



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

14th 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,

World Kindness Day was celebrated yesterday. This day has been celebrated on November 13th since 1998. World Kindness Day started after the formation of the World Kindness Movement. It was their hope and goal to create a day that would help to raise awareness of the importance of kindness as a unifying power between people everywhere. Miss Canny in her newsletter piece this week under Learning Diversity reminds us of kind words and how we engage with one another.



This week is perhaps an opportunity think further about our interactions with others. It invites us to consider our school focus on hospitality and dialogue – an invitation to encounter. What does hospitality and dialogue mean to you? How might the invitation to offer hospitality to an 'other' provide an encounter? How might we take the time this week to acknowledge others through simple greetings and words of kindness? What might the outcome of such encounters be?

As a Catholic dialogue school we have been exploring one of the biblical texts from Genesis exploring the creation of women and men. This text reminds us that within the Jewish and Christian traditions the human person is believed to be made in the image and likeness of God- a sacred being. What further insights might we gain from the story as to how we treat one another? What world does the text promote or dream of?

We might also recall the words of our patron Saint Teresa of Calcutta who said 'Let no one ever come to you without leaving better and happier. Be the living expression of God's kindness: kindness in your face, kindness in your eyes, kindness in your smile.' As we engage with each other this week and consider World Kindness Day what might it mean for our Catholic Dialogue school? How might we take up the invitation to be kind to all who we encounter?

Kind regards,

Chris

This Week's Happenings

Monday 14th November

Mathematics Games Day Foundation – Year 2
Learning Space 6,7,8 &9

Tuesday 15th November

Wednesday 16th November

Year 5/6 Kids Helpline – Developing Resilience
Foundation 2023 Orientation Session
Year 5/6 2023 Camp Information Night for Parents

Thursday 17th November

Year 5/6 Kids Helpline – Developing Resilience/Transition to High School

Friday 18th November

Year 5/6 Kids Helpline – Developing Resilience/Transition to High School
Zooper Dooper Friday
Parents & Friends Movie Night

Year 5/6 Camp 2023 ~ Meeting Wednesday 16th November 2022

This coming Wednesday evening is our camp meeting for 2023. 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. 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. All notes were forwarded to Year 4 & 5 on Friday.

Mathematics Games Days

Please note the ***Mathematics Games*** Days are being facilitated by our mathematics consultant Colleen Monaghan. Our teaching staff and peer mediators will assist with these days. Today Learning Spaces 6, 7, 8 and 9 engaged in the Maths Games, practising the skills of being collaborators and contributors, as well as applying their mathematical thinking to different scenarios.

These days are broken up into 3 sessions 9 – 11am, 11.30 – 1.20 & 2.30 – 3.30. Parents and families are welcome to come along during any of these times.

Please note the days still to come:

Monday 21st November

Monday 28th November

Mathematics Games Day 3/ 4

Mathematics Games Day 5/6

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

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. A set of RAT tests was forwarded to all children last week.

Learning Diversity

Respect – World Kindness Day

“Educating the mind without educating the heart is no education at all” Aristotle

A reflection from Miss Canny...

Over the last couple of weeks I have been **noticing** and **observing** how students communicate with each other. Sometimes I have heard students being respectful **communicators** and really thinking about the words that they say to others. Sometimes I have noticed that students are not using kind words and are hurting the feelings of others. We always need to treat other people the way that we would like to be treated and this means using kind words to dialogue.

I am curious what all students might be able to do to celebrate world kindness day which was on Sunday November 13th. How can we show more respect at school and in our community?

To explore more about **World Kindness Day** please use this [link](#).

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 the children will continue to have the time and opportunity to consider those who can assist us and help us to remain safe. Our Foundation to Year 2 children continue to explore picture story books and exploring emotions and their five key people. Year 3/ 4 learners have been investigating health professionals as people who can offer help in various ways to keep us healthy and safe. Year 5/ 6 children will be engaging in a number of Kids Helpline sessions about resilience and transition secondary school.

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.

While it is hoped this event will proceed we will continue to monitor the weather and make a decision on Wednesday evening to determine if we need to postpone the event.

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

Cooperation, interaction and mutual respect enhance opportunities for learning. We learn from and with others. (Kath Murdoch, 2015)

As **thinkers**, we are **finding out** and staying **curious** about what we are learning about ‘Remembrance Day.’ We will be exploring **non-fiction texts** to **find out** more about what Remembrance Day is about, while **making connections** and documenting **wonderings**.

As **researchers**, we engaged in a shared experience with an **expert** from ‘**KidsRoar**’ to learn about **body signals** and how to keep ourselves **safe**. As **thinkers** and as **writers**, we will be **reflecting** on the experience by using reflection stems to document our thinking, along with drawing and writing body signals that we may have when we feel unsafe. We have been documenting the about friends, family

members and teachers that we feel safe with and trust to be on our Safety Network Hand. We will bring home our Safety Network Hand to place in a **visible place in our homes**. This will be an **opportunity to share** with our families **our discoveries** from KidsROAR and **explain** what our Safety Network Hand is for. To extend our thinking we will **tune in** to **people in our community who we can trust**, in preparation for our incursions with **St. John's Ambulance** and **Victoria Police**. We will view some texts and images to help us to develop wonderings.

As inquirers, we will **pause and reflect** on our compelling question, "What are my feelings telling me? What should I do next?" We will use the thinking routine, '**I used to think...And now I think...**' to **identify the new ideas** and discoveries we have made, as well as the new **wonderings** we may have.

As a **Catholic dialogue school**, we are tuning in and finding out about the Catholic Social Teaching of **Stewardship – Care for our common home**. We will **view** a clip about **Pope Francis' encyclical *Laudato Si*** to find out and **sort out** our thinking about our responsibility to care for the Earth and how this is connected to the Catholic faith. We will be invited to **reflect** and consider what **new layers of meaning** we have about our own understanding about what we believe about caring for the Earth. As hermeneutical learners, we will consider how through our **dialogue** about the Catholic faith, we have listened to a **multiplicity of voices** as we share our own beliefs.



As **mathematicians**, we are **tuning in** to the mathematical concept of **fractions**. We will be **finding out** about how **halves are one of two equal parts of a whole**, while others will be **finding out** about **halves, quarters, and eights**.

As **readers**, we will continue to explore a range of fiction and non-fiction texts, including those through our Faith and Life inquiry. Some of us will continue to **find out** and **sort out** 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 continue to explore and strengthen.

Bridging Centre

Year 3/4

"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 inquirers, we are continuing to **find out** about our compelling question, 'Health: What influences our decisions?' We have taken **time and opportunity** to make a decision that will positively impact our health. As researchers, we are engaging in dialogue with experts within our learning community who might influence our health decisions positively.

We have had time and opportunity this week to engage with our experts including a nurse and CFA officer. As we engage with different experts, we will have **time and opportunity** to



gather and sort out our discoveries. We will sort out and organise our discoveries on a data chart to **compare** and **contrast** the information gathered. To **sort out** our thinking we might consider;

What aspects of health does the expert care for?

What does the expert do or use to care for our health?

Why might people go to the expert?

When might you go to the expert?

As part of Faith and Life inquiry, we continue to **interpret** and **sort out** our thinking and interpretations of **Genesis 2:18-24**, we will **tune in** to the Catholic Social Teaching of **Stewardship** through viewing clips about *Laudato Si* and from Caritas Australia. We will use the thinking routine **Connect-Extend-Challenge or Make Meaning** to **make connections**, **extend our thinking** and identify further **wonderings or challenges** we may have. We will consider what **connection** the Catholic faith has to creation and the responsibility that Catholic people have to care for the world. We will then be invited to **make connections** to our own lives and **wonder** what we believe about our **responsibility** to creation.

As mathematicians, we are continuing to find out about the mathematical concepts of volume and capacity. We have had time and opportunity to experiment with different containers and use our skills of estimation to make an educated guess of the volume that each of these containers can hold. As researchers, we will continue to experiment with different materials to further our understanding of volume and capacity.

As literacy learners, we have been engaging in the strategy of **shared reading** to reflect to **tune in** and **find out** how to become strong writers. Through these literacy learning opportunities some of us have been analysing a mentor text to identify the author's purpose and the features specific to that text genre. In order to develop our understanding of the way sentences can be constructed as writers, some of us have been reflecting on a sentence from the text.

Leadership Centre

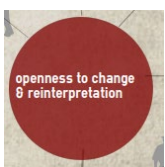
Year 5/6

Learning is an act of meaning-making where individuals connect new experiences to existing schema and reflect, process and construct understanding over time. Learning is driven by a sense of purpose, curiosity and ownership. **Kath Murdoch 2022**

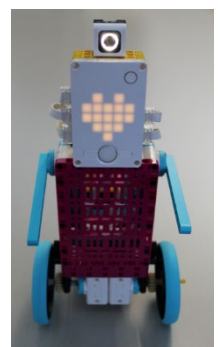
As **curious inquirers**, as part of **tuning in** to the **St John Ambulance First Aid in Schools Program**, we will **engage** in the thinking move **activating prior knowledge** as we document our thinking on a **pre-assessment** to **identify our current understanding** of how to perform CPR and **when we think it is required** in a **First Aid situation**. As **researchers**, as part of **finding out**, we will engage in a **45 minute practical workshop** where we will be **guided through how to perform CPR**, on manikins, and make **discoveries** about when it is required in a First Aid situation. As **collaborators and communicators**, during the workshop, we will also **participate in group problem-solving scenarios** based on a variety of **first aid situations** allowing us to **apply** our knowledge gained during the session.



As part of our **Faith and Life inquiry** we will be **invited** to **read a commentary** from **A Friendly Guide to the Book of Psalms** to help us **explore** and **develop a deeper understanding** of Psalm 8 and in particular **Responsorial Psalms**. We will be **learning hermeneutically** as we **engage** in this **continuous process of seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing with each other**. We will have an opportunity to document the changes in our thinking through ***This text talks to me of a world in which...***



Today a group of Year 5/6 children, who achieved 2nd place in the Victorian Lego Spike competition, were invited to present their HACCK – ING EMOTIONS Robot at the **Kids' Conference Australia** hosted by the **Melbourne Graduate School of Education, The University of Melbourne**. As part of their presentation the children **dialogued about their original idea**, **described how they overcame challenges** when constructing and coding their robot and **shared what they discovered about themselves as learners during the process**. Special thanks to Mr Nethercote who provided time and opportunity, as part of Digital Technologies, for the children to engage with LEGO Spike and to showcase their creative and problem solving skills, and their collaborative and communication skills through this digital mini inquiry. The Kids' Conference slogan is ***'Kids teaching teachers'*** - with a **focus on student agency**



and **student voice** within **student-led inquiry and research**. The conference will give these children a **unique opportunity to share their learning process and creative problem solving with other students and leaders in education**.

As **mathematicians and inquirers**, as part of **Measurement and Geometry**, we will be **engaging in a variety of hands on learning opportunities** as we **investigate and identify appropriate units of measurement for volume, capacity and mass**. As part of **finding out** we will have **time and opportunity to calculate the volume and capacity of rectangular prisms, measure volume and capacity and convert units including millilitres, litres, kilolitres and milligrams, grams, kilograms and tonnes**.

Japanese Learning

“The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures.” (Victorian Curriculum, Rationale)

As **learners**, students in **Foundation, Year One and Year Two** will explore the **7-5-3 festival** which occurs on the **15th of November** in Japan. As **inquirers** we will learn that **parents pray for the health and happiness of 7-, 5- and 3-year-old children** on this day. As **inquirers**, we will engage in being **curious** as we watch a video about children celebrating this festival and dialogue about what we **notice** using the **thinking routine See-Think-Wonder**.



“Hiragana Memory Hint flashcards is designed to ...introduce hiragana in a fun way using mnemonic pictures. They link the shape and the sound of hiragana characters to a familiar word, image, and/or concept in English.” (The Japan Foundation)

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 **fifth** and **sixth** row of the hiragana chart. The **fifth** row contains the sounds **na, ni, nu, ne, no** and the **sixth** row contains the sounds **ha, hi, fu, he, ho**.

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

As **learners and inquirers**, students in **Year Five and Year Six** will continue to focus on **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. This week we will focus on **rows 6 to 10**. As **thinkers**, we will **practice writing using correct shape by filling in the whole hiragana chart with missing hiragana**.

Sustainability Learning

As **collaborators**, all our **Foundation – Year 2** children 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,



where they engaged in tasks such as weeding, watering and tidying. Students displayed the disposition **responsible** whilst using the gardening tools. Participation in this showed we were all contributing to and “**caring for our common home**”. Our students noticed changes to our strawberry towers with topsoil added and filled throughout. Over 200 strawberry seedlings were donated where they were temporarily stored in a wheelbarrow in soil until planted in the coming days.



As **collaborators** some of our **Year 3 – Year 6** children engaged in using buckets and wheelbarrows to transport rich potting mix, which was delivered in bulk over to our six strawberry towers that vary in length. With masks, gloves, and Jason our grounds person to support, students strategically used buckets, shovels and spades to fill them in preparation for our strawberry planting.

As **thinkers**, some students engaged in reflection of their time in Sustainability learning this semester. Others had the opportunity to tune into the teaching of “**Stewards of Creation**” to think about what connections they have and what it may mean...

A time to reflect on God’s Creation – Shannel

It’s about God the Creator – Jasmine

Showing respect for the things which have been created – Daniella

Showing we are thankful for our gifts – Jenica

Being a Sustainable leader of the earth – Jacob P.

A steward is like a leader - Onella



Sustainability Leaders

As **researchers** our Year 5/6 Sustainability Leaders interviewed Jason our grounds person. Students asked several questions which were needed wrap up and conclude our Water Audit. These questions are set by Sustainability Victoria and form part of this year’s water module.



to

Stephanie Alexander Kitchen Garden – SAKG

As **Self-Managers** some of our students from **Foundation to Year 6** participated in preparing a meal of Broccoli Pasta shared with students who participated and a few staff members. For something sweet afterwards, our students engaged in making delicious Rhubarb, Apple and Cinnamon Muffins.

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

Follow us on Instagram @motherteresaprimarieschool



Cybersafety

"A secure system is one that does what it is supposed to." Eugene Spafford

Last week in **Foundation - Year 2** we engaged in learning about identifying who we can trust when we need assistance and how we feel when we find ourselves in a safe or unsafe situation. **Year 3 & 4** students continued their learning using the eSafety program **Be Secure** focusing on online safety aspects such as online purchasing and the risks of sharing our location with other people. **Year 5 & 6** students have further developed their understanding of emerging technologies including **Virtual Reality Goggles, Artificial Intelligence and Driverless Cars**. We have been looking into the cybersecurity risks and opportunities that these technologies could present as we use them more and more in the future.

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

"The ability to take data – to be able to understand it, to process it, to extract value from it, to visualise it, to communicate it – is going to be a hugely important skill in the next decades." – Hal Varian, Chief Economist, Google.

Foundation – Year 2 we will be **observing** how the **'Hungry Alligator'** robot **moves** after we **code** it. We will be **thinkers** as we **see** how the **bands** move the **pulleys** and make the **mouth open and close**. We will also make **discoveries** about how the **Motion Sensor** works and can make our **robot respond** to **movement**.

This week in **Year 3/4** will further consolidate the past few weeks learning by **exploring** the **different types of charts** that you can make in **Microsoft Excel**. We will **choose** a **data chart** that best **represents** our **data** and use the **snipping tool** to take a **picture** of our **graph** and **chart**, **insert** this **picture** into **Microsoft Word** and make **observations** and **document** our **thinking** about what our chart tells us.

Year 5/6 we will be **continuing** to use the **website PCPartPicker** to choose **parts** to add to our **Microsoft Excel Spreadsheet**. We will be **researchers** and **thinkers** as we learn about what each part of a **PC** does and make sure all of the pieces we choose work together using the **compatibility tool**. We will also be using the “**MMULT**” **function** to make our **graph** **consider** the **quantity** of **parts** that we’re **choosing** and **multiply** the **price**.

Performing Arts

Visual Arts

Foundation – Year 2

As **researchers** and **artists**, we observed closely artworks by Paul Klee.

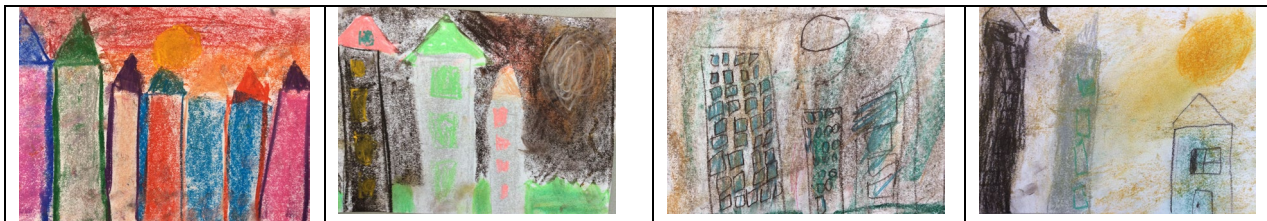
We **discovered** that Klee:

- uses lots of regular and irregular shapes to create his art;
- uses all the space on the paper;
- creates colourful backgrounds;
- uses lots of bright, happy colours;
- blends colours together; and
- creates fun artworks that are interesting to look at.

We used Klee’s *Castle and Sun* as inspiration for our own art making.



Exploring new materials - Artworks using dry pastels



Year 3- 4

As **artists** we continue to **explore** art materials and the elements of design. Lines, shapes, colour and patterns. We viewed artworks from Gustav Klimt’s “golden phase” who often used patterns in his paintings and murals. During his golden phase Klimt used gold leaf in his paintings. We used Klimt’s portrait of “Adele Bloch Bauer” as inspiration for our own art.

Creating our designs



Year 5 – 6

As researchers we inquired into perspective drawing. We found out that Perspective drawing is a technique that gives the illusion of spatial depth, or perspective, to drawings and paintings. As artists we explored this technique.

One-point perspective / Linear perspective



Physical Education



“Teamwork is the fuel that allows common people to produce uncommon results”

Foundation to Year Two learners will continue to explore sports that involve **striking**, these children will continue practising the fundamental movement skill known as the ‘**2 hand side arm strike**’. Children will hit from high batting tees (**Tee Ball**) and low batting tees (**Cricket**) as they try to hit the ball in a straight line. They will then discuss the changes that occur with their bodies to change the direction that the ball travels in.

Year 3/ 4 will continue 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. They will then begin to play a modified version of Volleyball named **Newcomb Ball** and discuss different strategies and tactics to be successful.

Year 5/ 6 will continue finding out about the category of sports known as **Net and Wall sports**. Learners will continue to engage in a modified game of **Volleyball** named **Newcomb Ball**. They will continue to learn and practise the skills of Volleyball - **Serve, Dig and Set** and apply these skills in game situations.



Year 5/6 Hoop Time

On Thursday November 3rd some 5/6's participated in Hoop Time where we had the opportunity to play in multiple basketball games, although we faced several challenges throughout the games, we still stayed resilient and took risks.

As a team we developed our skills and teamwork while playing, everyone tried their very best and worked hard to get to this point. Even though we didn't achieve our goal of winning, we are still very proud to have been able to play and participate based on what has been happening around these past few years.

The other teams that we faced weren't giving up, we still stayed sportsmen like and continued on even though we were tired and worn out.

Something that both teams achieved during the day was being able to compete against stronger schools, they worked hard every second of the game and proved to everyone that they were up for a challenge. As the teams tried their best to win, they worked together to get points and to stop the other teams, their defense was unstoppable as well as their offence. It was amazing to see everyone getting behind each other and the bench cheering as they played.

We want to thank Mr. Insolita for giving us an opportunity to play and we also want to thank Miss Paolino and all the parents for coming along to support the teams.



Term Four Dates 2022

Monday 21st November
Monday 28th November
Friday 9th December
Tuesday 13th December
Wednesday 14th December
Friday 16th December

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.