



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

2nd 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,

Our Faith and Life inquiry focus for term 4 will enable us to consider living things. Learners will have many opportunities to investigate living things through experiences within and beyond our learning community. These learning opportunities will encourage curiosity, open-mindedness and an inquiring mind. Through this inquiry a view through multiple lenses will be encouraged and facilitated ensuring learners are exposed to and discover the views of others.

The Term 4 Faith and Life inquiry focus comes at an interesting time. In the Roman Catholic tradition Wednesday October 4 is the feast of St Francis of Assisi. St Francis is the patron saint of the environment and the papal name chosen by Pope Francis. Pope Francis chose this name as like St Francis he is devoted to caring for the poor and caring for the environment. This coming Wednesday, on the feast of St Francis, Pope Francis will release a new document on the environment called, Laudate Deum—Praise God. The document is believed to consider all that has happened to the environment since his 2015 document, Laudato Si—Care for our Common Home, and what still needs to be done. Pope Francis has indicated that the environmental crisis we face impacts more than nature. It effects living conditions and the value of the human person.

I wonder what views might be presented in this new document? Will it provided new insights into our inquiry focus? As a ResourceSmart school will Laudate Deum—Praise God affirm and/or challenge us to continue our sustainability actions? Will the document offer further insights into our care for the poor? Each learner will be encouraged to consider these questions through the compelling questions for the Faith and Life Inquiry which are drawn from the Victorian Curriculum Ethical Capability. These questions provide learning opportunities that enable an explicit identification and teaching of decision making, an exploration of values and beliefs and building the capacity to be a good citizen. In the context of the Catholic Dialogue School this includes dialogue with multiple voices and the beliefs and practices of the Catholic tradition as a key dialogue partner.

Kind regards,

Chris

This Week's Happenings

Monday 2nd October

Term 4 begins

Year 5/6 Excursion to Healesville Sanctuary

Tuesday 3rd October

Professional learning – Planning

Wednesday 4th October

Year 5/6 Excursion to Healesville Sanctuary

Foundation – Year 2 Incursion –Flying Bookworm

Theatre Company

Principals' Forum

Professional Learning – Faith & Life Inquiry

Thursday 5th October

Foundation – Year 2 Incursion –Flying Bookworm

Theatre Company

Friday 6th October

Year 5/6 Excursion to Healesville Sanctuary

Zooper Dooper Fridays

Condolences to the Forman family

Our prayers and thoughts continue to be with the Forman family at the death of Kevin during our holiday break. Our condolences are extended to his wife Linda and children Angus, Lachlan, Ewan (Year 5) and Isla (Year 3).

Rotary Raffle Tickets ~ return by Monday October 9

A reminder that the Pascoe Vale Rotary Club Raffle Tickets forwarded to each family last term are due to be returned by next Monday 9th October – sold or unsold. The tickets are \$2.00 each. **For every ticket sold through Mother Teresa Primary School we will receive \$1.00.** Each family has received one book containing 10 raffle tickets. If your family sells these you have raised \$10.00 for our school. The raffle will be drawn at Bunnings Coburg on Tuesday 7th November 2023.

1 st Prize:	6 x4 trailer filled with Bunnings Products includes \$2000 Bendigo Bank Account Value \$5000.00
2 nd Prize:	Bunnings Voucher Value \$ 500.00
3 rd Prize:	Bunnings Voucher Value \$ 250.00

School fee accounts 2023

Payment for 2023 school fees are now overdue. Please attend to your account to save follow ups from administration staff.

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 1.40 – 2.10. 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 our Faith and Life inquiry question, **'What Lives Here?'** this term we will be viewing the world through the **lens of a biologist**. Our understandings that we will be tuning in, finding out and sorting out are;

- *Living things have a variety of external features and live in different places where their basic needs are met.*
- *Changes in the environment can affect the habitats of living things.*
- *The features of a place can help determine what lives there.*
- *We share places with other living things - our actions can impact their survival (positively or negatively).*

We will be **zooming in** on the learning assets of **researcher** and **self-manager** with a focus on strengthening the following 'I can' skills;

As a researcher I can make observations and record them accurately.

As a researcher I can use my senses to make predictions.

As a self-manager I can show that I am a confident and courageous learner.

To strengthen these skills we will develop the thinking moves **observing closely** and **identifying new ideas**. As provocation we will be **activating our prior knowledge** and **curiosity** as we look closely at different images of habitats, as well as habitats that exist in our school grounds and wonder; *What lives here? What doesn't live here?* As **researchers** we will use our senses and document our **predictions** using drawings on post-it notes. We will gather together to **engage in dialogue** to **sort out** our thinking and **justify** why we think certain animals may live or not live in the different habitats we see.

We will be preparing to **tune in** to the scripture texts, **Isaiah** 9:2-3a, 6-7a and **Luke** 1:26-38 by thinking and **identifying** the **names for God** that we know. We will make these visible on pieces of paper and share them with each other. As thinkers we will **sort out** the names we have by using the strategy of **bundling** where we will group together names that are the same. As **hermeneutical learners** we will then **listen to** and read the texts from the prophet Isaiah and Luke's gospel to find out what other names the bible might be able to tell us God has. We will **engage in dialogue** with each other to wonder about the question, *'Why might there be so many different names for God?'* Some of us will **identify** a name for God that we like and **justify** our thinking using the thinking routine, **What makes me say that is...**

As **literacy learners** and as part of our compelling question, *'How do we tell our stories?'* we will be engaging in watching performances by **The Flying Bookworm Theatre Company**. They will perform for us the traditional tales; *The Little Red Hen* and *Caps for Sale!* We will **tune in** by activating our prior knowledge about what we discovered about telling our own stories. We will wonder what it takes to perform a story to an audience through drama using the first part of the thinking routine *I think...And now I think*. We will also view and read versions of these tales. Before reading we will make predictions using text to text connections by thinking about what we already know about these stories. We will use images from the tales help us make predictions that are plausible, particularly if they are new to us. We will reflect on the performances by identifying if our predictions were plausible. Some of us may sequence the main ideas and events of the text using a storyboard, while some of us might respond to the text by drawing what we think the most important part of the story was. Through the lens of an artist we will reflect on what we have discovered about telling stories through drama using the second part of the thinking routine *I think...And now I think...*



As **writers**, some of us will use these images as **seeds for writing**. We will return to our **Learning Space Writer's Notebooks** and **reflect** on how we use seeds to generate to spark writing and how to shape our seeds into ideas for writing. We will revisit thinking as writer's about what do we want our readers to **think, feel or know** about with our writing. Some of us will focus on reading our writing to a buddy to check that the **message** of our writing is clear and to get feedback about what might make our writing stronger.

As **mathematical thinkers** some of us will continue to **finding out** and **sorting out** our thinking about **fractions** and **telling the time**. 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. A **reminder** for families to please sign our **Mathematical Thinking Home Learning Sheet** each night, to show that we have **practised** our mathematical thinking skill. It is also important to remember that we are expected to sign our home reading diaries each night also and for those of us with sight words to practise these daily. It is expected that by the end of Term 3 all children have completed the **307 Oxford Sight Words**.

Bridging Centre

Year 3– 4 Learning Spaces

Learning is an act of meaning making where individuals connect new experiences to existing schema and reflect, process and construct understanding over time. (Kath Murdoch, 2022)

As part of our **Faith and Life Inquiry** this term we are **focusing** on being **researchers** and **contributors**. Although we are always demonstrating skills as communicators, collaborators, thinkers, self-managers we are in particular zooming into the following **‘I can statements’**:

- As a **researcher**, I can gather information from close observation.
- As a **researcher**, I can gather relevant information from factual texts.
- As a **contributor**, I can suggest actions to make a positive impact.

Our **compelling question, understandings and concepts** we are **exploring** this term are:

How do living things grow and change?

- The **relationships** between living things can assist their survival.
- Living things go through key stages in a **life cycle**.
- There are **similarities** and **differences** between the way living things **grow and change**.
- **Decisions humans** make impact on the life cycle of living things.

As **inquirers**, we will have **time and opportunity** as part of **tuning in** to our **first thinking** to **look closely** at our **concept** words related to our **compelling question ‘How do living things grow and change?’** - **growth, change, survival, relationship, cycles, same and different**. As **communicators**, we will **engage** in the **thinking routine Think Pair Share** as we **share** our **first thinking** about these words. While demonstrating the **dispositions** - **respectfulness, curiosity and flexibility**; we will **formulate statements** that include one or more of the concept words called a concept map. As **thinkers**, we will use the **key thinking moves** - **making connections and activating prior knowledge** while **making our thinking visible**.

As **mathematicians**, we are **tuning in** to **Volume, Capacity and Mass**. Before our school break, we had **time and opportunity** to **engage** in a pre-assessment that **demonstrated** our **strengths and challenges** around these areas of mathematics. As **inquirers**, we will **transfer** our **‘I can statement’** by **focusing on gathering information from close observation** as we use **different measuring jugs and containers** and **identify how much they hold**. As **thinkers**, we will **activate** our **prior knowledge** and **identify new ideas** about the words and **language** associated with volume, capacity and mass including – *more, less, kg, g, ml, l, heavier, lighter etc*. In accordance with the **Victorian Curriculum**, we are **engaging in learning opportunities** to help us **measure, order and compare objects using familiar metric units of mass and capacity**; and **using scaled instruments to measure and compare masses, capacities and temperatures by reading and interpreting to the nearest graduation on different measuring instruments**.

Just a reminder as part of our **agreed ways or living and learning at Mother Teresa** is our **engagement in home learning each night**. This is to be **documented** in our **reading log journal** and **counting sheet**. If you have questions regarding home learning, please see the learning space teachers.

Leadership Centre

Year 5–6 Learning Spaces

Shared, direct experiences are amongst the most powerful elements of the inquiry process. When we experience something with others, our dialogue is enriched, we learn from the perspectives others have on the same experience and, most importantly, we feel a sense of belonging.

Kath Murdoch 2023

As part of our **Faith and Life inquiry** we will be **engaging in learning opportunities** related to our **compelling question: How can design help living things to adapt?** The **learning** we **engage** in during our **Faith and Life inquiry** will help us to understand how:

- Living things have structural features and behavioural adaptations that help them survive in their environment.
- Human design and technologies can impact the way living things adapt to changing environments and conditions.
- There are strategies we can use to respond constructively to ethical dilemmas.

On our excursion to **Healesville Sanctuary**, as **curious, open-minded, and resourceful researchers**, as part of **finding out**, we will **engage** in the thinking moves **activating prior knowledge, connection making and identifying new ideas** as we **actively listen** to Murrundindi, **explore** the **Wurundjeri Indigenous Walk**, **view** the **Spirits of the Sky** presentation and **investigate** and **make discoveries** about the **structural features and adaptations** that help the animals survive in their environment. We will **document** the **changes in our thinking** through **sketchnoting** in our **journal**.

As **reflective and critical thinkers** we will be **analysing and synthesizing information** and **linking ideas** from various print and digital sources. As part of **finding out**, viewing a variety of factual information texts, will help us **identify** and **explain** how analytical images like **tables, labelled diagrams, maps and graphs** can contribute to our **understanding of verbal information** in texts. As **writers** we will be using ‘seeds’– **photos taken during our Healesville excursion** as part of our Writer’s Notebook. We will **engage** in the thinking moves **making connections and reasoning with evidence** as we use the **strategy, Boxes and Bullets**, to assist us with our **note taking** and **determining what is important when reading and viewing factual texts**. This strategy supports our comprehension and helps us to plan stronger pieces of non-fiction writing. The process involves us **viewing, reading** and then **writing a main idea in a box**. As **critical thinkers** we then find **three supporting details** and use dot points to write those below our main idea. As part of our **writing process** we will use **strategies** at **whole text level, sentence level and word level** to assist us when revisiting and revising our writing.

As **mathematicians** we will engaging in the thinking moves **activating prior knowledge, making connections and wondering** as we document our thinking in a written **pre-assessment** related to **Transformation** as part of Measurement and Geometry. As **inquirers**, as part of **finding out** and **sorting out** our thinking about **Transformation** 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**. As **mathematical thinkers**, as part of our Home Learning, we will be exploring some of the areas we need to **develop or consolidate our mathematical understandings**. Some of the learning opportunities include, but are not limited to, practicing **multiplication and division number sentences, ordering and representing counting sequences**, developing our **fluency with timetables** and **exploring word problems**.

Term Four Dates 2023

Thursday 12th October
Monday 23rd October
Tuesday 24th October
Wednesday 25th October
Thursday 26th October
Monday 30th October
Monday 6th November

Tuesday 7th November

Wednesday 15th November
Wednesday 22nd November
Tuesday 28th November
Wednesday 29th November
Thursday 30th November
Friday 8th December

Thursday 14th December
Friday 15th December

Year 5/6 excursion to Melbourne Zoo
Year 5/6 – 3 excursion to Parliament
Foundation - Year 2 excursion to Melbourne Zoo
Foundation - Year 2 excursion to Melbourne Zoo
Foundation - Year 2 excursion to Melbourne Zoo
Year 3/4 excursion to Latrobe Wildlife Sanctuary
School Closure Day - report Writing
No school for children this day
Melbourne Cup - Public holiday
No school for children this day
Foundation 2024 Orientation session 1
Foundation 2024 Orientation session 2
Foundation – Year 2 excursion to CERES
Foundation – Year 2 excursion to CERES
Kolbe Orientation Day Year 7 2024
School Closure Day - planning 2024
No school for children this day
Year 5/6 Bowling Excursion
Term 4 ends for children at 1.30pm

Monday 18th December
Tuesday 19th December
Wednesday 20 December

Staff professional learning / planning
Staff professional learning/ planning
Staff end of year

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