



NEWSLETTER

24th October 2022

"I want you to be concerned about your next-door neighbour.

Do you know your next-door neighbour?" Mother Teresa

To All In Our Learning Community,

Diwali, Deepavali, Bandi Chhor Diwas and Tihar are all festivals of light and hope, celebrated by over a billion people around the world, mainly from the Indian subcontinent.

Happy Diwali to those in our learning community who celebrate this festival of light. Within the Sikh community this celebration is also known as Bandi Chhor Diwas, the celebration of Freedom. The celebration recalls the release of the sixth Sikh guru, Guru Hargobind, from a Gwalior prison in the 17th century. Sikh believers take blessings of the guru, light some candles at the Gurudwara and exchange sweets as part of this celebration.

An important part of Diwali celebrations is the concept of inner transformation that happens when ignorance is removed by the light. While I am not a member of these religious and cultural groups the celebration invites me to consider my own inner transformation and through this a renewed or clearer picture of myself as a spiritual being, For me this is expressed through a Catholic faith. Although I can't fully appreciate the Diwali celebration I can certainly make some connection to my own belief about inner transformation. I can also be challenged to consider inner renewal through finding out about the Diwali celebration. I can recall the Catholic practice of Lenten fasting for inner renewal and the resurrection of Jesus, light of the world and consider these in light of Diwali.

The Catholic Dialogue School promotes dialogue among all peoples, acknowledging the plurality of our world and for members of the Mother Teresa learning community, our multi-faith and culturally enrich community. A walk around our suburb highlights this multiplicity. This awareness of 'otherness' is a significant component of our Faith and Life Inquiry learning. It enables us to learn hermeneutically. Within religious learning hermeneutics is the 'art of interpretation'. As members of a faith based school we are invited to share our expressions of faith, with the Catholic tradition as the preferential dialogue partner. This dialogue invites all to express their religious or philosophical positions and to consider these connected to or challenged by the Catholic tradition. Learners in our community often make their thinking visible about this dialogue through the use of what we call hermeneutical prompts. Some that you will be familiar with are; dialogue with others, seeing new layers of meaning and interpreting texts and symbols. Engaging in dialogue with others about Diwali would allow us to consider these prompts but also respectfully engaging within the Catholic tradition, in dialogue with other traditions, expressing meaning in more than one way and allowing the Catholic tradition to affirm or sometimes confront my view.

How might you engage in dialogue about 'otherness' with your family this week? What opportunities will you take up to share your beliefs and understandings in connection to Diwali? Will your awareness of 'otherness' be seen as an opportunity to value or disregard diversity?

Happy Diwali!

Kind regards,

Chris

This Week's Happenings

Monday 24th October

Year 3/4 child/parent workshop the Wonder of Living 7pm

Welcome Colleen Monaghan Year 3 – 6 planning

Professional Learning- Mathematics

Tuesday 25th October

Wednesday 26th October

Cyber Safety Parent Workshop 2 – 3pm

Professional Learning- Evolve Education Cyber Safety

Thursday 27th October

Year 5/6 child/parent workshop the Wonder of Living 7pm

Friday 28th October

Zooper Dooper Friday

Blessing of the Sharon Marley Sustainability Space 3pm

Child /Parent Workshops – The Wonder of Living

This week all families in Years 3 -6 are invited to engage in a parent child workshop related to health and human sexuality. Please note the day and time.

Monday 24th October 7 pm – 8.15pm - Year 3/4 Parent and Child session facilitated by Open doors.

Thursday 27th October 7pm – 8.30pm- Year 5/6 Parent and Child session facilitated by Open doors.

Cyber safety Parent Workshop

A cyber safety parent workshop will take place at at Mother Teresa School on Wednesday 26th October 2pm – 3pm. The 3 – 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** to Mr Collins patrick.collins@motherteresa.catholic.edu.au

Foundation – Year 2 Parent & Carer Education Session

A flier was forwarded to Foundation – Year 2 parents and carers inviting you attend the online KidsROAR Body Safety Education parent only session. This is to take place on Wednesday 2nd November 7 – 8pm. Please use the link on your invitation to access the session.

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 Closure Day Monday 31st October

Staff will be engaged in report writing Monday 31st October. There will be no school for children on this day.

Cup Day Public Holiday Tuesday 1st November

There is no school on Tuesday 1st November as it is the Cup Day public holiday.

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.

Mini Vinnies

The Mini Vinnie's team wishes to thank all of the Mother Teresa Learning Community for their participation in our Crazy Sock Day in support of Catholic Missions 'Socktober'. We saw many amazing and crazy socks throughout the day! Through your



donations we have raised \$330 for Catholic Missions and we have been able to actively contribute and reach out and support our neighbours, the children of Ethiopia. Thank you!

Olivia and Thomas on behalf of Minis Vinnies

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 will be distributed again this week.

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.

This coming Wednesday Evolve Education will be facilitating a parent session related to Cyber safety on Wednesday 26th October 2pm – 3pm at Mother Teresa School. This opportunity will highlight Child Safety Standard 9 with a focus on online environments. Please RSVP your attendance to Mr Collins patrick.collins@motherteresa.catholic.edu.au Please.

Learning Diversity

Building your child's resilience

“Do not judge me by my success, judge me by how many times I fell down and got back up again”
Nelson Mandela

As parents you want your child to be able to bounce back when they experience challenges and must face difficult times. This is what resilience is all about.

Research has shown there are some key things to focus on as parents:

Focus on autonomy and responsibility

Focus on managing emotions

Build good relationships with others

Build their confidence by taking on personal challenges

This could include simple ideas such as encouraging your child to make their own lunch or plan the lunches with you. Most importantly the simple act of talking to your child about problem solving will help them understand the importance of learning to solve their own problems instead of rushing in as parents to solve them.

So, the next time your child tells you about a problem, try stepping back and to aim to help guide them to find their own solution. This will help build those vital early resilience skills.

For more information on how to help build your child's resilience please visit [this link](#).

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.

Movie night Friday November 18th 2022~ Minions – The Rise of Gru

When: Friday November 18th, 2022

Where: Football Oval @ Mother Teresa Catholic PS

Time: 5.30pm – Gates Open

This is a ticketed event with tickets purchased through the school reception and are \$15 per family or \$5 a single. Cash only payments please.

All children must be accompanied by a parent or guardian.

6pm-7pm – Entertainment ‘Bop Till you Drop’

8pm – Screening of the Movie

Bring along your picnic rug, chairs and a comfy blanket!

Food trucks will be on premises for purchase of pizza, burgers and fish and chips!

Coffee Van and Confectionary will be available for purchase.

(confectionery will only be available to purchase with a cash sale only)

This is an alcohol-free event.

Security will be present on the night.

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 1.40pm – 2.10pm. 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

“When students feel that they are the ones “doing the learning” rather than the teacher they are undoubtedly more engaged, and with engagement comes increased potential for learning.” (Kath Murdoch, 2007)

As **inquirers** in connection with our Faith and Life compelling question, ‘What are my feelings telling



me? What should I do next?’ we are continuing to **find out** more about our own feelings and how to identify a range of emotions we may experience every day. We are **finding out about** to the idea of how we might respond in a range of situations, and what strategies we can use to manage our feelings and emotions. As **thinkers**, we have continued to engage in shared readings of a variety of texts to **identify** the emotions experienced by the characters throughout, and are **naming** and **noticing** how they responded to their feelings. We have been documenting our findings in a **data chart** to help us

analyse the feelings characters have in the texts and the strategies they use to respond to their feelings. By using the data chart to **organize and sort out** our thinking, we have been **reflecting and making connections** to own feelings we have through our own experiences. As **researchers**, we will begin to consider other ways we can **find out** about our compelling question. One way we will do this is by using **interviews** to collect data from **experts** about how they manage feelings. The experts we will interview are the Year 5 and Year 6 children. We will **collaborate** with each other to **identify questions** we could use to interview our experts. We will **use our mathematical thinking** to help us **sort out** and **organize** the data in a way that will help us to make further discoveries.



As **hermeneutical learners**, belonging to a **Catholic faith learning community**, we are revisiting our first thinking of the [Genesis 2:18-24](#) creation story, to consider the **literal** and **symbolic beliefs** being conveyed throughout the scripture. Through **dialogue with others**, we are **reflecting** on the main ideas of the text, **and making connections** between our interpretations and lives to **see new layers of meaning** that speak to us of the world in which we are now living. We will also be **tuning in** to another account of creation through reading **Psalm 8**. We will be learning and **interpreting** the Psalm, as we prepare to engage in the Sharon Marley Sustainability Space blessing on Friday.



As a Catholic Dialogue School we participated in **Socktober**, supporting **Catholic Missions and Mission Sunday**. By engaging in the wearing of crazy socks we were able to contribute to the Mini Vinnies action to raise money to help support families and children impacted by poverty and famine in Ethiopia. As part of Faith and Life inquiry, we will have opportunities to **reflect** on the opportunity to **reach out to others** and **tune in** to **Catholic Social Teachings**.

As writers some of us will use these opportunities as seeds for writing. We use seeds to **shape our thinking into ideas for writing**. Through our **writing conferences** and **independent writing** we will have time and opportunity to find out and sort out the different **purposes** we can have as writers. As **readers**, we continue to engage in the PM eCollection reading program to further consolidate our reading strategies and behaviours. This program can be used as part of home learning, as well as at school. We will continue to participate in targeted focus groups to strengthen the skills we have learnt and apply in our **reading and writing**. Some of us will engage in ongoing targeted focus groups that explore the concepts of **onset and rime, digraphs** and **syllables**. These concepts help us to read unknown words, as well as helping us to develop our spelling skills. Some of us will be focusing on **building comprehension strategies** including, **locating key information in the text, rewording and summarising main ideas and inferring the feelings of characters**. Some of us will practice this using the picture books that we are analyzing as part of Faith and Life inquiry. Children learning sight words are encouraged to remain persistent and continue practising these every day.

As **mathematicians**, we have been **finding out** about the mathematical concept of **multiplication and division**. Some of us have been practicing the skill of **sharing a collection of objects in equal groups** through the use of hands-on materials such as counters, teddies and fruits. Other learners have been unpacking worded problems to **show and justify their thinking** using the strategies of **arrays, groups, skip counting and repeated addition**. We will continue to explore multiplication and division fact families, and how the two operations are connected.

Bridging Centre

Year 3/4

'Learning power comprises both literacy and numeracy, and is ultimately more fundamental than either of them.' *Guy Claxton*

Through our **finding out** process of our **Faith and Life Inquiry** question **'Health: What Influences my Decisions?'** we have built on our daily **mindfulness practices**. As part of this **practice**, we have started using a **journal** each day to **document** and **reflect** on **important** elements of our lives that **impact** on our **mental, emotional** and **spiritual wellbeing**. After lunch each day we have been listening to relaxing **meditation** music and considering things in their life they are **grateful** for, **positive affirmations** about ourselves and how different experiences have **influenced** their **emotions**. We look forward to continuing this practice to help us **develop skills** and **use strategies** as we **find out** and **sort out** our **thinking** about how to make good decisions for our **mental, emotional** and **spiritual wellbeing**. We look forward to engaging with parents and children at our workshop tonight facilitated by open doors. This session begins at 7pm and is an opportunity for you to have conversations with your children about growth and change. The workshop will be another way to **find out** about our health and we will be **sorting out** our discoveries through Faith and Life inquiry.

As hermeneutical learners we will be tuning in to Psalm 8. We will be considering the Psalm and **engaging in dialogue** about what we think the author might have **wondered or believed** about God and creation. We will **reflect** on the biblical text and have the opportunity to **wonder** and **raise questions** about it. We will also compare the Psalm to the creation account in **Genesis 2:18-24**. We will also be learning the Psalm as we prepare to actively participate in prayer in the Catholic tradition for the Sharon Marley Sustainability Space blessing on Friday.

As **literacy learners**, we have been engaging in the strategy of **shared reading** to deeply reflect to tune in and find out how to become strong writers. Through these literacy we are learning opportunities some of us have been **analysing** a mentor text to **identify** the authors **purpose** and the **features** specific to that text **genre**. In order to **develop** our **understandings of the sentences can be constructed as writers**, some of have been **reflecting deeply** on a sentence from the text. We **identify** the type of sentence the author has written e.g. a **command**, **statement**, **question** or **exclamation** and the **role** it plays in the text. Next, we **zoom in** on the elements of grammar in the sentence by **naming** and **noticing** the types of words used e.g. **noun/verb groups**, **adjectival/adverbial phrases** or **conjunctions**. Finally, we analyse the role of each word in the sentence recognizing if it's a **noun**, **verb**, **adjective**, **adverb**, **conjunction**, **determiner** or **preposition**. Through our **writers' conferences** we aim to use what we have **discovered** about **grammar** into our own writing.

As **mathematicians** we have begun to **investigate** the area of **statistics** and **probability**. Using the language of **probability**, **impossible**, **unlikely**, **even chance**, **likely** and **certain** we have considered a range of real and imaginary scenarios and labeled the **probabilistic** outcomes. Over the coming weeks we will build on this **understanding** to develop a more **precise understanding of probability** by including **fractional** and **percentage representations** of outcomes. To **extend** our literacy in **understanding statistics**, we will interpret a range of **data displays** identifying the features of them and considering the different purposes that would cause us to select one format over the other.

Leadership Centre

As part of Faith and Life inquiry, “**How can we manage the challenges of change?**” we will be exploring how we can be resilient as well as strategies to help us overcome our problem. As curious researchers and open-minded learners we will be engaging in a KidsHelpline Resilience workshop. We will be finding out about problem solving skills and critical thinking skills, we which we can use to can change our perspective about a challenge and identify who we can ask for help. On Thursday evening from 7pm we will have time and opportunity to engage in the Open Doors Parent/Child Workshop. This workshop is an opportunity for us to collaborate with our parents to inquire further into managing physical and emotional changes we have as we grow and change.

We will have the time and opportunity to tune in to Psalm 8. We will have **time an opportunity** to engage in **first thinking** about the Psalm and document our **wonderings**. As hermeneutical learners we will find out about the literary form of this biblical text and consider how we might **interpret this text**. By inquiring and **reflecting critically** about the Psalm, we will be able to consider **another perspective about creation**. We will learn the Psalm during the week also **to tune in** to what it takes to actively engage in prayer in the Catholic tradition, through the **Sharon Marley Sustainability Space** blessing on Friday.

As **persistent** and **resourceful** mathematicians, we 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. Through a series of activities, we will examine how people value money differently and how they can have constructive conversations with family and friends about money. We will find out learn how to set savings goals as part of managing their money. 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 part of our Faith and Life Inquiry, last week all spaces from the Leadership Centre engaged in an excursion to Healesville Sanctuary. We were fortunate to be able to spend time with and be guided by our friend Murrundindi. Below are some reflections;

*On Monday the 17th of October, 5/6-1 and 5/6-2 had the opportunity to go on an excursion to Healesville Sanctuary to go into further investigation of our compelling question, “**How can we manage the challenges of change?**” We also engaged in a tour with Murrundindi about the native plants and animals.*

As a researcher, it was interesting to discover how much uses all the plants had and how the indigenous people used them. What makes me say that is because I was surprised to find out the plants had different parts of them like how the Dianella flower was used to make purple



paint/dye. You could put the dye in clay and make purple clay just like how William Barak did for his art. There was also the Sheoak/Grass tree which was used as a paintbrush to paint on the dancers faces.



As a thinker, I have changed my thinking about the way that plants are used. What makes me say that is because plants can be used for many things such as using the branches to make canoes and boats and using the leaves as tissues to blow noses and even use them as soap for your hands and showers! They were even used to climb up tall trees like Manna Gums and Blue Gums.

I wish I had more time to find out about the different animals at the sanctuary. What makes me say that is because there were many different animals such as dingoes and wallabies and many different types of marsupials. I especially want to find more about the different kangaroos like the Eastern Grey kangaroos and the wallabies as well.



As a contributor, I am proud of the way I was note taking and sketching the different plants and animals. What makes me say that is because I was trying to get enough information so I could use it later if I ever had a wondering. I could also use it for an information report, a news report and even a narrative. I am also proud of the way I asked questions about the challenges that the native Australians had instead of having the materials and technology we have. Nicole Toma

It was really interesting when we learnt about the blanket leaf and what makes me say that is the blanket leaf is a leaf that has soft fluff on one side and a leafy feel on the other side. The uses of the blanket leaf were toilet paper & tissues since the indigenous people didn't have all the materials we have nowadays. Not only did the indigenous people use the blanket leaf, but so did the animals. The mistletoe birds would use their beak and pull off all the fluff and use it as a sort of nest bedding.

I am proud of the way I noted down my thinking and listened how Murrundindi was explaining the plants and their uses and what makes me say that is the excursion booklet I used and wrote all my new thinking was full by the end of the sessions while Murrundindi was explaining about not only plants but about different animals.

I wish I had more time to find out about William Barak and what he did throughout his life and what makes me say that is William Barak was an activist for aboriginal rights so his people could live a free life without all the laws affecting him & them. William also had a son named David who had died shortly after because of a disease called tuberculosis which is an infective disease which could affect you lungs and breathing. Lilian Tsiolas



On Monday the 17th on October we went to Healesville Sanctuary with 5/6-2. I discovered that when I went to Healesville Sanctuary I saw a statue of Bunjil the eagle. He is an Aboriginal spirit and he was the one who created living things and the land. What makes me say that is Aboriginal people respect Bunjil and say he is their creator. It was really interesting to learn what plants can heal you. What makes me say that is, when I want to Healesville and I saw plants that heal you and give you special medicine to help different parts of your body. Majd Louis



Japanese Learning

In **connection** with the learning space **compelling question**, *What are my feelings telling me? What should I do next?* students in **Foundation, Year One and Year Two**, have **begun to explore** words for **parts of the body** and **emotions** in Japanese. We are **learning 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.” As **thinkers**, we are using **visuals** and **actions** to **support our understanding** of new words and phrases in Japanese. Here is our **first thinking** about the song.

I think the song is about emotions. What makes me say that is we are doing (acting out) different emotions, like sad, angry and happy. Lashanda

I think the song is about parts of the body. What makes me say that is we use our hands and feet (in the song). Charbel

I think we are learning new Japanese words, like “tan tan tan”, in the song. We say this when we are clapping and stomping. Sehajdeep



The sound of laughing is “a ha ha”. Rhea



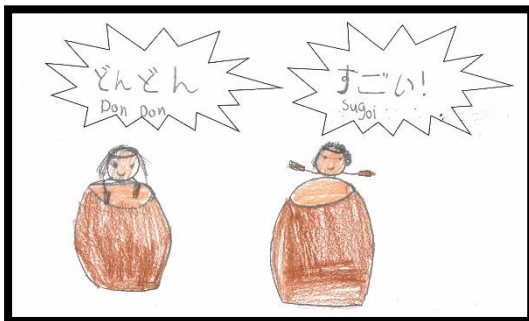
The sound of being angry is “un un un”. Alex



The sound of crying is “en en en”. Adelyn

This week we will engage in learning the **hiragana** character for the word ‘hand’. We will **Find Out** that the **sound** of this hiragana is ‘te’ and that it’s **shape** is て. We will practice **tracing** and **copying** this hiragana character.

As **learners** and **inquirers** and as part of **Sorting Out** our thinking about **Taiko drums**, students in **Year Three and Year Four** have **made their thinking visible** using **reflection stems** and by **drawing illustrations**. We have **labelled our illustration** with **adjectives** and **onomatopoeia** which **describe** what a Taiko looks and sounds like.



I discovered that “taiko” means “big drum”. Mina

I discovered that it takes 5 years to make a taiko. Max

A word I would use to describe this experience is *どんどん* “don don” (repetitious banging). What makes me say that is most of the time we played the taiko it felt non-stop. Arav

This week in **Years 5 and 6** we will continue a previous focus on **reading hiragana using memory hints** and **writing using stroke order**.

This week, we will continue to **document a reflection** about the learning focus “a TV Weather Report”. As **thinkers**, we will use the **language of inquiry** to **make our thinking visible**. Here is some thinking from some completed reflections.

I used the disposition risk-taker and what makes me say that is I took the risk to try and learn new words from Japanese, such as words for the weather, so that I could show my thinking through a role play with my partner. Alannah

As a persistent learner I encouraged my role play partner to practice a word until he got it correct.

What makes me say that is with the word “sou” he pronounced it “soo”, so I encourage him to practice it before we recorded our weather report. Kyrillos

Sustainability Learning

“There is a nobility in the duty to care creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle.” Laudato Si #211

As **collaborators**, some of our **Foundation – Year 6** students actively participated in various tasks around our school grounds. In groups, with gloves and buckets in hand, students and teachers were assigned an area to focus on while they engaged in tasks such as, weeding, planting, watering, sweeping and tidying. Students displayed the disposition **responsible** whilst using the gardening tools. As a **Catholic Dialogue School**, the **contribution** to care for our school grounds is one way in which we can actively respond to Pope Francis’ call to, ‘Care for Our Common Home’ as **Stewards of Creation**.



Some of our **Foundation –Year 6** students found out about being **Stewards of Creation**, by preparing our garden beds for summer planting, digging out older plants which were ready to be removed and cleared for new plants in our herb and vegetable garden. As **self-managers** students demonstrated the disposition **reliable** whilst **turning** and **clearing** the **soil** of old roots in one garden bed. Others were **persistent** with ensuring the whole plant, from its roots was removed including any part of it that was embedded deep, under the soil.





Physical Education

“The strength of the team is each individual member, the strength of each member is the team” - Phil Jackson



In Foundation to Year Two we will continue to **find out** about sports that involve **striking**, these students will continue to practise the fundamental movement skill known as the ‘**forehand strike**’. We will engage in activities that will encourage them to step towards the ball and ensure our racquet swings from low to high. **As thinkers**, we will **make their thinking visible** by **describing** what happens to their racquets for the ball to change direction when it is hit.



In Years Three and Four we will continue to learn the fundamentals of **Tennis - Serve, Return, Rally, Points**. We will continue to practise their forehand and backhand strike and learn a new skill called a volley. **As collaborators**, we will then engage in a rally where they **will work together** with one another to play tennis in a non-competitive way.



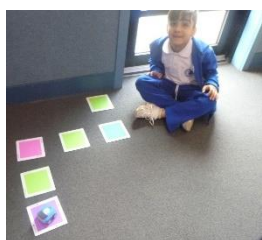
Year Five and Six we will continue **finding out** about **Net and Wall Sports**. Students will continue to **sort out** their thinking by building their knowledge of Tennis and **apply** all of the skills they have learnt in previous weeks in a game situation (forehand, backhand and volley). **As learners**, using the ‘**Game Sense Model of Tactical Thinking**’, students will discuss how and why they were successful in this style of play.



Cybersafety

“In the world of cyber security, the last thing you want is to have a target painted on you.” Tim Cook

In **Foundation - Year 2** we have been continuing to **inquire into coding** with the **Indi robots** and taking photos that we will be including in our Microsoft Word document **reflecting on our learning**. This learning connects to Cybersafety as we are **finding out** hoe to search safely for appropriate images and inserting it into a document. As users of digital technologies we have been continuing to practise saving our documents correctly.

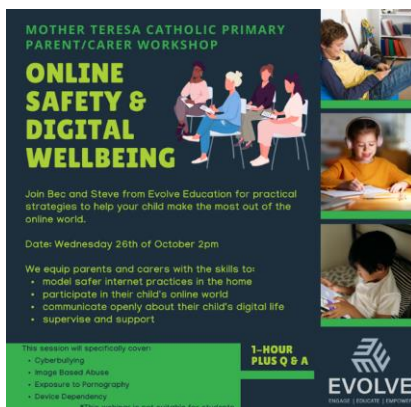


In **Years 3 & 4** we are continuing to create posters with the purpose of promoting good **digital citizenship**. These posters are being created using tools in Microsoft Word. Some of the messages we are promoting include; **Locking our Data, Not Sharing Personal Information** and **Having Secure Passwords**. Through using skills we develop in Digital Technologies, we are making connections to our Cybersafety learning, as we need to correctly save our learning. A **researchers** we need to **safely search for information on the**



Internet and find appropriate images to use in our poster. In **Years 5 & 6** we will be engaging in the **eSmart Digital Licence online resource**, which we will use to **inquire** into how we can to make good choices about who we **communicate** with and what **information** we share when we are **online**.

Evolve Education Parent Session



On **Wednesday October 26th** presenters from **Evolve Education** will be conducting a parent session focused on **Online Safety & Digital Wellbeing** from **2:00pm to 3:00pm**. There will be time from 3:00pm to 3:30pm available to speak with the presenters about any **questions or 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. If you would like more information or would like to attend, please email Mr Collins; patrick.collins@motherteresa.catholic.edu.au

New eSafety Parent Resource

Below is a link to a new **eSafety resource** containing videos and fact sheets that are available in **English, 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. 	Thursday 27 October 12:30pm to 1:30pm	https://register.gotowebinar.com/rt/9223357062192996109

Digital Technologies

This week in **Years Foundation - 2** we will be continuing to **observe** the ‘**Drumming Monkey**’ robot that we **built** over the previous 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 **arms** make and **observe** how these **arms** move **differently** when we change the **cams**. We will **document** our **observations** by using **diagrams** and **writing** to **make our thinking visible**.

This week in **Years 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**. Those of us who began this learning last week will have the **opportunity** to **continue collecting data** for our **spreadsheet**.

In **Years 5/6** we will **continue** to have a **focus** on **Binary**. 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**. Those of us who did this **learning** last week will have the **opportunity** to either **continue** the **Competition Ready** modules on **Lego Spike** or extend our **thinking** on **Binary independently**.

Performing Arts

“If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.” – Einstein

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 we 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 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 our inquiry of the ukulele.

Visual Arts

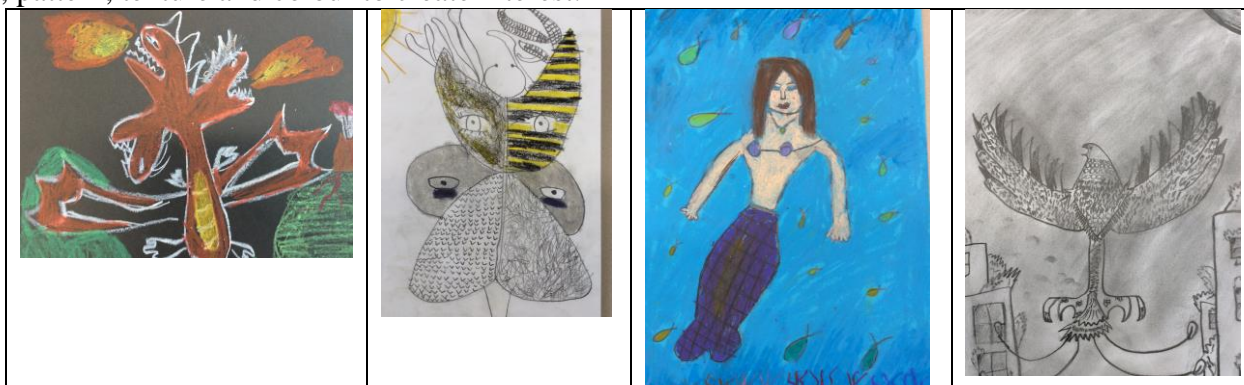
“Colour is the place where our brain and the universe meet.” Paul Klee

Foundation – Year 2

As **inquirers** and **artists**, we continue to **explore** the space we are creating our art on. We **consider** carefully where to place objects we are drawing. We also had the opportunity to **observe** how patterns can be used in artworks. We observed closely pictures of insects and minibeasts and **noticed** different patterns on their bodies. We found out that butterfly wings are symmetrical.



As **artists** we continue to **design** and **draw** our mythical creatures. We **focus** on space we are drawing on, pattern, texture and colour to create interest.



As **artists**, we continue to draw our portraits. We **consider** space, proportion, detail, colour and texture.



Term Four Dates 2022

Monday 31st October

Closure Day – Report Writing Day

Tuesday 1st November

No School for children

Melbourne Cup Day - Public Holiday

Wednesday 2nd November

No School for children

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

Year 3/4 You Yangs excursion (rescheduled from Term 3)

Thursday 3rd November

Kids ROAR Foundation – Year 2 incursion

Friday 4th November

Mathematics Game Day F – 2 (Learning Spaces 1, 2, 4, 5)

Monday 14th November

Mathematics Game Day F – 2 (Learning Spaces 6, 7, 8, 9)

Friday 18th November

Family Movie Night

Monday 21st November

Mathematics Game Day 3/ 4

Monday 28th November

Mathematics Game Day 5/6

Friday 9th December

Year 5/6 Farewell Bowling Outing & Pizza Lunch

Tuesday 13th December

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

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.

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**



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ENGAGE | EDUCATE | EMPOWER