



NEWSLETTER

3rd October 2022

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

To All In Our Learning Community,

The human person in contemporary society is often viewed through a consumerist lens. This is seen at times in advertising that promotes what will make us happy and what we need in order to have a fulfilling life. Examples of this might be the promotion of the latest iPhone, clothes or computer games. We are also bombarded by images of what beauty is and how we can attain such heights. Further the promotion of what love and sex is and sadly the sexualisation of women and men, can distort the true value of the human person. This is evident again in advertising, video-games, TV, the Internet, movies and music videos.

Parents and Guardians can be challenged when their children are exposed to information about love and sexuality that are contrary to the family values and in the Catholic context, the beliefs and values about the human person. As the Open Doors, an ecumenical Christian organisation tells us; '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'. This term our learning community will provide many opportunities for parents and guardians to be supported in their role as educators of their children through our Health and Human Sexuality learning, which will be facilitated through this term's Faith and Life Inquiry learning.

Each parent and guardian received a letter last term inviting you to attend a Parent Only night Wednesday 12th October 7pm facilitated by Open Doors. This evening will provide further information about sexuality education and the ways you can begin this important conversation with your child. Parent and Child nights were also outlined in the letter related to our Year 3 – 6 sexuality education and a Foundation- Year 2 online session focussed on personal safety.

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.

We look forward to seeing each family represented at our parent only night on Wednesday 12th October at 7pm.

Kind regards,

Chris

This Week's Happenings

Monday 3rd October

Term 4 begins

Tuesday 4th October

Professional Learning- Journeys of Inquiry

Wednesday 5th October

Professional Learning-Faith & Life Inquiry

Thursday 6th October

MACS Principals' briefing

Friday 7th October

Zooper Dooper Friday

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.

Faith and Life Inquiry Term 4

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. In term 4 there will be several important opportunities for parents and children. All families received a letter last term inviting you to a number of information sessions.

Please note these for your diary and return the attendance slip attached to the letter forwarded last term.

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.

School Fees

School fee accounts for 2022 were required to be finalised by 16th September. If you have not finalised your 2022 account please do so this week. Next week our administration/finance staff will be contacting families yet to finalise accounts.

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.

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 week we highlight again child safe standard 9 and remind families of our parent afternoon related to cyber safety.

‘Children are the greatest beneficiaries of the digital era and are learning to navigate the online world at a younger and younger age. We need to ensure our communities are equipped to teach children, and the whole community, how to benefit from online technology whilst being savvy and prepared for the pitfalls - cyber bullying, scams, fraud, exposure to predators and inappropriate content.’

<https://www.esmart.org.au/esmart-schools/what-is-esmart-schools/>

Our Cyber safety learning is resourced through a number of key bodies including eSmart where the promotion of safety online is paramount.

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

Learning Diversity

Free Public Event – Children’s Sensorium at RMIT

“Success is not final. Failure is not fatal. It is the courage to continue that matters” Winston Churchill.

As part of the Big Anxiety festival, you have the chance to experience an interactive exhibition featuring light, color, touch, sound, smell and taste to activate children’s curiosity, connect them to local Kulin Country and help your child learn strategies and techniques that support emotional resilience and wellbeing. For further information and other activities please click [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.

Term 4 Zooper Dooper Fridays return

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

What’s Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

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 we begin Term 4 we would like to welcome our F-2 students and families back and hope that you had a restful break. We look forward to engaging in many learning opportunities throughout this term.

As **inquirers**, we are **activating our prior knowledge** about the compelling question **‘What are my feelings telling me? What should I do next?’**. We will engage in the thinking routine **chalk talk** to document our **wonderings** and share our **ideas** about the compelling question. Through the thinking routine, Think-Pair-Share we will share our first thinking and wonderings with others and **identify** what we think might be **important to find out** about throughout the Faith and Life inquiry.

As people of a **faith learning community**, we are starting to explore a new scripture story; Genesis 2: 18-24. We will engage in the thinking routine **Think-Puzzle-Explore** to make our **first thinking** visible about the scripture. As **hermeneutical learners**, we will engage in dialogue to **share our thinking** and **wonderings** with each other.

As **mathematicians**, we are beginning the term by **sorting out** our thinking about the concepts of **data and chance and statistics and probability**. We will continue to explore the vocabulary of might, likely, unlikely, won’t happen, will happen and equal chance. To **tune into** measurement some of us will

use a variety of hands on manipulatives such as unifix blocks, MAB and string to measure the length of objects, identifying which is shorter and longer.

As **readers**, we will continue to explore a range of fiction and non-fiction texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We have engaged in reading a range of texts in focus groups and independently to **consolidate reading strategies and behaviours** that we have previously explored. **Some of these strategies include:**

- Getting our mouth ready to make a particular sound
- Looking at the pictures/images for extra information
- Identifying Sight Words in the text
- Identifying the first sound in a word
- Breaking up words into chunks
- Asking if what we have read makes sense - and if it doesn't make sense, going back to try again
- Reading with fluency
- Syllables
- Breaking words into Onsets and Rimes

If sight words are at home, could these also be returned with the two rings, pencil case and all word cards. Learning space teachers will be checking childrens rings and updating their sight words.

Bridging Centre

Year 3/4

Agency is not simply about 'choice and voice,' nor can we GIVE children agency. It is cultivated and nurtured through a myriad of small moves as we make as educators – what we say, how we say it and what we choose not to say.” – Kath Murdoch



In preparation for our Term 4 Faith and Life Inquiry, a small group of children joined the Year 3/4 teachers during planning time to **collaborate** on identifying the **learning assets, dispositions and skills** we will zoom in to this term. As **communicators**, the children **confidently shared their ideas and listened respectfully** to all perspectives. As **collaborators**, we were able to **negotiate and compromise** to identify the following **'I can...'** statements for our inquiry:

- As a **self-manager**, I can **make wise decisions to help me learn.**
- As a **self-manager**, I can **manage my emotions.**
- As a **researcher**, I can **formulate questions to help me find out the information I need.**



As **inquirers**, we are **tuning in** to our compelling question, **'Health: What influences my decisions?'** As **thinkers**, we will **listen to startling statements**, for example, **food is more important to you than friends**, and **consider our perspective** by explaining our reasons using the thinking routine **Tug for Truth** to make our thinking visible. We will use **Kahoot** to **actively participate and contribute** to the **dialogue** about the different statements.

As **mathematicians**, we are tuning in the mathematical concept of **shape**. As **communicators**, we will explore the different **vocabulary** we can use to **describe 2D and 3D shapes**, such as **corners, sides, vertices, edges and faces**.

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, something that makes us

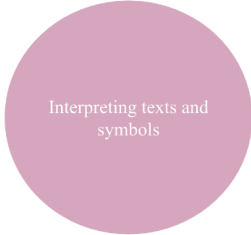
think about something else. We will **activate our prior knowledge** of our **writing routine** and engage in writing conferences.

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

This term our scripture focus will involve an inquiry into the Genesis story. As we will be interpreting text and symbols and reflecting critically we will be learning in a hermeneutical way. We will continue to tune in and find out about Genesis 2:18-24. We will be engaging in reading, interpreting and analysing biblical commentaries. The use of


biblical commentaries will enable us to reflect critically about the World of the text, the World In Front of the text and the World behind the Text. Through our inquiry of this chapter from Genesis, we will be invited to see new layers of meaning about the text through recontextualisation.



Interpreting texts and symbols



Reflecting critically



Seeing new layers of meaning

As part of the Going Further phase of our Faith and Life inquiry we are pursuing our interests arising from our journey so far in relation to: **Who's got the power and how do they use it?** As curious researchers, we will have time and opportunity to explore an area of our inquiry that they would like to research further. As responsive and resourceful learners as part of our personal inquiry we will consider our area of interest and determine different ways to present our findings.

As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to transformations and 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.

Digital Technologies

This term in years **Foundation - 2** we will be **using** what we **learned** from **Lego WeDo** last term to build **creations** that have a **function**. In this first week of term we will create the '**Drumming Monkey**' robot and **discover** how **gears** and **cams work together** to make the monkey's **arms** move at **different** times.

This term in **year 3/4** we will be using **Microsoft Excel** to learn about **gathering data** and **creating tables** for this **data** to go in, and the **different** ways to **organise** and **present** this **data**. We will have to be **thinkers** as we come up with a **topic** for our **data**. Those of us learning **independently** will have the **opportunity** to continue **coding projects** that we began in **Scratch** last term.

This term in **year 5/6** we will have a focus on both the concepts of **binary** and **graphing**. While learning about **binary** we will need to be **curious mathematical thinkers** as we **discover** what a **1** or a **0** represents in a **binary number**. When we **engage** in **graphing** this term, we will need to be **researchers** as we **collect data** and find out the **different ways** we can **visually represent** this data. This term we will also still have the **opportunity** to **independently** engage in different **Lego Robotics** activities.

Japanese Learning

As **learners**, students in **Foundation, Year One** and **Year Two** will explore forecasting the weather for Japan and Australia. As **thinkers** and **inquirers**, we will **Find Out** what the maps of Australia and Japan look like. We will also locate them on a world map and identify where they are in relation to each other. As **communicators**, we will extend our learning about the weather by **making sentences about the weather** in Tokyo and Melbourne in Japanese. We will use the word **です** "desu" or "It is.." to **make out thinking visible**.



As **learners** and **inquirers**, students in **Year Three** and **Year Four** will explore the Japanese instrument called a Taiko. As **inquirers**, we will **Tune In** to a slideshow about how Taiko are part of Japanese culture. We will **make our thinking visible** by **labelling pictures** in Japanese. We will also document our **discoveries** and **wonderings** about Taiko and how they are part of Japanese culture. As part of **Finding Out** about Taiko, we will attend an incursion about Taiko drumming during next week's lesson.

As **communicators** and **thinkers**, students in **Year Five** and **Year Six** will continue to engage in creating our own version of a weather report role play. As **researchers** and **thinkers**, we will use the sample we have read in our previous lesson to support our thinking. As **collaborators** and **communicators**, we will practice our role play with a partner in readiness to perform them to our peers.

JLTAV Calligraphy Competition

Each year the Japanese Language Teacher's Association of Victoria (JLTAV) conduct a competition for students to showcase their Japanese calligraphy skills. Students are required to reproduce a particular character or word in kanji characters using traditional Japanese calligraphy implements and techniques. The following students' learning from the Term 3 calligraphy focus groups has been selected for entry into the competition: Clare, Daleen, Natalie, Jessica, Ryan and Olivia. Congratulations to these students. Each student whose learning is entered receives a certificate of acknowledgment. Prizes and certificates are awarded for First, Second and Third placed entries.



Sustainability Learning

As **collaborators** all our students will continue to take turns to look after our common home, by engaging in some of the following tasks regularly; that is, composting, weeding, planting, harvesting, feeding our worms in our worm farms, and actively looking after and protecting our environment.

As **researchers** our **Foundation – Year 2** students will tune in to Water. Find out about its cycle, its many benefits as well as ways in which we can learn to conserve or not waste our precious drinking water.

As **thinkers** our **Year 3/4** students will tune in to waste. Where does rubbish and waste end up? What are ways we can reduce some waste from heading to landfill? How does this effect our environment? What does it mean to be “responsible stewards of creation” and look after our “Common Home”?

As **researchers** our **Year 5/6** students will continue to engage in finding out about the stages of the water cycle and will have the opportunity to engage in an experiment to show various stages of the cycle. A water audit will be conducted this term.

Stephanie Alexander Kitchen Garden – SAKG

Term 4 sees some of our **Foundation to Year 6** take turns to engage in **Stephanie Alexander Kitchen Garden** program. The program takes place on a Tuesday and Wednesday each week for children across all year levels. An opportunity for students to harvest, prepare, cook, and clean as well as share a meal with some of their peers and a few teachers.

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

Physical Education

Practice makes perfect. After a long time of practising, our work will become natural, skillful, swift and steady - Bruce Lee

Foundation to Year two students will begin to explore new sports that involve **striking**, these students will be introduced to the fundamental movement skill known as the '**forehand strike**'. Students will engage in activities that will encourage them to step towards the object they are hitting or striking and will be trying to hit towards targets.

Throughout Term 4, Year Three and Four students will learn the fundamentals of **Tennis** - *Serve, Return, Rally, Points*. We will also focus on some key **movement skills** such as *spatial awareness, positioning on the tennis court and positioning of the body when striking the ball*. Students will then learn about some key concept areas that transfer across all *net and wall sports* and games including hitting the ball away from their opponents and hitting the ball to force an error from their opponents.

Year Five and Six students will be **tuning in** to a new category of sports known as **Net and Wall sports**. Throughout Term 4, these students will focus on Tennis. By using the '**Game Sense Model of Tactical Thinking**', students will learn about using the width and depth of the Tennis court and how hitting the ball on different angles can help them to attack and defend in the game of Tennis. Students will learn about the concepts of hitting the ball away from their opponents by placing it close to a line, they will also learn to read the play and anticipate where the next shot will go.

Tabloid Sports Afternoon - Thank you!

Thank you to all in our learning community for your active participation in our Tabloid Sports afternoon. A special thank you to our Year Five / Six leaders for their organisation and running of the event and a thank you to all of the parents who were able to attend. Please see below some photos of the afternoon.



Cybersafety

"Let's face it: the future is now. We are already living in a cyber society, so we need to stop ignoring it or pretending that it is not affecting us." Marco Ciapelli



This term we will be commencing new learning opportunities across all year levels. In **Foundation - Year 2**, through the eSafety program **Hector's World**, we will be looking further into who we can trust online, where and who we can turn to for assistance when online as well as continuing to develop Microsoft Word documents reflecting on our use of the Indi Robots.

Year 3/4 will be using the eSafety program **Be Secure** learning about how to keep our devices and accounts secure from other people and differentiating between scams and people we can communicate with. We also will be engaging in creating posters on Microsoft Word promoting how we can be a good digital citizen at school and at home.

In **Year 5/6** we will be engaging in learning about future and developing technologies and the potential cybersecurity risks, and benefits that they pose. The technologies we will be looking into are Virtual Reality Goggles, Driverless Cars and Artificial Intelligence. We will also be completing the eSmart Digital Licence focusing on a range of online safety topics.

Useful Websites

[eSafety's Parent Guide to Popular Apps](#)

<https://www.esafety.gov.au/key-issues/esafety-guide> (The eSafety Guide)

[eSafety's Parent Checklist](#)

[Common Sense Media](#)

[Office of the eSafety Commissioner](#)

[Parent Videos](#)

[eSafety Cyberbullying Media Release](#)

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

Upcoming FREE eSafety Parent Webinars

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	<u>https://register.gotowebinar.com/rt/9223357062192996109</u>

Performing Arts

"You know what music is? It's God's little reminder that there's something else besides us in the universe; harmonic connection between all living beings, everywhere, even the stars". – Robbin Williams

Our musicians from Foundation – Year 2 will be engaging in 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 explore the different ways that we can play the different notes on some instruments. We will focus on the learning asset *collaborator*, we will consider what it means to be a *collaborator* as we perform the music together.

In Years 3 and 4 we will be engaging in our inquiry of the musical language solfege and the matching Curwen hand signs. We will be practicing reading, writing, and performing different notes. 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 is the lines and spaces that we use to write our music on. Our focus will be on the notes Middle C, D and E. We will need to use the learning assets *self-managers*, *contributors* and *collaborators* as we tune into some new notes together.

Visual Arts

"Art is a line around your thoughts." – Gustav Klimt

As **researchers** we will continue our inquiry into the art form of drawing. As **artists** we will **explore** the following elements and principles of art.

Exploring pattern

When a line, shape or colour is repeated it makes a pattern

Exploring dots as patterns



Developing an awareness of backgrounds

A background adds visually to the story of an artwork.

A piece of paper we work on is a space.

Explore that space in different ways.

Spatial awareness



Extend the ways of thinking about making drawings.

Focus on images being over something, under, between, besides, on top of, looking down on, in a hole.

Mark making

Marks can give variety to shape and can express more detail with texture

Explore mark making with different materials eg pastels

Pastels can be used in different ways: the tip, the side and end.

Each part can be pushed on paper to produce a different mark.

Different actions produce different marks: twist, twirl, roll, stamp, pull, push, drag, dab or dot.

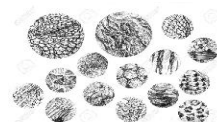
Marks can be combined

Marks as texture

Making texture with marks adds detail and interest to drawings.

Texture can tell the viewer how things look & feel.

Repeated marks can create a texture effect



Rubbings



A rubbing is a drawing technique over a textured surface
Explore rubbing as texture: take rubbings from different surfaces
Explore rubbings as shape: create images found rubbings

Term Four Dates 2022

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

Monday 17th October
Tuesday 18th October
Wednesday 19th October
Monday 24th October

Wednesday 26th October
Thursday 27th October

Monday 31st October

Tuesday 1st November

Wednesday 2nd November

Thursday 3rd November
Friday 4th November
Monday 14th November
Friday 18th November
Monday 21st November
Monday 28th November
Friday 9th December
Tuesday 13th December
Friday 16th December

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
Human Sexuality Year 3/ 4 Parent/child evening session (Time to be confirmed)
Cyber Safety Seminar for Parents 2pm - 3pm
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
Kids ROAR personal safety program online session for Foundation – Year 2 Parents only 7pm – 8pm
Year 3/ 4 You Yangs excursion
Kids ROAR Foundation – Year 2 incursion
Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Mathematics Game Day F – 2 (Learning Spaces to be confirmed)
Family Movie Night
Mathematics Game Day 3/ 4
Mathematics Game Day 3/ 4
Year 5/6 Farewell Bowling Outing & Pizza Lunch
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.