



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

14th August 2023,

"Kind words can be short and easy to speak, but their echoes are truly endless."

Mother Teresa

To All In Our Learning Community,

The culture of our learning community stems from a shared vision, parents as partners in the learning, a vision of 21st century learning spaces and pedagogy, and an understanding of the Catholic school in 2023. Culture does not emerge overnight it is nurtured and developed overtime. At Mother Teresa its foundations were founded in the first cohort of staff and families. Over time the culture of our school has grown and been enriched through the presence of new families. The core elements of the culture have been faithfully upheld and over many years valued and expressed by external parties as a very positive learning community culture.

As educational leader I am privileged to lead this community. I am thankful for those who positively engage with the community supporting the school in its educational endeavours. The educational endeavours, more broadly expressed, are seen in attention to the social, emotional and spiritual dimensions of each child. This is also expressed in our Catholic dialogue school through the foundational Christian belief in the human person made in the image of God. It is for these reasons that members of the wider community express their desire to join this learning community.

Within the wider educational arena our learning community is seen to offer insights into pedagogical practices linking theory to practice. This, as I have articulated in the past, is seen through the presence and promotion of our work by Kath Murdoch and Deb Sukarna experts in education. This is also made visible through educators seeking to visit our learning community.

In highlighting our professional learning community and those who are committed and passionate about education I am concerned about an increasing number of members of our community who in the past two terms have displayed a lack of respect and inappropriate communication with the school and at times other parents.

If you have concerns about your child they are best addressed in a civil and respectful way with the learning space teacher or principal. This process is clearly outlined in the Complaints Handling Policy on our webpage. Contacting the school anonymously or confronting staff in learning spaces or on duty is not appropriate. This also includes approaching other parents about their child's behaviour at school or the child concerned—this is not only inappropriate but a breach of our Child Safety Code of Conduct.

In highlighting my concerns I also express my thanks to those parents who support our community through civil and reasonable communication and their support of school's ongoing teaching and learning with a focus on positive and respectful interactions with others.

Kind regards,

Chris

This Week's Happenings

Monday 14th August

Welcome Colleen Monaghan

Welcome Staff from Margaret Hendry School,
Canberra

Tuesday 15th August

Feast of the Assumption of Mary

Professional learning – Planning

Wednesday 16th August

Author visit – Michael Wagner Year F-2

Professional Learning – Faith & Life Inquiry

Thursday 17th August

Author visit – Michael Wagner Year F-2

Kimono House Incursion Year 3 /4

Friday 18th August

Bullying No Way – Casual clothes

Kimono House Incursion Year 3 /4

School Closure Monday 4th September

Staff will be engaged in planning for term 4 on Monday 4th September. **There will be no school for children on this day.**

Term 4 closure days will be Monday 6th November and Friday 8th December.

Confirmation Celebration

Our Confirmation Celebration is this **Sunday 20th August, 2023 1pm at Kolbe Catholic College, Greenvale Lakes.**

National Day of Action against Bullying and Violence –this Friday August 18th

Our 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](#).

Father's Day - Open morning and morning tea

Our Father's day open morning and morning tea will be held on **Friday 1st September between 8.30 – 10am.**

On this day the children will share learning and spend time with their dad or significant adult. The children will share a cup cake with their learning group on the day while dads are invited to have morning tea in our prayer space.

We look forward to seeing dads or a significant adult join us at our open morning. For those dads unable to join us due to work commitments we continue to be grateful for the many ways you support our school and your child's learning.

Father's Day Stall

Our Father's day stall will take place on Friday 1st September. All children will be given the opportunity to purchase a gift for their dad or any other special person in their lives. All gifts cost \$5.00. Children are asked to bring a gift bag/plastic bag or carry bag for their gift.

Essendon Visit

We were fortunate to have an impromptu visit from a number AFL Essendon players last week who engaged with a number of our Year 3/4 children. Mr. McDonald has prepared a short clip of the experience.

Re-enrolment 2023

In order to plan effectively for our 2024 school year, families are asked to complete and return a reenrolment form that can be accessed via our Audiri App (Skoolbag). The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2024.

Mother Teresa Feast Day Mass ~ Tuesday 5th September

We will begin our feast day with the celebration of Mass at 9.15am at the school. Families are most welcome to join in the celebration of Mass and a morning tea in the multipurpose learning space after Mass.

Pizza Lunch – Tuesday 5th September

On Tuesday 5th September Parents and Friends are organising a Pizza Lunch for the children, as part of our Mother Teresa Feast Day celebrations. Please complete the order form which will be sent home this week

Mother Teresa Feast Day AFL inflatables - Thursday 7th September

As part of our Mother Teresa feast celebration we will have the AFL inflatables on Thursday 7th September. All children will have the opportunity to engage in this fun actively. The children are invited to wear their favourite team colours or sports clothes on this day.

Murrundindi Pty Ltd Merchandise

Murrundindi has joined with his son Palyan to create a clothing ranged named Murrundindi Pty Ltd. The school has a number of these items available for purchase at the school reception.

Caps \$25

Tote bags \$20

Payment can be made in cash or through transfer to Murrundindi Pty Ltd NAB BSB- 083 543 A/C- 157680227.

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

*"Through the art of storytelling, we can preserve our heritage, educate future generations, and inspire change."
— Philipp Humm*

As thinkers and artists, we took the time and opportunity to interpret and assign meaning to an artwork. We listened to the music from "The Nutcracker" and used the following questions to help guide our thinking.

How is this story being told?

What might the story be about?

Why might the artist be telling the story?

Why might the artist tell the story in this way?

After listening to The Nutcracker, we had the opportunity to share our thinking and the stories we saw in this piece of music.

"When the music got loud it sounded like something bad was going to happen." Olivia

"A story popped in my head. I could see people dancing and singing". Elaria

"It sounded like a giant came and made the earth shake." Nicholas

"It made me think of a piano." Sarkees

"It sounded like something sad happened. The music sounded a bit sad". Klarissa

"I think it's calm music because it sounded smooth." Liam

"I think the artist made this music for a show for people to enjoy." Elaria

"When the music got louder, and the drums got louder it made me think that there was a war happening." Suri

"When the music got loud it sounded like the world was breaking up." Grace

As researchers we explored art created by the artist Andy Goldsworthy. We identified how he creates his art. As artists we explored our outside environment to notice nature and create our own art.

As part of finding out about our compelling question, 'How do we tell our stories?' we are looking for experts from our learning community who would be willing to visit us and share a story. It may be a story from your life, culture or a favourite story you would like to share. If you are interested please contact your learning space teacher.



As **thinkers** we activated our prior knowledge around money by thinking about what we use money for? As **researchers** and **mathematicians**, we had the opportunity to identify, describe and order Australian coins according to their value. As part of finding out more we used a variety of coins and made connections to skip counting to consider how many 10c, 20c and 50c coins make \$1.



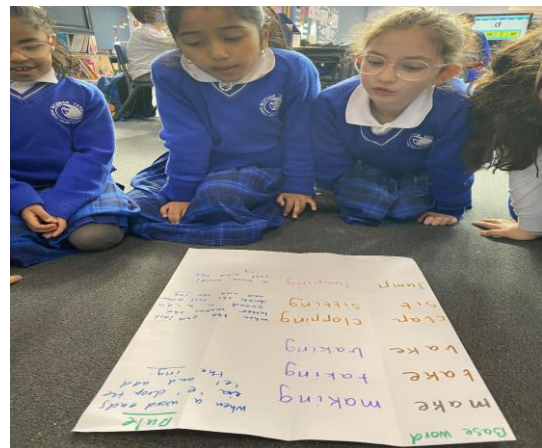
I am sorting the coins by looking at the numbers on the coin.



5 cents is the smallest and \$2 is the biggest

As **literacy learners** some of us **explored** the rules that help us add a vowel suffix to a word. We also observed the meaning of different suffixes. (**ing** – “an action or doing it now”, **ed** – “past tense or it already happened”, **er-** “a person or a job”).

As literacy learners we are looking forward to engaging with author Michael Wagner in Reading and Writing workshops this week.



As **thinkers** and **hermeneutical learners**, we are **finding out** about the skill *I can identify new ideas and how my thinking has changed*. Through dialogue and using the thinking move **building new ideas** we will identify new ideas about the hermeneutical prompt **openness to change and reinterpretation**. We will name and notice the words in the prompt and come up with theories about what they might mean. We will make connections to how we might need to use this prompt when we are thinking and dialoguing with scripture.

As thinkers we will engage in dialogue about what it means to be a literal or symbolic thinker. We will consider;

- What do these words mean?
- What might it mean to be a literal believer?
- What might it mean to be a symbolic believer?
- How might these ways of believing help or challenge our own thinking about scriptures?

Bridging Centre

Year 3– 4 Learning Spaces

‘A central goal of the contemporary teacher is to nurture learner agency. When understood deeply, inquiry-based learning has always been about agency’. Kath Murdoch

In our **Faith and Life inquiry** learning we were **tuning in** to the **learning asset, communicator**, through a **collaborative** process of **generating** an **artwork** as a whole class. We began by unpacking the statement **‘I can respond to, value and respect the opinions of others’** and **reflected** on the context in which the **opinion** of others can be **expressed** through their creative input into an artwork. To create the **artwork** each student took a turn to add a single pipe cleaner to the piece, building on what others had already placed. Throughout the **process** we **paused** and **considered** what we thought the artwork looked like at each stage. At the **conclusion** students had the opportunity to reflect on themselves as learners and how well they showed the statement **‘I can respond to, value and respect the opinions of others’**.

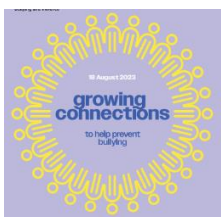
As writers we have **engaged** in several **workshops** with the children’s book author **Michael Wagner** **identifying skills** and **strategies** when can develop to **improve** ourselves as **writers**. A key idea presented by Michael **Wagner** was the importance of using description in our writing to create a **stronger** image in the mind of the reader. To this end we learned about how to use our five senses- **sight, smell, touch, taste and hearing**, to **facilitate** interesting **descriptive** pieces of writing. We also had the **opportunity** to build on our spelling and grammar **literacy skills** by playing a **collaborative** and **engaging** activity, *‘Literacy Baseball’*. We look forward to building on these skills during our independent writing sessions and through our writer’s conferences.

Leadership Centre

Year 5–6 Learning Spaces

If we engage students in learning from and with each other through active discussion and group exploration of content, then engagement will increase, students will become more self-directed learners, and a community of supportive learners able to engage in true collaboration will develop.
Ron Ritchhart 2023

As part of our **Faith and Life inquiry** we will have time and opportunity to engage in the thinking moves **activating prior knowledge, connection making** and **wondering** through the thinking routine **Making Meaning** as we **explore** our understanding, **The Arts can be used to raise awareness of significant events and issues**. This thinking routine will provide us with an **opportunity for constructing collective meaning** by documenting our responses through a **word**, by group members **adding on to someone else’s word with an additional word or phrase** so as to elaborate in some way. As **curious thinkers** we will also **record a personal question** that we would like to **explore** and then **document our understanding** at this moment in time. As part of **finding out** about our understanding, **Art can capture the different perspectives on a moment of time**, we will have an **opportunity to engage** in some **interactive workshops** with our **artist in residence**, Leanne from Kimono House, where she will share her **skills and knowledge** about **traditional Japanese artworks**.



As part of **tuning in** to **The National Day of Action against Bullying and Violence**, on Friday 18th August, as **inquirers**, we will have **time and opportunity** to explore **what bullying is, bullying behaviours and types of bullying: cyber, social, physical and verbal**. As **researchers**, as part of **finding out**, we will gather relevant information and practical solutions by **making connections** and **identifying new ideas** as we view the **Growing Connections** video clip to explore the importance of connections in preventing bullying, and the connections we have in our lives and how these can contribute to bullying prevention. As **thinkers** and **readers** we will use **comprehension strategies** to **interpret** and **analyse information** and **ideas** we have gathered from a variety of sources including the **Kids Helpline text - Bullying**, engaging in a live virtual **eSafety webinar – Be an eSafe Kid: Take action against online bullying** and **viewing** some **short film clips**.

As readers, as part of **tuning in to Read Grow Inspire Week**, we will **view** a short clip to help us **find out** about **Matt Ottley's interpretation** of his artwork. As **collaborators** we will have **time and opportunity** to engage in some **interactive writing games** in a workshop with author Michael Wagner. As readers, as part of examining literature we will **identify, describe and discuss similarities and differences** between **Michael Wagner's texts**, to help us **find out characteristics that define his individual style**, including **vocabulary, narrative point of view, grammatical structures and visual techniques**.



As part of **Measurement and Geometry** we will be **engaging** in the **thinking moves making connections, identifying new ideas and questioning** as we **explore angles** and identify the size of a right angle as 90° and find out about acute, obtuse, straight and reflex angles. As **mathematical inquirers** we will be **exploring** ways we can **measure and construct angles** using both **180° and 360° protractors**, and **investigating**, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. We will be **exploring the mathematical language** – angles, vertex, degrees, protractor, measure, obtuse, acute and reflex through a variety of **hands on, written and interactive learning opportunities** to **develop our understanding about estimating, measuring and comparing angles using degrees and constructing angles using a protractor**. As **mathematical thinkers** we will engage in the **thinking moves reasoning with evidence and identifying new ideas** as we **document** our ideas and changes in thinking through the **thinking routine Claim-Support-Question**.

Term Three Dates 2023

Sunday 20 th August	Confirmation Celebration 1pm
Friday 1 st September	Father's day open morning and morning tea Father's day stall
Sunday 3 rd September	Father's day
Monday 4 th September	School Closure day – Staff Planning No school for children this day
Tuesday 5 th September	Mother Teresa Feast Day
Thursday 7 th September	Mother Teresa Feast day celebration AFL inflatables
Tuesday 12 th September	Experience Music Soiree
Friday 15 th September	Term 3 ends at 1.30pm

Term Four Dates 2023

Monday 2 nd October	Term 4 begins 8.50am
Friday 6 th October	Year 5/ 6 excursion to Healesville group 1
Monday 6 th November	Year 5/ 6 excursion to Healesville group 2 School Closure Day – report Writing No school for children this day
Tuesday 7 th November	Melbourne Cup- Public holiday No school for children this day
Wednesday 15 th November	Foundation 2024 Orientation session 1
Wednesday 22 nd November	Foundation 2024 Orientation session 2
Thursday 30 th November	Kolbe Orientation Day Year 7 2024
Friday 8 th December	School Closure Day – planning 2024 No school for children this day

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.



KOLBE CATHOLIC COLLEGE
GREENVALE



COLLEGE TOUR

Tuesday 8 August at 9:30am

We are delighted to invite you into our College to meet the Principal and tour our facilities.

Register online now



scan me

www.kolbecc.catholic.edu.au