



## NEWSLETTER

7<sup>th</sup> 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,

*This Friday is Remembrance Day. Remembrance Day marks the date 1918 when the First World War came to an end. On Remembrance Day every year, all people are asked to observe a minute's silence at 11am on Friday 11<sup>th</sup> November, to remember those who have died or suffered in wars, conflicts and peace operations. As a school community we will gather on Friday at 10.40 am to recall those lost in war. Common to all commemorations on Remembrance Day is the reciting of "The Ode":*

*They shall grow not old,  
as we that are left grow old;  
Age shall not weary them,  
nor the years condemn.  
At the going down of the sun, and in the morning,  
We will remember them.  
**We will remember them.***



*Our gathering on Remembrance Day recalls those who have died or suffered through war but it also reminds us war is not a way to attain peace. In a recent tweet on November 5<sup>th</sup> Pope Francis reminds us; "God is the source of peace and never brings about war, hatred, or violence. We, who believe in Him, are called to promote peace through encounter, patient negotiations and dialogue, which is the oxygen of peaceful coexistence," (#Apostolic Journey). This affirms our dialogue school, one that offers hospitality and seeks to engage in dialogue with others. Such dialogue we know provides insights into our own beliefs and understandings as well as those of others. Through this dialogue we hope to live as Pope Francis suggest in peaceful coexistence.*

*As a faith community in the month of November we are also remembering our own families and friends who have died. Many families have recorded their loved ones names in our remembrance book and are welcome to continue to do this throughout the month of November. Our "Mother Teresa PS Book of Remembrance" is located near our prayer space.*

*Please join us at 10.40 am on Friday if you can. This Remembrance Day gather will replace our Friday morning prayer.*

Kind regards,

**Chris**

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

***Monday 7<sup>th</sup> November***

***Tuesday 8<sup>th</sup> November***

*Welcome Deb Sukarna – Writing professional learning  
Professional Learning – Anaphylaxis*

***Wednesday 9<sup>th</sup> November***

*Professional Learning – Faith & Life Inquiry Planning  
Welcome Deb Sukarna – Writing professional learning*

***Thursday 10<sup>th</sup> November***

*Enhancing Catholic School Identity Professional Learning*

***Friday 11<sup>th</sup> November***

*Remembrance Day  
Inquiry Professional Learning  
Zooper Dooper Friday*

## ***Foundation Orientation Sessions***

Our orientation session for 2023 will take place on Wednesday 16<sup>th</sup> and 30<sup>th</sup> November. Families with children to begin school in 2023 have been notified via email of our 2023 sessions.

## ***School organisation 2023***

If you have not returned your re-enrolment form for 2023 please do so. It is important for us to know our enrolment figure as we plan for teaching staff in 2023.

## ***Mathematics Games Days***

The first of our Maths games days took place last Friday with fun had by all who participated. 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 still to come:

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

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

## ***Year 5/6 Camp 2023 ~ Meeting Wednesday 16<sup>th</sup> November 2022***

Our Year 5/6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Thursday 9<sup>th</sup> to Friday 10<sup>th</sup> February 2023. Our camp is reduced by one day due to maintenance on the Aura Night Show at Sovereign Hill while we are on camp.

The cost of the camp is now **\$280** and payable by February 3<sup>rd</sup> 2023. All camp permissions forms including medical and dietary requirements will need to be finalised this term in preparation for the camp. All notes were forwarded to Year 4 & 5 on Friday. ***Please note there will be a parent information night regarding camp on Wednesday 16<sup>th</sup> November 2022 from 7 – 8pm.***

## ***School Hats – Sun Smart***

A reminder that *all children* required to wear their **Mother Teresa Primary School hat** when outside during term 4 and when the UV rating is 3 and above.

## ***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 learners will have time and opportunity further consider personal safety and growth and wellbeing.

## *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 18<sup>th</sup> 2022~ Minions – The Rise of Gru***

***When:*** Friday November 18<sup>th</sup>, 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, “Minions - The Rise of Gru.”

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***

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



As part of our Faith and Life inquiry into the compelling question, “What are my feelings telling me? What should I do next? we are now finding out about the understanding ‘noticing our body signals can help us look after ourselves in different situations.’ As **researchers**, we engaged in the ***KidsRoar Personal Safety for Kids*** incursion to find out about strategies we can use when we feel unsafe. As researchers and inquirers we discovered;

- Our bodies send us messages or signals when we feel afraid or unsafe. We learned how to recognise these signals and what they feel like in our bodies.
- Our bodies belong to us. Boys and girls have body parts that

are private. We learned the scientific names for these body parts.



- We can say “Stop I don’t like it’ when another person does something that makes us feel unsafe or uncomfortable.
- There are safe and unsafe secrets. We must never keep an unsafe secret.
- All of us have trusted adults in our lives whom we can talk to when we feel unsafe. We identified the trusted adults in our lives by using the My Safety Hand, visual organizer.

We will continue to explore this understanding in the coming weeks by looking at books and videos to gather further information.

We will continue to **sort out** our thinking about the creation story from **Genesis 2:18-24**. We will be **tuning in** and **finding out** about the Catholic Social teaching ‘**Stewardship**’. We will view a clip to find out about **Pope Francis’** letter Laudato Si and to make connections with being stewards of creation through a Catholic lens. As hermeneutical learners we will **reflect** on our dialogue and learning by using the prompts, “**Seeing new layers of meaning**” and “**Openness to and learning from other religions, cultures and ways of life.**”



**As mathematicians**, some of us engaged in a Maths Games Day facilitated by Colleen Monaghan our Mathematical Learning Consultant. We participated in team based physical math games, strategy games and problem solving tasks. The games covered a range of math concepts including addition, subtraction, multiplication, division, place value and measurement. As **collaborators**, we displayed confidence and resourcefulness as we worked together to come up with strategies in our teams while engaging in the physical math games and strategy games. As **open minded thinkers**, we considered different ways of



working out the answers to worded problems. Points were awarded not just for the correct answers, but also for respectful listening and collaborating. We showed **resilience** as we cheered for teams that achieved the highest points. A big thank you to our Year 5/6 peer mediators who displayed excellent leadership skills as they set up the games, managed our teams and recorded our scores. Learning Spaces 6, 7, 8 and 9 look forward to their opportunity to participate on Monday 14<sup>th</sup> November.

**As readers**, we continue to engage in the PM eCollection reading program to further consolidate our reading strategies and behaviours. 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.

### ***Bridging Centre*** ***Year 3/4***

*“Most of all, have the confidence in every learner’s ability to think and your capacity to nurture that thinking. The results will amaze and energize you.” – Ron Ritchhart*

As part of our compelling question, “Health: What influences my decisions?” as **researchers** we are preparing to engage with a **panel of experts** as part of the **finding out** phase of inquiry. To **tune in** to the experts we might engage with, we are reading blurbs about the role each experts have in connection to the area of health. We are practicing the researcher skill of **formulating questions to find out information we need**. The questions we ask will help us to **sort out** our thinking about how we can make a decision that will **positively impact** our health and wellbeing. Over the next two weeks, we will have time and opportunity to engage with an expert to ask our questions. As researchers, we will record our discoveries in a T-chart as we prepare to sort out our thinking.

As we continue to **interpret** and **sort out** our thinking about **Genesis 2:18-24**, we will inquire into the Catholic Church teachings about caring for the earth. We will **tune in** to the Catholic Social Teaching of **Stewardship** and the letter from Pope Francis, 'Laudato Si'. We will use the thinking routine **Connect-Extend-Challenge** to **make connections, extend our thinking** and identify further **wonderings or challenges we may have**. As hermeneutical learners, we will continue to **reflect critically** on our thinking and consider if we think our thinking is **literal** or **symbolic**. Some of us will **find out** about **St. Francis** and his **prayer – Canticle of Creation**. We will tune in and find out about his **spirituality** and his **care for the earth** as a significant person in the history of the Catholic Church. We will be open to the **multiplicity of voices and practices** that are welcomed in our **Catholic Dialogue School** and listen to the voice of the Wurundjeri people using our audio post near the Leadership Centre.

This week we will be **tuning in and finding out** about **Remembrance Day**. Some of us are preparing to lead the commemorative prayer service on **Friday 11<sup>th</sup> of November** at 10:40am in the prayer space. We will be reflective learners through these opportunities as we consider what it means to remember all the service personnel who have served and those who have died on this day.

As mathematicians, we are **finding out** about the **concept of volume and capacity**. We are experimenting with **different containers and jugs** to **predict and measure** the capacity of the containers. Some of us have used hands-on materials such as unifix blocks to **find out** the volume of different shapes. We are discovering that we need to be able to transfer our knowledge of multiplication to calculate the volume of different shapes.

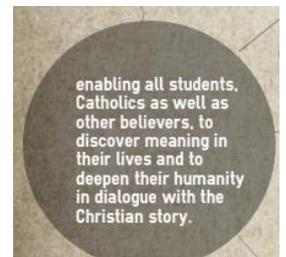
## **Leadership Centre**

### **Year 5/ 6**

*When structured reflection is a regular feature of the inquiry journey, teachers also gain another valuable opportunity to assess learning. The use of reflection strategies enables us to get a brief 'window' on thinking as the inquiry progresses and to make adjustments to our teaching in response.*

**Kath Murdoch**

As part of our Faith and Life inquiry understanding, **Our wellbeing is enhanced by healthy connections with others, physical activity, sleep and good nutrition**, as **curious researchers** we will read **information texts from Kids Helpline** and view some **digital texts on Behind the News** to help us **find out** about some **self-care techniques**. As **readers** we will **interpret** and **analyse** the **information** and **ideas** we gather and as **reflective thinkers** document the **changes in our thinking** on a **Lotus Diagram**. After our initial documentation in relation to the book of **Genesis 2:18-24** and **Psalm 8** as part of **finding out**, we will read '**Our Creator**', from the text **Catholic Traditions** as this will provide us with an **opportunity to develop deeper understanding and insight**. We will engage in the thinking moves **making connections** and **identifying new ideas** as we **reflect critically** and **document** the **changes in our thinking** through the thinking routine – **I used to think ... Now I think ...**. We will **explore** the **hermeneutical prompt** to enable all of us, Catholics as well as other believers, to discover meaning in our lives and to deepen our humanity in dialogue with the Christian story.'



As **writers and inquirers** we are **reading a variety of poems** and **exploring** the **text structures** and **language features** to help us **identify** the **language used** by authors to **convey a vivid picture of feelings and emotions**. In particular as **writers** we are **exploring** the Japanese poetic form **Haiku** which consists of three lines, with five syllables in the first line, seven in the second, and five in the third. As **reflective writers** we will **create** some Haiku poems related to a variety of emotions we have experienced.

As **mathematicians** and **inquirers**, as part of **Measurement and Geometry**, we will be **engaging** in a variety of **hands on learning opportunities** as we **explore** and **connect three-dimensional objects with their nets**. Some of the **mathematical vocabulary** we will explore includes **net, dimensions, top/side/front views, skeletal model, prisms and pyramids**. As part of **finding out** and **identifying the shape and net of objects** we will **explore the interactive tool GeoGebra**. This will provide us with an

opportunity to digitally explore and construct nets of different 3D shapes. As inquirers, as part of sorting out our thinking we will engage in the thinking routine **Claim Support Question**. This routine helps us to develop thoughtful interpretations by encouraging us to reason with evidence and explore strategies to justify our responses. As part of our **Home Learning** and to consolidate our understanding we can access the **GeoGebra website at home** to explore nets <https://www.geogebra.org/m/pvjjawmc#material/xrytx24x> to find out about solids made from nets <https://www.geogebra.org/m/pvjjawmc#material/cznrC57B>.

### Japanese Learning

This week students in **Foundation, Year One** and **Year Two**, will continue to explore words for **parts of the body** in Japanese. We will learn the familiar song called “**Head and shoulders, knees and toes**” in Japanese. As **thinkers**, we will use **visuals** and **actions** to support our understanding of new words in Japanese. We will **make our thinking visible** by **labeling the parts of the body** from the song in romaji (romanized script) on a diagram of a body.



あたま  
atama



かた  
kata

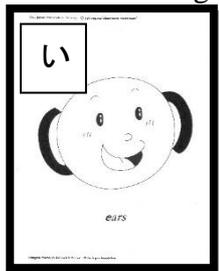


ひざ  
hiza



あし  
ashi

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.

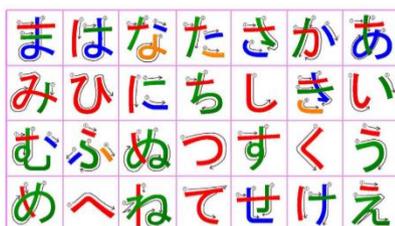


This week we will focus on the third and fourth row of the hiragana chart. The third row contains the sounds **sa, shi, su, se, so** and the fourth row contains the sounds **ta, chi, tsu, te, to**.

We will also engage in using the learning disposition ‘**persistent**’ as we practice writing the hiragana using stroke order.

As **learners** and **inquirers**, students in **Year Five** and **Year Six** will revisit the structure of the hiragana chart and how it supports reading words in Japanese.

We will activate **prior knowledge** of hiragana we can already read using **memory hints**. We will also **extend** our reading into **new characters** we are yet to learn in the rows of the chart. As **thinkers**, we will also use the **stroke order chart** to engage in writing hiragana using **correct shape**.



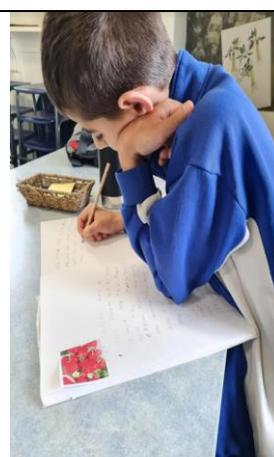
“Mama no Yume Kobou’s  
Hiragana Stroke Order Chart”

### Sustainability Learning

As **researchers** our **Foundation – Year 2** students continued to **dialogue** and learn about **three stages** of **The Water Cycle – Evaporation, Condensation and Precipitation**. As **scientists** we had an **aim** for our **experiment**, that is, to create condensation. What happens when the hot water steam cools down? What happens as the moisture builds? Students documented at least 3 stages of the Water Cycle and diagrams to show their thinking.



As **researchers** some of our **Year 3 – 6** students watched a video clip on how to plant strawberries and documented **key information** in dot form, including the ideal space between one strawberry 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.



Other students in **Years 3 – 6**, as **Stewards of Creation**, displayed the **dispositions persistent** and **reliable** while they engaged in some of our regular tasks of weeding and clearing packaging from around our school grounds and **Caring for Our Common Home**.

Students’ thoughts on their **connections** and what **Stewards of Creation** means:

In connection to Pope Francis and us looking after our environment and the earth ~ Jolyan  
Caring for the environment and in connection to **Laudato Si** ~ Kobe

At prayer we pray to God of Creation to seek ways to sustain our earth, for ourselves and for future generations ~ Naia

I connect to **Laudato Si** Goals and Care for our **Common Home** ~ Adriana M



## Stephanie Alexander Kitchen Garden – SAKG

As **Self-Managers** some of our students from Foundation to Year 6 participated in preparing a meal of 3 Cheese, Tomato and Zucchini Slice to be shared with students who participated and a few staff members. For something sweet afterwards, our students engaged in making delicious Rhubarb and Apple Crumble and all enjoyed a taste afterwards.



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

Follow us on Instagram @motherteresaprimarieschool 



## Physical Education



Foundation to Year Two students will continue to explore sports that involve **striking**, these students will now begin to practise the fundamental movement skill known as the ‘**2 hand side arm strike**’. Students will learn the correct movement sequences and cues to perform this sometimes tricky skill. As **learners**, students will describe what needs to happen with their bat for the ball to fly in the air.

Year Three and Four students will begin to look at the sport of Volleyball. They will engage in small-sided modified games which will require them to collaborate with one another to keep the ball in the air and cause an error from the opposing team. As **learners**, students will make connections between how the games of Volleyball and Tennis are tactically similar.

Year Five and Six students will continue finding out about the category of sports known as **Net and Wall sports**. Students will engage in a modified game of Volleyball named Newcomb ball. Students will also learn some of the sport specific skills of Volleyball - Serve, Dig and Set and apply these skills in small-sided modified games.

## Digital Technologies

*“A data scientist is someone who can obtain, scrub, explore, model, and interpret data, blending hacking, statistics, and machine learning. Data scientists not only are adept at working with data, but appreciate data itself as a first-class product.”* – **Hillary Mason**, founder, Fast Forward Labs.

**Foundation – Year 2** we will be continuing to **create** the ‘**Hungry Alligator**’ following the **instructions** on the **Lego WeDo** app **carefully**. Engaging in this learning task will enable us to continue to consider learning assets and learning dispositions.

This week in **Year 3/4** we will continue to have **opportunities to reinforce online data gathering skills** using **Microsoft Excel** and continue to input it into a **table**. We will be **curious** as we look at different **functions** such as “**Auto Sum**” and see how they can **enhance our data**.

**Year 5/6** will be continuing to use **Microsoft Excel** to **research** how we can use it as a tool for **gathering data** and **making calculations**. Once again 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. Those of us who started this last week will have the opportunity to continue this week.

### ***Performing Arts***

*“If children are not introduced to music at an early age, I believe something fundamental is actually being taken from them.” - Pavarotti*

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 continue to explore the notes on the treble clef and learn about the notes in the space.

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 continue to 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 with a focus on the C major and F major chords and continue to practice changing between these chords smoothly.

### ***Visual Arts***

*“In the mind of every artist there is a masterpiece.” –Kai Greene*

As **artists** Foundation – Year 2 students continue to **explore** colour and pattern. Year 3 -4 continue to work on portraits inspired by Modigliani. And Year 5 – 6 worked on their zentangle inspired art focusing on the elements of design.

#### **Foundation – Year 2**

#### **Working with oil pastels and crayons, paint wash background**



Year 3 – 4

Portraits inspired by Modigliani



Year 5 – 6

Zentangle inspired art



## Term Four Dates 2022

Monday 14<sup>th</sup> November

Friday 18<sup>th</sup> November

Monday 21<sup>st</sup> November

Monday 28<sup>th</sup> November

Friday 9<sup>th</sup> December

Tuesday 13<sup>th</sup> December

Wednesday 14<sup>th</sup> December

Friday 16<sup>th</sup> 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. Please read the newsletter each week and note the weekly happenings particularly in light of COVID-19 health advice.

A colorful poster for a Minions Movie Night event. The background is yellow with blue and white diagonal stripes. At the top, it says "You are invited to the Mother Teresa Catholic PS". In the center, there's a "MOVIE NIGHT" sign with a clapperboard and a "minions THE RISE OF GRU" logo. Below the logo is a PG rating box and a photo of Gru and a Minion. To the left, there's a Minion holding a burger and a pizza, with text "Food Trucks Available on the premises!". To the right, there's a Minion with a megaphone and a "CINEMA TICKET" sign. At the bottom, there's a list of details and a Minion holding a bucket of popcorn.

You are invited to the Mother Teresa Catholic PS

**MOVIE NIGHT**

**minions**  
THE RISE OF GRU

PG  
May contain  
mild violence  
and alcohol  
reference

**When:** Friday November 18<sup>th</sup> 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.

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