



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

10<sup>th</sup> July 2023,

*"Love is our ultimate gift of ourselves to others." Mother Teresa*

### **To** All In Our Learning Community,

Welcome back to term 3. We hope all families had an enjoyable holiday and change to the school routine over the past two weeks. It was wonderful to see all children back today and eager to engage in the learning opportunities for the term.

This term our Faith and Life Inquiry focus will explore The Arts. Learning opportunities will include a number of incursion and excursion exploring the ways in which individuals and groups express themselves through The Arts. Our compelling questions include: How do we tell stories? How do the arts connect communities? How can I express my identity?



Our Faith and Life Inquiry learning will also provide us with the opportunity to explore the sacrament of Confirmation. Learners will have the both time and opportunity to inquiry into the many and varied artistic representations of this Christian message. The image presented here today is by Jen Norton. Jen says of her artwork,

*'I make artwork that celebrates the traditions of our Catholic faith with a contemporary, colorful twist. For me, painting is a form of prayer that helps reveal my mission as a Christian woman and the power of the Holy Spirit. I believe we are influenced by our environments, and having decor that reflects our faith is essential to supporting our children and families in an unbelieving world.'*

Through the exploration of various forms of religious art we can consider what story the artists wish to tell, how the artistic works connect to communities, and how the identity of individuals and communities might be expressed through representations of the coming of the Holy Spirit.

As a Catholic Dialogue School we look forward to exploring the significance of the Holy Spirit in the life of Christian believers and to discover what this might look and sounds like to other believers. Through our dialogue with others we hope to strengthen and expand upon our thinking about the Holy Spirit.

Kind regards,

**Chris**

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

**Monday 10<sup>th</sup> July**

Term 3 begins

**Tuesday 11<sup>th</sup> July**

Professional learning – Planning

**Wednesday 12<sup>th</sup> July**

Professional Learning – Smiling Minds training

**Thursday 13<sup>th</sup> July**

**Friday 14<sup>th</sup> July**

## ***Confirmation Preparations and Celebrations***

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

- Confirmation Parent & Child workshop at Mother Teresa PS – **Wednesday 19<sup>th</sup> July, 7pm**
- Confirmation Sign Up and Presentation Weekend - **Weekend of 12<sup>th</sup> and 13<sup>th</sup> August, 2023**
- Confirmation Celebration– **Sunday 20<sup>th</sup> August, 2023 1pm at Kolbe Catholic College, Greenvale Lakes.**

The celebration of confirmation this term is for Roman Catholic children who are baptized and have also received the sacraments of Reconciliation and Eucharist. Eastern Catholic children including Chaldean, Syro-Malabar, Coptic, Maronite and Melkite rites have already received Confirmation or Chrismation at the time of their baptism and therefore do not receive the sacrament again. The richness of our Catholic community means that these children as well as children from other religious traditions can engage in dialogue sharing their own experience and/or understanding of Confirmation.

## ***Unwell children***

Children are required to be at school each day unless they are unwell. If your child is unwell please notify the school of their absence via the Skoolbag/Audri App.

To ensure the safety of all children the school requests that if your child contracts the chicken pox that the school reception or principal is notified. Thank you.

## ***Mini Vinnies***

As part of **Mini Vinnies Winter Appeal**, we are **collecting toiletry items** such as toilet paper, toothpaste and other toiletries. Our timeframe has been extended to the end of this week **Friday 14<sup>th</sup> July**. Donations can be left in baskets in the F-2 Building, Leadership Centre, and Bridging Centre. These donations will be going to support the **Craigieburn St. Vincent de Paul Conference** and the work they do in **our local community**.

Massimo Luczek on behalf of Mini Vinnies

## ***Photo Permission forms***

Tomorrow your child will receive a photo permission form related to photos taken at school/excursions and used for learning and promotional purposes. Please complete this form and return it to school so that we can ensure we have up-to-date permission forms.

## ***School Uniform***

All children are required to be in their full winter uniform. For clarification please refer to <https://www.moherteresa.catholic.edu.au/enrolment-information/uniform/>

## ***What's Happening in the Learning Spaces***

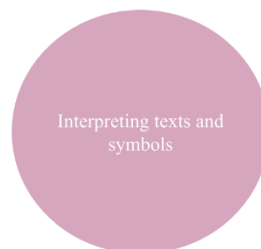
*"Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school". John Hattie, 2009*

## ***Foundation – Year 2 Learning Spaces***

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

As we begin Term 3, we would like to welcome our F-2 students and families back and hope that you had a restful break. We look forward to engaging in many learning opportunities throughout this term.

As part of Faith and Life Inquiry, we will be revisiting the **provocation** including the painting by Seiger Koder, the **symbols of bread and wine** and the words, **Take, Bless, Break, Give**.



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We will **activate our prior knowledge** about the image, the symbols and words. Using the thinking routine **See-Think-Wonder** we will **reflect critically** using the thinking moves **describing, interpreting and wondering**.

- What do we **SEE**?
- How do we **THINK** they are **connected**? What do we **THINK** they might mean?
- What do we **WONDER** about them?

As thinkers, we will **engage in dialogue** with each other about what these **symbols might mean** in the Catholic tradition. As **hermeneutical learners** we will reflect on our own **connections and beliefs**. To extend on our thinking in dialogue with the Catholic tradition we will consider the scripture, 'The Road to Emmaus' with a particular focus on the verse '**Then their eyes were opened, and they recognized him (Luke 24:31).**' We will make our **thinking visible about this text from a future oriented perspective**; 'This text talks to me of a world in which...'

As **inquirers and reflective thinkers**, we are **reflecting and taking action** on what we have discovered about our compelling question 'What is it made of and how did it get here?'" As **thinkers**, we are making our **thinking visible** about what we could design for someone else. As **collaborators** we know we must agree on a purpose and our criteria for designing. Using the process of design, we will begin by planning and identifying the best materials we could use.

As **mathematicians**, we are continuing to **find out** about the mathematical concept of **addition and subtraction**. We have been exploring a range of strategies such as **count all, counting on, doubles and near doubles, friends to ten and partitioning** to help us solve addition and subtraction problems. We have been using a range of materials such as counters, tens frames and unifix blocks to help us build our understanding and make our thinking visible.

As **readers**, we will continue to explore a range of fiction and non-fiction texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We will engage in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored. Some of these strategies include:

- Getting our mouth ready to make a particular sound.
- Looking at the pictures/images for extra information
- Identifying sight words in the text
- Identifying the first sound in a word
- Breaking up words into chunks
- Asking if what we have read makes sense, and if it doesn't make sense, going back to try again.
- Reading with fluency
- Breaking words into Onsets and Rimes

A reminder - It is expected that students identify all **307 Oxford Sight Words** by the **end of Term 3**. In addition to targeted teaching and practice of words at school, daily practice at home is essential to support your child in reaching this goal. If sight words are at home, could these also be returned with the two rings, pencil case and all word cards. Learning space teachers will be checking the children's rings and updating their sight words.

As **writers**, each learning space will continue to develop their Writer's Notebook, by sharing special personal seeds that we have collected over the holidays. Prior to writing, we will **engage in dialogue** and thinking routines to reveal deeper thinking by sharing what our seeds have us thinking about. We will then apply writing behaviours and strategies to make our **thinking visible** on paper, keeping in mind the purpose of our writing and the audience for whom we are writing.

## ***Bridging Centre***

### ***Year 3 – 4 Learning Spaces***

As **learners** we will have time and opportunity to revisit our learning to learn compelling question ‘What can I learn about myself as a learner through engaging collaboratively with others?’ As part of reflecting on our first thinking, and as communicators we will demonstrate the dispositions - respectfulness, courage and reflectiveness as we share our thinking with others about what it means to make wise choices and decisions.

As **thinkers**, we will look closely at our learning environment both indoors and outdoors and consider what it means to be a learner in these spaces. Reflecting on thinking about ‘design of a space’ we will look at the Bridging Centre and consider how this space supports us as learners. We will make our thinking visible by engaging in the thinking routine ‘Making Meaning’ *The Making Meaning thinking routine asks learners to explore an already familiar topic, concept, idea, or event through connection making, wondering, building explanations, and synthesising in order to achieve deeper learning. This routine highlights the notion of building understanding in a collaborative way.*

As part of **agreed ways** we will **revisit** the **expectations** and **non-negotiables** around being a **learner** in the **Bridging Centre**. This includes - **transitioning, sitting in a thinking circle, engaging in whole school prayer, engaging in independent learning, using our technology, our photoblocks, lining up at end of play** etc. We will **practise** what it should **sound, look** and **feel** like and **make our thinking visible** as a way to **show** our **reflections** as we begin Term 3.

As **mathematicians**, we are continuing to **develop efficient and effective strategies** related to **addition** and **subtraction**. This includes the partition or place value strategy as one way we can **solve a variety of number sentences**. As **thinkers**, we are **justifying** and **explaining** our **thinking strategies** and respecting and valuing other people’s ideas. As we move into **multiplication** and **division** in the coming week, we will be able to **make connections** between **new thinking** and our **prior knowledge** and look for patterns and trends between the **four operations**.

## ***Leadership Centre***

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

*“Agency is not simply about ‘choice and voice,’ nor can we GIVE children agency. It is cultivated and nurtured through a myriad of small moves as we make as educators – what we say, how we say it and what we choose not to say.” – Kath Murdoch*

As members of the Mother Teresa learning community, we are reflecting on and revisiting the compelling question ‘Who am I as a learner and what is my contribution?’ Using the thinking move perspective taking, we are considering the responsibilities of teachers and students have to help us be successful in our learning. As thinkers, we are taking time to think to allow our thinking to go deeper before responding or sharing our thinking. As communicators, we will use the thinking routine ‘Give one, get one’ to make our thinking visible and share our ideas with each other.

As mathematicians, we are tuning in to the concepts of Multiplication and Division and Area and Perimeter. We will use the thinking moves of activating our prior knowledge and reasoning with evidence, we are engaging in dialogue about effective strategies to represent and solve multiplication and division problems.

As reflective writers, we are reflecting on ourselves as writers. We are identifying and justifying our thinking around the following questions: □ What is writing and why do we do it? □ What might good writers and authors do? As thinkers, we will revisit our independent writing routine of planting and unpacking seeds for thinking, shaping our thinking into purposes for writing, planning, drafting and editing at whole text, sentence or proofreading level. We are encouraged to bring in any seeds that have us thinking or make us wonder.

## **Term Three Dates 2023**

Wednesday 19 <sup>th</sup> June	Confirmation child parent workshop
Thursday 3 <sup>rd</sup> August	Welcome Bishop Terry
Friday 4 <sup>th</sup> August	Prep Interviews – current families
Saturday 12 <sup>th</sup> August	Confirmation Sign Up Weekend
Sunday 13 <sup>th</sup> August	Confirmation Sign Up Weekend
Sunday 20 <sup>th</sup> August	Confirmation Celebration 1pm
Tuesday 5 <sup>th</sup> September	Mother Teresa Feast Day
Thursday 7 <sup>th</sup> September	Mother Teresa Feast day celebration AFL inflatables
Friday 15 <sup>th</sup> September	Term 3 ends at <b>1.30pm</b>

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.