5/6 Kids Helpline Workshop*

*MACS Leadership Team Workshop*

#### ***Friday 21<sup>st</sup> October***

*Socktober*

*Year 5/6 Kids Helpline Workshop*

*Zooper Dooper Friday*

### ***Mini Vinnies News ~ Socktober***

This coming Friday **October 21<sup>st</sup>** in support of the work of the Catholic Missions we will be participating in **Crazy Sock Day**. For a gold coin donation you are invited to wear crazy socks on Friday.

### ***Faith and Life Inquiry Term 4***

Last week over 125 families participated in a parent night focussed on health and human sexuality. A number of key messages from the night included the importance of communication, accurate information and an awareness of the current sexualisation of our children through media and access to online materials. In the coming weeks further opportunities will be available for all families in Years 3 - 6 to engage in a parent child workshop. Our Foundation to Year 2 parents will also be invited to a parent only session online with a focus on protective behaviours.

**Please note the following session in your diary.**

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

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

Wednesday 2<sup>nd</sup> November – Foundation – Year 2 online **Parent only Personal Safety education** session facilitated by ROAR Australia.

### ***Cyber safety Parent Workshop***

A cyber safety parent workshop will take place at at Mother Teresa School on Wednesday 26<sup>th</sup> October 2pm – 3pm. The 3pm – 3.30pm time slot will allow for questions with the presenters. 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

Please RSVP by Monday 24<sup>th</sup> to Mr Collins [patrick.collins@motherteresa.catholic.edu.au](mailto:patrick.collins@motherteresa.catholic.edu.au)

### ***Blessing of the Sharon Marley Sustainability Space ~ Friday 28<sup>th</sup> October 3pm***

Our learning community is invited to gather on Friday 28<sup>th</sup> 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 Hat***

All children required to wear their Mother Teresa Primary School hat when outside during term 4.

### ***Year 5/ 6 Camp 2023***

Our Year 5/ 6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Wednesday 8<sup>th</sup> February to Friday 10<sup>th</sup> February 2023. The cost of the camp is \$320 and payable by February 3<sup>rd</sup> 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.

## ***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 2: *Child safety and wellbeing is embedded in organisational leadership, governance and culture***

The minimum standards require:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

One key action that reflects this standard is having a child safe culture that builds child safety into the everyday thinking and actions of leaders, staff, volunteers, parents and friends, parents and other members of the Mother Teresa learning community.

Governance refers to the organisations leadership, oversight and accountability processes. Governance includes an organisation's rules about who has authority to make decisions, how decisions should be made and monitored, how people are held accountable.

## ***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 including their AHPRA number. This form can be signed by the doctor prescribing the medication, a pharmacist or nurse. Thank you for your cooperation with this new process.

Please note the school website link is <https://www.motherteresa.catholic.edu.au/enrolment-information/school-policies/> First Aid Form School and Parent Record

## ***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.*

### ***Parents & Friends Meeting***

Our next Parents and Friends meeting is this Tuesday 18<sup>th</sup> October at 7.30pm.

The organisation and preparation for our **Movie night Friday November 18<sup>th</sup>** is our major agenda item.

### ***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***

*'Inquiry learning helps students to know how to learn. Through inquiry learning they come to understand and manage themselves as learners.'* (Kath Murdoch, 2007)

*'The bible is not a book but rather a library that contains a great diversity of texts written by a host of authors in difference times and cultural contexts, writing in difference languages, expressing difference points of view for difference purpose (Pollefeyt & Bouwens, 2014).*

Our **Faith and Life Inquiry** continues to explore the human person through religious texts and our experiences of engaging with one another understanding we are all different and yet the same. As **hermeneutical learners**, we will use commentaries to help us sort out our thinking about one of the Genesis creation stories. As **thinkers**, we will engage in the shared reading of the text '*Caring for God's Earth*' which is a commentary to help us explore why creation stories were written. We will consider the purpose of the creation stories in various religious traditions and cultures. We will identify the purpose of the creation stories in the bible for Christian people. As **hermeneutical learners**, we will take time and opportunity to revisit **Genesis 2:18-24** to extend our thinking by identifying what we think the author of this creation story might be trying to tell us. Is this story to be read literally or does it provide a deeper more symbolic meaning? We will use the **Thinking Routine I used to think... Now I think...** to **see new layers of meaning** and how we **interpret the texts**.

Further as part of **Faith and Life Inquiry** we are finding out into our compelling question, "What are my feelings telling me? What should I do next?" As **communicators**, we will engage in the **shared reading** of a text and begin to make **connections** between the characters feelings and our own. We will focus on the skill of '**making connections with other people**' and **identify** and document our **connections** and our **discoveries**. As **thinkers**, we will engage in the game of 'Charades' using the Kimochi Toys. We will **explore** the feelings displayed on the Kimochi Toys and **describe** and **identify** what the feeling is telling us. We will have time and opportunity to pick the feeling we are most **curious** about and replicate what that would look like on our faces.

As **mathematicians**, we are **Tuning in** to the mathematical concept of **multiplication and division**. Some learners will be engaging in learning opportunities where we will share objects into equal groups, while other learners will have the opportunity to practise using strategies such as repeated addition, skip counting and arrays to solve problems. We will also be taking time and opportunity to practise our individual counting focus.

As **literacy learners**, we are continuing to use PM eCollection each day to consolidate a various reading strategies that we have been learning. We will continue to engage in focus groups to listen to and read a

variety of stories and consider the way in which narratives have a **beginning, middle and end**. Many of us continue to focus on **onset and rimes, digraphs and syllables**. We encourage children who are learning sight words to continue being persistent by practicing each day. 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.

## **Bridging Centre**

### **Year 3/4**

***"In a journey of inquiry, a question can act as a kind of funnel into which we pour experiences, texts, resources and information..."*** (Kath Murdoch, 2022)

As part of **investigating** our **compelling question 'Heath: What influences my decisions?'** we are using the **split-screen approach** to help us **identify** the **kind of thinking** we are **engaging** in. As **researchers**, we are continuing to **develop** the **skill of formulating questions to help us find the information we need around** ways we can take care of our mental health and the affects this has on our wellbeing. As part of **finding out**, we are **engaging** in a **clip** this week on **Behind the News** as well as other texts and resources around how to keep a **healthy mind**. **Through dialogue with others**, we are **identifying key emotions** we **feel** daily and one way we can **overcome** this **emotion**. To **reflect** on this **clip** from a **literacy lens**, we are **identifying** the **key features, navigation of icons** and the **purpose** of this **text**. As **thinkers**, we are **remaining curious, flexible, and open-minded** as we **make connections** between **new ideas** and our **first thinking**.

Twice each day we are **engaging** in **forms of meditation** to help us **extend** our **thinking** of the **benefits** for our **mental and emotional health**. Using a webpage '**Smiling Mind**' we are working through the exercises that **helps** us **focus** on our **breathing, feeling our emotions, considering our thoughts and feelings, showing empathy and kindness** and **showing gratitude**. At home, you might like to continue to engage in forms of meditation whether this is an exercise from Smiling Mind, <https://app.smilingmind.com.au/home> talking about feelings, engaging in a hobby together, drawing, singing and dancing, say an affirmation each day.



As part of **reflecting** on our **first thinking** and **finding out** about the **scripture from Genesis 2: 18-24** in the **Old Testament**; we will continue to have **time** and **opportunity** to **share** our **wonderings**. Through **dialogue** with **others**, we will **notice**, and **name** and continue to **search, question, imagine and reimage** the **symbolic meaning** of this **scripture**. We will **consider** how we might **search** for a **deeper understanding** of this **creation story**? As part of **exploring** our **wonderings** and being **open** to **reinterpretation**, we will **engage** in a **text** from '**Two Hands of God**' and **sort out** our **thinking** through a **t-chart graphic organiser** about what **science** tells us about how the world was created vs what we think the author is telling us about their belief about God? We will continue to **reflect** on the **hermeneutical prompt 'continuously searching, questioning, inquiring, imagining and re-imagining'** to show how we are **engaging** in the **art of interpretation**.



As **mathematicians**, we are continuing to **find out** and **sort out** our **thinking** around **shapes**. We are **engaging** in **hands on opportunities** that **allows** us to **notice** and **name** the **features** of **shapes** including the number of **edges, vertices and faces** for **3D objects**. As **thinkers**, we are **giving reasons** for our **thinking** as we **consider** the **difference** between **2D shapes** and **3D objects**. This week we will **continue** to use **materials** such as **toothpicks and blue tac** to make **3D objects**. As **reflective thinkers**, we are being **open-minded** and **creative** as we **come up with** **different possibilities** about how we can **combine different shapes** to make a **composite shape**.

## Leadership Centre

*Hermeneutical learning implies that one can enter into other fields of meaning, that one can build bridges between fields of meaning, that one can, to a certain extent, 'translate' one's own philosophy of life into a language that the other can better understand (Lombaerts 2001). Hermeneutical learning will, therefore, always be a form of interreligious and interfaith learning. Such learning means that one is hospitable to the other believer, but also that one is willing to be invited by the other and to learn from him or her (Burggaeve 1991; Moyaert 2008, 2011, 2014), (Pollefeyt, 2020).*

This week we will have the time and opportunity to participate in an excursion to Healesville Sanctuary. At this excursion we will have the opportunity to **reconnect** with our friend Aboriginal Elder, Murrundindi. Through our engagement with Murrundindi at Healesville Sanctuary we will *gain further insights into the culture of the First Peoples of Australia*. Through our experience we will be **tuning in and finding out** about native plants and animals and their significance in **Indigenous culture, customs and spirituality**. As **hermeneutical learners** we will have the time and opportunity to reflect on this experience and our engagement with Murrundindi. We will be reflective thinkers by considering the question; *In what ways are our own customs, beliefs, spirituality and understandings affirmed or challenged?*

We will also engage this week in a Kidshelpline workshop entitled; **Managing Emotions**.

We will be finding out about emotional self-regulation skills and learning how to manage challenging emotions including **anxiety, sadness and anger**. Our learning community continues to be grateful for the support of Kidshelpline in providing these opportunities. All Year 5/6 staff engaged with the facilitators at Kidshelpline over the holiday period in preparation for these workshops. The workshop captures the Victorian Curriculum Personal and Social Capability.



One of our reading and writing focuses in the coming week is **poetry**. As we research the genre poetry we will be reading and viewing a variety of poems, from print and digital sources, to build our schema about the relationship between words, sounds, imagery, including simile, metaphor and personification. Our inquiry of poetry will lead us to explore a variety of **poems as 'seeds' for our writing**. These will be documented in our Writer's notebooks. We will engage in a variety of thinking routines to document our thinking and then shape our ideas into poetry.

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** considering the **strategies** we are using to help us solve the questions. Our documentation will reflect our thinking.

## 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 Melbourne, Australia in Japanese. We used the word **です** "desu" or "It is.." to **make out thinking visible**.



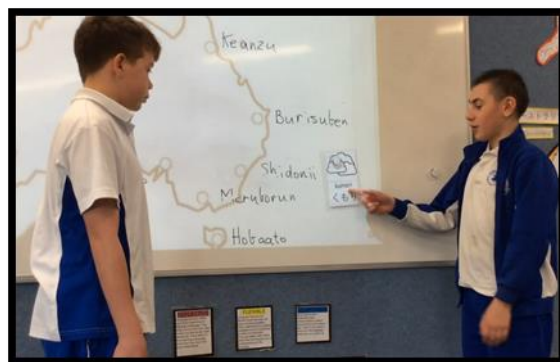
This week, in **connection** with the learning space **compelling question** **What are my feelings telling me?**, we will **begin to explore** words for **parts of the body** and **emotions** in Japanese. We will **learn a song** called **てをたたきましょう** (te wo tatakimasho). In **English** the song is called **"Let's clap our hands."** In the song we **act out emotions**, such as laughing happily, expressing frustration and crying unhappily. As **thinkers**, we will use **visuals** and **actions** to **support our understanding** of new words and phrases in Japanese.

As **learners** and **inquirers** and as part of **Finding Out** about **Taiko**, students in **Year Three** and **Year Four** attended an incursion about **Taiko drumming**. As **inquirers** and **learners**, we watched a **Taiko expert** play the Taiko drum and listened to their explanation of the **different types of rhythms** and **sounds** we can create with the **drum (taiko)** and the **sticks (bachi)**. As **collaborators**, we **put the rhythms and sounds together** and played an extended piece of music as a whole group. We wore **traditional Japanese festival coats (happi)** whilst playing together. This week, we will engage in **documenting a reflection** about our experience of Taiko. We will **document discoveries** and **draw an illustration** to **make our thinking visible**. We will **label our picture** with **adjectives** and **onomatopoeia** which **describe** what a Taiko looks and sounds like.



As **learners**, students in **Year Five** and **Year Six** have been **performing role plays** for “**TV Weather Reports**” in Japanese. As **communicators**, we **presented our role plays** to our learning space using a map and flashcards for the weather to support our performance.

This week, we will **document a reflection** about the learning focus on “**TV Weather Report**”. As **thinkers**, we will use the **language of inquiry** to **make our thinking visible**. For example, as **communicators**, we used the **learning disposition “confident”** to **project our voice** and **pronounce** words, phrases, questions and responses **authentically**. As an audience, we used the **learning disposition “empathic”** to **watch** and **listen** to the role plays performed by our peers and **show appreciation** that they are **having a go** at **communicating in Japanese**.



### ***Sustainability Learning***

As **researchers** our all **Foundation – Year 2** students tuned into aspects of strawberry plants, how they grow and what the plant may look like at various stages of its growth from a young seedling to when a strawberry is ready for harvesting. We discovered one way to create a strawberry plantation was by reusing an upright laundry basket filled with soil. This planting process will be like our strawberry towers which we are creating in front our Sharon Marley Sustainability Space.



As **researchers** some of our **Year 3 – Year 6** students watched a video clip on how to plant strawberries and documented key information in point form, including the ideal space between one plant to another, strawberry's companion plants for optimum growth and protection of the plant, and ways in which to care for and produce the best tasting strawberries possible. For example, to trim back the runners and cut off the first blooms to allow all the nutrients to be absorbed into the plant and roots prior to the first harvest.



As **collaborators** some of our **Year 5/6** students helped prepare our newly created strawberry towers with advice and guidance from Jason. Students were required to help dig deep enough into the garden bed to place several strawberry towers made of recycled plastic. Some students engaged in creating an irrigation or drip watering system to be inserted into the towers to allow soil to be evenly watered within the whole tower. Materials such as bamboo stems, rubber piping and clips were used in this process.



## Stephanie Alexander Kitchen Garden – SAKG

As **self-managers and collaborators** some of our students from Foundation to Year 6 participated in preparing a meal of Pumpkin and Silverbeet Risotto. We also made delicious Blueberry Muffins to enjoy together after our meal.

**For All Your Favorite Recipes – Visit our Mother Teresa Blog at - [mtpskitchengarden.com.au](http://mtpskitchengarden.com.au)**



## Physical Education

*“Sportsmanship for me is when a guy walks off the court and you really can’t tell whether he won or lost, when he carries himself with pride either way.” – Jim Courier*

Last week’s weather impacted on our outdoor physical education learning. Hopefully this week will be better.

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 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

*“No technology that’s connected to the Internet is unhackable.” Abhijit Naskar*

Students in **Foundation - Year 2** will be continuing to engage in learning about who they can trust online and identifying what information can be shared online. We are also reflecting on our use of the Indi robots using Microsoft Word and including photos taken of the courses we have made. **Year 3 & 4** students are using the eSafety program **Be Secure** to improve their understanding of keeping our private

information safe. We also are using Microsoft Word to create posters promoting being a good digital citizen including inserting images, modifying the text size, style and colour as well as experimenting with different ways of setting out the poster. **Year 5 & 6** students are further engaging in learning about developing technologies **Virtual Reality Goggles, Driverless Cars and Artificial Intelligence**, **specifically** the benefits and threats that these pose to our cybersecurity as well as the impact that they will have on the jobs of the future. As part of our independent learning, we will be engaging in the eSmart Digital Licence which is designed to assist students in making correct decisions when online.

### **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**

<b>Webinar</b>	<b>Date and Time</b>	<b>Registration Link</b>
<b>Digital Technologies &amp; Mental Health</b> 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"> <li>● current research on young people, time online and mental health</li> <li>● what to do about accidental exposure to content about suicide, self-harm or eating disorders</li> <li>● using games, apps and social media to support mental wellbeing</li> <li>● the pros and cons of digital mental health platforms</li> <li>● strategies for young people to support friends online.</li> </ul>	Wednesday 12 October 7:30pm to 8:30pm  Monday 17 October 12:30pm to 1:30pm  Thursday 27 October 12:30pm to 1:30pm	<a href="https://register.gotoweibinar.com/rt/9223357062192996109">https://register.gotoweibinar.com/rt/9223357062192996109</a>

### **Digital Technologies**

This week in years **Foundation - 2** we will be **observing** the ‘**Drumming Monkey**’ robot that we **built** over the previous two weeks and **discover** 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**. We will **document** our **observations** by using **diagrams** and **writing** to **make our thinking visible**.

**Year 3/4** we will be continuing to use **Microsoft Excel** to **gather data** and input it into a **table**. We will be **researchers** as we use **online resources safely** to find **data** about a **topic** we are **interested** in such as **wins** for **football teams**.

This week in **year 5/6** we will **continue** to have a **focus** on the **Binary system**. We will **discover** how each letter of the **alphabet** has a **number** that can be represented as **binary**, and use this to write our **name**, and to extend our **thinking** we will then **create simple sentences**.

## Performing Arts

*“After silence, that which comes nearest to expressing the inexpressible is music.” – Aldous Huxley* 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.



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 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 are 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 continue inquiring into the ukulele.



## Visual Arts

*“Are we to paint what’s on the face, what’s inside the face, or what’s behind it?”*

**Pablo Picasso**

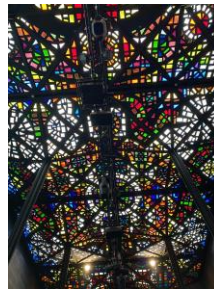
On Thursday, October 6<sup>th</sup> a group of Year 5 and 6 students attended “The Picasso Century” at the National Gallery of Victoria. As artists and researchers, we experienced some of the finest artworks by Picasso and other artists who he collaborated with. The artworks were all different showing the use of colour, shape and line to express feelings and emotions.



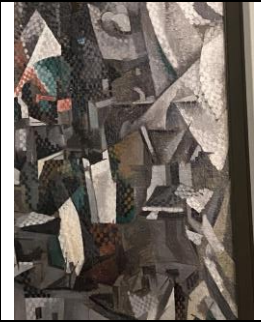
The Picasso Century exhibition gave us an opportunity to view artworks by Picasso from different artistic periods such as his Blue Period, Cubism and Surrealism. We found out that his Blue Period (1900-1904) was a time Picasso painted mainly monochromatic paintings in shades of blue and blue-green. Picasso was influenced by the death of his friend resulting in sombre artworks.

We also discovered that Picasso created 50,000 artworks which included paintings, sculptures, and ceramic plates. Some of his paintings were like a puzzle that we tried to solve by putting the pieces together in our mind. It was a great experience for us to be at the exhibition because seeing the real artworks was amazing.

*Thomas, Tiffany, Jessica and Honour*



Artworks we found interesting...



## Term Four Dates 2022

Monday 24<sup>th</sup> October

Human Sexuality Year 3/ 4 Parent/child evening session  
(Time to be confirmed)

Wednesday 26<sup>th</sup> October

Cyber Safety Seminar for Parents 2pm - 3pm @Mother Teresa PS

Thursday 27<sup>th</sup> October

Human Sexuality Year 5/ 6 Parent/child evening session  
(Time to be confirmed)

Monday 31<sup>st</sup> October

Closure Day – Report Writing Day

**No School for children**

Tuesday 1<sup>st</sup> November

Melbourne Cup Day - Public Holiday

**No School for children**

Wednesday 2<sup>nd</sup> November

Kids ROAR personal safety program online session for Foundation –  
Year 2 Parents only 7pm – 8pm

Year 3/ 4 You Yangs excursion

Thursday 3<sup>rd</sup> November

Kids ROAR Foundation – Year 2 incursion

Friday 4<sup>th</sup> November

Mathematics Game Day F – 2 (Learning Spaces to be confirmed)

Monday 14<sup>th</sup> November

Mathematics Game Day F – 2 (Learning Spaces to be confirmed)

Friday 18<sup>th</sup> November

Family Movie Night

Monday 21<sup>st</sup> November

Mathematics Game Day 3/ 4

Monday 28<sup>th</sup> November

Mathematics Game Day 5/6

Friday 9<sup>th</sup> December

Year 5/6 Farewell Bowling Outing & Pizza Lunch

Tuesday 13<sup>th</sup> December

Year 6 Farewell Mass 7pm @ Our Lady's Parish church

Friday 16<sup>th</sup> 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.

## 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)