



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

6<sup>th</sup> March 2023

*"Words which do not give the light of Christ increase the darkness."  
Mother Teresa*

**To** All In Our Learning Community,

*Catholic theologian Annemie Dillen is a strong advocate of the capacity of children to engage in religious education and in particular to theologise – faith seeking understanding. Children she tells us are far more capable of theological thought than we may give credit. Our approach to religious learning at Mother Teresa PS is one that acknowledges and values children's contribution to all learning and in particular their capacity to theologise. It is testament to Dillen's thinking.*

*Engaging in authentic religious education is not a one off 20 minute lesson or a focus on one aspect of Catholic doctrine but rather one that involves listening to all the voices in the dialogue about faith. In our context we talk of Faith and Life Inquiry. Our school focus, 'Hospitality and Dialogue...an invitation to encounter' alludes to the importance of listening to all voices and in fact highlights a faith lived not just learnt about. Through listening to the voices of all in the dialogue new understandings can be gained. Further within the Catholic Dialogue School the Catholic tradition can be explored and potentially seen anew or recontextualised.*

*This week a number of our children and their families will participate in a workshop related to Reconciliation. It is appropriate that this take place within the context of Lent with a focus on the three traditional Lenten themes Prayer, Fasting and Almsgiving. Reconciliation in our daily lives invites us to consider how we can be in right relationship with others. It invites a reflection on our behaviour and responses to others. Further it invites a change of heart, a willingness to be open to others. As we saw last week, theologian Fr Frank O'Loughlin suggests; Lent provides Christians with both the time and opportunity to reflect upon the Christian belief we are made in God's image. He invites us to consider what might stop or inhibit our capacity to reflect this image. Fr O'Loughlin says, "We are created in the image of God, but what things threaten that image within us?" In the context of Reconciliation this may be my own failings or wrong doings? It may be my inability to remain open to others or inability to forgive.*

*I invite each of consider members of our learning community, during this Catholic Season of Lent, to think about how you can be a better Catholics, Christian, Hindu, Buddhist or Sikh. Through the richness of religious traditions present in our school I hope each of us can gain new understandings about our own beliefs and be strengthened in our faith through dialogue with others. For the children preparing for the Sacrament of Reconciliation many opportunities will be provide to explore this Catholic sacrament.*

Kind regards

**Chris**

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

**Monday 6<sup>th</sup> March**

**Tuesday 7<sup>th</sup> March**

**School Closure Day – No school for children**

**Professional Learning Day – Inquiry**

**Welcome Kath Murdoch**

**Wednesday 8<sup>th</sup> March**

**Reconciliation Workshop 7pm**

**Thursday 9<sup>th</sup> March**

**Friday 10<sup>th</sup> March**

**Zooper Dooper Friday**

**Monday 13<sup>th</sup> March**

**Labour Day Public Holiday- No School**

## ***Staff Professional Learning Day***

Staff will be engaged in an inquiry professional learning opportunity with Kath Murdoch TOMORROW Tuesday 7<sup>th</sup> March. **There is no school for children TOMORROW.**

## ***Parent Child Teacher Chats 2023***

Thanks you to all those who attend our Parent Child Teachers chats last week. Particular thanks to our staff who facilitated these chats until 7.45pm. Thank you to our Cultural Aids for providing interpreting for those families who required this.

## ***Reconciliation Child and Parent Workshop***

**Date:** Wednesday 8<sup>th</sup> March 2023

**Time:** 7.00pm

**Venue:** Mother Teresa Primary School

**Children preparing for Reconciliation must attend the workshop with a parent or guardian**

## ***NAPLAN Test Dates***

This year children in Year 3 and Year 5 will undertake the NAPLAN tests this term beginning Wednesday 15<sup>th</sup> of March. The key dates for sitting for NAPLAN are;

**Wednesday 15<sup>th</sup> March – Year 3 and Year 5 Writing, Year 3 and Year 5 Reading**

**Thursday 16<sup>th</sup> March – Year 3 and Year 5 Language Conventions, Year 3 and Year 5 Numeracy**

Children who are absent on the day of NAPLAN can have the opportunity to sit catch-up tests which are scheduled after the dates above. If you have questions or concerns about NAPLAN please speak to your child's Learning Space Teacher.

## ***Term Two Date ~ Wednesday 26<sup>th</sup> April***

Please note that **Term 2** will begin on **Wednesday 26<sup>th</sup> April at 8.50am** not Monday 24<sup>th</sup> as previously advertised.

## ***Learning Diversity***

### ***Butterfly Foundation - Body Confident Children and Teens Webinar***

It can be hard for children and teens to be accepting of and confident in their bodies. It can also be hard for parents/carers to know what to say or how best to support them. Hear from the experts at Butterfly on how to help your child towards a positive body image.

**For:** Parents/carers of primary and secondary age children

**Covers:** Body image influences | Importance of positive body image| Positive role modelling | Reducing toxic body talk| Responding to appearance bullying | What to do if concerned | Resources and supports

**Date:** Tuesday, 21st March 2023

**Time:** 7pm - 8.15pm (AEDT)

**Format:** Live, via Zoom (time limited recording available)

**Cost:** \$15

**Register:** [https://events.butterfly.org.au/portal/event/?id=EP\\_BCCT\\_Parent\\_Webinar3010766952&Name=21/03/23%20BCCT%20Parent%20Webinar](https://events.butterfly.org.au/portal/event/?id=EP_BCCT_Parent_Webinar3010766952&Name=21/03/23%20BCCT%20Parent%20Webinar)

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## ***Parents & Friends News***

Thank you to all those families who supported our Movie night on Friday. It was wonderful to see families catching up with each other. Thanks to our Parents and Friends group for all the organisation associated with such a night.

## 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 – Year 2 Learning Spaces

*"When students feel that they are the ones "doing the learning" rather than the teacher they are undoubtedly more engaged, and with engagement comes increased potential for learning." (Kath Murdoch, 2007)*

As **inquirers**, and in connection with our Term 1 compelling question, 'What's your story? What's my story? What's our story?' we will **tune in** to our compelling question by considering what we know about stories and how they might be shared. In the coming week, we will engage in an incursion facilitated by *The History Box Ballarat*, to **find out** more about how stories from the past are shared and passed down through time. We will have time and opportunity to **explore** a range of costumes and artefacts that encourage us to consider how these might be used to help tell stories of the past and present, as we draw connections to the similarities and differences that may exist amongst the two. We will remain **curious**, and continue to **find out** and **sort out** our thinking around personal inquiries developed within our learning spaces. Through doing so, we will continue to develop our understanding of the process of inquiry and learn how to be **researchers**.



As **hermeneutical learners** of a **Catholic faith learning community**, we are continuing to **find out** and **sort out** our thinking around the **Season of Lent**. Through engaging in **dialogue with others** and **interpreting** the gospel of Matthew (6:1-6, 16-18), we will share our first thinking about the Catholic traditions of prayer, fasting and almsgiving. We will **extend our thinking** by **making connections** to these traditions and **reflect** on what they might mean for us in our lives today.

As **mathematicians**, we have been **finding out** about the mathematical concepts of **counting** and **place value**. We will continue to explore number patterns, number representations and identifying the value of digits in two, three or four digit numbers. We have been utilising a variety of materials such as counters, unifix cubes, bundling sticks, MAB and counting charts to help consolidate our understanding and make our thinking visible. Furthermore, we are learning how to **justify our thinking** by using the thinking routine, 'What makes us say that is...'



As **readers**, we are exploring a range of **fiction and non-fiction texts**, and continuing to develop a range of reading strategies to help us decode unknown words. As we listen to texts, we will have the opportunity to observe and name the reading strategies and behaviours that good readers use, such as **pointing to words**, **looking at the pictures**, **identifying initial sounds** and **breaking up and chunking words**. Some of us will continue to learn our 307 Oxford Sight Words and begin identifying these within a range of texts.

On **Friday 3<sup>rd</sup> of March**, as part of our Sustainability learning, we engaged in our annual **School Clean-Up Day** by taking the time and opportunity to engage in a number of tasks that encouraged us to



consider the importance of remaining sustainable and caring for our Earth and environment. Following our engagement with these tasks, we considered sustainable actions we could each take to show our commitment to sustainability and made a pledge by documenting these. Thank you to all for their active participation.

## ***Bridging Centre***

### ***Year 3 – 4 Learning Spaces***

*'We can't expect kids to be curious 'on demand'. Passion, strong interest, curiosity, a desire to find out or learn to do something new or better... these are the driving dispositions of personalized inquiry.'*

Kath Murdoch.

Last week all students from the Bridging Centre had the **opportunity** to visit the **Melbourne Museum** to further **investigate** our **inquiry** question '**Australia: How is our Story Told?**' During this **learning experience** students acted as **researchers** by **finding out** more **information** around the **Indigenous perspective** of the **history** of Australia. By **making observations**, **reflecting deeply**, and **formulating connections** to **prior experiences** we built a **deeper understanding** of the **significant** events of the past. Further, through engagement with the **multiplicity** of **Indigenous voices** present in the '**First Peoples**' exhibit we were able to question and wonder about how the **perspective** of the **storyteller influences** their **perception** of past events.



Having found out a **wealth** of **new information** through the **research** we **conducted**, we will begin to sort out of findings over the coming weeks. Through this **sorting out process** we **aim** to **formulate** a broad **understanding** of the events and **circumstances** that have led to the current state of the nation of **Australia**, inclusive of the **Indigenous** and **non-indigenous** perspectives.

A very **special** thank you goes to all the **parent helpers** who attended our excursion and were essential to ensuring a smooth and fruitful experience.

We have continued to **develop** ourselves as **writers** by participating in **writers' conferences** each week. During these conferences we consider a **range** of **strategies** we can use to **edit** our writing and **improve** ourselves as **writers**. These include the use of our **exemplar box**, containing a range of different writing genres, **purpose pencils**, which outline the purpose of each genre and our **writing arrows**, which outline a **hierarchal process** of **editing** our writing. The first arrow we address in the **whole text level**, ensuring our message, structure and purpose is clear. Next, we **zoom in** on the **sentence level**, **identifying** ways we can improve our sentences to make them more interesting and engaging. Finally, we employ our **editing arrow** which addresses out spelling, grammar and punctuation. We look forward to continuing this **process** to generate **published** writing pieces for our **Writers Gift**.

## ***Leadership Centre***

### ***Year 5/6 Learning Spaces***

**Our beliefs shape our practice. How we perceive our role as teachers has a profound influence on the language we use with students, the way we organize for learning, the design of learning tasks and what we look and listen for as we assess.** Kath Murdoch 2022

As part of our **Faith and Life inquiry** we will **explore** a commentary related to **Matthew 6:1-6 and 16-18** to help us **find out** some **explanations and interpretations** of this text and provide an opportunity for us to **develop deeper understanding and insight**. As **critical and reflective thinkers** we will **engage** in the thinking moves **making connections** and **identifying new ideas**. We will be **learning hermeneutically** as we engage in the **continuous process of seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing** with each other. Through our reading of this text we will **consider what this text might tell us from a future orientated perspective**. **What does this text reveal to us? What is our new reading of this text? What does this text talk to us about the world?**

As **researchers**, as part of **finding out** about our Faith and Life inquiry understanding, *We can strengthen our own learning by taking responsibility for it, having a growth mindset and reflecting on what and how we learn*, we will **view** some short clips related to **Growth vs Fixed Mindsets** and listen to a short talk given by Professor Carol Dweck. As **critical thinkers** and **collaborators** we will **make connections, identify new ideas** and **document the changes in our thinking**. As a way to take some **time and opportunity** to **reflect on ourselves as learners** we will **engage in documenting our thinking** using Kath Murdoch's **reflection tool - 'Pat On The Back'** and **give ourselves four 'pats on the back'** for **things we have done well**. For example we might have solved a problem, collaborated well with others in a group, helped someone, shared an idea or asked a great question.

As part of the **sorting out** phase of inquiry, as a way to **reflect on ourselves as learners**, 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 and ourselves as learners. 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, a moment we really enjoyed or a moment we noticed growth in ourselves as learners**. 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?**

We have been **familiarising ourselves with the types of questions and features** in the **Year 5 NAPLAN Online tests**. As part of **finding out** about the **range of question formats and interactive features**, we will continue to have **time and opportunity this week** to **explore the NAPLAN demonstration tests**. This provides an opportunity for us to **become familiar with answering the questions** by **clicking, typing and dragging, listening to audio** and using the **interactive tools**.

As part of Home Learning we can access this demonstration site at home by clicking on the following link -

<https://www.nap.edu.au/naplan/public-demonstration-site>

Year 5

Writing
Reading
Conventions of language
Numeracy

## Cyber Safety

### Upcoming FREE eSafety Parent Webinars

Webinar	Date and Time	Registration Link
<b>eSafety 101: How eSafety can help you</b> For the parents and carers of students in primary and secondary school. It will cover: <ul style="list-style-type: none"> <li>Who is eSafety</li> <li>What can be reported to eSafety</li> <li>Resources and helpful advice for parents and carers</li> </ul>	Monday 21 March 7:30pm to 8:00pm	<a href="https://register.gotowebinar.com/rt/9079267171533697803">https://register.gotowebinar.com/rt/9079267171533697803</a>
<b>Setting your child up for success online</b> For the parents and carers of students in primary	Tuesday 28 February 12:30pm	<a href="https://register.gotowebinar.com/rt/16718771">https://register.gotowebinar.com/rt/16718771</a>

school. It will cover: <ul style="list-style-type: none"> <li>● age-appropriate expectations and boundaries</li> <li>● online risks and strategies to keep your children safe</li> <li>● where to find support for you and your child when things go wrong.</li> </ul>	to 1:00pm  Tuesday 14 March 12:30pm to 1:00pm	<b>26416238091</b>
<b>Getting the most out of gaming</b> For the parents and carers of students aged 7-14. It will cover: <ul style="list-style-type: none"> <li>● when gaming can be beneficial and strategies to promote better in-game experiences</li> <li>● how to keep children safe online – using safety and privacy settings in games and platforms</li> <li>● strategies to promote more balanced gaming and how to create smoother transitions from game-play to other activities</li> <li>● the key online risks and where to find help for things like bullying and harassment in games.</li> </ul>	14 March 7:30pm to 8:15pm	<a href="https://register.gotowebinar.com/rt/1334321559130979344">https://register.gotowebinar.com/rt/1334321559130979344</a>

### Term One Dates 2023

Monday 13<sup>th</sup> March

Labour Day Public Holiday

Friday 17<sup>th</sup> March

**No School this day**

Saturday 18<sup>th</sup> March

St Patrick Day

Sunday 19<sup>th</sup> March

Reconciliation Sign Up Weekend

Thursday 23<sup>rd</sup> March

First Reconciliation Celebration

Thursday 6<sup>th</sup> April

Term One Ends

Tuesday 25<sup>th</sup>

ANZAC day – Public Holiday

Wednesday 26<sup>th</sup> April

Term Two Begins (Please note the date)

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





**KOLBE CATHOLIC COLLEGE**  
GREENVALE



# COLLEGE TOUR

Tuesday **28 March** at **5:30pm**

We are delighted to invite you into our College to meet the Principal and tour our facilities.

**Register online now**



scan me

**[www.kolbecc.catholic.edu.au](http://www.kolbecc.catholic.edu.au)**