



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

7th August 2023,

"Let us always meet each other with a smile, for the smile is the beginning of love" Mother Teresa.

To All In Our Learning Community,

It was wonderful to have Bishop Terry, the Melbourne Catholic Archdiocesan Northern region bishop join our learning community last Thursday. Bishop Terry met with our Year 5 /6 children with a particular focus on those to receive the Sacrament of Confirmation on Sunday 20 August.

While talking with the children Bishop Terry asked about saints names inviting Confirmation candidates to share the names they had chosen. The choosing of a Confirmation name is an important part of preparing for and celebrating Confirmation. While affirming faith in the Catholic tradition the candidate is sealed with the gift of the Holy Spirit and calls upon a saint whose life they can be imitated. This imitation does not extend to enduring the gruesome death some saints endured but rather considering their desire to be more Christ-like, that is, another Christ. The Christian is therefore called to be Christ in the world. This notion of being another Christ is beautifully express in a poem attributed to St Teresa of Avila

*Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which He looks
Compassion on this world,
Yours are the feet with which He walks to do good,
Yours are the hands, with which He blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are His body.
Christ has no body now but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
compassion on this world.
Christ has no body now on earth but yours.*

Our Confirmation candidates like all Christian people are called to be Christ in the world. What might this mean to our confirmation candidates? What might this mean for others in our learning community?

Kind regards,

Chris

This Week's Happenings

Monday 7th August

Author visit – Welcome Michael Wagner

Tuesday 8th August

Author visit – Welcome Michael Wagner

Professional learning – Planning

Wednesday 9th August

Professional Learning – Faith & Life Inquiry

Thursday 10th August

Author visit – Welcome Michael Wagner

Foundation Interviews for 2023 continue

Friday 11th August

Confirmation Preparations and Celebrations

- 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 – Friday August 18th

Our Peer Mediators are leading our school response to the National Day of Action against Bullying. They are running a colouring competition to promote student voice against bullying. A casual clothes day to be held 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.

NAPLAN Results

Children in Year 3 & 5 who participated in NAPLAN this year received their results via an envelope addressed to their parents today.

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

As **hermeneutical learners** we will **extend our thinking** about the scripture text from the letter of St Paul to the Galatians. We will listen again to the Galatians text 5:22 -23 and engage in dialogue about what this means for us today as a **Catholic dialogue school**. We will consider; *How might we show love and kindness? How might we be open to God's Spirit? What might the world look like today if people don't behave in these ways? What makes it hard for us as humans to behave in these ways?*

As literacy learners we will use the comprehension strategy 'visualising' to picture in our mind what **God's Spirit** might be like. As we listen to music and visualise, we will use pictures, colours and symbols to help us **see new layers of meaning** about the text. We will **reflect critically** about what this text might mean by sharing any wonderings we might have.

As **thinkers** and **artists**, we will **find out** and **sort out our thinking** about how we might tell a story through art. Through using loose parts (We will use a split screen to consider *what* story we might tell through using loose parts and *how* we can tell a story using different art forms.

As **researchers**, we are **finding out** about artists, their stories and the different ways stories are told by engaging in various artworks. We will **activate our prior knowledge** and organise our thinking using a **data chart** when investigating the artworks. These include; animation, dance, music, puppetry, plays and paintings. The main questions we will consider are:

How is this story being told?

What might the story be about?

Why might the artist be telling the story in this way?

As **mathematicians**, we are beginning to find out about the concept of **money** and **financial mathematics**. We will engage in the thinking routine **See Think Wonder** to recognise and describe the

features of Australian coins. We will count and order small collections of Australian coins and notes. We will make connections between both addition and subtraction.

Bridging Centre

Year 3–4 Learning Spaces

Today the year 3/4 students had the opportunity to engage with writer and author Michael Wagner. His expertise in writing children's books will help our children find new and exciting ways to write and how to be creative with their writing. We look forward to seeing the connections that the children can make to their writers notebooks as well as independent writing.

To tune in to our inquiry 'How does art connect communities?' The children will have the opportunity to explore a variety of public art forms that are around Melbourne and some even closer to us including the tubular bells at Craigieburn central. We will observe images and videos of different art forms to help make connections to the following prompt questions: **What is the art form? What might the artist be communicating? How might this connect to the community? and Why is it there?** These questions will become the key means of reflecting throughout our inquiry. These public art forms will open the children's perspectives on what art is and help see art in different ways.

As part of finding out if anyone knows any local artists of any art form that would be interested in coming and speaking to some Year 3 / 4 children about their art, please contact your child's learning space teacher. These opportunities will enable our children to open their perspective to the art in the community as well as identifying what art means to them.

As mathematicians, we are continuing to explore the concepts of multiplication and division. Some children will be engage in focus groups and independent learning focusing on multiply decimals while others are focusing on worded problems and identify what the questions are asking us to solve. Many learners will continue to explore using strategies such as arrays, repeated addition, skip counting, groups of and number lines to help us solve mathematical problems and others will extend these strategies into identify amounts that are times as many as others.

Leadership Centre

Year 5–6 Learning Spaces

If we normalize learning from mistakes and make struggle and failure a regular part of learning by creating tasks that are purposeful, engaging, challenging and self-differentiating, then all students will experience deeper, more long lasting, and robust learning outcomes while developing as self-directed learners with a growth mindset. Ron Ritchhart 2023

As part of **tuning in** to our Faith and Life inquiry understanding, **The Arts can be used to express identity**, we will **engage** in the thinking moves, **activating prior knowledge** and **making connections**, as we **document** our **first thinking** in response to **What is Art?** As **curious researchers**, as part of **finding out** we will **view** some short film clips to help us **identify new ideas** about what makes and defines art. We will document our **discoveries** using the tool **sketch noting** – recording our thinking with the use of illustrations and text.

As **open-minded** and **reflective thinkers**, we will engage in the thinking moves **connection making**, **identifying new ideas** and **raising questions**, through the thinking routine, **Connect-Extend-Challenge** as we **find out** new information about Letters and Epistles, from the text, *The World of the First Christians*, and explore a map of Paul's travels to help us **interpret** and **develop a deeper understanding and insight** about the Letter of Paul to the Galatians (5:22-23). We will be **learning hermeneutically** as we engage in the continuous process of **seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing with each other**. We will **consider what this text might tell us from a future orientated perspective. What does this text talk to us about the world?**

As **writers**, as part of **finding out**, we will have another **opportunity** to **engage** in a **workshop** with **author Michael Wagner**, with a particular focus on **developing** our **descriptive writing skills**. As **resourceful** and **flexible thinkers** we will have **time and opportunity** to **create** texts that **‘makes pictures pop in our reader’s mind’** by including **sense impressions** and taking the time to **‘go there in our mind’** by looking around for and including interesting sights, sounds, smells, tastes, and touches when **describing places** in our written texts. As **writers** we are **developing new insights** about the **purpose** of our **Writer’s Notebook** –to **build our schema**, to help us **think more deeply** and to **create a real purpose** by **collecting seeds** that will **spark our ideas** as writers. As **writers** we are taking the **time and opportunity** to **consider the person who will be reading our writing** and what we hope or want them to **know, do, be, create, think, or learn** after they have read our texts.

As **mathematical thinkers** we are **consolidating** our understanding of and skills in calculating **perimeter**. As **curious and flexible thinkers** we are **engaging in learning opportunities** that are meaningful and support the development of both content and all four of the Proficiencies in the Victorian Curriculum: Mathematics (fluency, reasoning, understanding and problem solving). Some of us are engaging in **solving word problems**. For example: *The perimeter of a playground is 42 metres. If the length of the playground is 7 metres what is the width of the playground and what makes you say that? Show two ways that you solved this word problem to prove your response.* Some of us are **engaging in tasks** from (re)Solve – **Maths by inquiry**, where we are **exploring** the *possible perimeter of a bumper car ride that has a floor area of 48 m²* and we will form generalisations about the differences in side lengths and the impact of this on the perimeter. Some of us are engaging in the **interactive game** on Toy Theatre – **Perimeter Climber** where we have an opportunity to add up the lengths of each side of the polygons by using addition and multiplication strategies.
<https://toytheater.com/perimeter-climber/> As reflective thinkers, as part of our Home Learning we can also consolidate our understanding about Perimeter by viewing this Maths Antics video clip <https://www.youtube.com/watch?v=AAy1bsazcgM>

Term Three Dates 2023

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.



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