



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

1st May 2023

Mother Teresa

To All In Our Learning Community,

A key symbols associated with the Easter Season of the Catholic Church is water. Water reminds Christians that through entering the waters of baptism they are born into a life of Christ and receive the promise of eternal life with God. Through the resurrection of Jesus at Easter the hope of resurrection for all Christians is realised.

For Christians, therefore, water is a sign of life, a new life through baptism, of cleansing, of change and renewal. Through the waters of baptism Christians are signed in the name of the Father and of the Son and of the Holy Spirit and become children of God.

Water is also powerful symbol for other religious traditions presence in our Catholic Dialogue School.

- Water in Hinduism has a special place because it is believed to have spiritually cleansing powers. To Hindus all water is sacred. Water is a sign of both cleanliness and spiritual wellbeing.
- For Buddhists the offering of water symbolised the hope to develop the virtues of calmness, clarity and purity of body, speech and mind.
- Water is also a symbol of life, cleanliness and purity as well as coolness and humility for Sikh believers.



Within our prayer space we a number of Easter symbols a water font which contains holy water. This continues to remind Christian believers of the new life received through the death and resurrection of Jesus and the promise of eternal life. What new understandings of water and its religious significant might we gain through dialogue with others? How might our understandings be challenged or affirmed through this dialogue?

Blessings in this Easter Season

Chris

This Week's Happenings

Monday 1st May

Welcome Colleen Monaghan Mathematics

professional learning

Year 5 Discovery Day at Kolbe Catholic College

Tuesday 2nd May

Professional learning – LEGO Spike Essentials Year

3/4

~ Planning

Wednesday 3rd May

Professional Learning – Reporting

Thursday 4th May

Friday 5th May

Year 7 2024 Transition

Last week each Year 6 child received a letter related to Government Secondary School Applications for Year 7, 2024. Please ensure these are returned to Mother Teresa PS by Monday 8th May. Mother Teresa PS is required to forward these applications to the Government Secondary School on Monday 8th May.

If your child is attending a Catholic Secondary College you will have already received and offer or notification that your child is on waiting list.

Absence Notifications ~ Via Audiri /Skoolbag App or Telephone 73031200

Parents are asked to notify the school if their child is absent from school. You can notify the school of absences via the Skoolbag App or calling the school 73031200. The school is required to record all absence and the reason for an absence on the day of the absence. SMS are sent to families who do not notify the school of absence – responses to the SMS are required.

If SMS are not responded to, the school is required contact the parent. Your cooperation in notifying the school of absence will ensure we are aware of absences and limit the administrative time taken to contact multiple families.

Skoolbag App Upgrade and new branding ~ Audiri

Audiri replaces Skoolbag App as the new communication platform, and is now available for all parent communications at Mother Teresa PS. Audiri offers a range of upgraded features that will make it even easier for you to stay informed and connected with the school community.

To upgrade to Audiri, all you need to do is go to the App or Play Store and update your Skoolbag app.

First Eucharist Preparation and Celebration

The Eucharist Parent & Child workshop at Mother Teresa PS will take place on **Wednesday 17th May, 7pm**. All children receiving the sacrament of Eucharist are required to attend the workshop with a parent.

The Eucharist Sign Up and Presentation Weekend is the **Weekend of 20th and 21st May, 2023**. All children receiving the sacrament of Eucharist are required to attend the workshop with a parent.

The 1st Eucharist Celebration for children from Mother Teresa PS is to take place at Our Lady's Parish Church – **Sunday 18th June, 3pm**

Term 2 - Curriculum Day

Staff will be engaged in Mathematics professional learning and planning on Monday 29th May. There will be **no school for children on Monday 29th May**.

School Fees term 2

School fees form a key part of the school budget for recurrent costs. Please note the key dates for Term 2

Term Two \$552	Accounts forwarded	22 nd May 2023
	Payable by	9 th June 2023

School Uniform

Children are able to wear either their summer or winter uniform during this change of weather as we move toward winter. Please note it is weather the full summer or full winter uniform that is to be worn NOT a combination.

A reminder that while ankle socks are worn with the summer dress NO tights form part of the girls summer uniform. The girl's winter uniform is grey tights. For clarification of the uniform please refer to <https://www.moherteresa.catholic.edu.au/enrolment-information/uniform/>

Uniform is purchased through APLUS Schoolwear previously Northern Regional Uniforms

Foundation Enrolments 2024 Now Open

Please let families who wish to join our learning community know that they are required to complete the enrolment form downloaded from our school website site

<https://www.moherteresa.catholic.edu.au/enrolment-information/2020-enrolments/> with the required documentation:

1. Birth Certificate / Passport
2. Baptismal Certificate
3. Immunisation Certificate
4. Utilities bill identifying your residential address
5. Visa if a newly or recently arrived student in Australia
6. Enrolment Fee – \$100.00 (Cash only, to be paid at the time of enrolment submission).
This fee is a non-refundable fee.

Foundation Tours 2024

Parents wishing to participate in a school tour for Foundation 2024 can book via our webpage

<https://www.moherteresa.catholic.edu.au/enrolment-information/book-a-tour/> A number of dates and time are available.

Parents & Friends News

Mother's Day Morning

On Monday 15th May our Parents and Friends will host a morning tea. This will take place between 8.30 – 9.30am with the opportunity for mums to engage with their child in the learning space. After this the mums will be invited for a coffee or tea with a muffin in our prayer space.

A flier was forwarded today seeking numbers for catering purposes.

If any Dads are interested in helping to host this morning for the mums let Mr Reed know. This will involve helping set up and serving on the day!

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

Foundation- Year 2 Learning Spaces

"Inquiry both activates and is activated by curiosity. When we use an inquiry-based approach to our teaching and learning, we deliberately foster curiosity, and we show learners that their questions matter." (Kath Murdoch, 2023)

As **inquirers**, we are continuing to explore our compelling question, *'What is it made of and how did it get here?'*, by **staying curious** about the materials we have explored. We will begin to **sort out** and **extend** our thinking by revisiting the materials and **identifying** what the materials are made of, as well as things that might be made from the materials observed. We will consider things that we might have in our own home that are made of the same materials and inquire into where materials go once we have finished using them.



Engaging with the
mystery of God

As **hermeneutical learners** in a **Catholic faith learning community**, we are continuing to **sort out** our thinking around **Easter** and the **Resurrection**. We will engage in a shared reading of the scripture from John's gospel and **dialogue with others** to identify the characters in the story and sequence the order of events. Some of us will **extend our thinking** further by engaging in the thinking routine Step Inside, to **notice** and **describe** how the characters in the gospel may have been thinking and feeling upon discovering Jesus' tomb being empty. In doing so, we will **reflect** on our thinking through **engaging with the mystery of God** and **make connections** to what we think this might mean for us today.

As **mathematical thinkers**, we will be continuing to consolidate our knowledge and understanding of the mathematical concepts of **number, shape** and **patterns**. Some of us will be continuing to practice our **place value** skills by **naming, making** and **representing** 2 and 3-digit numbers using concrete materials such as MAB and bundling sticks; whilst some of us will be focusing on **identifying, completing** and **continuing number patterns** starting from various points. Some of us will also continue to explore patterns that are created using shapes, colours and objects by **naming** and **noticing** the pattern made, as well as **copying** and **continuing** them. We will also continue to consolidate our knowledge and understanding of **2D and 3D shapes** by **identifying** their names and features. Some of us will also be strengthening our understanding of **number lines** and focusing on **locating** numbers between 0-100 and 0-1000 on a number line.

As **readers**, we will continue to develop a range of reading strategies to help us decode unknown words. As we listen to a variety of **fiction** and **non-fiction 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; whilst others will continue to consolidate the reading strategies learnt through engagement with the PM eCollection reading program.

Bridging Centre Year 3 – 4 Learning Spaces

... the best way to provoke, curiosity or and wonder in our learners is to remain open to the natural provocations that are around us each day. (Kath Murdoch, 2023)

As a **learning community**, we **gathered** on Friday to **acknowledge** and **participate** in **whole school prayer** with the **focus** on **ANZAC Day**. We **viewed** a **clip** which told us of the story of one of the many brave men who lost their lives in Gallipoli. The story has become part of Australian folklore and is known as 'Simpson and his Donkey.' Some year 3/4 students led us in prayer which allowed us to think about this **significant day** in **Australia's history**, remember the fallen soldiers and **interpret** the **importance** of the **symbols** such as the **wreath** and the **Aboriginal and Australian flags**. To **reflect** on this **prayerful opportunity**, we **engaged** in the **thinking routine See Think Me We** – a routine for **connecting** to the **bigger picture**. As **thinkers**, we **considered** what we **noticed** in our **prayer space**,

our **interpretations** and **thinking** about ANZAC Day, **connections** that we **identify** to **ourselves** and our **world**.

As part our **Faith and Life Inquiry**, we are **focusing** on being **designers** and **scientists**. Our **compelling question** that we are **investigating** is '**How and why do we design?**' As **learners** and **inquirers**, we are **focusing** on the following **learning assets** and **dispositions**:

As a communicator, I can use my thinking to make connections

As a communicator, I can communicate my ideas verbally and with diagrams

As a self-manager, I can give and accept feedback

We are being open-minded, flexible, resourceful, and resilient.

As part of **tuning in**, we will **activate** our **prior knowledge** about '*What is a designer?*' and '*What is a scientist?*'. We will have **time** and **opportunity** to **document** our first **thinking** on a graphic organiser. As part of **extending** our **thinking**, we will **engage** in the **thinking routine Give One Get One** which will allow ourselves to be **open-minded** and **flexible** as our **thinking changes** and **document new thinking** from our **peers**. As **contributors**, we are being **courageous** and **responsible** when **sharing** our **ideas** with others. We are **practising making our thinking visible using diagrams**.

As a **provocation** for **thinking**, we will use the **key thinking moves - activating prior knowledge, making connections, observing closely, interpreting and wondering** as we **describe** our **drink bottles** as part of being **designers**. As **communicators**, we are **considering** and **sharing** our **thinking** as to which drink bottle is our favourite and why. What are we looking for when we choose our favourite drink bottle? Why is it designed the way it is? What do we think designers had in mind when designing this drink bottle? As **collaborators**, we will **work together** to order the drink bottles from most - least functional and **justify** our **thinking**. As part of **making our thinking visible** we will '*think like a designer...*' and **consider** a designer's criteria when designing drink bottles.

As **mathematicians**, we are continuing **build** our **fluency** around **time** and **fractions**. As **thinkers**, we are **recalling factual knowledge, making reasonable estimates, calculating answers efficiently, recalling definitions and regularly use facts and manipulating equations to find solutions**. We are continuing to **read the time to the nearest five minutes** and **making connections with quarter past and quarter to** with our **knowledge of fractions**.

Leadership Centre

Year 5/6 Learning Spaces

A journey of inquiry always involves some form of research – and research is not limited to books and the internet.

Kath Murdoch

As **curious researchers**, this Thursday, we will have **time and opportunity** to **engage** in a **workshop** with our friend and elder Murrundindi, to help us **find out** about our Faith and life inquiry understandings, *A range of factors and types of resources play a role in ethical and sustainable decision making and Goods and services are developed using a design process*. In particular Murrundindi will **explore with us the practices of trade between the Wurundjeri people** including the importance of trade as a way of **social interaction, sharing resources and rituals**. During our workshop we will have an opportunity to ask Murrundindi our wonderings and document our discoveries. As **reflective thinkers** we will engage in the thinking moves **observing closely, describing and interpreting and document** our current **understanding** about the **post resurrection** story of the road to Emmaus, from **Luke's Gospel (Luke 24:13-35)**. 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 we will be **reflecting critically, engaging in the mystery of God** and a **continuous process of dialoguing with others** we will be learning in a **hermeneutical way**.

As **writers** we are **engaging** in learning opportunities to help us **find out strategies** to check our sentences. In particular we are **zooming in on particular words** and thinking about words we could change to make our writing stronger, to **build a picture to make the reader think about our message** that we want to convey in our text. As



writers we are also **exploring** the **writing tool Boxes and Bullets** to help us with formulating paragraphs. The **strategy, Boxes and Bullets**, will **assist us with our notetaking** and help us to **determine what is important when reading** as we **refer back to main idea**. This strategy will also support our **comprehension of texts**. The process involves us **viewing, reading** and then **writing a main idea** in a box. **As critical thinkers** we then find **three supporting details** and **use dot points** to write those below our main idea.

As inquirers, as part of **tuning in**, we have started to **share** our **first thinking** in relation to our current understanding about **iTime**, which is an opportunity for us to **engage in personal inquiries** related to **our passions and interests**. We will have **time and opportunity** to **explore** some **iTime journals** from children that have engaged in iTime in the past and share with each other what we are **naming and noticing** about the way the personal inquiries have been documented. **As communicators and collaborators** we will **engage in dialogue** and **create a shared criteria** about the **process of iTime**.

Term Two Dates 2023

Friday 12 th May	Mother's day stall
Sunday 14 th May	Mother's Day
Monday 15 th May	Mother's day open morning and morning tea
Wednesday 17 th May	First Eucharist Workshop 7pm
Saturday 20 th May & Sunday 21 st May	First Eucharist Sign Up Weekend
Tuesday 23 rd May	Reconciliation Week Celebration – welcome Murrindindi
Monday 29 th May	School Closure Day – Staff Mathematics Professional learning (No School for children)
Monday 5 th June	World Environment day
Wednesday 7 th June	School Photo Day
Monday 12 th June	King's Birthday Public Holiday (No School)
Sunday 18 th June	First Eucharist Celebration 3pm
Wednesday 21 st June	Parent/ Child/ Teacher interviews (Children dismissed at 1.00pm)
Friday 23 rd June	Term 2 ends at 1.30pm

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

Secondary School News

Kolbe Catholic College Applications for Year 7 2025 and beyond are now open.

Timeline for enrolment offers for Year 7, 2025

18 August 2023: Applications for Year 7, 2025, close. Applications received after this date will automatically be waitlisted.

- 20 October 2023: Offers posted to prospective applicants.
- 10 November 2023: Final date for families to accept offers made by College. Following this date, waitlisted families may be contacted if places become available.