



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

15th July 2019

*“In loving one another through our works
we bring an increase of grace and a growth in divine love.”*

Mother Teresa

To All In Our Learning Community,

Welcome back to Term 3. I hope all families had a great break and change of routine over the term break.

This term like all will be filled with lots of learning opportunities. A number of our year 6 children will celebrate the sacrament of Confirmation. This is an important time for these children and their families. The sacrament of Confirmation is one of three sacraments of initiation; Baptism, Eucharist and Confirmation. This sacrament is separated from Baptism in the Roman Catholic Church and often celebrated in Year 6. Children belonging to Eastern Catholic Churches and Orthodox Churches will have already received the sacrament of Confirmation at Baptism. Whether Catholics celebrate the sacrament at Baptism as an infant or as a young adult the sacrament of Confirmation invites them to consider how we live as Christians today. Time and opportunity will be provided for all learners to consider what this sacrament means in the life of Catholics.

A formal opportunity to reflect further on our learning and teaching will be provided to staff this term as we participate in a school review mid-August. The review is to be conducted by the Australian Council of Educational Research (ACER) using the National School Improvement Tool (NSIT). Ms Dianne Pekin, a lead reviewer from ACER and Mrs Sandra Ritchie from Catholic Education Melbourne will facilitate this review. This review focuses specifically on 9 domains:

- An explicit improvement agenda
- Targeted use of school resources
- Differentiated Teaching and learning
- Analysis and discussion of data
- An expert teaching team
- Effective pedagogical practices
- A culture that promotes learning
- Systematic curriculum delivery
- School community partnerships

Our school is most fortunate to also have the opportunity to welcome from the Catholic University Leuven, Belgium Professor Didier Pollefeyt and Drs Jan Bouwens, theologians and researchers of the Enhancing Catholic School Identity Project. Our learning through Faith and Life inquiry and our school ESCI data indicate that our school is certainly a 21st century Catholic school or a Recontextualising Dialogue school. It will be great to share our story and hear their reflections and insights when they visit in early August.

As principal I look forward to the many learning opportunities and successes that will evolve throughout the term.

Kind regards

Chris

This Week's Happenings

Monday 15th July

Term 3 begins

Tuesday 16th July

Professional Learning~ NCCD

Wednesday 17th July

Hoop Time Year 3/4 representatives

Professional Learning~ Faith & Life Inquiry Planning

Thursday 18th July

7pm Confirmation Workshop 7pm

Friday 19th July

Hoop Time Year 3/4 representatives

9.15am Parents & Friends Meeting

Principal ICON briefing

Confirmation Workshop ~ this Thursday

This Thursday July 18th we are having our Confirmation Workshop. This will take place in the Open Learning Space in the main building and will start at 7pm. All children in Year 6 who are to receive the sacrament of Confirmation this term are required to attend with a parent.

Sacramental Preparation and Celebration

Child Parent Workshop

Thursday 18th July 7pm at Mother Teresa PS

Child to receive Confirmation must attend with a parent.

Confirmation Sign Up Weekend

Saturday 27th July / Sunday 28th July

Children are required to attend one of the parish Masses with a parent.

Confirmation Presentation Weekend

Saturday 17th August / Sunday 18th August

Children are required to attend one of the parish Masses with a parent.

Confirmation Celebration

Sunday 25th August @ Kolbe Catholic College, Greenvale Lakes. *The time will be confirmed in the coming days.*



Recycle your old mobile phones ~ Student Action through iTime

Please take a moment to read through Leah's iTime message and request at the base of the newsletter.

Your support of our learners' authentic and powerful actions is appreciated. You may wish to bring in your old mobile phones and accessories tomorrow and place them in the collection box as reception.

Before School Care ~ Closure Term 3

Despite lots of interest in a before school care program the numbers have significantly fallen short of those who expressed interest. The closure of the program means that families will need to access other care arrangements prior to 8.30am in the morning when children are able to enter the school.

Professional Learning Day Term 3 ~ Friday 26th July & Friday 9th August

Staff will be engaged in a professional learning opportunity on both Friday 26th July and Friday 9th August in preparation for our school review in August.

There will be no school for children on these days.

NB: the additional day on August 9th

Parents & Friends News

Parents and Friends Meeting

Please note our next Parents and Friends meeting is Friday 19th July 2019 @ 9.15am

What's Happening in the Learning Spaces

"Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school". John Hattie, 2009

Foundation to Year 2 Learning Spaces

As a part of **Taking Action** for our compelling question '**How Can We Make It?**' we are thinking of **design solutions** for our outdoor play areas. We are using the Thinking Moves connection making and **identifying new ideas** to generate ideas about how we can improve our outdoor play. We will use the design process of identifying the **purpose, planning, designing** and **evaluating** and document our thinking using a graphic organiser called a **Data Chart**.

As **mathematicians**, we are **Tuning In** to the mathematical concept of **money**. We are using the **thinking moves connection making** to see the relationship between **addition** and **subtraction**. We are using the **Thinking Routine See Think Wonder** to observe the notes and coins closely and generate our prior knowledge. We are ordering the value of Australian notes and coins.

As **communicators**, we have shared our holiday diaries using the **Thinking Routine Think Pair Share** by **taking turns** and **listening respectfully**. As **writers**, we are creating lists, recounts, creative pieces and procedures to share our experiences over the holiday break.

Year 3 – 4 Learning Spaces

Welcome back to Term three, we hope you have enjoyed your break. As part of **sorting out** our **thinking** related to our ongoing compelling question ‘**What can I learn about myself as a learner?**’ we are **reflecting** on our **agreed ways** during transition. As a **learning community**, we are **focusing** on the **dispositions** of being **respectful** and **efficient** when **preparing ourselves** for learning.

As **researchers**, we are **focusing** on **developing** the **skill** of **gathering information** from **different resources** when **finding out** about ‘**How does where you live affect how you live?**’ As part of **tuning in**, we are going to **engage** in **dialogue** about a list of countries that we know and draw our **interpretation** of the **world** as we see it. As **communicators**, we will **share** our **thinking** with others and **justify** about what we think is **similar** and **different**.

We will have **time** and **opportunity** to **dialogue with others** about our **first thinking** related to our **whole school scripture Genesis 1**. As a **faith community**, we will **share our interpretation** of the **text** and **symbols** and **make connections** to our **thinking** of our **created world**.

As **mathematicians** we are **developing** the **understanding** that **fractions** are **numbers** that can be **represented in different ways**. As part of **tuning in** we are looking at the **meaning** of **numbers** and **building** our **knowledge** of **fractional language**. We will have **time** and **opportunity** to use the **thinking moves observing with details** and **activating prior knowledge** when looking at a **fraction wall**. We will use **resources** such as **kinder squares** to **represent different fractions**.

Year 5 – 6 Learning Spaces

When engaged in deep inquiry, learners are building their ‘learning muscles’, growing their learning assets, strengthening their capacity to ‘figure things out’ and exercising their agency.

Kath Murdoch 2015

As part of our **Faith and Life inquiry** our compelling question is: **How do we decide?**

The **learning** we **engage** in throughout this inquiry will **help us to understand how:**

- Making decisions is a part of everyone’s lives and there are many factors that influence how and what we decide.
- Establishing processes, managing conflicting views and thinking about consequences can help guide our decision making.
- The way that decisions are made around the world is influenced by place, people and culture.

As part of our Faith and Life inquiry, next week, to help us **find out**, on either, Tuesday 23rd July and Thursday 25th July we will be **engaging in an excursion** to **Parliament of Victoria** and **The Old Treasury Building**. At Parliament of Victoria we will **engage in a role play** to help us **find out** the different roles in Parliament and have the opportunity to choose an issue to debate, read from prepared scripts, and vote on a proposed law to develop our understanding of how a law is made and how the Parliament of Victoria makes laws. As part of **finding out** at **The Old Treasury Building** we will **engage in the program called Governance** and discuss the role and responsibilities of the Governor. Today we brought home our excursion note. Can we please return this by the end of this week?

As **readers and critical thinkers**, we are **exploring** Genesis 1:1-31 and **engaging** in the thinking routine **Word-Phrase-Sentence** as a **tool** to **document** our current **interpretation** and **understanding** about this text. This will enable us to **identify** what we **find important** as we read the text selecting a **word, phrase** and **sentence** that is **meaningful** to us in this moment in time. As we will be **interpreting text and symbols, reflecting critically** and **engaging in a continuous process of dialoguing with others** we will be **learning in a hermeneutical way**. As **collaborators and communicators** we will **engage** in the thinking routine **What makes me say that?** as this will **support** us to **share our current interpretations** with **evidence** and **encourage** us to understand **multiple perspectives**.

As **mathematicians and inquirers** we are **engaging in learning opportunities** related to **Chance and Probability**. We are **engaging** in the thinking moves **identifying theories** and **reasoning with evidence** through the thinking routine **Claim Support Question** as we **explore probabilities** using fractions, decimals and percentages. As **inquirers** we are also **exploring a variety of chance experiments** involving equally likely outcomes and representing probabilities of those outcomes using fractions.

As part of our **iTime Investigations**, our **personal inquiries**, we have an **opportunity** to **inquire** into something in which we have a high level of **interest** and are **passionate** about **investigating**. As **learners** we will focus on **strengthening our learning capacity** by choosing a **learning asset goal** to **focus** on during our iTime related to improving ourselves as a **self-manager, researcher, collaborator, thinker** or **communicator**. We will also have an **opportunity** to choose a **disposition** to focus on – what we are learning to ‘be’ during our iTime investigation.

As part of our **agreed ways** it is expected that we **engage** in Home Learning **every night**. Our **Mathematical home learning has changed this term** and we now have a variety of **word problems** and **counting charts**, including counting by fractions, decimals and skip counting to assist us to **consolidate our mathematical understanding**. We now have a **Mathematical Thinking exercise book** for our Home Learning where we can document our solutions to the word problems. As part of our reading we can engage in a variety of texts including viewing digital texts. The website address for Kids News is <http://www.heraldsun.com.au/kids-news>. **Please remember to sign our Home Learning every night-our Mathematical Thinking booklet and our Reading Journal**. Thank you.

Japanese

As learners Foundation - Year 2 will explore how to introduce ourselves in Japanese. As communicators we will learn a song called “Tomu desu, Katie desu.” As thinkers we will be reflective about the meaning of the words in the song. We will use actions and gestures to support our enjoyment and understanding of the Japanese language lyrics. We will then focus on the simple sentence structure “Tomです” (Tom desu), which means “I am Tom.” We will practice being persistent and courageous as we introduce ourselves around the thinking circle.

As learners and communicators Year 3/4 will begin to explore a folktale in Japanese called “大きいかぶ” or The Big Turnip. As thinkers we will tune in to the story by listening to and viewing a reading of the narrative in Japanese. We will focus on being reflective about the meaning of the phrases used to begin and end the story and compare these with phrases used in English. As thinkers we will then explore images and words for the main characters with flashcards, with a focus on what they look and sound like in Japanese. We will also use a word bank to match words for the main characters to their images.

Year 5/6 as learners and communicators will begin to explore a folktale in Japanese called “大きいかぶ” or The Big Turnip. As thinkers we will consider the big question “How can we communicate a folktale in Japanese to a younger audience?” We will tune in to the story by listening to and viewing a reading of the narrative in Japanese and begin exploring what the language in the narrative means. We will practice being curious and reflective by attempting to translate the text of the story using the images and actions of the narrative for support. As collaborators we will work in small groups to annotate the text in the story. We will use the phrases “I think this word or phrase means...” and “What makes me say that is” to make our thinking visible.

Performing Arts ~ Music

As **thinkers** and **collaborators** the students in Foundation, Year 1 and Year 2 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The song that we will be focusing on for this week's learning activity is Nikolai Rimsky-Korsakov's "*Flight of the bumblebee*". Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning activities to help them with their ongoing inquiry into rhythm and beat. The activities the students will be engaged in are the circle game Bee Bee Bumblebee and Echo rhythm.

As **researchers** and **collaborators** the students in Year 3 and 4 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The song that we will be focusing on for this week's learning activity is Elvis Presley's "*Blue Suede Shoes*". Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning tasks to help them with their ongoing inquiry into pitch and tuneful singing. The activities the students will be engaged in this week are an interactive video and sing along using solfege and the Curwen hand signs.

As **researchers** and **thinkers** the students in Year 5 and 6 will explore and engage in the concepts of melody, pitch and rhythm. Students will be engaging in the practice of active listening. The song that we will be focusing on for this week's learning activity is Michael Bublé's "*Sway*". Students will be actively listening to the music and trying to identify the different elements of music they can hear in the performance. The students will also be engaging in some learning activities to help them with their ongoing inquiry into how to play the ukulele. The activity the students will be engaged in this week will be learning and practicing the song "*jam track no.1*". This song is made up using the C major chord. Students will be learning how to play the chord then practice playing along with a backing track.

Physical Education

In Physical Education this week students will be engaging in learning with a major focus on **Fundamental movement skills** and **game concepts** associated with invasion style sports (Attacking, defending and keeping possession of the ball).

Foundation to Year Two students will be applying their previous knowledge of kicking. Students will be playing small sided games involving kicking and dribbling a ball in a straight line and around objects. Students will demonstrate and discuss the changes in their body movements when kicking for distance compared to passing for accuracy.

Year Three to Six students will continue to refine and further develop their tactical thinking skills in invasion style sports. Year three and four students will be introduced to the sport of European Handball and year five and six students will be introduced to the fast paced and fun sport of Ultimate Frisbee.

This Wednesday and Friday our 3-4 and 5-6 Basketball teams will be representing Mother Teresa Primary at the Bulla Hoop Time Basketball Tournament held at the Melbourne Sports and Aquatic Centre (MSAC), this is a world class venue in Albert Park. Congratulations to all of the students who have made the 3 teams, these are 3 very highly talented and competitive teams who have a good chance of winning this tournament. Best of luck to all involved in this tournament.

As the weather becomes colder students are reminded to wear their sports jackets out to physical education lessons, please ensure that all items of clothing has your child's name on it to avoid confusion.

Sports Club ~ Lunch times

Students are invited to come along and participate in a 'sports club' with Mr Insolita at lunch times. Each week the club will have a different sporting focus and everyone is welcome to come and join in the fun while being physically active. Everyone is welcome and I'm looking forward to seeing you all there!

The club will run on the following days.

- **Foundation - Year 2 students:** Monday
- **Year 3 - 4 students:** Wednesday

• Year 5 - 6 students: Thursday

After School Care at Mother Teresa Primary School

Watch this space throughout the term for regular updates from our Extend team!



Book online for same day care

Did you know you can book online up until the last minute before the service starts? We understand that unexpected events come up in work and life and we aim to help our families when circumstances change.

Log in on any device and book one minute prior to the session start time to avoid “Walk In” rates.

Enrol and book now: extend.com.au

Term Three Dates

Friday 26 th July	Staff Professional Learning No school for children
Saturday 27 th July	Confirmation Sign-up Weekend
Sunday 28 th July	Confirmation Sign-up Weekend
Friday 2 nd August	Parents & Friends –Morning Tea
Friday 9 th August	Staff Professional Learning No school for children
Wednesday 15 th August	Feast of the Assumption
Saturday 17 th August	Confirmation Presentation Weekend
Sunday 18 th August	Confirmation Presentation Weekend
Wednesday 21 st August	Parents & Friends Meeting @ 7.30pm
Sunday 25 th August	Confirmation Celebration at Kolbe
Friday 30 th August	Father's Day Stall
Sunday 1 st September	Father's Day
Monday 2 nd September	Father's Day Morning Tea
Thursday 5 th September	Mother Teresa Feast Day
Wednesday 13 th September	Experience Music Soiree Session 1 – 6.00 – 7.00pm
Thursday 14 th September	Experience Music Soiree Session 2 – 6.00 – 7.00pm
Friday 20 th September	End of Term 3
Monday 7 th October	Term Four Begins 8.50am

Term Dates 2019

Term Three: Monday 15th July 2019 - Friday 20th September 2019

Term Four: Monday 7th October – Tuesday 17th December 2019

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.

RECYCLE YOUR OLD MOBILE PHONES



Hi, my name is Leah and I am a year 5 student. For my iTime, my personal inquiry, I am proudly helping to protect wild gorillas by collecting all **smart phones, mobile phones** and **accessories** including **chargers**. I believe the gorillas are becoming endangered due to habitat loss needs to be spoken about and if we do nothing about it gorillas may become extinct and we will not be able to bring them back! I feel it is time to take action and to protect wild gorillas.

HOW YOU CAN HELP

As a learning community I hope we can get together and help make a difference by recycling our old phones.

Your mobile phone may contain a mineral called coltan. Coltan is mined in locations where Eastern Lowland Gorillas live in Central Africa. As a result of mining gorillas face habitat loss, disease and competition for space.

Please put your old mobile phones and any accessories in my recycled mobile phone collection box. You will find this in our front office.

Thank you

Community News



KOLBE CATHOLIC COLLEGE
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Aspiring to be more . . .

- ✔ Safe school environment providing effective learning
- ✔ Engaging learning, promoting critical thinking and problem solving
- ✔ Academic acceleration programs
- ✔ Multiple pathways for students to achieve their goals
- ✔ Pastoral care supporting social and emotional growth
- ✔ Comprehensive co-curricular and sports programs

ENROLMENTS
Applications for Year 7 2021 due by 23 August 2019

FAITH • COURAGE • COMPASSION

Visit us to find out more

DATES FOR TOURS

- 18 June 2019 at 5pm
- 6 August 2019 at 9.30am
- 12 November 2019 at 5.30pm

BOOKINGS ESSENTIAL VIA
COLLEGE WEBSITE