



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

31<sup>st</sup> 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,

*Preparations for Foundation 2024 have begun with interviews underway. It is affirming to meet with families who wish to join our learning community because they have heard many positive things about our school in the wider community. This is further expressed by current families enrolling a second or third child at our school. In the past weeks at interview current families have shared positive experiences of learning and the range of learning opportunities provided by a dedicated and caring staff. This is great to hear.*

*Despite teacher shortages across the education sector we maintain our commitment to an inquiry approach to learning that seeks to provide stimulating learning opportunities for 21<sup>st</sup> century learners, in a contemporary learning environment. We continue to seek passionate and committed educators to join us.*

*At Mother Teresa PS we represent the richness of the Catholic dialogue school, evident in our multifaith and culturally enriched community. We are supported by numerous consultants —some of education's best. Each consultant promotes our commitment to inquiry learning, the foundations of literacy and numeracy, and to the Catholic dialogue school.*

*While I have shared the following reflection and promotion by Kath Murdoch of our school before, I believe it is worth considering again in light of who we are and what we are promoting*

*It is not often you have the experience of watching a school be 'born' and then being part of its life and growth over many years. I have been so fortunate to partner with Mother Teresa Primary School since it opened and am excited to say there are several teaching positions advertised for 2023. This is not a school for teachers who want to close their classroom door, hand out worksheets and avoid high expectations of professional learning and growth. Over the years, MTPS has partnered with myself, Ron Ritchhart, Debbie Sukarna and others to ensure they offer a contemporary, thoughtful, challenging inquiry based approach to teaching and learning. Located in outer Melbourne, this is a suburb rich with cultural diversity. This is a school for passionate, open minded, learning oriented teachers willing to embrace flexible learning spaces and collaborative planning (Murdoch, November, 30, 2022).*

*A commitment to high expectations of professional learning, learning and teaching practices enacted through engagement with theory and practice and accountability is commendable and sees our staff continue to engage in this community to provided excellence in Catholic Education at Mother Teresa PS.*

*We continue to share our practice and in the coming weeks will host a number of educators from Canberra who will be visiting to observe our practice and to engage with staff about our learning and teaching approaches.*

Kind regards,

**Chris**

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

#### **Monday 31st July**

Welcome Kath Murdoch - Inquiry consultant

Welcome Colleen Monaghan

Welcome Murrindindi

#### **Tuesday 1<sup>st</sup> August**

Welcome Kath Murdoch - Inquiry consultant

Professional learning – Planning

F- 2 Excursion to NGV

#### **Wednesday 2<sup>nd</sup> August**

Professional Learning – Faith & Life Inquiry

#### **Thursday 3<sup>rd</sup> August**

Welcome Bishop Terry Curtin

F- 2 Excursion to NGV

#### **Friday 4<sup>th</sup> August 28<sup>th</sup> July**

Author visit – Welcome Michael Wagner

### ***Leadership Centre Landscape Works***

The entry to our Leadership Centre is receiving an upgrade with new paving and landscaping to be completed in the next five weeks. This area which already displays images of both the Christian and Wurundjeri creation stories will be further enhanced by the presence of statues of Bunjil the Wurundjeri creator spirit and the Christian Holy Spirit. Thanks to the members of our leadership centre who endured a bit of noise at the end of last week as some demolition works took place.

### ***Murrundindi Pty Ltd Merchandise***

Murrundindi has joined with his son Palyan to create a clothing range 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.

### ***Bishop Terry Curtin Visit***

This Thursday we will welcome Bishop Terry Curtin who will visit our Confirmation candidates and join the staff for lunch.

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

Confirmation candidates are reminded to return details of baptism, confirmation name and sponsor details by the end of this week.

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

- 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.**

### ***First Eucharist Photos***

Children who received First Eucharist this year received their photos today. Parents are asked to ensure they check their child's bag for these.

### ***National Day of Action Against Bullying and Violence – August 18<sup>th</sup>***

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 18<sup>th</sup> 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***

#### ***Foundation- Year 2 Learning Spaces***

*"Inquiry both activates and is activated by curiosity. When we use an inquiry-based approach to our teaching and learning, we deliberately foster curiosity, and we show learners that their questions matter." (Kath Murdoch, 2023)*

As **inquirers**, and in connection with our Term 3 compelling question ‘*How do we tell our stories?*’ we are continuing to **find out** what we know about stories, and the various ways in which they can be shared with others. We are continuing to unpack the understanding ‘How might the arts help us tell stories?’ through engaging in shared experiences that encourage us to consider the various forms of art that can be used to tell stories. Some of us have engaged in our excursion to the National Gallery of Victoria and will begin to sort out our thinking and discoveries. As **thinkers**, we will identify **what** we discovered and **how** we found out. We will consider the different ways we were **researchers**, such as **looking closely** at the different forms of art and **listening to experts**. Some of us will be engaging in our excursion to the National Gallery of Victoria throughout the week to extend our first thinking and find out more about telling stories through the arts.



As **hermeneutical learners**, we have been **tuning in** to the letter from Paul to the Galatians by **activating our prior knowledge** and sharing our thinking about the scripture through **dialogue with others**. As part of finding out, we will engage in the thinking routine **Word-Phrase-Sentence** to identify words, phrases and sentences that stand out to us. We will engage in the hermeneutical prompt ‘*openness to change and reinterpretation*’ by being open-minded and thinking deeper about the key words from the text, as we consider what it is trying to tell us.



As **mathematical thinkers**, we will reflect on our learning of the mathematical concept of **addition** and **subtraction** by identifying and practising the various strategies we have been focusing on using when solving number sentences and worded problems. We will continue to **justify our thinking by reasoning with evidence** and identifying the most efficient strategy to use when solving these. In the coming week, we will begin **tuning in** to the mathematical concept of **time**.

As **literacy learners**, we are continuing to develop our reading and writing strategies by engaging in shared reading experiences and writing conferences with our teachers. We will continue to focus on the **purpose for writing** by considering what we want our reader to know, think and feel. Similarly, we will zoom in on the purpose of various texts, as we unpack the author’s message and make connections to the texts we are reading.

### ***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)*

As part of our **Faith and Life Inquiry** compelling question ‘**How does art connect communities?**’ we have had **time** and **opportunity** to **tune in** to our **thinking**. During this **phase of inquiry**, we begin



to ask ourselves – *what do we already think, know, and feel? How do we think this might work? What ideas do we already have? What are we wondering? Why is this important?* As **thinkers**, we have been **focusing** on **developing** the **skill** of using **visual organisers** and **other means** to **show and share our thinking**. Through **dialogue** with each other, we have been **respectful**, **responsive**, and **empathic** in **sharing** our **thinking** about **different ways** we can **make our thinking visible**.

During the **finding out** phase of **inquiry** – we *search for information, we talk to people who might know more than we do, we try things out, we test and experiment, we read, we view, we observe, we listen...* As **researchers**, we are beginning to **search for new ideas**. We have and will continue to **look**, **listen** and **view** a range of clips on our Padlet from Behind the News that will allow us to **extend** our **thinking**. As we **demonstrate** skills as **communicators**, we will **share our thinking** using The 4Cs **thinking routine**. This **thinking routine** allows us to **make connections** to our **prior knowledge**, **identify challenges** or **wonderings**, **consider** some **important concepts** and allow ourselves to recognise **how** our **thinking** is **changing**. As **inquirers**, we are beginning to unpack the understanding – ‘*Communities express their identity through a wide range of art forms.*’


**COMMUTATIVE PROPERTY OF MULTIPLICATION**

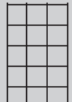
Facts To Learn: Commutative versions of all applicable facts.

Numbers may be multiplied in any order without affecting the product.

Teaching Tools:

- Arrays

 3 rows of 5

 5 rows of 3

As **mathematicians**, we are continuing to **find out** **efficient strategies** to **represent** and **solve multiplication problems**. As **thinkers**, we have been using **concrete materials** such as counters to make arrays and groups. We are practising - **making it, saying it, recording it**. One **connection** we are making from our previous learning with addition and subtraction is the strategy ‘**commutativity**’ – looking

at the order of numbers does not affect the **product**. We are continuing to unpack the **language** associated with **multiplication** and **division** such as – *product, multiply, multiple, times, repeated addition, equal groups, arrays, divide, sharing equally, grouping equally, arrays and remainder.*

This week, some of us had **time** and **opportunity** to **engage** in ‘**Maths Explorer**’. This **opportunity** allows us to **collaborate** with our **peers** and work together to **make decisions** about the way we **explore** different **open-ended problems**.

## **Leadership Centre**

### **Year 5–6 Learning Spaces**

*Treating ‘topics’ as case studies and finding the conceptual connections that arise from them ensures our journeys of inquiry not only build knowledge but strengthen deeper, sustained conceptual understanding over time. Kath Murdoch 2023*

As part of our Faith and Life inquiry we are **engaging** in **learning opportunities** related to our compelling question: **How can I express my identity?** The **learning** we **engage** in during our **Faith and Life** inquiry will help us to understand how:

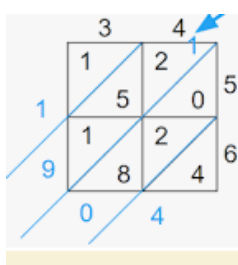
- **The arts can be used to express identity.**
- **Art can capture the different perspectives on a moment in time.**
- **The arts can be used to raise awareness of significant events and issues.**
- **Creativity can be used to respond to and to manage the challenges in our lives.**

As part of **tuning in**, to our Faith and Life inquiry, we will have **time and opportunity**, to use **natural materials**, to represent our **current understandings** about the **concepts** - **perspective, expression, creativity, challenge** and **identity**. As **reflective thinkers** we will **document** what we have **created** and what we **notice** about ourselves as **learners** whilst we are **engaging** in this task.

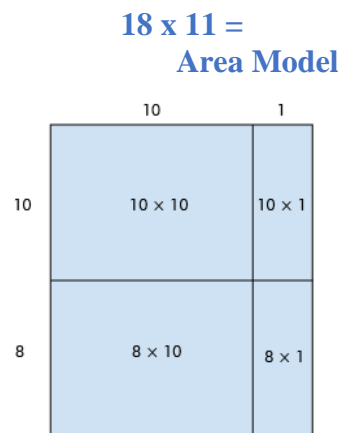
As part of **finding out** about some of our wonderings related to the text, Letter of Paul to the Galatians (5:22-23), as **critical thinkers** we will **read a commentary** and **view** a short clip related to **Three Worlds of the text**. We will consider **what this text means for us today** and **engage** in the thinking moves **making connections** and **uncovering personal reactions**. We will **document our thinking**

using the sentence starter - *This text speaks to me of a world in which ...* As we will be **reflecting critically**, and **engaging in a continuous process of dialoguing with others** we are learning in a **hermeneutical way**. As **collaborators and communicators** we will **listen respectfully and actively to others** and engage in the thinking routine **What makes me say that?**, as this supports us to **share our current interpretations with evidence** and encourages us to **understand multiple perspectives**.

As part of Number and Algebra as **mathematicians and inquirers** we are engaging in **learning tasks** about **multiplication and division**. We are using a variety of **mathematical tools** to help us solve problems involving **multiplication of large numbers by one or two digit numbers** using **efficient mental and written strategies**. As part of **finding out** we will be exploring **strategies for multiplication** such as the **area model**, the **lattice method** and the **partitioning of numbers**. As **curious and flexible mathematicians** some of us will be investigating the **distributive law** and using **arrays to model multiplication**. Some of us will solve problems involving **division by a one digit number**, including those that **result in a remainder**. Some of us will be applying a **range of strategies** to **solve realistic problems** and **commenting on the efficiency of different strategies**. As inquirers, as part of **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**.



$34 \times 56 =$   
Lattice method



$18 \times 11 =$   
Area Model



As part of **finding out**, during this term, **Year 6 students** will be engaging in the **Kids Helpline workshop - Transition to High School**. This is an opportunity for children to engage with a **qualified Kids Helpline counsellor** and **explore** what they are

**excited/worried about secondary school** and, what they are going to miss about primary school. This **interactive and engaging workshop** will provide children with the opportunity to **discover tips and strategies**. Click on the link below to hear from one of the Kids Helpline counsellors in regards to the Transition to High School Module.

<https://schools.kidshelpline.com.au/schools/home/sessions/transition-high-school>

Children in Year 6 will be engaging in the workshop on the following days:

Year 5/6 4 - Wednesday 2<sup>nd</sup> August

Year 5/6 1 & Year 5/6 3 - Tuesday 8<sup>th</sup> August

Year 5/6 5 - Tuesday 22<sup>nd</sup> August

Year 5/6 2 - Wednesday 30<sup>th</sup> August

## Term Three Dates 2023

Saturday 12<sup>th</sup> August

Sunday 13<sup>th</sup> August

Sunday 20<sup>th</sup> August

Tuesday 5<sup>th</sup> September

Thursday 7<sup>th</sup> September

Friday 15<sup>th</sup> September

Confirmation Sign Up Weekend

Confirmation Sign Up Weekend

Confirmation Celebration 1pm

Mother Teresa Feast Day

Mother Teresa Feast day celebration AFL inflatables

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.



**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](http://www.kolbecc.catholic.edu.au)**