



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

22nd May 2023

Look at the cross and you will know what one soul means to Jesus. Mother Teresa

To All In Our Learning Community,

Last week we considered these questions, what does the cross mean to you if you are Christian? If you are not a Christian what is your interpretation and understanding? How might our dialogue about the cross provide new insights and interpretations to this central symbol?

If we were to engage in an inquiry to find out about saints within the Catholic tradition who chose the cross as part of their names we would find many. This signifies the central place of the cross in the Christian faith as well as its interpretations by people of faith. Australia's first saint Mary Mackillop lived her life know as Sr. Mary of the Cross. We are told she chose this name because she felt it was an expression of her commitment to God and her personal relationship with Jesus.



Our school patron Mother Teresa was also drawn to the cross as a sign of her relationship with Jesus. Reflecting on Jesus' words on the cross, "I thirst" Mother Teresa believed that not only do we thirst for Jesus but he too thirst for us. Edward Sri, writer and theologian tells us Mother Teresa sees "Jesus' 'I thirst' as a very personal statement spoken to each individual today, at every moment." Jesus thirsts for each one of us and He wants to be in relationship with us. For Mother Teresa this was expressed in a life of outreach giving witness to Jesus' love for all. The placement of the words "I thirst" above the crosses in all her communities was another visible sign. You will have noticed in our learning community we have followed this tradition with the words 'I thirst' above all crosses. We have also placed an annotation beside our crosses which reads;

Mother Teresa's understanding of Jesus' words, "I thirst" are very deep. "I thirst" means, "I love you." Jesus loves you, and wants you. He longs for you, and waits for you. He holds out his arms to you. It means, seriously, that he wants to be in relationship with you, with me, that he wants to dwell in our hearts".

What is your thinking or interpretation of the cross now? In what way has it changed? How would you express your interpretation to others?

Kind regards,

Chris

This Week's Happenings

Monday 22nd May

School tour 2024 enrolments

Welcome Colleen Monaghan Mathematics consultant

Tuesday 23rd May

Professional learning –Mathematical Thinking

Wednesday 24th May

Professional Learning – Planning & Reporting

Year 3/4 Inquiry webinar – Design

Thursday 25th May

Year 5/6 Inquiry webinar – Buddy Solar

Friday 26th May

School tours 2024 enrolments

Whole School Prayer

There will be no whole school prayer this coming Wednesday.

Reconciliation Week Celebrations

Murrindindi was to join us tomorrow to celebrate Reconciliation week. He is unable to join us so we have postponed this celebration. A date will be forwarded when it is confirmed.

First Eucharist Celebration

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

School Uniform~ Winter Uniform

All children are required to wear the full winter uniform from today Monday 22nd May.

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

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
		(these will be forwarded to families tomorrow)
	Payable by	9 th June 2023

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 next Monday 29th May.***

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

"The important thing is not to stop questioning. Curiosity has its own reason for existing." – Albert Einstein

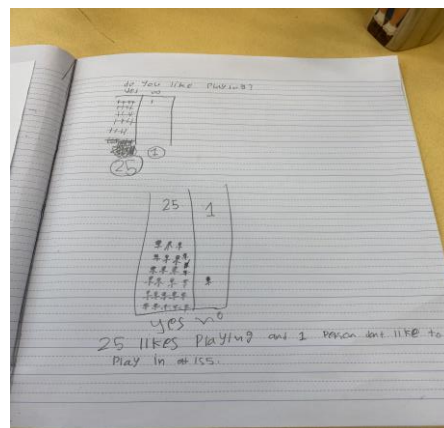
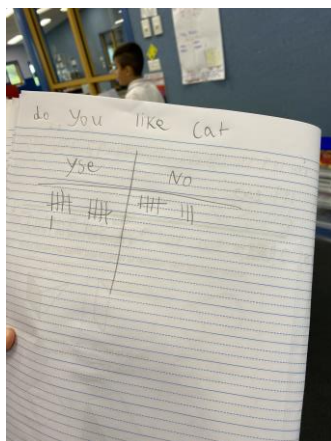
As **researchers**, we continue to **explore** materials and their properties. As communicators we used descriptive language to describe the properties of various materials. We **extended our thinking** by considering **what material it is, what we can do with it, what might be some things that are made from it and where it might go once, we are done with it.** As **communicators** and **collaborators**, we engaged in dialogue to share our thinking with others and made our thinking visible using words and pictures on a data chart.



We discovered:

- That lots of things are made of plastic
- Some objects are made from more than one material.
- Some materials can be recycled.
- What we throw in the rubbish bin goes to landfill.
- It's better for our earth if we use things made from materials that can be recycled.

As **mathematicians** we continued to **explore** data by forming our own questions and surveying our classmates to gather data. We used tally marks to record the data and then represented our data by using a picture graph.





In the coming weeks as researchers we will explore different ways of representing data and how to interpret data.

As **hermeneutical learners** we will reflect on our dialogue using the prompt, *Engaging with the mystery of God*. We will theorise what we think this means with the thinking routine, **Think-Puzzle-Explore**. We will share our **first thinking** by documenting in small groups our ideas in words and pictures. We will share with each other our **wonderings** by asking, 'What puzzles us? We will explore our thinking further by looking closely at images that invite us to **extend our thinking**. We will **make our thinking visible** by finishing the sentence, 'The mystery of God is...'

Bridging Centre

Year 3 – 4 Learning Spaces

Inquiry teachers want their children to be questionnaires – to be curious, risk taking, wondering learners who are thirsty to find out, critique and explore the world. When we provoke, stimulate and sustain curiosity, students are more naturally inclined to wonder and articulate questions for further investigation. (Kath Murdoch, 2015)

 Black Hat Difficulties, potential problems, why something may not work	 Yellow Hat Values and benefits, why something may work
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Last week as **inquirers**, we had **time and opportunity** to **visit the National Gallery of Victoria** as part of **exploring our compelling question 'How and why do we design?'** As **communicators**, we **focused on actively listening** and **extending our thinking** about

design and how the design of certain artefacts has changed over time. As a way to **sort out and reflect upon this shared learning opportunity** we **engaged** in the **thinking routine I Used to Think... Now I Think...** to **show how our thinking was changing.** We **identified a learning asset, skill and disposition** that we **demonstrated** through this visit and **justified our thinking using the thinking routine What Makes You Say That?** Using the **De Bono's thinking hats**, we **looked closely** at the **'black hat – the problems'** and the **'yellow hat – the benefits/positives'** to **think about what designers might encounter during their process.**

Some students who are **preparing** for the **Sacrament of Eucharist**, had **time** and **opportunity** to **engage** in **workshop** with their **families** last Wednesday night. This **opportunity** allowed the students to **engage** in **dialogue** with their families and learn from them, their hopes that they wished for their child at Baptism – the first Sacrament of Initiation. The students **engaged** in the **scripture passage** from Luke 24: 13-35 – *The Walk to Emmaus*. **Interpreting** the **text**, the students considered from a **future orientated perspective** what world this tells them of...

As a way to **explore further** and be **open-minded** about our thinking around the Sacrament of Eucharist we are engaging in a text *Friendly Guide to Mass* to **find out** about the **meaning** of **Eucharist** for people of a Catholic faith. As **readers** and **hermeneutical thinkers**, we are engaging in **dialogue** with **others** about our **interpretation** of the **text**. We are considering and **justifying** our **thinking** as to why the Sacrament of Eucharist has other names such as Holy Communion and Bread of Life. As part of **making our thinking visible** we are **engaging** in the **thinking routine** '*Peel the Fruit*' and using the **key thinking moves** - **noticing, wondering, explaining, connecting, reasoning, perspectives, capturing the heart**. This thinking routine will help us **track** and **guide** our **understanding** and consider from a **future orientated perspective** what this *Sacrament tells us of a world in which...*

As **mathematicians**, we are **exploring** way we can **collect data, organise our data into categories** and **create displays** such as **lists, tables, picture graphs and simple column graphs**. We are **looking closely** at the **weather** each day of the week using this data to practise creating bar graphs. Prior to this learning, we are **activating our prior knowledge** about what a graph **needs** to have to be able to **tell a story**. As **thinkers**, we are **transferring** our **thinking** to **different situations**. This includes our **knowledge of number lines** when **drawing our scale** on our **graphs**. As **researchers**, we are **investigating the four steps to a data process: question posing, data collection, data representation and data interpretation/analysis**.

Leadership Centre *Year 5/6 Learning Spaces*

The three elements of documenting, reflecting and assessing are intertwined. In the act of documenting learning, we come to understand more about the learner's thinking, which prompts us to reflect and subsequently consider new possibilities and pathways for their learning.

Kath Murdoch 2022

As part of our Faith and Life inquiry, as part of **sorting out** our thinking, we are engaging in **learning opportunities** to **demonstrate the changes in our thinking** and our **developing understanding** about our compelling question, '**What makes a 'good' business?**' As **curious** and **persistent researchers** we are using **photos, labelled diagrams and information** we gathered at **Josh's Rainbow Eggs** to assist us to **sort out** our thinking about the **range of factors and types of resources that play a role in ethical and sustainable decision making**. We are taking time and opportunity to revisit our initial wonderings, document our discoveries and the changes in our thinking and identifying our developing understanding about businesses.

As **reflective and critical thinkers** we are using our **comprehension strategies** to assist us to **analyse and synthesize information** and **link ideas** from various print and digital sources about Josh's Rainbow Eggs including our documentation in our journal from our excursion. As **writers** we are using 'seeds', as part of our Writer's Notebook – inspirational photos taken during our excursion. As **reflective and critical thinkers** we are **engaging** in the thinking moves **activating prior knowledge, making connections** and **wondering** through the thinking routine **Three Levels of Thinking** to assist us to **sort out** our thinking. **Surface Level Thinking:** What can we see in the photo? What are the facts? **Below the Surface Thinking:** What do we think? What questions do we have? How are we feeling? **Core Thinking:** What are the key messages?

As **curious** and **flexible mathematical thinkers** we are **engaging** in learning opportunities related to **Data Representation and interpretation** including **posing questions** and **collecting categorical** and

numerical data by observation and survey. As mathematical thinkers we are constructing column graphs, dot plots and tables and describing and interpreting different data. As researchers some of us are investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey. As part of inquiring into these data representations we will be identifying misleading data representations in the media, such as graphs not drawn to scale. As inquirers, as part of finding out and sorting out our thinking we will engage in the thinking routine Claim Support Question. This routine helps us to develop thoughtful interpretations by encouraging us to reason with evidence and explore strategies to justify our responses.

As mathematical thinkers, at home, we are able to access the educational websites Toy Theatre <https://toytheater.com/category/math-games/graphing/> and Nrich <https://nrich.maths.org/search/?search=data-representation&tab=1&fs=000110001000111> to assist us to consolidate our mathematical understandings related to Data Representation and interpretation

Cyber Safety



National eSmart Week Monday May 22nd to Sunday May 28th

The theme for this year's National eSmart Week is **BE YOUR BEST SELF ONLINE**. The purpose of this week is to encourage students and adults to explore

what it means to be a good digital citizen and to think about the decisions they make when online. For more information about National eSmart Week head to their website

<https://www.alannahandmadeline.org.au/what-we-do/prevention-programs/esmart/national-esmart-week>. There are also plenty of free webinars this term from the Office of the eSafety Commissioner, the details are below as well as registration links.

Upcoming FREE eSafety Parent Webinars

Webinar	Date and Time	Registration Link
<p>eSafety 101: how eSafety can help you This 30-minute webinar is designed for parents and carers of young people in primary and secondary school. It will cover:</p> <ul style="list-style-type: none"> • who we are • what you can report to eSafety • helpful advice and resources for parents and carers. 	<p>Wednesday 24th May 7:30 pm to 8:00 pm</p>	<p>https://register.gotowebinar.com/rt/9079267171533697803</p>
<p>Setting your child up for success online This 30-minute webinar is designed for parents and carers of young people in primary school. It will cover:</p> <ul style="list-style-type: none"> • age-appropriate expectations and boundaries • online risks and strategies to keep your children safe • where to find support for you and your child when things go wrong. 	<p>Wednesday 31st May 7:30 pm to 8:00 pm</p>	<p>https://register.gotowebinar.com/rt/1671877126416238091</p>
<p>Getting started with social media: TikTok,</p>	<p>Monday 22nd May</p>	<p>https://register.gotowebinar.com/rt/1671877126416238091</p>

<p style="text-align: center;">YouTube, Instagram</p> <p>This 30-minute webinar is designed for parents and carers of young people in primary and secondary school. It includes practical tech tips, conversation starters and digital parenting advice.</p> <p>It will cover:</p> <ul style="list-style-type: none"> ● creating a positive digital identity ● privacy and sharing online ● managing what you see online ● good practices in group chats ● help-seeking. 	<p style="text-align: center;">12:30 pm to 1:00 pm</p> <p style="text-align: center;">Wednesday 8th June</p> <p style="text-align: center;">12:30 pm to 1:00 pm</p>	<p style="text-align: center;">otowebinar.com/rt/2822124618746015758</p>
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Term Two Dates 2023

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 18th 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.