



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

21st 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,

Yesterday the Roman Catholic tradition celebrated the feast of Christ the King. Historically the feast was declared by Pius XI in 1925, in response to the unjust and ruthless leadership styles that existed at the time. The feast highlights God's reign, a reign that contrasts those of oppression. Sadly we continue to see unjust and savage leadership still in existence today.

The Kingship of Jesus however, is one that promotes peace, freedom and equality. It is one that acknowledges an alternative, a new reign of freedom and equality for all. The reign of God requires our input as well. It requires us to seek out those who are treated unfairly, to stand up for those who are in need. The recent COP27 Climate change conference highlighted the plight of many nations as a result of climate inaction. Further we see the continued war in Ukraine that threatens world peace. The Christian message acknowledging the dignity of each human person and the peace that Christ offers is an alternative to the path some leaders seek and promote.

Next week we begin the season of Advent. Advent is a time of waiting, a time to consider what the gift of Jesus at Christmas is really about. In the coming weeks our learning community will have a number of opportunities to further reflect on the stories in scripture that talk of waiting and being ready. We will also have the time and opportunity to reflect on how we can make a difference by taking up actions to care for others and provide for the needy in our wider community. What might be an action you can consider as individuals or as a family? How might you offer the promise of peace and care to others? The Catholic Dialogue School engages in this inquiry through a Catholic lens acknowledging the name of Jesus: the king of peace.

Kind regards,

Chris

This Week's Happenings

Monday 21st November

Mathematics Games Day Year 3/ 4

First Aid Incursion

Tuesday 22nd November

Welcome visitors from Silverdale PS New Zealand

Program Support Group Meetings

Wednesday 23rd November

First Aid Incursion

Program Support Group Meetings

Professional Development- Inquiry Concept Audit

Thursday 24th November

Foundation – Year 2 Incursion – Victoria Police

Friday 25th November

Yr. 5/6 Incursions- Australian Printworks

Zooper Dooper Friday

Year 5/ 6 Camp 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 **\$280** and payable by February 3rd 2023. All camp permissions forms including medical and dietary requirements are now due and will need to be finalised this term in preparation for the camp.

Mathematics Games Days

Our final ***Mathematics Games*** Day for our Year 5/6 children take place on Monday 28th November. The day will be facilitated by our mathematics consultant Colleen Monaghan. Our teaching staff and peer mentors will assist on the day. The day 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.

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

All the best Mrs Scott

On Thursday Mrs Scott finishes with us to take Maternity leave. We wish her all the best as she awaits the arrival of her baby.

Sacramental Celebrations 2023

Preparations are underway for the celebration of sacraments in 2023. Children in Year 2, 3 & 5 received a note today asking parents to indicate if they would like their child to celebrate Reconciliation, Eucharist or Confirmation in 2023.

Catholic children in Year 3 can receive Reconciliation.

Catholic children in Year 4 can receive First Eucharist.

Catholic children from the Roman Catholic rite can receive Confirmation from Year 6. Our Eastern rite Catholic children (e.g. Chaldean, Syro-Malabar, and Maronite) have already received Confirmation or Chrismation at Baptism.

Reconciliation (First Confession) Year 3

This celebration occurs in term 1 and will involve

- Reconciliation Parent & Child workshop at Mother Teresa PS – **Wednesday 8th March, 7pm**
- Reconciliation Sign Up and Presentation Weekend - **Weekend of March 18th and 19th 2023**
- Celebration of First Reconciliation at Our Lady's Church – **Thursday 23rd March, 7pm**

First Eucharist (Communion) Year 4

- Eucharist Parent & Child workshop at Mother Teresa PS – **Wednesday 17th May, 7pm**
- Eucharist Sign Up and Presentation Weekend - **Weekend of 20th and 21st May, 2023**
- 1st Eucharist Celebration for children from Mother Teresa PS at Our Lady's Parish Church – **Sunday 18th of June, 3pm**

Confirmation Year 6

- Confirmation Parent & Child workshop at Mother Teresa PS – **Wednesday 19th July, 7pm**
- Confirmation Sign Up and Presentation Weekend - **Weekend of 12th and 13th of August, 2023**
- Confirmation Celebration, venue TBC – **Sunday 20th August, 2023 (Time to be confirmed)**

2023 Book Packs

Book packs are ordered through WINC online service and **if ordered and paid for by 20th December 2022 delivery fee will be avoided.** The order form for book packs have been forwarded to families.

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.

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.

This week we see numerous learning spaces engaging with educators from St John Ambulance as they participate in a First Aid Incursion. Our Foundation – Year 2 children will also engage with Victoria Police highlighting the important role police play in keeping us safe. Once again these learning opportunities highlight safety for all.

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.

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

“Teachers who use inquiry-based methodologies have a firm belief in the transformative power of ownership. When students feel they are the ones ‘doing the learning’ rather than the teacher ‘doing the learning to them’ they are undoubtedly more engaged, and with engagement comes increased potential for learning.” Kath Murdoch

As **researchers**, we are **finding out** about listening to our feelings and identifying trusted adults in our community who can help us. We will be engaging with experts from St. John’s Ambulance and Victoria Police to help us with strategies when we are feeling unsafe or are in danger. As **thinkers**, we will take the time and opportunity to activate our prior knowledge about St John’s Ambulance. As part of **tuning in** to the incursion we will engage in a short clip <https://stjohn.org.au/donate/> add any wonderings we might have that we could ask the St. John’s volunteers. To further activate our prior knowledge we will take the time and opportunity by **observing closely** at a poster that identifies dangers we might find in our school.

As part of **tuning in** to the incursion with Victoria Police we will look closely at this image of Victoria Police in the community. We will engage with the thinking routine, **See-Think-Wonder**. We will observe closely at the image and identify what we see. We will consider what we think about Victoria Police and how they could help us when we feel unsafe.



New police academy graduate constable Petia Grear on her first patrol at Sunshine Plaza. Photo supplied.

As a **Catholic Dialogue School** we will revisit and reread the scripture from **Genesis 2:18-24**. As hermeneutical learners we will be reinterpreting and recontextualising the text. We will consider our thinking now. We will consider how the text might speak to us today? What might it invite us to think

about God's hopes and dreams for the world. We will use the sentence starter, 'This text talks to me of a world in which...' we will document our interpretation in pictures or words.

As **mathematicians**, we 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. 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. We had three teams that came first and won the Maths Games Day 2022. 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.

As **readers** and **writers** some of us are engaging with the picture book text - **God's image for children** to **extend our thinking** and **interpretation** about what God is like. We will explore **descriptive words (adjectives)** and innovate on the text. As part of reading, we continue to read a variety of fiction and nonfiction texts we are continuing to consolidate reading strategies and behaviours that we have **discovered** in our focus groups. As we read and listen to texts, we will have the opportunity to observe and name the reading behaviours that good readers use, such as pointing to words, looking at the pictures and identifying initial sounds.

Bridging Centre

Year 3/4

When we consciously engage young people in inquiring into how they learn, we are developing skills and dispositions that act as important assets to them as learners, across the curriculum, in school and beyond. Kath Murdoch 2015

As part of our **Faith and Life Inquiry**, we are continuing to **find out** and **sort out** our **thinking** related to our **compelling question** '**Health: What influences my decisions?**' This week, some of us had **time** and **opportunity** to **engage** with further **experts**. On Monday some of us **engaged** with **Holly** who is studying Health Sciences with a focus on public health and health promotion. Her focus also includes social factors and how that impacts one's health and how those influences one's health indicators such as diet and exercise. The other expert that some of us **engaged** with was a **General Practitioner**, who spent time answering wonderings students formulated as part of their personal decisions around health.

As **self-managers** and **researchers**, we are continuing to **find out** and **sort out** our **thinking** around **mindfulness**. As **thinkers**, we are **pausing** and **reflecting** on the **purpose** of **mindfulness** as part of **exploring** our **mental** and **emotional wellbeing**. As part of **reflecting upon** our practise of **mindfulness**, we will **engage** in Kath Murdoch's **reflective tool P-M-I (Plus, Minus, Ideas)** to **consider**; What is working well for me? What is not working for me? What **ideas** do I have to make the practise of mindfulness work well for me?



As part of **tuning in** to **Advent** and **make connections to mindfulness** through a **Catholic lens**, we will have **time** and **opportunity** to take up the **invitation** to **engage** in the **practise** of **creating a mind map**. We will **listen carefully** to the **Hebrew/Christian hymn**, '**O come, O come Emmanuel**' and use **colours, symbols, words, and pictures** to **represent** our **thinking**. We will be **invited** through the **meditation** to make our **first thinking visible** about **Advent**.

As **hermeneutical learners** we will be **reflective** on how we have been **learning** through our **mindfulness**. We will have **time** to **engage** in **dialogue** and **share** our **thinking** and **formulate** **wonderings** we might have. We will **identify** a **hermeneutical prompt** that we have used through our **process**. We will **justify** our **thinking** using the **thinking routine**, '**What makes you say that?**'

As part of **tuning in** to our upcoming incursion with **St John's First Aid**, we will use the **key thinking moves activating prior knowledge and wondering** and think about what we already know about **DRSAB - Recognising Danger, check for response, Send for help, Check for Airways and Breathing**. We will have time and opportunity as readers and inquirers to view information to help us extend our thinking and document further wonderings.

This coming Friday 25th November, we will have **time** and **opportunity** to **engage** in an incursion '**Wally Wellbeing**'. As part of **tuning in**, we will **engage** in the picture story book 'Why Worry Wally' to **gather** some **first thinking** and **practise** the **skill** of **formulating wonderings**. Through this **opportunity**, we will **identify new ideas** about how facing worries is very normal part of growing up and strategies to manage them.

In the coming weeks, we will take **time** and **opportunity** to **engage** in a **learner self-assessment** as one way to **reflect** on ourselves as **learners**. As we **dialogue** about our **learning opportunities** we have **engaged** in, we will **sort out** our **thinking** by **focussing** on the **learning assets** – *collaborator, communicator, researcher, thinker, contributor and self-manager*. We will **identify** what we have been **learning to 'do'** and the **skills** we have achieved and the **dispositions** that **highlights** what we have been **learning to 'be'**.

Leadership Centre

Year 5/ 6

When teachers use thinking routines, they help students develop their ability to think, building up a repertoire of thinking moves. This process is further enhanced when we explicitly name the thinking and cue it up in our introduction of a routine as a thinking tool meant to serve a purpose. When we make thinking visible through our use of thinking routines, documentation questioning and listening, we send a message to students that thinking is valued.

Ritchhart & Church 2020

As **readers and critical thinkers**, as part of **tuning in** to **Mark 1:1-8** and **Isaiah 40:3-5** we will **engage** in the **thinking moves activating prior knowledge, making connections** and **uncovering personal reactions** through the **thinking routine** the **4Cs**. This **thinking routine** provides us with a structure for text-based discussion built around **making connections, asking questions** and **identifying key ideas**. We will have time to **explore** the **theological background** of **World of the Text** to provide an opportunity for us to **develop deeper understanding and insight** and to consider: Who are the characters in these texts?, What happens in these texts?, What key words or phrases need further exploration?, What evidence can we find in these texts of the historical, social, cultural, political and religious life of the time? As we are **interpreting text and symbols, reflecting critically** and **engaging in a continuous process of dialoguing with others** we are **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 reasoning** and **encourage us to understand multiple perspectives**.

As **writers and inquirers**, as a way to **reflect on ourselves as learners** during our Faith and Life inquiry, **How can we manage the challenges of change?**, we will **document our thinking** using Kath Murdoch's **reflection tool** – **Freeze Frame**. We will **engage** in the **thinking moves connection making, building explanations, analyzing and reasoning with evidence** as we reflect back over our learning. As **reflective thinkers** we will **create a gallery of pictures** showing our learning and **think about the important moments** – moments that **helped us understand something better** or a **moment we really enjoyed**. We will write an **explanation** to describe why this was an important moment and **reason with evidence** through the thinking routine, **what makes me say that?**

As part of **Measurement and Geometry** we are **engaging** in the **thinking moves making connections, identifying new ideas** and **questioning** as we **explore angles** and identify the size of a right angle as 90° and find out about acute, obtuse, straight and reflex angles. As **mathematical inquirers** we are **exploring** ways we can **measure and construct angles** using both **180° and 360° protractors**, and **investigating**, with and without digital technologies, angles on a straight line, angles at a point and

vertically opposite angles. We are **exploring the mathematical language** – angles, vertex, degrees, protractor, measure, obtuse, acute and reflex through a variety of **hands on, written and interactive learning opportunities** to develop our understanding about estimating, measuring and comparing angles using degrees and constructing angles using a protractor. As **mathematical thinkers** we will engage in the **thinking moves reasoning with evidence and identifying new ideas** as we document our ideas and changes in thinking through the **thinking routine Claim-Support-Question**. As **mathematicians and inquirers** we are also exploring a variety of **Strategy Games** we will be engaging in on **Monday 28th November** as part of our **Maths Games Day**.

Japanese Learning

As **inquirers**, students in **Foundation, Year One and Year Two** have been exploring the **7-5-3 festival** which occurs on the **15th of November** in Japan. As **researchers**, we engaged in being **curious** as we watched a video about children celebrating this festival and dialogued about what we **notice** using the **thinking routine See-Think-Wonder**. Below are some of our **discoveries** and **wonderings** we formulated after watching the video.

I discovered that the name of the festival is Shichi-Go-San. It is 7-5-3. Lewis

I learnt that 3, 5, and 7 are odd numbers but they are also lucky in Japan. Isla

I discovered that Japanese people go to pray to their god. Noah

Girls wear kimonos at the festival. Benjamin

I wonder why girls wear kimonos. Suri



As **learners and inquirers**, students in **Year Three and Year Four** have been **engaging in reflections** about our recent learning focus on **Japanese culture and Taiko drums**. We used the **language of inquiry and reflection stems** to **make our thinking visible**. Below are some student reflections.

As a learner and thinker, I was curious about Taiko drums. What makes me say that is we watched a video and I was curious because I play the drums and I want to see how other countries play. Charlotte

As a collaborator, I was persistent about playing the Taiko drum. What makes me say that is I kept trying and I managed to do it. Viaan

Something I can do now that I couldn't do before is learning how to hold the Bachi (sticks). Karla

Something I can do now that I couldn't do before is playing the different ways of the Taiko. I didn't know that you can tap on the side. Sienna

Something I can do now that I couldn't do before is I learned how to play the Taiko fast. Celiena

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**.



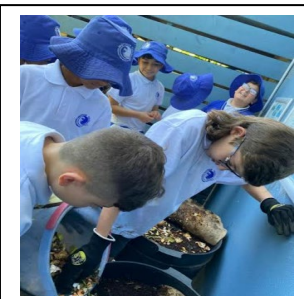
Sustainability Learning

As **communicators** our **Foundation – Year 2** students used the disposition **reflective** when we engaged in **dialogue** about all the learning and activities we participated in, throughout semester 2. Students had the opportunity to **Think, Pair, Share** and document their reflection, then illustrate it too.

As **collaborators** all our **Year 3 – Year 6** students used the dispositions **reliable** and **responsible** while planting most of our Albion Strawberries. A Victorian strawberry grower, generously donated over 200 strawberry runners with established roots to our learning community. They are all the delicious Albion Strawberry variety. Our students took turns to fill the cut out strawberry towers with a plant in each cut out hole ensuring the whole root system was covered adequately without burying the crown of the plant.



Some **Year 3 – Year 6** students engaged in **reflection** of their Sustainability learning throughout semester 2, while other students engaged in compost cutting; re-using the suitable food scraps collected in our compost bins, for our worms in our worm farms. Other students participated in weeding and cleaning around our school while some had the opportunity to plant some Cherry Tomato plants in one of our garden beds.



Stephanie Alexander Kitchen Garden – SAKG

As **self-managers** some of our students from **Foundation to Year 6** participated in preparing a meal of Corn and Zucchini Fritters with Mint Yoghurt. For something sweet afterwards our students made delicious Choc Chip Crinkle Cookies.

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



Cybersafety

"The weakest link in any chain of security is not the technology itself, but the person operating it."
A.J. Darkholme

This week in **Foundation - Year 2** we have been engaging in learning about identifying how we can keep ourselves safe when online using promotional posters from the eSafety Commissioner and from eSmart to assist us in developing our own lists of ways to keep ourselves and others safe. In **Year 3 & 4** we have continued to focus on protecting our devices and our online information from being accessed by others using the eSafety program **Be Secure**. This week's learning has focused on online purchasing and the risks associated with this. **Year 5 & 6** have further engaged in learning about developing technologies such as driverless vehicles, virtual reality goggles and the increasing use of artificial intelligence in our day to day lives.



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 Resources

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>. If you are after parent resources from eSafety you head to <https://www.esafety.gov.au/parents> and <https://www.esafety.gov.au/parents/webinars> where there are plenty of free resources to assist you.

Digital Technologies

This week in years **Foundation - 2** we will be continuing to **observe** 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**.

In **Year 3/4** this week we will be continuing to **explore** 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.

This week **Year 5/6** we will be using functions **Microsoft Excel** with our **PCPartPicker Website Spreadsheet**. We will be using the "**MMULT**" **function** to make our **graph** **consider** the **quantity** of **parts** that we're **choosing** and **multiply** the **price**. As a challenge, we will have the **opportunity** to try to make the **cheapest** or **most expensive** **PC** possible, while making sure all parts are **compatible**.

Physical Education

"They say that hard work beats talent when talent fails to work hard" - LeBron James

In Physical Education this week all students will be reflecting on the learning that occurred in terms 3 and 4 showing how they have grown as a learner through Physical Education.

Foundation to Year two students will be reflecting on the new **Movement Skills** they have learnt and practised throughout terms 3 and 4, they will talk about which skill they did well and something which they are proud of through their learning in Physical Education.

Year 3/ 4 students will be reflecting on their favourite areas of Physical Education which were covered in terms 3 and 4, different learning assets and dispositions which were used during our lessons and something interesting and new which they have learnt.

Year 5/6 will also be reflecting on *Net and Wall sports*. Students will explain some of the key game concepts and ideas associated with all of these sports. Students will also reflect on the different learning assets and dispositions they have used throughout their learning in Physical Education and something new and interesting which they have learnt about.

Visual Arts

“The urge to draw must be quite deep within us, because children love to do it” David Hockney

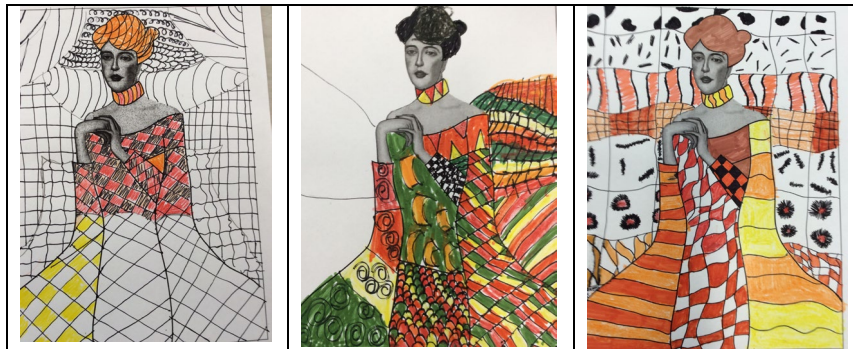
Foundation – Year 2

As artists we continue to explore the elements of design; shape, line and colour. We also focus on the space we are drawing on.

Artwork inspired by “The Very Hungry Caterpillar” Eric Carle using colour slicks

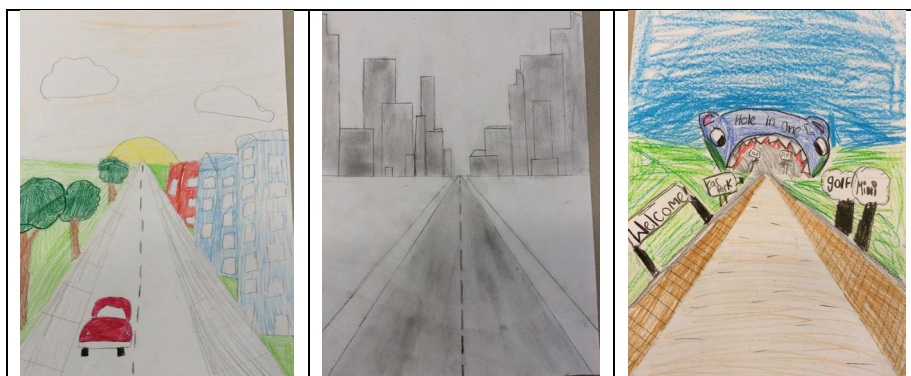


Year 3 – 4 As artists we continue with our Klimt inspired art focusing on the elements of line, shape, and pattern. **This week we begin to add the element of colour to our designs.**



Year 5- 6

As artists we continue to explore one point perspective in our drawings.



Term Four Dates 2022

Friday 9th December
Tuesday 13th December
Wednesday 14th December
Friday 16th December

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.