



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday July 15th 2024

“Love begins at home, and it is not how much we do...but how much love we put in that action.”

Mother Teresa

To All In Our Learning Community,

As NAIDOC week concludes, we at Mother Teresa continue to be grateful to be in dialogue with the First People. NAIDOC week is an important week in the Australian context. It allows for recognition of Indigenous history that runs over tens of thousands of years, a recognition that non-Indigenous Australia is rightly now acknowledging more. At Mother Teresa, our ongoing relationship with elder Murrundindi and Pallyan highlights our continued commitment to acknowledgment of Indigenous Australia as the First People of this land.

As a Catholic Dialogue School, acknowledgement is not just a token gesture. It is a challenge to engage in real dialogue. Biblical scholar, Professor Roger Burggraeve of Leuven, tells us that dialogue is more than being open to listening to each other and being respectful of the other. For real dialogue to occur we must be ready to encounter the other in ways that may make us feel uncomfortable or uneasy. It is challenging and requires us to reflect back our own prejudices, beliefs or misconceptions, in the hope that we can truly deepen our own faith while being hospitable to the other. In the context of Australian society and its black history, this means acknowledging the communal sins of the past by the Church as well as broader society, that impacted Aboriginal people's families, songlines, stories, language and land. Perhaps acknowledgement of these sins and facing what might make us uncomfortable, could be a step towards real dialogue and walking together towards reconciliation and unity.

In light of recent events in America and the division that is caused by politics, perhaps now more than ever, is time to turn to be open to engaging in real dialogue that allows us to truly see the face of the other. This term we begin with the scripture from the Acts of the Apostles, where the disciples are filled with the Spirit. The gift of the Spirit empowers them with the gift of language, enabling them to share God's love with the rest of the world – through the unknown other. I wonder what God's dream for the world might look like, if we could all be filled with the Spirit and sit and dialogue with the unknown other? Might we learn to be more patient, understanding or tolerant? What might you think?

What makes you say that?



The sculptures out the front of the Leadership Centre symbolise the Spirit of Bunjil on the left and the Holy Spirit on the right. The sculptures face each other as though in continual dialogue.
Artist – Christine Sage

With Blessings,

Amy

This Week's Happenings

Monday 15th July

Term 3 begins Welcome Back

Tuesday 16th July

Professional Learning – Reporting

Wednesday 17th July

*Professional Learning – Faith and Life inquiry
Welcome Pallyan – Smoking Ceremony*

Thursday 18th July

Welcome Pallyan – Year 3/4

Friday 19th July

Welcome Pallyan – Year 5/6

Sacrament of Confirmation

The Sacrament of Confirmation for children in Year 6 who are baptised Catholic takes place in term 3. To be eligible children must have already received the Sacraments of Baptism, Reconciliation and Eucharist.

If you are unsure if your child is on our list please contact Miss Mack –

sophie.mackinnon@motherteresa.catholic.edu.au

The Confirmation Workshop takes place on Wednesday 31st of July at 7pm, Mother Teresa Primary. Presentation/sign-up weekend is over the 10th and 11th of August, with the Sacrament taking place at 3:30pm at Our Lady's Church on Sunday 18th of August. It is an expectation that all children engage in all the preparation, including learning as part of Faith and Life inquiry prior to being Confirmed. The Bishop Terry Curtain will be presiding over the ceremony and will visit the children on Thursday August 1st.

Mini Vinnies – Thank you!

Thank you to the families who donated winter items as part of our Winter Appeal. These items will be sent to the Craigieburn chapter of St Vincent de Paul.



Smoking Ceremony

On Wednesday morning families are welcome to come and join us for a smoking ceremony performed by Pallyan. This opportunity to engage with this ancient ritual will be embedded into the learning children will inquire into with Pallyan in the workshops this week. As part of Faith and Life inquiry, this is one way in which we can enter into interfaith dialogue with the Wurundjeri people and be open to a multiplicity of voices. Weather permitting we will begin on the oval at 9am and follow with Whole School Prayer inside.

Lost Property

There is quite a large amount of lost property that has accumulated over Term 2. Lost property can be found on a table near the office administration area. If your child or children has lost any items of clothing, please come and take a look. A reminder to always label uniform items.

Reports and Parent/Teacher/Child Chats

As P/T/C chats are centered around your child's report, Growth Over Time Portfolios and Faith and Life inquiry journals. Led by your child they are an opportunity to celebrate successes and set new goals. Semester 1 reports will be released Thursday 25th of July through the **XUNO Parent Portal**.

Through the XUNO Parent Portal you will have access whenever you need, to your child/children's reports. You will also be able download and print off the reports as you wish. Please ensure you the download the XUNO app to ensure can access your child's report.

Bookings for interviews will be open in Term 3 and families will be notified with a letter about how to do this through XUNO. **This day will be a school closure day for children.**

2025 Enrolments Open

We are now taking enrolments for Foundation in 2025. Families with siblings please remember to fill out an enrolment form. Interviews for siblings will take place in week 2 of Term 3 on Monday 22nd of July.



Smiling Mind

As **resilient self-managers**, we are learning to **manage our emotions** by taking time and opportunity to **tune in, find out** and **sort out** our thinking around the **different strategies** we can use to manage our emotions. Emotional regulation starts with **recognition and understanding of different emotions**. We are taking time and opportunity to **name and notice pleasant and unpleasant emotions** along with **ways to regulate emotions**. We are developing our disposition of **resilience** when we are identifying emotions and self-regulating.

Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Resources</u>	<u>Activity</u>
F-2		One way of managing big emotions is to notice when your internal weather is a bit stormy and to stop, sit down and take 3 deep breaths. Practise doing this throughout the week if you notice you are upset. Discuss with an adult afterwards how stopping, dropping and breathing made you feel.
Year 3/4	Emotional Toolkit for Kids https://app.smilingmind.com.au/collection/UYO72zaOS_u6OP6KfLmOOA	Sometimes when you are experiencing big emotions, it can be useful to ask for help from another person. Who do you talk to when you are feeling down? What do they do to make you feel better? Make a list and keep it somewhere safe.
Year 5/6	Explore Emotions for Kids https://app.smilingmind.com.au/collection/JjLnIwU4S6C_qC5XtHiasFw	There are many different ways of managing a difficult or unpleasant emotion. This activity will involve you brainstorming some of these ideas so that you remember them the next time your internal weather is a bit stormy or rainy. Start by drawing a picture of a flower. On each petal, write down ideas for: <ul style="list-style-type: none"> • friends or family who support you • things you can do to make yourself feel better when you're upset • phrases to remember when you're upset You can always look back at this flower to remind yourself of different ways to manage your emotions if you're feeling down.

Government Resources for Families – Respect

The Australian government has a new campaign to help parents understand the hidden trends of disrespect. The website has conversation guides for parents and resources translated into different languages. As a Catholic Dialogue School and Child Safe School, we encourage all parents/carers to work with us in having vital conversations with their children about what respect is and why everyone should be treated with respect. This is in line with **Child Safe Standard #3, 'Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.'** Let's keep dialoguing about respect to keep our community built with respect -

<https://www.respect.gov.au/>

Unexplained/Unapproved Absences

Messages through XUNO are now being sent by 10am each day for unexplained or unapproved absences. A reminder that unexplained absences are those where there is no reason given for a child's absence. Unapproved include options such as, 'parent choice'. This is in line with the policy of the Victorian State Government and MACS. Please note that five or more unexplained or unapproved absences require further steps and offers of assistance for ensuring your child is consistently attending school. Notification is given via a letter. Please ensure that you contact the school via the XUNO app or by phone to notify of any absence.

Parent and Friends

Father's Day Stall and Morning Tea are upcoming this term – keep an eye on the newsletter for dates.

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

“When students feel that they are the ones “doing the learning” rather than the teacher they are undoubtedly more engaged, and with engagement comes increased potential for learning.” (Kath Murdoch, 2007).

As we begin Term 3, we would like to welcome our F-2 students and families back and trust you had a restful break. We look forward to engaging in many learning opportunities throughout this term.

As **researchers**, we will be **tuning in** to our Faith and Life Inquiry compelling question, **“What do you see? What do you hear? How does it work?”** We will use our senses to observe objects through provocations. We will look closely and **name** and **notice** what we can see. We will engage in the thinking routine [See-Think-Wonder](#) to make our thinking visible as we describe, interpret and wonder about the provocations;

What do we **SEE**?

How do we **THINK** they are making the sound? What do we **THINK** they could use?

What do we **WONDER** about them?

As **mathematicians**, we are continuing to **find out** about the mathematical concept of **addition and subtraction**. We have been exploring a range of strategies such as **count all, counting on, doubles and near doubles, friends to ten** and **partitioning** to help us solve addition and subtraction problems. We have been using a **range of materials** such as counters, tens frames and unifix blocks to help us build our understanding and make our thinking visible. As part of our home learning we can continue to practise these skills using the resources in our maths bags.

As **readers**, we will continue to explore a range of **fiction and non-fiction texts**, and practise applying our learnt reading behaviours and strategies to help us build our **phonological awareness** and **build our comprehension** strategies. We will engage in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored. Some of these reading strategies include;

- Getting our mouth ready to make a particular sound.
- Looking at the pictures/images for extra information to decode words in context
- Identifying sight words in the text
- Identifying the first, middle and last sounds in a word
- Breaking up words into chunks
- Asking if what we have read makes sense, and if it doesn't make sense, going back to try again.
- Reading with fluency
- Breaking words into Onsets and Rimes

We are encouraged to practise these strategies when we are engaging in our daily reading at home.

A reminder that it is expected that children identify all **307 Oxford Sight Words** by the **end of Term 3**. In addition to targeted teaching and practice of words at school, daily practice at home is essential to support your child in reaching this goal. If sight words are at home, could these also be returned with the two rings, pencil case and all word cards. Learning space teachers will be checking the children's rings and updating their sight words.

As **writers**, each learning space will continue to develop their Writer's Notebook, by sharing special personal seeds that we have collected over the holidays. Prior to writing, we will **engage in dialogue** and thinking routines to reveal deeper thinking by sharing what our seeds have us thinking about. We will then apply writing behaviours and strategies to make our **thinking visible** on paper, keeping in mind the purpose of our writing and the audience for whom we are writing.

Bridging Centre

Year 3/4 Learning Spaces

Learning can happen anywhere, at any time. It is a complex process and works differently for each of us. (Kath Murdoch, 2022)

As mathematicians, we are tuning in and finding out how to represent multiplication and division through efficient strategies. We are using hands on materials such as square tiles to make arrays and create groups and formulate the number sentence to match the representation. As thinkers, we are reflecting on our thinking around the CUBES strategy to solve worded problems. This strategy will support us in thinking about what the problem is asking us to do.

As part of everyday practise and home learning, some of us are continuing to recall multiplication and division facts up to 10x. Our daily practise will help us build our fluency and apply our knowledge of known strategies to solve them.

For example:

Every multiplication has a twin, which may be easier to remember! We call this **commutativity!**

e.g. $8 \times 2 = 16$ and $2 \times 8 = 16$

2 x Multiplication Facts

Add the number to itself (in other words – **double** it!)

e.g. $2 \times 9 = 9 + 9 = 18$

4 x Multiplication Facts

Double, then double again

e.g. 4×9 – double 9 is 18 and double 18 is **36**

5 x Multiplication Facts

Cut in half, then times 10

e.g. 5×6 – Cut 6 in half to get 3, then times 10 = **30**

or

times 10 then cut in half

e.g. 5×9 – 9 times 10 is 90, then cut in half for **45**



Also, the last digit goes 5, 0, 5, 0, ... like this: **5, 10, 15, 20, ...**

Leadership Centre

Year 5/6 Learning Spaces

“Follow where inquiry takes you. Follow your curiosities. Follow new understandings. They will lead you to unexpectedly exciting new destinations.” – Trevor Mackenzie

Wominjeka to Term 3! As part of our Faith and Life Inquiry this term, we will be inquiring into the compelling question, **“What is the land telling us... and how can we respond?”** As **open-minded thinkers**, we will **share our theories** through **dialogue** as part of **activating our prior knowledge** and **documenting our first thinking**. As part of **tuning in** to our excursion to the Melbourne Museum, we

C	Circle important numbers
U	Underline the question
B	Box the keywords
E	Evaluate what steps are needed to solve 
S	Solve and check 

will view the **Climate Change and Victoria's Future Learning Lab website** and, as **curious researchers**, **formulate and record wonderings** we can **investigate** during our excursion.

We again welcome **Pallyan** to the Leadership Centre this week, where he will share more of his Wurundjeri culture and knowledge, particularly of **the Seven Layers of Country** with us. As **researchers**, we will use the note taking technique of **sketchnoting to document our discoveries** and respectfully **ask questions**.

As **members of a Catholic Dialogue School**, we are **tuning in** to the **Sacrament of Confirmation**. As **thinkers**, we are **activating our prior knowledge** of the significance of the Sacrament by **viewing artworks and engaging in dialogue** about the **fruits and gifts of the Holy Spirit**. Through **dialogue with others**, we will use the thinking routine **Peel the Fruit** to make our thinking visible, as well as return to this routine to add new ideas or changes throughout our inquiry.



As **mathematicians**, we will begin to inquire into the concepts of **multiplication and division**. We are focusing on **developing efficient mental and written strategies**, such as **basic fact strategies, fact families and distribution strategy**. We are encouraged to practice our times tables facts using our **goodies and baddies**. This opportunity allows us to practise recalling multiplication and division facts instantly. Facts we know go into the goodies bag and facts we are practising go in the baddies bag.

Dialogue with others

As **writers**, we will take time and opportunity to **share and unpack our seeds for writing** that we collected during the holidays. We are encouraged to continue to bring in seeds throughout the term so keep our seed tables (and our writing) interesting and purposeful.

Japanese

Children in Foundation, Year 1 and Year 2 begin to explore how to describe the colour of objects in Japanese. As communicators, we will Find Out through listening to the teacher describe the colour of different shapes in Japanese. We will engage in using the disposition “persistent” as we listen carefully to the teacher and build our understanding of how we use colours for describing things in Japanese. We will make our thinking visible by listening and identifying flashcards to demonstrate our understanding.

Children in Year 3 and Year 4 will engage in exploring words for food in Japanese and how to express opinions about foods. As learners and communicators, we will chorus questions and responses together, whilst using flashcards and gestures to build our understanding of what we are communicating. This will include learning the question phrase “suki desu ka” (Do you like it?) and the response “hai, suki desu” (Yes I like it.)

Children in Year 5 and Year 6 will engage in exploring words for food in Japanese and how to express opinions about foods. As learners and communicators, we will chorus questions and responses together, whilst using flashcards and gestures to build our understanding of what we are communicating. This will include learning the question phrase “suki desu ka” (Do you like it?) and the response “hai, suki desu” (Yes I like it.) and “iie, suki ja nai desu” (No I don't like it.)

Physical Education

This term we will be tuning in and finding out about net and racquet sports across the school. We will be focusing on skill development at our age level, developing an understanding of the games, promoting physical fitness and continue to build the learning asset of ‘Collaborator’.

Visual Arts

“Drawing is rather like playing chess: your mind races ahead of the moves that you eventually make.”

– *David Hockney*

As **inquirers** we will tune into and **explore** the art of **drawing**. We will focus on developing the skills of drawing and using a variety of drawing tools.

As **artists** we will “**develop our craft**” by exploring:

- Drawing with lines, shapes and colour
- Drawing with the technique of mark making
- Drawing with the technique of rubbing

Foundation – Year Two

Exploring line

Identify & draw lines as straight or curved, thick/thin, long or short. Extend awareness that lines can be made scribbly, zig zag, crossing over each other, dotted, are jagged, gentle, curling, bubbly.

Exploring shape

Identify & name shapes

Lines can become shapes - shapes can become me, my family, animals, etc.

Extend the quality of shapes by changing them.

Exploring colour

Colours can represent feelings

Colours can be mixed, primary colours can make secondary colours

Exploring the difference between colouring with pencils and markers

Mark making

Marks can give variety to shape and & can express more detail with texture

Explore mark making with different materials eg pastels

Pastels can be used in different ways: the tip, the side and end.

Each part can be pushed on paper to produce a different mark.

Different actions produce different marks: twist, twirl, roll, stamp, pull, push, drag, dab or dot.

Marks can be combined

Rubbings

Explore rubbing as texture: take rubbings from different surfaces

Explore rubbings as shape: create images found rubbings

Explore rubbings as pattern

Term Three Dates 2024

Monday 29th July

Wednesday 31st July

Thursday 1st August

Saturday 10th August

Sunday 11th August

Sunday 18th August

Thursday 5th September

Friday 6th September

Friday 20th September

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

Confirmation Parent/Child workshop @ 7pm

Visit from Bishop Terry Curtain for Confirmation

Confirmation sign up weekend

Confirmation sign up weekend

Confirmation Celebration @ 3:30pm Our Lady’s Church

Mother Teresa Feast Day Celebrations

Mother Teresa Feast Day Celebrations - AFL inflatables

Term 3 Ends

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

JUNIOR TENNIS

Our award winning junior program is for ages 3+. Special offer TERM 3: Get your second Hot Shot tennis lesson at half price. This deal is valid seven days a week.



cardio *play*

Cardio Tennis is the perfect way for adults to keep active this winter. Enrol in Cardio Tennis during TERM 3 and get a free three-month tennis membership at Hume Tennis.



 **HUME TENNIS**
AND COMMUNITY CENTRE

PICKLEBALL

Pickleball is the **NEW** sport that is a combination of tennis, badminton and table tennis. Come down for a social session, a Pickleball lesson or just hire a court with your friends



SOCIAL TENNIS

Join us every week for Social Tennis, for players of all ages and skill levels.

Our welcoming coaches will ensure that everyone feels included and matched with players of similar abilities.

Make new friends and enjoy staying active while having fun playing tennis.



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