



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

5th September 2023,

"During this Season of Creation, let us dwell on those heartbeats: our own and those of our mothers and grandmothers, the heartbeat of creation and the heartbeat of God. Today they do not beat in harmony; they are not harmonized in justice and peace." Pope Francis 2023

To All In Our Learning Community,

Today we celebrate the Feast of Teresa of Calcutta, a woman who took up the invitation to be Christ-like in her life and through this acknowledged and promoted the dignity of each person. She chose to work with the poorest of the poor but did not choose which ones to help, offering care to all.

While we may not have the capacity to work with the poorest of the poor the Catholic Dialogue School invites each of us to consider the Catholic story in light of our own religious or philosophical positions. It invites each of us to consider how we might acknowledge and promote the dignity of each person. If we accept the invitation it is one that requires of us a respect towards others- male, female, black, white, Christian and non- Christian.

In the life of a school witness to the dignity of each person is seen through the positive daily interactions with others speaking appropriately and solving differences in a respectful way. Our Catholic Dialogue School with a whole school focus 'Hospitality and Dialogue...an invitation to encounter' cannot be enacted without words and actions that express a fundamental belief in the dignity of each person.

In the gospel from Matthew 25: 35-40 read at our feast day Mass today we discovered that the face of Christ is visible in all we meet.

For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me

In his recent visit Apostolic visit to Mongolia (31st August- 4th September, 2023, Pope Francis reminded us that Christians do whatever they can to alleviate the suffering of the needy, because in the person of the poor they acknowledge Jesus, the Son of God, and, in him, the dignity of each person, called to be a son or daughter of God. As we continue to reflect on the life of our patron Mother Teresa and Matthew's gospel - How will we offer hospitality and dialogue with others? How will our dialogue be respectful and inclusive of others? How will our interactions reflect a belief in the dignity of each person with whom we engage?

Kind regards,

Chris

This Week's Happenings

Monday 4th September

Staff Professional Learning day

Tuesday 5th September

Mother Teresa Feast day Mass 9.15am

Feast Day Pizza Lunch

Professional learning – Planning

Wednesday 6th September

Professional Learning – Faith & Life Inquiry

Thursday 7th September

Mother Teresa Feast day celebration AFL Inflatables

– Coloured sports clothes

Friday 8th September

Take Home Books and Novels ~ Care required

Borrowing books is an important part of our Home learning. We are currently experiencing damage to Take Home books including ripping, drawing, and cutting on pages of books as well as books damaged through water spillage. While we consider ourselves well-resourced at Mother Teresa School we do not have money to waste! Please ensure that children are caring for books borrowed and keep them from younger children.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS)

Today families will receive a personal email letter regarding school improvement surveys. This email will contain links to the survey, along with a personal pin inviting you to take part in our school survey. The feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices.

The survey will close on Friday 15th September the final day of term 3.

Term fee accounts

Fee accounts for term 3 were emailed to families last week. Please check your inbox, bin or spam for your account. Fees are an important part of our school income. Payment is due Friday 1st September. Please attend to your account to save follow ups from administration staff.

Re-enrolment 2024 ~ Please complete this week

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 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.

Bullying No Way – Final tally of money raised

On August 18th our school engaged in the National Day of Action Against Bullying and Violence by dressing up in casual clothes with yellow. Through this action we raised \$427.85. This money will go to Dolly's Dream. Thank you for all the people who entered the coloring competition and helped us raise the money. The artwork will be turned into books and shared with the Learning spaces in early Term 4.

Thank you from the Peer Mediators and Miss Canny

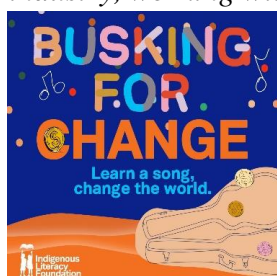
School Closure Days Term 4

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

Mini Vinnies News

Indigenous Literacy Foundation – Busking for Change and Second-Hand Book Sale

As part of Mini Vinnies, once again we are supporting the Indigenous Literacy Foundation (ILF). The ILF, “...is a national charity of the Australian book industry, working with remote Aboriginal and Torres Strait Islander Communities



across the Nation.” (ILF) The work of the ILF seeks to close the literacy gap that exists between non-Indigenous and Indigenous Australians.



This year we are participating in *Busking for Change*. ‘Busking for Change’ invites schools around Australia to learn and perform the song, *Words Make the World go ‘Round* by Josh Pyke. We have created a singing group who are learning the song and will be busking to raise money (time and date TBA) If you

would like to donate in support of the work of the ILF and our goal of raising \$500 you can do so via our fundraising page - <https://buskingforchange.ilf.org.au/mother-teresa-catholic-primary-school>

We will also be holding a second-hand book sale to raise money but also provide opportunities for our learning community to recycle and reuse books. If you have any books you no longer want you can begin to leave book donations in boxes around the school.

Massimo and Vivien on behalf of Mini Vinnies

Food and toiletries donations

As part of our ongoing support of the St. Vincent DePaul Craigieburn Chapter, we are inviting our families to donate when they non-perishable food items and toiletries on an ongoing basis. Baskets will continue to be located in the main building, Bridging and Leadership centres for donations for the remainder of the year.

Many thanks for the ongoing support of our Learning Community.

Benjamin on behalf of Mini Vinnies

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

"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)

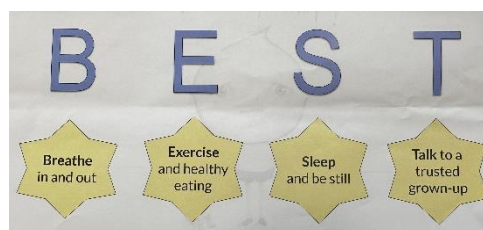
As **inquirers**, and in connection with our Term 3 compelling question *'How do we tell our stories?'*, we are continuing to **find out** what we know about stories, and the various ways in which they can be shared with others. Last week, we had the opportunity to engage in a shared experience with Aboriginal elder, Murrundindi, where he shared the story of Bunjil and Indigenous animals through dance. We unpacked how Corroboree dance is used to express stories by the Aboriginal people of the Kulin nations and made connections to the understandings *'Everyone has a story to share'* and *'Sharing our stories can help us understand ourselves and others'*. As **thinkers**, we considered how our thinking has changed by **identifying new ideas** through using the thinking routine *'I think, and Now I think...'*



As **mathematical thinkers**, we have been **finding out** about the mathematical concept of **fractions**. We will continue to develop our understanding of fractions using concrete materials, to further explore the fractional quantities of halves, quarters and eighths. We will explore how these fractions can be represented in shapes and collections as equal parts of a whole. We will use our growing understanding

of fractions to **make connections** to the concept of **time** and recognise how they can be used to tell the time of half past and quarter past.

As **researchers**, we had time and opportunity to engage with children’s book creators, Rick and Andy. We engaged in a shared reading of the text ‘Why Worry Wally?’ and considered why the author might be telling this story and what message the book was trying to convey. As **thinkers**, we **made connections** to the text by sharing our interpretations of the text, along with some of the worries we may face in our own lives. We then explored a range of strategies that we can use to help calm our bodies and minds when we are feeling worried. We found out about the approach and explored each strategy through and mindful practises.



of strategies when we ‘BEST’ movement

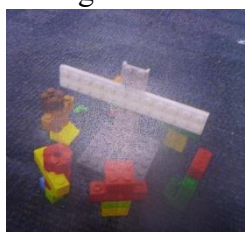
As **hermeneutical thinkers**, we are **finding out** about **prayer** and the **Season of Creation** as called by Pope Francis. We will use the thinking moves **zooming in** and **looking closely**, by viewing the image of a seal impacted by human actions and choices. We will **engage in dialogue** with each other to share what it got us thinking about in connection to caring for the environment. As a Catholic Dialogue School, we will listen to Psalm 8 and view the letter, ‘*Laudato Si*’, written by Pope Francis, to **reflect critically** on what it might mean to care for creation through a Catholic Lens. Furthermore, in honour of our Patron Saint, Mother Teresa, we will be celebrating our feast day as a whole school through engaging in Mass, along with a number of learning opportunities that will enable us to **extend our thinking** and **make meaningful connections**. We will **reflect hermeneutically** on our findings to uncover **new layers of meaning**, and share our thinking through dialogue and documentation.

Bridging Centre

Year 3– 4 Learning Spaces

“Perhaps the most pure form of inquiry occurs through play. Play is a vehicle through which children investigate their world, test their theories, explore and create.” (Kath Murdoch, 2015)

As part of our **Faith and Life Inquiry compelling question** this term ‘**How does art connect communities?**’ We have had **time** and **opportunity** to **explore different art materials** around our **learning space** as a way to **represent** our **thinking** about **community**. As part of **investigating** this **big idea** around ‘**community**’ this term, we have **engaged** in texts, listened to clips and engaged with Aboriginal elder Murrundindi to **extend** our **thinking** and **understanding** of what this word means to different people. As part **reflecting and taking action** with our **thinking**, we have revisited the **learning assets, skill and dispositions** – of being a **communicator** and what it means to be **respectful** and **value** other people’s thinking. We **engaged in the thinking routine** ‘**I Used to Think... Now I Think...**’ This **routine** helps us to **reflect** on our **thinking** about **art** and **communities** and **explore** how and **why our thinking has changed**. It helps **consolidate new learning**. Below are some students thinking shared within the learning space...



Christian’s thinking...

‘This story is about Catholic people praying to God. As a community, this story is also about being a Catholic person and having a connection to God, to be part of him. As a Catholic dialogue school, we engage in hermeneutical prompts to show our thinking and talk about Catholic traditions.’



Adriana’s thinking...

What story is behind this? The story behind this art is opening hearts ready to welcome others to start communicating. It is telling us that different people make a community better with friends, family and other cultures.’

As learners and as part of **engaging** with **Kids Helpline**, some of us had **time** and **opportunity** to **participate** in a **Bullying workshop**. Through this **interactive workshop** on **Microsoft Teams**, we **explored** the **difference** between **bullying vs mean moment**, **people** in our lives we can turn to for **support**, the **role** of being an **upstander** and the **different types** of **bullying** that can occur. As part of **reflecting upon** this **learning opportunity**, we **demonstrated** the **skill** of using **visual organisers** to **show** and **share** our **thinking**. We **collaborated together** and **considered** what this means in our learning community and in what ways we can *stand up, interrupt, speak out and tell someone* when we see **bullying** happen.

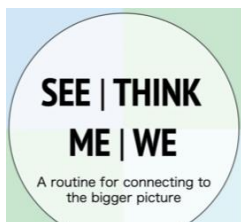
As **mathematicians**, we are continuing to **explore** the **properties** and **features** of **2D and 3D shapes**. In **playing** with **different shapes**, we are also **finding out** about **symmetry** and **transformation**. In the coming week, we will be **tuning in** to **angles**.

According to the Victorian Curriculum by the end of year 3, students need to identify angles as measures of turn and compare angle sizes in everyday situations. By the end of year 4, students need to compare angles and classify them as equal to, greater than or less than a right angle.

Leadership Centre

Year 5–6 Learning Spaces

When we ask students to reflect on what they learned, how they learned it and the questions they still have, we are building self-knowledge and getting evidence of the degree to which they are noticing their learning (metacognition). Kath Murdoch



As part of our Faith and Life inquiry understanding, **The arts can be used to express identity**, we will have time and opportunity to **explore** the bronze statue of Mother Teresa and child, located in our Learning community, by artist Christine Sage. In particular we will engage in the thinking moves **observing closely**, **connection making**, **perspective taking** and **interpreting** through the thinking routine **See Think Me We** – a routine for connecting to the bigger picture. **SEE:**

We will look closely at the artwork and identify and describe what we see. **THINK:** We will document some of our thoughts about the artwork. We will consider what's going on in the artwork? What might it mean? What makes us say that? **ME:** We will document some personal connections we make between ourselves and the artwork. **WE:** We will consider how the artwork is connected to bigger stories - about the world and our place in it. **As researchers** as part of **finding out**, we will have an opportunity to explore the **process** of Christine Sage's artwork as we view the stages, from design to installation, in her text *Mother Teresa and Child* by Sage Bronze Sculptures.

As part of **Faith and Life inquiry**, **How can I express my identity?**, we will have **time and opportunity** to reflect on ourselves as learners and engage in the thinking moves **reflecting**, **connection making**, **interpreting** and **reasoning with evidence**. We will use the **SOLO taxonomy of understanding** as this helps us to **think deeply** and **make connections** between elements of an idea. The taxonomy, which stands for '**Structure of Observed Learning Outcome**' provides **five levels of understanding** that can be helpful when analyzing our learning:

Pre-structural - I don't understand and I need help.

Uni-structural - I have one idea. I can identify, name and follow simple instructions.

Multi-structural - I have several ideas. I can describe, calculate, list and combine these ideas.

Relational - I have several ideas. I can analyze, solve, apply, argue, compare, contrast, justify, explain, relate and question these ideas.

Extended abstract – I have several ideas and I can link them and look at these ideas in a new and different way. I can create, predict, reflect, imagine, generate and create theories.

As part of **Digital Technologies**, we will be engaging in a **live virtual webinar**, “Be an E-Safe kid. Protect Yourself”, to help us identify ways to protect ourselves online and what to do if things go wrong. As part of **finding out** we will learn how to **use device settings** to **protect our personal information**. As **contributors**, during the webinar, we will be **invited to offer our ideas to the group** and **identify possible solutions to different scenarios**, by engaging in learning tasks created by e-Safety.

As **mathematical thinkers** we will be engaging in our **final competition** on Wednesday 6th September, for Maths Olympiad and Maths Games. As **persistent, curious** and **flexible learners** this is an **opportunity** for us to **apply our mathematical problem solving strategies**. The questions will focus on **challenging us to be risk takers** and to **think flexibly** and **creatively** when solving mathematically-based problems.

Term Three Dates 2023

Tuesday 12th September
Friday 15th September

Experience Music Soiree
Term 3 ends at **1.30pm**

Term Four Dates 2023

Monday 2nd October

Term 4 begins 8.50am

Wednesday 4th October

Year 5/ 6 excursion to Healesville group 1

Friday 6th October

Year 5/6 excursion to Healesville group 2

Thursday 12th October

Year 5/ 6 excursion to Healesville group 3

Monday 23rd October

Year 5/6 excursion to Melbourne Zoo

Tuesday 24th October

Year 5/6 – 3 excursion to Parliament

Wednesday 25th October

Foundation – Year 2 excursion to Melbourne Zoo

Thursday 26th October

Foundation – Year 2 excursion to Melbourne Zoo

Monday 30th October

Foundation – Year 2 excursion to Melbourne Zoo

Monday 6th November

Year 3/4 excursion to Latrobe Wildlife Sanctuary

School Closure Day – report Writing

Tuesday 7th November

No school for children this day

Melbourne Cup- Public holiday

Wednesday 15th November

No school for children this day

Wednesday 22nd November

Foundation 2024 Orientation session 1

Thursday 30th November

Foundation 2024 Orientation session 2

Friday 8th December

Kolbe Orientation Day Year 7 2024

School Closure Day – planning 2024

Thursday 14th December

No school for children this day

Year 5/6 Bowling Excursion

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.