



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

Monday April 29<sup>th</sup> 2024

*‘They shall grow not old, as we that are left grow old: Age shall not weary them, nor the years condemn;  
At the going down of the sun, and in the morning, We will remember them’.*

**To** All In Our Learning Community,

*“They shall not grow old, as we that are left grow old:  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them.”*

The Ode was recited across the country at ANZAC Day commemoration services around the country last week. The Ode is a stanza which comes from the poem, ‘For the Fallen’ by English poet and writer, Laurence Binyon was first published in 1914 ([army.gov.au](http://army.gov.au)). The words speak of sacrifice of the many who fell so young on the battlefields of WWI. The words transcend time and place, as they could be applied to those today who have lost their lives as a result of war, conflict or violence. The words hold within them symbolism as they invite us to consider the ultimate cost of war – death – but at the same time, “At the going down of the sun and in the morning, we will remember them,” we are offered hope. Hope perhaps that through remembering and memory, we as the human race can find ways to peace and the end of war.



In this way, I make connections to my own faith and beliefs of the Catholic tradition, particularly in the hope of the resurrection – the cornerstone of the faith. For Catholics, remembering and memory of the sacrifice of Jesus is held each time Catholics gather to celebrate the Eucharist. This connection was made through dialogue with two different traditions and rituals. Both allowed me to reflect critically about my own belief about life overcoming death and the power of hope in the risen Christ. Soon many of our Year 4 children and others will be invited to the table of the Eucharist for the first time. As part of Faith and Life inquiry, our school community will tune in, find out and sort out their thinking about what the Eucharist might mean for our world today, particularly in light of the Easter season.

With blessings,

*Amy*

## This Week's Happenings

**Monday 29<sup>th</sup> April**

School Tours

**Tuesday 30<sup>th</sup> April**

Year 3/4 excursion Toolangi State Forest  
Staff Professional Learning – First Aid

**Wednesday 1<sup>st</sup> May**

Welcome Literacy Consultant Deb Sukarna – Online

**Thursday 2<sup>nd</sup> May**

Welcome Literacy Consultant Deb Sukarna - Online

**Friday 3<sup>rd</sup> May**

District Cross-Country Finals – Year 5/6  
Principal Network

# ***Parents & Friends News***

## ***Upcoming Events***

The Parents & Friends have begun planning the following events to mark in your calendar;

### ***Mother's Day Stall (May 7<sup>th</sup>) and Mother's Day Open Morning and Morning Tea (May 9<sup>th</sup>)***

The Mother's Day Stall will be held on Tuesday the 7<sup>th</sup> of May. Children will have the opportunity to purchase a gift for their mother or special person in their lives. If you are able to help with the selling of gifts please leave your name and details at reception.

Thursday May 9<sup>th</sup> will be our Mother's Day Open Morning and Morning Tea. Mothers, grandmothers, aunts and other special people will have the opportunity to engage in learning and other activities with their children in learning spaces from 8:30am to 9.30am. Adults will then be invited to make their way to the Prayer Space to enjoy a cuppa and some morning tea. We are looking for helpers to serve Morning Tea on this day, particularly any fathers or other male adults who may be able to give some time. If you can help please leave your details at reception or let Mrs Leahy know.

### ***Hot Dog Day***

Friday May 31<sup>st</sup> – Children will have the opportunity to purchase a hot dog for lunch this day.

### ***XUNO is Coming...***

Xuno is an online portal which we will soon be rolling out to families. This portal will become a 'one stop shop' for communication between school and home. The portal will become the primary place for families to record absences, receive and give permissions for excursions, update medical forms and receive their child's school reports. Families will be invited to download the app and to set up an account. Keep your eye out on the newsletter for more information which will be coming soon.

### ***2025 Enrolments Open***

We are now taking enrolments for Foundation in 2025. Families with siblings please remember to fill out an enrolment form, as we are beginning to make arrangements for Foundation 2025 interviews.

### ***Parent/Child/teacher Chats***

Parent/teacher/Child chats for Semester 1 will be held on Tuesday 25<sup>th</sup> of June. This day will be a school closure day for children. Bookings for interviews will be open closer to the date and families will be notified with a letter about how to do so.

### ***First Eucharist Celebrations***

A reminder that families of Catholic children from Year 4 and above, children may receive their First Eucharist. To receive the Eucharist (Holy Communion) for the first time, children must be baptized Catholic and have received the sacrament of Reconciliation. As part of preparations for the sacrament of First Eucharist, it is an expectation that children and a parent/carer attend the First Eucharist Workshop, Tuesday May 7<sup>th</sup>. Children and their families must also attend mass on the Sign-up/Presentation weekend of the 18<sup>th</sup> and 19<sup>th</sup> of May.

If you would like your child to receive First Eucharist and have not returned the form you can contact Miss Mac via email – [sophie.mackinnon@motherteresa.catholic.edu.au](mailto:sophie.mackinnon@motherteresa.catholic.edu.au)

### ***Walk to School Safely Day***

Mother Teresa Primary School is taking part in ***Walk to National Walk Safely to School Day***, supporting National Road Safety Week on **Friday 10th May 2024**. Walk Safely to School Day also encourages positive environmental action, better use of public transport with reduced car-dependency and encourages parents and carers to walk more, reducing dangerous traffic congestion around schools. Being active every day, including walking to school, can help make a difference for many Australians. Whether you're a parent, teacher, or carer - everyone has a role to play in helping children and young people to lead active healthy lives.



Remember, Active Kids are Healthy Kids so think about how you might Walk Safely to School on Friday 10 May 2024!

Please visit [www.walk.com.au](http://www.walk.com.au) for more information.

### ***School Camp – Lady Northcote***

A reminder that the Lady Northcote Camp will take place this term. All children are encouraged to attend camp. It is a wonderful and often the first opportunity for children to grow their independence and resilience in a safe environment. Children who attend camp often find that they strengthen friendships, make friends with other children and create lifelong memories. ***Any child not attending the Lady Northcote Camp will be required to attend school as per the school attendance policy. School camp is learning time and as such any child choosing to not go will be expected to be engaging in learning at school. A child who is away during camp without an authorized absence will receive a letter in writing.***

### ***Smiling Mind***

***Dr Jodi Richardson Webinar - Bend without Breaking: Building Resilient Brains in Primary School Children.***

***“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela***

Dr Jodi Richardson will be presenting online for our parent community on Thursday May 30<sup>th</sup> at 7pm via zoom. The main parts of the presentation will be translated into Arabic. As part of preparation for the event, Jodi has asked for any parent questions to be forwarded before the event. Please email your question to [info@motherteresa.catholic.edu.au](mailto:info@motherteresa.catholic.edu.au) by May 17<sup>th</sup> with the subject heading ‘**Dr Jodi Richardson**’.

In this presentation Dr Jodie explains what resilience is and what it’s not. She helps parents view their child’s challenges through a different lens and support them to know what to say when they’re upset; she teaches practical strategies to build the skills of genuine resilience and shares grounding skills to weave into the fabric of daily life. We look forward to seeing many families join us for this online event

### ***Volunteering at Mother Teresa PS***

If you would like to be a parent volunteer there are sign-up sheets at the front office. We are creating a data base of parent volunteers for teachers to contact. This includes; helping in learning spaces, excursions or offering services as an expert for Faith and Life inquiries. Alternatively you can sign-up via the Google Form by clicking this link - [Volunteering At Mother Teresa](#)

### ***Child Safe Committee***

As part of our commitment to Child Safety, Mother Teresa PS is required to form a Child Safe Committee. The purpose of this committee is to ensure that we are compliant and adhere with the Child Safe standards. This committee is to be made up of teachers, learning support staff, education support staff and parents. If you would be interested in joining this committee please leave your details at reception or email [info@motherteresa.catholic.edu.au](mailto:info@motherteresa.catholic.edu.au) with ‘**Child Safe Committee**’ as the subject heading.

## *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 teachers want their children to be questioners – 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 **Faith and Life Inquiry**, as **thinkers** we are activating our **prior knowledge** around places by considering the question, ‘**What is a place?**’ As we **find out** more about places, we will revisit our compelling question to see how our thinking has changed. As **researchers**, we are planning to bring in an image of places we feel we are connected to. We are going to stay curious about places.

As **mathematicians**, we are continuing to develop our knowledge about the concept of patterns. We have begun to identify what makes a pattern as well as used different materials such as teddy bears and coloured counters to show our thinking.

Across the F-2 learning spaces, we have continued to engage in the **Smiling Minds** program. This week our focus has been around Movement. This lesson was designed to introduce students to mindful movement, which is another way to practice mindfulness. By paying attention to bodily sensations while regulating movement, students can cultivate self-awareness and develop self-regulation skills. The children were able to identify their awareness about their bodies through dialogue as well as words and pictures.



As **readers**, we will continue to explore a range of **fiction and non-fiction** texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We continue to engage in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored.

Please remember to return all of your children’s sight words back to school.

### *Bridging Centre*

#### *Year 3/4 Learning Spaces*

*“When learners are inquiring into something they are genuinely interested in, they are more engaged and more invested in their learning and more likely to persevere and put their learning muscles to the test” (Kath Murdoch, 2022)*

As part of our **Faith and Life Inquiry** for this term, we as **inquirers** are exploring the **compelling question**:

**‘How are places connected?’**

Our **understandings** are:

*Places are interconnected in many ways.*

*Features and conditions of a place influence the way people live.*

*There are similarities and differences between geographical locations.*

*We can collect and record information about geographical locations.*

In the coming week, we will be practicing being **contributors** as we **engage** in small groups **making decisions** about the **skills, dispositions, and assets** we want to **focus** on during this Faith and Life Inquiry. This will allow us to practice once again, **reasoning with evidence** and **justifying our thinking** while **sharing** our **thinking** with others.

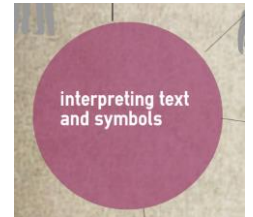


This coming **Tuesday the 30<sup>th</sup> of April**, we will have **time and opportunity** as **researchers** to visit **Toolangi State Forest**. The **purpose** of this visit is to **find out** about a **place** and **seek similarities and differences** that we can **compare** with **places** in our **local community** such as our school grounds. As **researchers**, we will be **focusing** on the **skills** – **documenting or recording the things I am finding out**, **organize the data or information I am gathering** and **staying curious**. **Just a reminder that students need to be at school by 7:30am with a signed permission form. The information regarding what to bring and wear on the day is on the excursion note. Please ensure students are prepared for this shared**

**learning opportunity.**



As a **Catholic dialogue school**, we will have **time and opportunity** to **engage** in the reading from **John's Gospel 20:1-9**. As **communicators**, we will **engage** in the **thinking routine Think Pair Share** to **share** some of our **wonderings**. We are **considering** after reading this text - *what questions does it make us ask?* As **learners** we will be **focusing** on the **skill** of **communicating** our **thinking effectively** while **interpreting** the **story of resurrection**. As **hermeneutical learners**, we will **engage** in the **prompts** – *dialogue with others* and what this looks like to share our thinking with others and *interpreting text and symbols* as we explain our thinking about the scripture to each other.



As **mathematicians**, we are continuing to **explore efficient and effective strategies** to solve **addition and subtraction** problems. This week, we are **focusing** on two different **strategies** – the **jump strategy** using a **number line** and '**building to 10**'. With **materials** such as tens frames and MAB, we will be **representing** the number sentence e.g.  $9 + 6$  and looking for how this is the same as  $10 + 5$ . As **thinkers**, we will **focus** on using the **thinking move justifying** our **thinking** using the **thinking routine 'What Makes You Say That'**.

## ***Leadership Centre***

### ***Year 5/6 Learning Spaces***

***Choice increases motivation and relevance in learning. Relevant learning is sticky learning. – Misty Paterson***

We are continuing to **tune in** to the scripture of **the Resurrection (John 20:1-9)**. As critical and curious thinkers, we will view the artwork *Chrysalis* by Sieger Koder, and use the thinking moves of **noticing details, interpreting and raising questions** to identify our **first thinking**. To **make our thinking visible**, we will use the thinking routine **See-Think-Wonder**. We will then re-read the scripture passage and **identify any new ideas, make new connections and develop new wonderings**. We will reflect on the hermeneutic prompt of **interpreting text and symbols** and consider how this prompt has guided our thinking.

As part of **tuning in** to this term's compelling question *What is the land telling us?*, we will engage in a mini world map inquiry.

**Tuning In:** *What do we know about world geography?* We will be given time and opportunity to draw and label what we think a world map looks like. Then we will label a blank world map with everything that we know – continents, countries, oceans, landmarks and climate.

**Finding Out:** As resourceful researchers, *how can we find out more about the world's geography?* We will use atlases, maps and globes to make changes or add any new information.

**Sorting Out:** *What can we say about places in the world?* Using our new knowledge, we will **make connections** between Australia and other places in the world – what places are similar in geography or in climate?

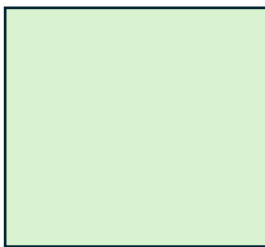
As **mathematical thinkers**, we are exploring Location, in particular the key ideas of position, direction and orientation. As part of **tuning in**, as thinkers we are engaging in the thinking moves **looking closely, activating prior knowledge and identifying new ideas** as we view and explore a variety of maps. We will explore the mathematical language used when exploring location: **border, orientation, legend, scale, coordinates and references**. We will develop understandings about **graphical or visual** ways of describing location, including the **cartesian coordinate system**.



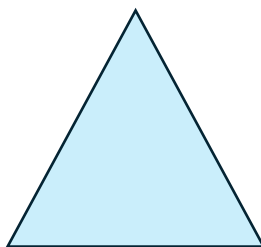
As **curious writers**, we will continue to bring in seeds to add to our seed wall and table. Before seeds are placed on the wall, we will engage in **dialogue** about these seeds and what they make us think about. What questions do we have? What makes us curious enough to want to find out more? Some seeds that have prompted thinking at the moment include ice hockey, cousins, family, LEGO, cricket, concerts and friendship bracelets. We will continue to bring in seeds to inspire our writing.

### Japanese

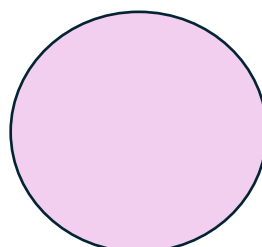
Students in **Foundation, Year 1 and Year 2**, will continue to **explore words for shapes** in Japanese. As **language learners**, we will explore **how to respond to questions with single words**. We will **learn to respond to the Japanese word for “Where is it?”** by **listening to the teacher** say names for shapes in Japanese and **finding the matching images of the shapes**. As **thinkers**, we will use the song we have been learning as a prompt for **recalling the words for shapes**. We will **make our thinking visible** by **matching words for shapes with images** in our Japanese journal.



しかく  
shikaku



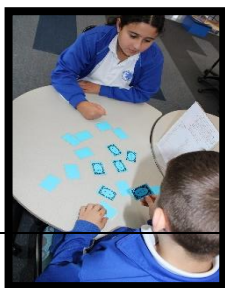
さんかく  
sankaku



まる  
maru

Students in Year 3-4 will, as **learners and inquirers**, continue to explore **how to communicate about our school year level** in Japanese. As **learners**, we will use **numbers from one to ten** and the **counter word “nensei”** to express our year level in Japanese. As **communicators**, we will use these **counter words to respond to a simple question in Japanese**. The simple question we will respond to is **なんねんせいですか (nan-nensei desu ka)**. We will identify how questions are made using the sentence-ending **か (ka)**.

Students in Year 5-6 will, as **learners and inquirers**, continue to explore **how to communicate our age** in Japanese. As **learners**, we will use **numbers from one to sixteen** and the **counter word “sai”** to express our age in Japanese. As **communicators**, we will practice responding to the question **なんさいですか (nansai desu ka)** “How old are you?” with the simple statement \_\_\_\_\_ **です**. \_\_\_\_\_ **desu**. As **thinkers**, we will take the **time and opportunity to pause and reflect** upon our understanding of these phrases and the grammatical structures used to construct both questions and responses.



As **collaborators and communicators**, we have **engaged in games** which encourage us to **use this language in oral interactions**.



## ***Physical Education***

In Year 3/4 we engaged in a collaborative game called 'Endzone Netball'. We reflected on last week's skill session by questioning around the skill of 'pivoting' and remembering the correct distance to defend from before moving into the demonstration phase of the lesson. The focus of this game was for us to get the ball to the correct endzone Goal shooter to score through use of **teamwork**, **communication**, timely **passes** and **spacing**. We began to understand the value of spacing when a stop and spread in play occurred which allowed for a free-flowing game with an abundance of **tactics**, **strategies and competitive attacking and defending** started to show.

In Year 5/6 we engaged in full game of netball. We began the lesson with a brief discussion about the rules of netball, focusing specifically on **footwork**, the importance of a **good pass**, and the **positioning** of each player in netball. Regularly revisiting these **fundamentals**, regularly helps reinforce good habits. We then had the opportunity to **create** our own teams and then began gameplay, to which a fast-paced match was implemented. From the start players showed high energy, enthusiasm, and strategy through their matches. This enabled highly **competitive** games that were all closely matched and enabled each student to be **involved** throughout passing chains. Special mention: We should also be proud of the **initiative** shown when substitutes needed to be made to give teammates a turn. We were willing to be **collaborative** and fair by offering to swap with the bench players.

## ***Visual Arts***

**"The artist's world is limitless. It can be found anywhere, far from where he lives or a few feet away. It is always on his doorstep." Paul Strand**

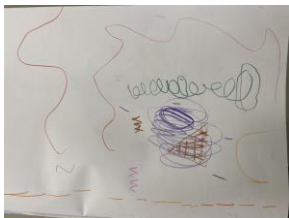
As creators and artists, children in Year 3/4 and Year 5/6 have continued to inquire into, 'What is Drawing?' It has been pleasing to see children using the learning dispositions made visible through the effort, thought and care that students have demonstrated when completing their final drawing piece. Next week, students will complete a brief description of their artwork and consider the following reflection stems from Kath Murdoch;

- I am proud of the way I...
- I discovered...
- I got better at...
- This learning reminded me of...
- I have grown as a learner because....

## ***Visual Arts Focus Groups: Foundation***

**"Art is a line around your thoughts." Gustav Klimt**

As **researchers** and **thinkers**, we explored different types of lines and how they can be used in artmaking. We **discovered** that lines are everywhere and that everything we draw is made of lines.



We **reflected** on our discoveries and used this knowledge to **stretch and explore** further how lines can be used in art making. We **explored** how we can use lines, shape, and colour to create patterns and designs. As **artists** we created our patterns on pop sticks to create our art.



### **Sustainability**

***“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”. (Laudato Si #1, Pope Francis)***

Our **Year 3/4 curious learners** engaged in compost cutting and feeding all our 12 worm farms. As **inquirers**, students were **wondering and predicting** how these actions can relate to waste and the positive impact it has on our environment. By participating in these activities, children also learn about the cycle of organic waste transformation and the vital role that worms play in enriching the soil. Feeding worm farms is another engaging way for children to learn about **sustainable practices**. Worm farms are fascinating micro-ecosystems that showcase the work of worms in breaking down organic matter to produce castings and worm tea, a highly beneficial natural fertiliser. By caring for worm farms, children observe the worms at work, learn about their needs and the conditions necessary for their survival, and understand how these creatures contribute to a healthier planet.







As **Researchers** some of our year **Foundation to Year 2 and 5/6 students** watched a video about **Earth Day**. On 22<sup>nd</sup> April it was Earth Day. This year, 2024's focus is on **reducing the use of single use plastics**. The junior school were asked to activate their prior knowledge, dialogue and share their first thinking. The senior students were given the opportunity to use the information gathered from the video to formulate new and extended thinking on what Earth Day is and means to them.

### **Stephanie Alexander Kitchen Garden**

As **Collaborators** our **Foundation to Year 2** students engaged in making **Lemon Myrtle Biscuits** together with their peers, teachers and parent helpers. The **Lemon Myrtle leaves** were previously harvested, prepared and ground. We **followed a recipe**, learnt about **grams as a unit of measurement**, **made predictions** about what would happen to certain ingredients once its temperature changed and **took turns** in forming balls with the dough before finally placing them on trays and into the oven. The aroma was amazing and Lemon Myrtle biscuits, delicious!



### **Term Two Dates 2024**

*Tuesday 7<sup>th</sup> May*

*Thursday 9<sup>th</sup> May*

*Friday 10<sup>th</sup> May*

*Wednesday 15<sup>th</sup> – Friday 17<sup>th</sup> May*

*Saturday 18<sup>th</sup> & Sunday 19<sup>th</sup> May*

*Sunday 19<sup>th</sup> May*

*Thursday 23<sup>rd</sup> & 24<sup>th</sup> May*

*Thursday 30<sup>th</sup> May*

*Wednesday June 5<sup>th</sup>*

*Monday 10<sup>th</sup> June*

*Sunday 16<sup>th</sup> June*

*Tuesday 25<sup>th</sup> June*

*Friday 28<sup>th</sup> June*

*Mother's Day Stall*

*First Eucharist Workshop – 7pm*

*Mother's Day Open Morning and Morning Tea*

*F-2 excursion Science Works*

*Walk to School Safely Day*

*Year 5/6 Camp – Lady Northcote*

*First Eucharist Sign-up weekend*

*Pentecost Sunday*

*School Review Days 1 and 2*

*Online Webinar with Dr Jodi Richardson*

*School Photo Day*

*King's Birthday Public Holiday*

*First Eucharist Celebration – Our Lady's Church 2pm*

*Parent/Child/Teacher Chats – No school for children this day*

*Term 2 Ends*

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



# DISCOVER MERCY OPEN DAY

Sunday 26 May 2024 10.00am

Monday 27 May 2024 9.30am and 6.00pm

**Book online at [mercycoburg.catholic.edu.au/discover-mercy](https://mercycoburg.catholic.edu.au/discover-mercy)**