



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

9<sup>th</sup> October 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,

The student cohort in 2009 lead by foundation staff through a Faith and Life Inquiry identified the challenges faced by a throw away culture. In the context of Mother Teresa school this related specifically to our generation of waste. As a result of the Faith and Life Inquiry our package free lunches and the introduction of worm farms emerged. Our learning community should be proud of its continued commitment to ensuring our waste is minimal. Actions such as package free lunches, composting through worm farming and mega bins, and the fact that our industrial bin is only emptied monthly due to minimum waste is testament to this commitment.

Throughout this year many of our learners have participated in sustainability learning focussing on two goals of Pope Francis' 2015 document *Laudato Si—Care for our Common Home*. The two goals are- Responding to the cry of the Earth and responding to the cry of the Poor. Through our learning we have reflected on daily actions that can both positively and negatively affect the earth and in turn the poor. Learners have indeed taken up the challenges placed by Pope Francis to use less plastic and paper, separating waste, planting trees, weeding, spreading tanbark, and turning off lights.

In his letter *Laudate Deum—Praise God (LD)*, published last week, Pope Francis reiterates his call to care for the environment and reminds us of the urgency of our actions (LD # 17-18). Pope Francis confirms the actions of humans that have brought about and continue to effect climate change (LD # 6 -19). In *Laudate Deum—Praise God* Pope Francis reminds us of the interconnection between creation and human beings. He suggests we have forgotten this connection. He says, '...a healthy ecology is ...the result of interaction between human beings and the environment, as occurs in the indigenous cultures and has occurred for centuries in different regions of the earth. Human groupings have often "created" an environment, reshaping it in some way without destroying it or endangering it' (LD #20). The interaction between human beings and the environment he suggests is destroyed by our focus on intervening in natural processes and reaping the natural resources as though they are limitless.

Our Faith and Life Inquiry this term will enable us to consider how we are interconnected and share places with living things and that our actions can effect life cycles and habitats. Pope Francis asks us to take our responsibility for the earth seriously noting it is for the good of all peoples and the future of our children (LD #60).

Kind regards,

**Chris**

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

#### **Monday 9<sup>th</sup> October**

#### **Tuesday 10<sup>th</sup> October**

Welcome Deb Sukarna – Literacy Consultant Writing  
Professional learning – Planning

#### **Wednesday 11<sup>th</sup> October**

Welcome Deb Sukarna – Literacy Consultant Writing  
Professional Learning – Faith & Life Inquiry  
Melbourne Zoo webinars – Foundation-Year 6

#### **Thursday 12<sup>th</sup> October**

Year 5/ 6 Zoo Excursion

#### **Friday 13<sup>th</sup> October**

Adam Wallace Author & Illustrator Incursion  
Foundation – Year 2  
Zooper Dooper Friday

### ***School Uniform ~ Term 4***

All children at Mother Teresa PS are required to wear the school uniform as outlined in our school uniform policy <https://www.motherteresa.catholic.edu.au/enrolment-information/uniform/>. At this time children are able to wear either their winter or summer uniform as the weather is a little unpredictable. **Please note tights are not worn with the summer girl's uniform.** School shoes not runners are to be worn with all uniform except the sports uniform.

### ***School Hats – Sun Smart***

All children required to wear their Mother Teresa Primary School hat when outside when the UV rating is 3 and above. In Victoria UV levels are typically three and above from mid-August to the end of April. Children are therefore required to wear a school hat in term 4.

### ***Rotary Raffle Tickets ~ return due today Monday October 9***

A reminder that the Pascoe Vale Rotary Club Raffle Tickets forwarded to each family last term were due to be returned today Monday 9<sup>th</sup> October – sold or unsold. Currently only half of these have been returned. Please return these by tomorrow to avoid administration staff having to chase these up.

### ***Parents & Friends News***

*The Parents and Friends group supports the building of our learning community through numerous social and fundraising events.*

### ***Term 4 Zooper Dooper Fridays***

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1:40pm – 2:10pm. If you are able to assist with sales please register your name at reception.

### ***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 part of Faith and Life inquiry and as **researchers**, we will begin to **identify** key **vocabulary** connected to our compelling question, **‘What lives here?’** As we read a variety of **non-fiction** texts we will **identify** new words and **make generalisations** about what these words might mean. As **literacy learners** we will create **lists** of these words. We will also have the opportunity to be **curious** learners and to identify any **wonderings**.

As researchers, we are **tuning in** to how we could use our **senses** to **observe** different **habitats** and their features. We are also **tuning in** to our webinar **‘Wild Explorers’** with Melbourne Zoo. As researchers we will use the disposition **‘curious’** as we **wonder** what it might mean to be a **‘Wild Explorer’**. We will view the **digital text** Wild Explorers. Using the thinking routine, **Think-Puzzle-Explore** we will **identify** our **first thinking** and **wonderings** we might have about how we could use our senses to identify the **features** of different places and the **animals, birds, or creatures** we might **observe** there. As researchers, we will also **document** what we would like to explore further. As we reflect on our thinking, we will **build explanations** about how we have used the learning asset researcher and how we might use our senses to **make predictions**.

As **hermeneutical learners** we will tune in to **Luke's gospel 1:26-38**. As we listen to the scripture we will **wonder** why Luke may have written this narrative. We will **identify** Mary as a key person in the **Catholic tradition**. We will be **invited** to **reflect critically** about why Mary might have been chosen by God to be the mother of Jesus. To find out more about Mary in the **Catholic tradition** we will tune in to the prayer **Hail Mary**. We will make our first **thinking visible** as well as our **wonderings**.

As literacy learners and as part of our compelling question, 'How do we tell our stories?' we engaged in



watching performances by The Flying Bookworm Theatre Company. They performed for us the traditional tales; *The Little Red Hen*, *Caps for Sale!*, *Three Billy Goats Gruff*, *The Giant Turnip*, *Market Square* and *Jack and the Bean Stalk*. Throughout the performances, some of us were chosen to help to perform a character. We discovered from ***The Flying Bookworm performers*** that we can tell any story through drama using costumes, imagination and our friends. As writers we will use our experience as **seeds** to spark ideas for writing.

As **mathematical thinkers** some of us are still continuing to engage in some finding out and sorting out our thinking about **fractions** and **telling the time** such as "o' clock and half past". Others will begin tuning in to the concepts of **multiplication and division**. As part of home learning, we continue to practise mathematical thinking skills that are targeted to our needs.

### ***Bridging Centre***

#### ***Year 3– 4 Learning Spaces***

We have been activating our prior knowledge about life cycles, ecosystems and the living things around us as we tune in to our Faith and Life Inquiry big question 'How do living things grow and change? Some learners have been predicting what they think a life cycle is and then as researchers, looking at a range of information reports to help them identify key words such as birth, growth, reproduction and death to assist them to find out about different life cycles. The children will have the opportunity to reflect on this learning in different ways including our excursions this term.

As readers, we are making connections to our Faith and Life Inquiry by exploring a range of non-fiction texts including information reports and descriptions, to help us find out about living things. These texts will provide examples for our writing and help us identify the structure and purpose of non-fiction texts. Throughout this inquiry learners will have the opportunity to use their independent writing time to write about a range of living things.

As mathematicians, we have been exploring the concepts of volume and capacity. Through a number of hands on tasks learners are using different measuring tools to identifying how much liquid is in a container, how much more might be required to make an given amount, as well as identify which vessel will hold more.

As we come back for the final term of the year, just a reminder that home learning is expected every night. Reading and engaging in a Mathematical task is important for your child's growth and development and helps them to see the connection between learning at home and school. If you are unsure of your child's learning focus, please contact their Learning Space Teacher.

### ***Leadership Centre***

#### ***Year 5–6 Learning Spaces***

**Learning is meaningful when we understand the way it can make a difference to our lives or the lives of others. Journeys of inquiry can be made more meaningful when they are situated in real**



contexts, issues and problems, and where actions can be taken as a result of the insights gained through exploration.

Kath Murdoch 2023

As **curious researchers** as part of our Faith and Life inquiry, **How can design help living things adapt?**, as part of **finding out**, we are going on an **excursion to Melbourne Zoo** and engaging in the **Fighting Extinction Schools** program. During our **excursion** we will engage in the thinking moves **activating prior knowledge**, **connection making** and **identifying new ideas**, as we **undertake research**, **hear behind-the-scenes stories** and **learn about how Keepers use STEM to help animals survive in their habitat**. As **researchers** we will have time and opportunity to use our **scientific observation skills** to help us **identify** some of the **different types of enrichment** provided to the animals. As **communicators** we will **actively listen** to some of the **Keeper Talks** offered throughout the day, and have an **opportunity to ask our wonderings** to Zoo experts. After our visit to the Zoo, as part of **sorting out** our thinking and **taking action**, as **creative thinkers** and **problem solvers**, we will **collaborate** in small teams to **build a prototype** of an enrichment for a Zoo animal and **test our ideas**. We will be **invited to share** what we create with Zoos Victoria and **receive authentic feedback** on our design by Zoos Victoria staff.

As **readers and writers** as part of **viewing digital texts** we will **engage** in the thinking moves **making connections**, **perspective taking** and **identifying new ideas** as we participate in an **interactive online workshop** hosted by **Zoos Victoria**. As part of **finding out** we will **discover** how **zookeepers need new enrichment ideas**, why **people are working together to protect wildlife**, how to **take action for sustainability and wildlife conservation**. As **reflective and critical thinkers** we will be **analysing and synthesizing information** and **linking our ideas**.

As **critical thinkers**, we are **exploring a painting by artist Sieger Koder**. We will engage in the thinking moves **describing**, **interpreting** and **perspective taking** to **document** our current **interpretation and understanding**. This will enable us to **observe closely** and **identify** what we see and what the image is speaking to us about. We will have **time and opportunity** to consider this **encounter** and what the people in the image might be **feeling**, **thinking** or **concerned with** and why they might feel that way. As we will be **reflecting critically**, **engaging in the mystery of God** 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 **mathematical thinkers and inquirers** some of us are engaging in **hands on** and **interactive learning opportunities** where we are **describing translations, reflections and rotations of two-dimensional shapes** and **identifying the effects of transformations** by manually **flipping, sliding and turning two-dimensional shapes**. Some of us are **identifying and describing the line and rotational symmetry** of a range of two-dimensional shapes, by manually **cutting, folding and turning shapes** and by **using digital technologies**. Some of us are **investigating the effect of combinations of transformations** on simple shapes, including **creating tessellations**.

### Term Four Dates 2023

Monday 23<sup>rd</sup> October  
Tuesday 24<sup>th</sup> October  
Wednesday 25<sup>th</sup> October  
Thursday 26<sup>th</sup> October  
Friday 27<sup>th</sup> October  
Monday 30<sup>th</sup> October  
Wednesday 1<sup>st</sup> November  
  
Tuesday 2<sup>nd</sup> November

Year 5/6 – 3 excursion to Parliament  
Foundation - Year 2 excursion to Melbourne Zoo (LS 1 & 2)  
Foundation - Year 2 excursion to Melbourne Zoo (LS 5, 6 & 9)  
Foundation - Year 2 excursion to Melbourne Zoo (Ls 4 & 8)  
World Teacher's Day  
Year 3/4 excursion to Latrobe Wildlife Sanctuary  
All Saints day  
AFL Inflatables (rescheduled date)  
All Souls Day

Monday 6 <sup>th</sup> November	School Closure Day - report Writing
Tuesday 7 <sup>th</sup> November	<b>No school for children this day</b> Melbourne Cup - Public holiday
Wednesday 15 <sup>th</sup> November	<b>No school for children this day</b> Foundation 2024 Orientation session 1
Sunday 19 <sup>th</sup> November	World Day of the Poor
Wednesday 22 <sup>nd</sup> November	Foundation 2024 Orientation session 2
Tuesday 28 <sup>th</sup> November	Foundation – Year 2 excursion to CERES
Wednesday 29 <sup>th</sup> November	Foundation – Year 2 excursion to CERES
Thursday 30 <sup>th</sup> November	Kolbe Orientation Day Year 7 2024
Sunday 3 <sup>rd</sup> December	1 <sup>st</sup> Sunday of Advent
Friday 8 <sup>th</sup> December	School Closure Day - planning 2024
Sunday 10 <sup>th</sup> December	<b>No school for children this day</b> 2 <sup>nd</sup> Sunday of Advent
Thursday 14 <sup>th</sup> December	Year 5/6 Bowling Excursion
Friday 15 <sup>th</sup> December	<b>Term 4 ends for children at 1.30pm</b>
Sunday 17 <sup>th</sup> December	3 <sup>rd</sup> Sunday of Advent
Monday 18 <sup>th</sup> December	Staff professional learning / planning
Tuesday 19 <sup>th</sup> December	Staff professional learning/ planning
Wednesday 20 December	Staff end of year
Sunday 24 <sup>th</sup> December	4 <sup>th</sup> Sunday of Advent
Monday 25 <sup>th</sup> December	Christmas Day

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