



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

30th May 2023

*"Every time you smile at someone, it is an action of love,
a gift to that person, a beautiful thing." Mother Teresa*

To All In Our Learning Community,

Last Sunday the Catholic tradition celebrated the feast of Pentecost. This feast celebrates the presence and gift of the Spirit in the life of the Christian believer. It recalls the promise that Jesus gave his disciples when he returned to his Father after his resurrection. Jesus told his disciples that he would not leave them orphaned but that he would send a gift, the gift of the Holy Spirit to be with them and guide them.

Pope Francis describes the Holy Spirit as, 'the supreme gift of the risen Christ to his apostles, yet he wants that gift to reach everyone'. This idea of the first gift to the apostles is further explored by Pope Francis when he states, 'The first gift of every Christian existence is the Holy Spirit.' Without the Holy Spirit, there is no relationship with Christ and with the Father'.

In the Christian scriptures St Paul in a letter to the Corinthians says:

There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose.

The Spirit, as St Paul tells the people of Corinth, is given to followers of Jesus to be with them, inspiring them and guiding them to bring about God's ways in the many gifts they have in their lives. Again, Pope Francis provides more insight when he suggests, 'Once they (the disciples) received the Spirit, they gave primacy to the 'whole' that is God's plan. If we listen to the Spirit, we can look beyond our differences and accept the call 'to unity, to concord, to the harmony of diversity'.

How might Christian believers live witnessing the Spirit in their lives today? How might our Catholic Dialogue School explore the presence of the Spirit? How might we encounter the presence of the Spirit today amidst difference? How might we be hospitable enough to allow our encounters with others to reveal the presence of the Spirit in our lives?

Kind regards,

Chris

This Week's Happenings

Monday 29th May

School tour 2024 enrolments

Welcome Colleen Monaghan Mathematics consultant

Tuesday 30th May

Professional learning –Moderation

Wednesday 31st May

Professional Learning – Planning & Reporting

Thursday 1st June

Friday 2nd June

Year 5/6 Talk Money Seminar

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.

The girl's winter uniform is grey tights. For clarification of the uniform please refer to

<https://www.motherteresa.catholic.edu.au/enrolment-information/uniform/>

Uniform is purchased through APLUS Schoolwear previously Northern Regional Uniforms

School Photos ~ Wednesday 7th June

Our annual school photos including sibling photos will be taken by Arthur Reed Photos on Wednesday 7th June 2023. **There is no need to return any forms or money to school.**

Unique image codes will be issued to all students on/after photo day so families can register online to view images when they become available in the webshop.

Registration is simple, just follow the 3 simple steps on your child's personalised flyer once you receive it and remember to add the codes for all your children attending this school.

Even if you registered last year, it's important that you do again this year using your child's 2023 image code to link their images for the current year with your contact details.

When images are ready to view and in the webshop, all parents who have registered will be notified by SMS and email.

Once registered, please wait for notification that 2023 images are online to view before making your purchase. Further details will be provided.

All children are required to be in full winter uniform for school photos.

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

As **thinkers** in our Faith & Life Inquiry, we are using the thinking move **identifying new ideas** to consider the properties some of the designs in our school environment and to **theorise** about how they came to be here. We will **look closely** and **observe** the designs around our school to help us think about our key understandings; *The properties of materials need to be considered in a design and Things are made to meet a purpose or a need.*

As **thinkers**, we are continuing to explore what it means to be a **contributor**. In small groups, some of us engaged with LEGO as a shared experience. Our challenge was to create one design as a group and each member had to be involved in the process. Through dialogue, we **identified new ideas** about what we think it means to be a contributor and discussed ways that we were able to **work together** and **contribute** to our group.

As **researchers**, we are **cultivating curiosity** by watching videos that show the process of how something is made. As part of **connecting to literacy**, some of us are using these videos as seeds for writing and beginning to explore procedural texts. We are continuing to engage in the thinking routine **Think Feel Wonder** to share our thinking and identify what we might want our reader to know when we are writing.



As **hermeneutical learners** we are tuning in to the post-resurrection story of 'The Road to Emmaus' (Luke 24:13-33). We will **listen to the story closely** and use the thinking routine **Think-Puzzle-Explore** to **identify** our first thinking and **wonder** about what parts of the scripture **puzzle** us. Some of us will identify what speaks powerfully to us using the thinking routine - **Word-Phrase-Sentence** - **justifying our thinking** using the thinking routine 'What makes me say that?'

As **mathematicians**, we are continuing with our focus on **representing data**. We are formulating questions that will have multiple responses, collecting data, and discovering different ways to represent the data. We have been using **concrete materials** to help us consolidate our understandings of bar graphs and pictographs. Some of us engaged in creating a class graph to represent our responses to the question: "What is your favourite type of learning?"



Bridging Centre

Year 3 – 4 Learning Spaces

"If we want young people to develop the habits of thinking for themselves, using their imagination, being open to new ideas, saying when they don't understand, and exploring real challenges together, then they have to see their teachers doing the same thing." Guy Claxton

As **researchers** and as part of **finding out design**, we had **time** and **opportunity** to **engage** with **Pallyan, Murrundindi's son**. As part of **tuning in**, we **looked at photos** of the **designs** of his **clothing** and remained **curious** while **formulating wonderings**. During our **engagement** with **Pallyan**, we **identified new ideas** about the **brand**, the **logo**, the **people** that make it **successful** and the **process** and the **reasons** behind their **decisions**. As part of **sorting out our thinking**, we are **making connections to our concepts** - *features, impact, techniques, needs, individuals, environment and processes*. As we continue to **sort out our thinking** related to **design**, we will **reflect** on the **decisions** that need to be made to ensure a **process** of design is **successful**. Looking forward to our **'taking action'** and **considering** our own **personal design** or **redesign** of something we will **identify** what we **need to consider** as **designers** and **scientists**. As we continue with our design process we will strengthen our capacities communicators through an iterative process of giving and receiving feedback.

To further develop our schema around the application of design we had **time** and **opportunity** to **document** our **thinking** using a **mind map**, considering what design can be. Through **dialogue**, we are **reflecting on design** and **thinking** about design as a variety of **objects** and for **different purposes** for example art and buildings/spaces. **Zooming into the spaces** we will **look back** at the design of the **National Gallery of Victoria** and **consider** how this **space** is **designed** to **meet the purpose** and for the **users**. As **thinkers** and **contributors**, we will remain **open minded** and **allow our thinking** to **change** as we **dialogue** about the **Bridging Centre** and **consider** - *does it meet the purpose? What decisions were made during the design process? What works well? What would we change about the design?*

In our **Mathematical learning** we have begun **finding out** about the **concept** of **probability**. Using the language *impossible, unlikely, even chance, likely* and *certain* we have been **identifying** the **chances** of everyday events **occurring**. We have **begun** to **extend** our **understanding** of this **vocabulary** by **applying** it to number-based **probabilities** using **outcomes** derived from rolling dice, flipping coins and spinners. To **go further** will **investigate** the difference between **theoretical** and **experimental probability** outcomes. We will **identify** why there may be a **difference** and how the number of trials we conduct **affects** our **expectations** about the **results**.

Leadership Centre

Year 5/6 Learning Spaces

Effective inquiry flourishes in a culture that champions a growth mindset, immerses students in the language of learning and helps learners inquire into learning while they inquire into the world around them.

Kath Murdoch 2022

As part of our **Faith and Life inquiry** understandings **Businesses target identified needs and wants in designing and producing goods and services** and **A range of factors and types of resources play a role in ethical and sustainable decision making**, as **curious researchers** we **connected** with Holly, the Business Development Manager for **Education at SolarBuddy**, and **engaged** in a **webinar** to help us **find out** about **extreme Energy Poverty**. As **communicators** we asked questions of Holly, stayed open-minded as we received information and listened respectfully and actively. As **responsible contributors** and **global citizens**, as a Learning Community, as part of **taking authentic action** and having **real-world impact**, we are engaging in the **SolarBuddy STEM program** which has created an **innovative design solution** that is **transforming lives**, in Energy Poverty countries, through the **gift of**

light. We have **purchased 75 solar light kits** and we will **collaboratively assemble** these and **write a personal letter** to a buddy overseas. Once constructed our solar lights and letters will be directly distributed into the hands of children living in extreme energy poverty. You may like to view this link to find out about SolarBuddy and energy poverty.

<https://www.youtube.com/watch?v=t5Dvi405vDM>



As part of **Financial Maths**, in the Victorian Curriculum, as **mathematical thinkers**, on Friday 2nd June, we are **engaging** in a **workshop** with **Talk Money**. This is a **financial education program** where we will **explore** how **save and manage money**. As **mathematicians** we are using authentic information to **calculate prices on sale goods** and **investigating and calculating percentage discounts of 10%, 25% and 50%**. Some of us are engaging in **creating simple financial plans** and identifying the **GST component** of receipts.



As part of Number and Algebra as **mathematicians and inquirers** some of us are engaging in **learning tasks** about **fractions**. We are using a variety of **mathematical tools** to help us **compare and order fractions** and **locate and represent** them on a **number line**. As **mathematical inquirers** we are **finding out** about the connection between the order of unit fractions and their denominators. As **curious and flexible mathematicians** we are **investigating strategies** to solve problems involving **addition and subtraction of fractions** with the same denominator including using **jumps on a number line**, and **making diagrams of fractions** as parts of shapes. Some of us are **comparing fractions** with **related denominators** and **demonstrating equivalence** between fractions **using drawings and models**. 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**.

We are taking **time and opportunity** to engage in our **Learner Self-Assessment** as one way to **reflect on ourselves as learners** throughout Semester One. We are focussing on the **dispositions** we have **demonstrated** as part of what we have been **learning to 'be'** and the **learning assests** of a **researcher, thinker, contributor, collaborator, communicator and self-manager** highlighting in particular the **skills we have achieved** – what we have been **learning to 'do.'**

Cyber Safety

Webinar	Date and Time	Registration Link
<p>Getting started with social media: TikTok, 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>Monday 22nd May 12:30 pm to 1:00 pm</p> <p>Wednesday 8th June 12:30 pm to 1:00 pm</p>	<p>https://register.gotowebinar.com/rt/2822124618746015758</p>

Term Two Dates 2023

Monday 5th June
Wednesday 7th June
Monday 12th June

Sunday 18th June
Wednesday 21st June

Friday 23rd June

World Environment day
School Photo Day
King's Birthday Public Holiday
(No School)
First Eucharist Celebration 3pm
Parent/ Child/ Teacher interviews
(Children dismissed at 1.00pm)
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.