



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

24th July 2023,

“Because all creatures are connected, each must be cherished with love and respect, for all of us as living creatures are dependent on one another” (Laudato Si, #42).

To All In Our Learning Community,

Planet Ark's school's tree day is this coming Friday. On school's tree day schools are encouraged to participate in planting trees, creating or regenerating habitats for wildlife or engage in environmental actions. These tasks can be undertaken on tree day but of course are more effectively explored as part of ongoing learning opportunities. The presence of learning opportunities to explore the concept of sustainability from a practical perspective has been a characteristic of our learning community over many years. Our participation in sustainability learning and as a 5star ResourceSmart school has seen the embedding of school practices that promote sustainability in the hope that they will make a difference for ourselves and the future. Some of these actions include rubbish free lunches, promoting reduced landfill waste, monitoring water use and using worm farms to responsibly manage organic waste.

The actions undertaken at Mother Teresa School are not unique to our learning community. However, as a Catholic Dialogue school they stem from a particular worldview. The Catholic Dialogue school participates in and promotes such actions in the belief that all living things are created by God and are interconnected. Each person therefore has a responsibility to care for the earth—care for our common home.



Pope Francis is an amazing advocate for the environment with some reporters suggesting he is the first 'green' Pope. In his letter to all people of the world, 'Laudato Si', Pope Francis begins capturing the words of his namesake St Francis of Assisi praising God for the gift of creation,

Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs.

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Care for our common home, is expressed through the seven goals of Laudato Si: the Cry of Earth, the Cry of the Poor, Ecological Economics, Simple Lifestyles, Ecological Education, Ecological Spirituality and Community Involvement and Participation. Through sustainability learning the children Mother Teresa are most familiar with the Cry of the Earth and the Cry of the poor. In the coming term we will explore other goals in an attempt to further understand our actions and work towards a more sustainable future.

Kind regards,

Chris

This Week's Happenings

Monday 24th July

Welcome Deb Sukarna – Writing consultant

Tuesday 25th July

Welcome Deb Sukarna – Writing consultant

Professional learning – Planning

Wednesday 26th July

Professional Learning – Faith & Life Inquiry

Thursday 27th July

F- 2 Excursion to NGV

Friday 28th July

Schools Tree Day

Confirmation Preparations and Celebrations

Please note the details for our celebration of Confirmation this term.

- Confirmation Sign Up and Presentation Weekend - **Weekend of 12th and 13th August, 2023**
- Confirmation Celebration– **Sunday 20th August, 2023 1pm at Kolbe Catholic College, Greenvale Lakes.**

National Day of Action Against Bullying and Violence – August 18th

Join us as we participate in the National Day of Action against Bullying and Violence on Friday 18 August 2023. This year, the NDA is Growing connections with each other, with our schools and our communities to create positive action for Australia's key bullying prevention initiative. The National Day of Action against Bullying and Violence is an important day in our school calendar to join schools across Australia to say 'Bullying. No Way!'. Together we can make a change. Everyone has a role to play for bullying prevention. The NDA promotes the importance of school, parent and community connections to build safe and supportive learning environments.



The Peer Mediators this year will help lead our school response to the National Day of Action Against Bullying. They will help run a colouring competition to promote student voice against bullying. A casual clothes day on Friday 18th August with a gold coin donation will proudly be donated to Dolly's Dream. Dolly's Dream is a charity that works to change the culture of bullying.

For families interested in learning more about bullying please click on [this link](#).

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 changing environment offers an incredible opportunity for inquiry. But why limit that inquiry into one stand alone unit when, in fact, the opportunity to learn about, notice, anticipate, observe, and record change is available to us every single day? Inquiring into the environment is SO much better as an ongoing experience". (Kath Murdoch, 2018)

As **researchers**, we are **tuning in** to our excursion to the National Gallery of Victoria by **activating our prior knowledge**. We will consider what we think an art gallery is, what we might see there and document any wonderings we might have. We will focus on the key words, **expression, connection** and **story** by thinking about what these words might mean in connection to our compelling question. We will think about how these words are connected to art. We will **look closely** and observe images from the NGV.



As **thinkers**, we will tune in to the letter from **Paul** to the **Galatians**. As part of **tuning in**, we will use the thinking move **activate our prior knowledge** and engage in the thinking routine **Think-Puzzle-Explore**. We will use this **thinking routine** to consider;

- Who we **think** Paul is.
- What we **think** Paul is trying to say through his letter to the Galatians
- What **puzzles** or **wonderings** do we have about this scripture.

As **hermeneutical learners** we will consider the types of thinking we might have engaged with using the **hermeneutical prompt** we will focus on is **interpreting text and symbols**. We will think;

- What does it mean to interpret something?
- What is a symbol?
- What is a text?

As **mathematicians**, we are continuing to **find out** and **sort out** our thinking about the mathematical concepts of **addition** and **subtraction**. We have been continuing to develop our knowledge and understanding of a range of strategies including **count all, count on, count down, doubles and near doubles, friends of ten** and **partitioning**.

Ten frames are also useful for showing rainbow 10 facts.



Rainbow 10

Rainbow 10 facts include any fact that adds to 10, such as 3 + 7 or 2 + 8. A rainbow diagram is an excellent way to identify all the number facts that make 10. Students make the facts by adding the numbers at opposite ends of each rainbow colour. This strategy is sometimes called 'make 10' or 'addition facts to 10'.



We have been practising the use of these strategies when solving **addition** and **subtraction** worded problems and number sentences. We have been utilising a variety of materials such as counters, tens frames, unifix blocks and number lines to help consolidate our understanding and make our thinking visible.

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 behaviours that good readers use, such as pointing to words, **looking at the pictures, identifying initial sounds** and **breaking up and chunking words** by **identifying syllables**. Some of us will continue to identify sight words in the texts we are reading, whilst some of us will continue to **develop our comprehension** skills and strategies.

As **writers**, we continue to engage in **weekly conferences** with our teachers. During these conferences we **engage in dialogue** with the teachers on different **strategies we can use to improve our writing**. We then use these strategies when we are engaging in independent writing.

Bridging Centre Year 3 – 4 Learning Spaces

'In a complicated fast-changing world the intelligent path is to let go of being a knower and embrace being a learner'. Guy Claxton

As a **Catholic dialogue school**, we had **time** and **opportunity** to **engage** in a **reading from the letter of Paul of the Galatians**. As part of **tuning in**, we used the **thinking routine Word Phrase Sentence** to think about a word that **captured** our **attention**, a **phrase** that **struck** us as **powerful** and a **sentence** that was **meaningful** to us. As **communicators** and **thinkers**, we **remained respectful** and **valued each other's thinking** and had the **opportunity** to **share** our **thinking** through **dialogue**. As a way to **reflect** on the **text**, we **made connections** to our **prior knowledge** and **interpreted** what we think the **text means**.

To sort out our thinking we opened up our **hermeneutical space** and spent time **dialoguing** with each other about the scripture passage. As **thinkers** we **engaged** in the **hermeneutical prompts - inclusivity, dialogue with others and openness to change and reinterpretation** as we considered and **engaged** in the **thinking routine The 4Cs**. This **thinking routine** allowed us to **make connections, identify our positions or challenges**, look for **key concepts** that are worth holding onto and consider how our thinking is **changing**. While **making connections** to our own **thinking**, we will **consider** what this calls Christian believers to be **spirit-filled people**. Through further dialogue learners were invited to consider

the text from Galatians from a **future oriented perspective**, using the reflection stem *'This text tells me of a world in which...'*

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 our **spelling, grammar and punctuation**. Over the coming weeks we will focus on the process of unpacking seeds in our **writers notebook** to shape our thinking into possible **purposes for writing**

Term Three Dates 2023

Thursday 3 rd August	Welcome Bishop Terry
Friday 4 th August	Prep Interviews – current families
Saturday 12 th August	Confirmation Sign Up Weekend
Sunday 13 th August	Confirmation Sign Up Weekend
Sunday 20 th August	Confirmation Celebration 1pm
Tuesday 5 th September	Mother Teresa Feast Day
Thursday 7 th September	Mother Teresa Feast day celebration AFL inflatables
Friday 15 th September	Term 3 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.