



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

22nd 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

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

Confirmation preparation and celebration

Please note the dates for preparation of the sacrament of Confirmation

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.

Bishop's Visit

Bishop Terry will visit the children in Wednesday 21st August

Confirmation Celebration

Sunday 25th August @ Kolbe Catholic College, Greenvale Lakes. Mother Teresa Primary School children will celebrate confirmation at 3.00pm.

Child Safe

All students attending Mother Teresa Catholic Primary School have the right to feel safe. The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.

As part of our commitment to child safety at Mother Teresa Catholic Primary School, each and every volunteer who works with children is required by law to hold a Working With Children Check card. We are so grateful to our parents and grandparents who share their time with us and who have provided us with a copy of their Working With Children Check card. A reminder for anyone who holds a Working With Children Check card that you are responsible for:

- keeping your card in a safe place
- making sure your personal and organisation's details are up to date
- not letting anyone else use your card for child-related work
- letting us know if any of your circumstances change, including if you are charged with or found guilty of any offences
- renewing your card before it expires if you are or will still be doing child-related work
- changing your card from volunteer to employee if have a volunteer card but are going to do paid child-related work.

We encourage you to just take a couple of minutes to check your details are correct by logging on to

<https://www.workingwithchildren.vic.gov.au/>

بيننتو /Arabic translation can also be found on the website.

Please check you have added Mother Teresa Catholic Primary School as an organisation by using the following details:

Mother Teresa Catholic Primary School

5 – 15 Windrock Avenue

Mt Ridley, VIC 3064

0393330814

Occupational Field is 46 Educational Institution - Non Government School

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 **Tuning In** to our compelling question ‘**What makes places special and how do we care for them?**’ we will be engaging in the thinking routine ‘**Think-Pair-Share**’ to brainstorm some of the places we are **connected** to. As **thinkers** we will be observing a variety of different objects and pictures of places that connect to each Foundation to Year 2 teacher. We will use the thinking routine ‘**What makes you say that?**’ to justify our thinking about the connections we can make.

As **writers**, we will be using our writing skills to **compose texts** about some of the **places** we are **connected** to. We will be thinking about what makes these places special to us and how we care for them. We will create lists, recounts and narratives to tell the story of a place we are connected to.

As **mathematicians**, we are **Finding Out** about the mathematical concept of **money**. We are **making connections** between **addition and subtraction** and applying these to the use of **money**. We will be thinking about the different combinations of coins and notes we can put together to make certain amounts. For example, one dollar can be made using two 50 cent coins, ten 10 cent coins etc.

As a requirement of the booklist each child needs a pair of headphones. Please ensure your child brings a pair of headphones to school to effectively engage in learning using technology.

We also invite parents who may like to volunteer to assist with consolidating literacy and numeracy skills in small focus groups. Please ensure you have a current Working with Children Check and speak to Miss Erin or Mrs Scott about your availabilities. Thank you for your ongoing support.

Year 3 – 4 Learning Spaces

As a way to **Tune In** to non-fiction writing we **engaged** in writing an information text about Mother Teresa Catholic Primary School. As a way to **reflect** on our writing, we will **explore a variety** of informative texts to assist us in **identifying** the features we can use in our own writing. These features include main headings, sub-headings, glossary and writing in the 3rd person.

This term, we move into a **geography inquiry**. Our compelling question '**How does where you live affect how you live?**' We will begin with **making our first thinking visible** by **responding** to our compelling question using '**rocket writing**'. As **thinkers**, we will **activate our prior knowledge** about the map of Australia and **share** our **thinking** with our **peers** using the **thinking routine Give-One-Get-One**. After **sharing** our **thinking** we will **engage** in **illustrating** our own **interpretation** of Australia, including states, territories and major cities.

As **readers**, we will **engage** in **making connections** between our **inquiry** and **writing focus** by **engaging** in reading focus groups using the atlas. To support our writing we will **identify factual information** and **engage** in **summarising** the key points.

Year 5 – 6 Learning Spaces

Pondering questions, considering ways to investigate, navigating a range of sources, carefully analysing information gathered, considering ways to apply new learning and regularly pausing to reflect, review and rethink does indeed take time. But it is time so well spent. 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 2018**

As **inquirers**, as part of **tuning in**, we will **engage** in the thinking moves **activating prior knowledge** and **making connections** as we **document** our **first thinking** related to our understanding. **Making decisions is a part of everyone’s lives and there are many factors that influence how and what we decide.** As **collaborators** we will **understand and respect other points of view** when we **communicate our ideas** with each other and **reason with evidence** using the thinking routine **Give One-Get One**.

As **researchers**, as part of **finding out**, we will **engage** in a variety of hands on **learning opportunities** at Parliament Victoria and The Old Treasury Building this week, on Tuesday and Thursday. We will **record the information we gather in efficient and effective ways** and **link the information we gather to our wonderings** and **understandings**. As **self managers** we will **take risks and challenge ourselves** and as **collaborators** we will **share our ideas respectfully and also respect other points of view**. We will be **curious, open-minded, courageous** and **resourceful** and **think critically** about the **information** we gather as we **engage with experts** during our **finding out** workshops.

As **mathematicians** and **inquirers** this week we are **engaging** in preassessment **learning tasks** related to **addition** and **subtraction to demonstrate our current mathematical understandings**. We will engage in the thinking routine **Claim Support Question**. This thinking routine helps us to develop **thoughtful interpretations** by encouraging us to **reason with evidence**. We will **identify truth claims** about **addition and subtraction** and **demonstrate the strategies** we use to **justify our responses**.

Japanese

As **learners** Foundation, Year 1 and Year 2 will continue to 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 **activate prior knowledge** by discussing what greeting we could use when introducing ourselves. We will practice being **persistent** and **courageous** as we introduce ourselves around the thinking circle. We will then create a self-portrait we can use in a self-introduction game.

Year 3 and Year 4 learners we will continue 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. 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. As **communicators** we will attempt to respond to the question **だれですか** (Dare desu ka) or “Who is it?” We will then learn the **kanji character for the word “dog”** in Japanese. We will **explore the mnemonic image** which supports our understanding of the meaning of this character and then **practice writing the kanji** using stroke order.

As **learners** and **communicators** Year 5 and Year 6 will continue to explore a folktale in Japanese called “大きいかぶ” or The Big Turnip. As **thinkers** we will consider the **compelling 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 recall the main characters in response to the question **だれですか** (Who is it?). We will then explore what these words look like in hiragana and practice writing the words for a selection of the main characters from the narrative.

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 continue to engage in the practice of active listening. The song that we will be focusing on for this week's learning 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 tasks to help them with their ongoing inquiry into rhythm and beat. The tasks 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 /4 will explore and engage in the concepts of melody, pitch and rhythm. Students will continue to engage in the practice of active listening. The song that we will be focusing on for this week's learning tasks 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 activities to help them with their ongoing inquiry into pitch and tuneful singing. The learning tasks 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 /6 will explore and engage in the concepts of melody, pitch and rhythm. Students will continue to engage in the practice of active listening. The song that the students will be focusing on for this week's learning activity is Michael Bubl '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 students will continue to engage in the learning and practice of 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 the backing track.

Physical Education

In Physical Education classes 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 solving movement challenges through games that require cooperation, decision making and problem solving skills when they play the game 'race to the galaxy'.

Year Three to Six students will continue to refine and further develop their tactical thinking skills in invasion style sports. They will further develop their European Handball skills as they play modified games with different scoring challenges in a game called handball noughts and crosses. The idea of this game is for students to score goals for their team by nominating a different scoring challenge on the noughts and crosses game card

Junior Hoop Time Competition

Congratulations to our year 3 - 4 students who competed in the Junior Hoop Time Basketball competition on Wednesday at MSAC. This team went undefeated throughout the whole tournament winning all of their games by quite large margins and won their grand final by 19 points. This team will now compete in the Hoop Time Regional Finals in November. Well done to all students who played on this day.

Senior Hoop Time Competition

On Friday our 5 - 6 students competed in the Senior Hoop Time Basketball competition held at MSAC. We had 2 teams entered on this day with 2 excellent results for our school, our Future Stars team finishing the tournament in third place with 3 wins and 2 losses and our All Stars team finishing in first place going undefeated for the tournament and winning their grand final by a convincing margin.

Congratulations to all students involved on the day for showing excellent teamwork and sportsmanship and with these successful results our All Star team will know play in a regional final.

Students were also very lucky to cross paths with Melbourne United star basketball player Chris Goulding who was training at the venue, he wished us luck for the competition and posed for a photo with the students. Thank you to Miss Angerosa and Mrs Smith for their assistance in coaching the future stars team on the day. We returned back to school with 20 happy and excited students and 3 very proud teachers!





Sports Club ~ Lunch times

Students are invited to come along and participate in a 'sports club' with Mr Insolia 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

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 3.00pm
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 11 th September	Experience Music Soiree Session 1 – 6.00 – 7.00pm
Thursday 12 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



KOLBE CATHOLIC COLLEGE

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www.kolbecc.catholic.edu.au

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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

- ✓ 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