



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

2nd November 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,

Last Friday we gathered as a school community to officially open and bless our Sharon Marley Sustainability Space. A number of families, past staff and members of Sharon's family joined us for the blessing with Fr Varghese leading us in prayer. The opening and blessing of the Sharon Marley Sustainability Space is more than naming a structure in her name, it is remembering Sharon the person, the Catholic educator with a desire to make a difference to the lives of the young people with whom she engaged. Her personal passion for sustainability cannot be replicated- it was unique to her, however, we can ensure that our work continues and that the Sharon Marley Sustainability Space remains a space for considering a better future and that within this school community we embrace the passion and importance of this work -work that is even more critical today. In fact, Pope Francis states, "The cries of the earth and the cries of the poor cannot go on."

Yesterday the Roman Catholic tradition celebrated the feast of All Saints. Today it commemorates all the faithful departed, known as All Souls Day. We remember Sharon Marley today and all of our departed friends and relatives. Christians believe that those who have died now share in the fullness of God's presence, they see our God face to face. This Catholic belief is an important one in all Catholic traditions, not only providing us the opportunity to pray for and remember those who have died but in the hope that we too will share in the promise of eternal life. Within other Catholic traditions in our learning community such as Syro-Malabar Catholics, Chaldean Catholics and Assyrian Catholics this commemoration takes place on the Friday before Lent.

Through the month of November we continue to remember those who have died and are invited to place their names in our book of remembrance which will remain in our prayer space throughout this month. I conclude today with a traditional Roman Catholic prayer prayed for the dead.

*Eternal rest grant unto them, O Lord,
and let perpetual light shine upon them.
May the souls of all the faithful departed,
through the mercy of God, rest in peace. Amen*

Kind regards,

Chris

This Week's Happenings

Monday 31st October

Report Writing Day – no school for children

Tuesday 1st November

Melbourne Cup Day – Public Holiday

-no school for children

All Saints Day

Wednesday 2nd November

Year 3/4 You Yangs Excursion

Kids ROAR personal safety program online session for

Foundation – Year 2 Parents only 7pm – 8pm

All Souls Day

Thursday 3rd November

KidsROAR Foundation – Year 2 incursion

Hoop Time Year 5/6

Friday 4th November

Mathematics Games Day Foundation to Year 2

Learning Spaces 1,2,4,5.

Zooper Dooper Friday

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 tonight Wednesday 2nd November 7 – 8pm. Please use the link on your invitation sent last week to access the session.

Mathematics Games Days

In the coming week each year level will have the opportunity to engage in a day of Maths games. These days will be facilitated by our mathematics consultant Colleen Monaghan. Our teaching staff and peer mentors will assist with these days. The days will be broken up into 3 sessions 9 – 11am, 11.30 – 1.20 & 2.30 – 3.30. Parents are welcome to come along during any of these times.

Please note the days allocated to each year level.

Friday 4 th November	Mathematics Games Day Foundation - Year 2 <i>Learning Spaces 1, 2, 4 & 5</i>
Monday 14 th November	Mathematics Games Day Foundation - Year 2 <i>Learning Spaces 6, 7, 8 & 9</i>
Monday 21 st November	Mathematics Games Day 3/ 4
Monday 28 th November	Mathematics Games Day 5/6

Children are required to wear their sports uniform on their Mathematics Games Day.

Cyber safety Parent Workshop

Thank you to Mr Collins for organising the cyber safety parent workshop and staff professional learning opportunity last week.

Year 5/ 6 Camp 2023 ~ date change ~ price change

Our Year 5/ 6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Thursday 9th to Friday 10th February 2023. Our camp is reduce by one day as due to maintenance the Aura Night session at Sovereign Hill is not operating while we are on camp.

The cost of the camp is now **\$280** and payable by February 3rd 2023. 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.

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.

Our current Faith and Life Inquiry learning has strong links to Child Safe Standard 9. This week our Foundation to Year 2 parents and children will be provided with an opportunity to consider safe environments. Tonight the parent only session facilitated by KidsROAR will highlight personal safety and present two Protective Behaviours themes:

Theme 1: We all have the right to feel safe at all times

Theme 2: We can talk to someone we trust about anything, no matter what it is.

For further information see: <https://www.roaraustralia.edu.au/kidsroar/>

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 1.40 – 2.10. If you are able to assist with sales please register your name at reception.

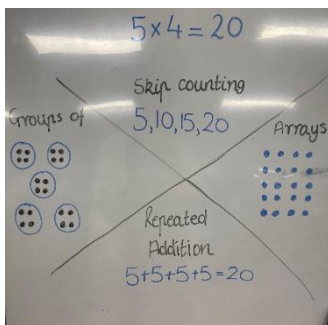
What's Happening in the Learning Spaces

Foundation-Year 2 Learning Spaces

“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 how we might respond in a range of situations, and what strategies we can use to manage our feelings and emotions. As **researchers**, we have reflected on how we could **find out** about our compelling question. We took the time and opportunity to engage in the thinking routine Think-Pair-Share to generate questions we would like to ask our experts in Year 5/6.

As **thinkers**, the Foundation – Year 2 children remained **open-minded** to the dialogue occurring with the Year 5/ 6 children, who were reflecting upon their own experiences about emotions. The children engaging in this experience demonstrated respect by listening to others thoughtfully and turn taking.



As **mathematicians**, we are **finding out** about the concept of **Multiplication and Division**. We are continuing to unpack multiplication problems to allow the children to **show and justify their thinking** using the strategies of **arrays, groups, skip counting and repeated addition**.

As **writers**, each learning space continues to have a seed table present with objects that could be used as seeds for thinking. Some children use these seeds as a prompt for independent writing opportunities. Our 307 Oxford Sight Words continue to be a resource to support the children with recognising familiar words which can be included within their writing.

As **readers**, we continue to engage in the PMeCollection to further consolidate our reading strategies and behaviours. This week we will continue to participate in targeted focus groups to strengthen the skills we have learnt and apply this within all areas of learning. Some of us are engaging in targeted focus groups that explore the concepts of initial sounds and locating words within texts, onset and rime, digraphs, and syllables.

Bridging Centre

Year 3/4

Over the next few weeks, we will welcome a panel of experts to our school to talk to us about our health. In preparation, each of us will take the time to consider a health decision we would like to improve on or know more about. We will identify an expert that will **positively influence** our decision and formulate questions to ask. As **thinkers**, we will justify our thinking by engaging in the thinking routine: What makes you say that? To sort out our thinking, we are using the graphic organiser, **Tchart**.

As researchers and as part of **finding out** and extending our thinking about Genesis 2:18-24, we will read a commentary from a resource called 'Catholic Traditions'. To **Tune In** to the text we will read it and identify topic specific vocabulary. After engaging with this text we will have time and opportunity to engage in dialogue with a small group using the thinking routine Think-Pair-Share and Connect-Extend-Challenge. We will **identify** the connections we have, ways our thinking is being **extended** and what is further **challenging** our thinking (**our new wonderings**). We will **identify** connections to the current context (climate change, relationships) and develop **new wonderings**. We will consider both literal and symbolic readings of the text. We will then reread the text and engage independently to respond with **'This text talks to me of a world in which...'** We will be invited to share our reflective thinking with each other and consider how we have been continuously searching for meaning throughout the term.

As **mathematicians** and **inquirers** we will engage in learning opportunities related to **volume** and **capacity**. We will engage in the thinking move reasoning with evidence through the thinking routine **Claim Support Question**. We will use scales and measuring jugs, become familiar with the differed units of measurements and **make connections** to our knowledge around decimals.

Leadership Centre

Year 5/ 6

This term our Faith and Life Inquiry learning stems from the area of Health. Our compelling question is: **How can we manage the challenges of change?** Like our compelling question the Foundation to Year 2 compelling questions are **“What are my feelings telling me? What should I do next?”** Our Year 5/6 learners were invited by the Foundation – Year 2 to share their understanding of emotions and how to respond to various emotions. With clipboards in hand the Foundation – Year 2 children were researchers



Finding Out from the Year 5/6 children all that they could about emotions and their responses. This learning opportunity enabled Foundation – Year 2 and Year 5/6 learners to authentically engage in an inquiry process as researchers and experts.

Our Year 5/6 children collaborated and communicated effectively sharing and explaining the strategies they use when they are feeling certain emotions.

Some of the wonderings and responses included:

What do you do when you need to calm down?

‘I go to my room and take deep breaths’ - ‘Holding my hands together for 5 seconds and then letting go’- Spending time with family

How do you control your emotions?

‘Go to my room when I am angry and think about good things’ – Removing themselves from the situation.

What makes you feel happy?

‘Playing with my cousins’ – Playing their favourite games.

What strategies do you use when you are feeling sad, angry or bored?

Play on their electronics - Call their friends – Meditate - When I am bored, I read.

What strategies do you use when you are feeling so happy and excited you can’t control yourself?

Pause yourself completely for 5 seconds- Meditate



As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to percentages, as well as beginning to engage with measurement and length. 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.

Within the Jewish and Christian biblical tradition we find numerous stories that reflect God’s people’s thinking about creation. Pope Francis reminds us that both religious and scientific interpretations must be in dialogue as we reflect on and care for all created things. To assist us to explore the stories of creation we will engage as hermeneutical learners. Through using the hermeneutical prompts

Enabling all students, Catholics as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story.

reflecting critically and *enabling all students, Catholic as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story* we will explore Psalm 8:3-4, 5-6, 7-8 from the Old Testament.

Japanese Learning

In **connection** with the learning space **compelling question** ‘**What are my feelings telling me?**’, 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. 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**, students in **Year Three** and **Year Four** will continue to explore reading and writing hiragana characters. As **thinkers**, we will use **memory hints** to assist us in reading the hiragana we are focusing on. We will also engage in using the **learning disposition ‘persistent’** as we practice **writing the hiragana using stroke order**.

As **learners** and **thinkers**, students in **Year Five** and **Year Six** 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.

Something I did well in this was I used forecast maps. What makes me say that is we used maps to practice speaking and writing about the weather. Henry

I was proud of the way I can identify how to say the different weather settings. What makes me say that is because being able to identify the weather settings in Japanese is a new skill for me. Ben

I am proud of the way I described the weather forecast with ‘tokidoki’ which means ‘sometimes’ or ‘nochi’ which means ‘then’. What makes me say that is because when engaging in weather ‘tokidoki’ and ‘nochi’ would always come up in a conversation. Maddison

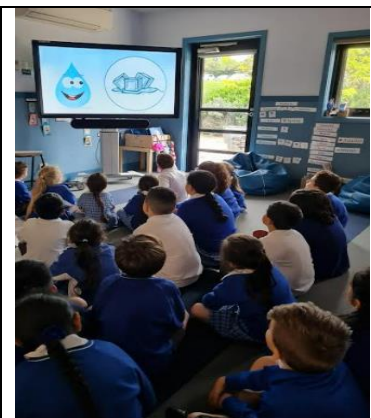
Sustainability Learning

As **researchers** our **Foundation – Year 2** students **tuned in to The Water Cycle**. Students were shown significant words in relation to the water cycle and students were given time to think and share about what the words might mean before watching a clip describing the importance of water, facts about its cycle on earth and finding out about some of its stages.

I think evaporation is like absorbing. ~Lewis

I think evaporation is when it’s sunny and there are small white clouds. ~Marcus. B

Condensation is when the water is very cold inside of the cup and there are drops of water on the outside. ~Isla





As **researchers** some of our **Year 3/4** 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 **thinkers**, some **Year 3/4** students tuned in the term '**Stewards of Creation**'. Students were asked to think about what this phrase might mean, share words or connections, somewhere it may have been heard before... Some thoughts are – **It's like a symbol ~Alessia, its people who create things and live in the place of these creations ~Jenica, I made a connection to it in the Morning Prayer and looking after our environment ~Seerat, something that is mentioned in the book of Genesis ~ Angad**



Laudato Si – Praise be... Care for our Common Home
"The cries of the earth and the cries of the poor cannot go on"

Pope Francis has written a letter to each one of us, which shares his concerns about the world. Students watched and listened carefully to a clip on how to manage and slow down climate change, which will in turn affect our planet. Our Year 5/6 students engaged in dialogue and documentation... What have you found out about Laudato Si'? and What is Pope Francis asking of you?



As **researchers** some of our **Year 5/6** students watched a video on planting strawberries, best ways to nurture and care for them, to allow the strawberries to be the best they possibly can prior to them being harvested. Other Year 5/6 students helped plant seedlings in our garden beds and added mulch for moisture and heat protection of our crops. Other students assisted Jason our grounds person, spread crushed rock around our garden beds, Sharon Marley Sustainability Space and Orlig.



Physical Education



“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it” - Michael Jordan

Foundation to Year two students will continue to explore sports that involve striking, these students will practise the fundamental movement skill known as the ‘forehand strike’ which they are now very familiar with. Students will engage in activities that will encourage them to step towards the object they are hitting and will be trying to hit a tennis ball accurately over a net.



Year 5/6 Hoop Time

On Thursday of this week, some students will be representing our school at the Bulla Hoop Time Basketball tournament held in Mill Park against other schools across Melbourne. These students have been training extremely hard for this tournament and are full of excitement as they hope to bring home the trophy!

Cybersafety

“We are vulnerable in our military and in our governments, but I think we are most vulnerable to cyber-attacks commercially. This challenge is going to significantly increase. It’s not going to go away.”

Michael Mullen



Evolve Education Parent & Staff Cybersafety Sessions

On Wednesday afternoon last week Steve and Bec from Evolve Education held a cybersafety session for parents about **cyberbullying**, **image-based abuse**, **being too dependent on our use of devices** and **being exposed to inappropriate material online**. The session was very informative and covered a lot of important aspects of keeping safe when online. Thank you to those parents who attended. Evolve also ran a session where the staff engaged in learning about online safety regarding **identifying negative behaviour when online** and **managing negative and hurtful online behaviour**. Evolve has an online parent hub full of resources. Head to <https://evolve-edu.com.au/parent-support-hub/> to check it out.

Beacon Cybersafety App



The **Beacon Cybersafety App** is a great resource for parents to access tips and strategies about dealing with issues such as **cyberbullying**, **screen time**, **gaming** and other issues. Click on the following link for the Beacon website (<https://beacon.telethonkids.org.au/>) or head to the Apple or Google App Stores.

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>

eSafety Parent Webinars

There are no more Parent Webinars scheduled for the remainder of 2022, however if you head to <https://www.esafety.gov.au/parents> and <https://www.esafety.gov.au/parents/webinars> you can access plenty of resources to assist you.

Digital Technologies

This week in **Foundation – Year 2** we will be **creating** the ‘Hungry Alligator’ following the **instructions** on the **Lego WeDo** app **carefully**. As learners we will be required to use the learning assets: **thinker** – challenging ourselves to take our thinking further; **researcher** – use instructions to help us ‘find out’ and make a model; **collaborator** – share our ideas with others; and **self-manager** – make connections to what we know and our new learning.

This week **Year 3/4** time and opportunity will be provided to **reinforce online data gathering skills** using **Microsoft Excel** and continue to input it into a **table**. We will consider the learning disposition ‘**curious**’ as we look at different **functions** such as “**Auto Sum**” and see how they can **enhance** our **data**.

Year 5/6 will begin to investigate the use **Microsoft Excel** to **research**. How can we use it as a tool for **gathering data** and **making calculations**? We will use the website **PCPartPicker**, giving ourselves a **budget** and choosing **parts** to add to our **spreadsheet**, using the “**sum**” **function** to add up our final price.

Performing Arts

“When you play, never mind who listens to you.” - Schumann

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 learn about the notes in the space.

Year 3/ 4 will be engaging in our inquiry of the musical language solfege and the matching Curwen hand signs. We will be practicing reading, writing, and performing different notes. We will identify if the notes are lower, higher or the same in pitch. This will require actively putting into practice the learning assets of **self-manager**, **collaborator** and **contributor**. Playing music together and singing will help us to further develop these assets in Music and Performing Arts.



Our musicians in Years 5 / 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 with a focus on the C major and F major chords and practice changing between these chords smoothly.

Visual Arts

“Every great work of art should be considered like any work of nature.” Amedeo Modigliani
Foundation – Year 2

Developing an awareness of backgrounds

As **inquirers** and **thinkers**, we viewed artworks and observed closely how different artists create a background.

We found out that backgrounds:

- can be colourful
- have different patterns

- made with different materials

As **artists** we created an ocean drawing using pastels. To create the background, we used paint wash to paint across our drawing. We also **focused** on including patterns and considered where to place our pictures on the paper.



Year 3 – 4

As **researchers** we viewed portraits by Modigliani. We **discovered** that his approach to portraits included tilted heads, long necks, and faces. We also noticed that the eyes were often closed and without expression. As **artists** we used the portraits by Modigliani as inspiration for creating our own.

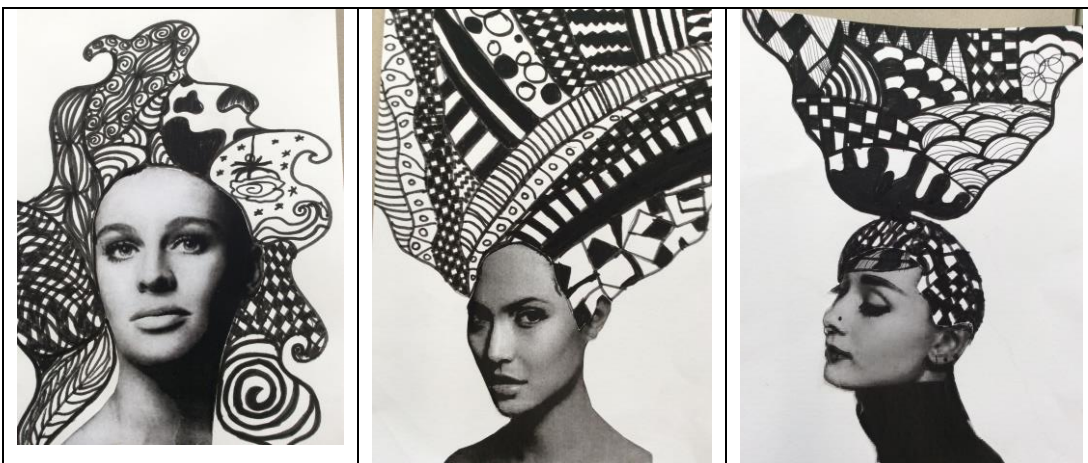
Portraits using pastels on black paper.



Year 5 – 6

Exploring the elements and principles of designs

Shape, line, texture, contrast, and repetition.





Term Four Dates 2022

Monday 14th November

Friday 18th November

Monday 21st November

Monday 28th November

Friday 9th December

Tuesday 13th December

Wednesday 14th December

Friday 16th December

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

Family Movie Night

Mathematics Game Day 3/ 4

Mathematics Game Day 5/6

Year 5/6 Farewell Bowling Outing & Pizza Lunch

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

Whole School End of Year Mass 9am @ Mother Teresa School

Term 4 finishes for children

The following dates are correct at the time of printing.

You are invited to the Mother Teresa Catholic PS



MOVIE NIGHT

minions
THE RISE OF GRU

Food Trucks Available on the premises!

PG Mild Themes and Animated Violence

When: Friday November 18th 2022
Where: Football Oval @ Mother Teresa Catholic PS
Time: 5.30pm – Gates Open
 6pm-7pm – Entertainment 'Bop Till you Drop'
 8pm – Screening of the Movie

Please ensure you bring your ticket to ensure entry at the front gate!

- 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.

CINEMA TICKET

Ticket Sales – available at school reception.
 Family Ticket - \$15.00
 Single - \$5.00
 Please ensure all children are accompanied by a guardian