



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday July 22nd 2024

"There is a light in this world, a healing spirit more powerful than any darkness we may encounter," Mother Teresa

To All In Our Learning Community,

As part of Faith and Life inquiry last week I had the opportunity to engage with 5/6-1, as they engaged in dialogue with each other about our Whole School Scripture, Acts of the Apostles (2:1-6, 14, 22b-23, 32-33). This Scripture is often used as part of Confirmation, as it describes the power of the Holy Spirit, inspiring the disciples to share the good news about Jesus Christ with the wider world.

In their dialogue, the children engaged in a hermeneutical process, where they shared their ideas and wonderings about the text to uncover their own interpretations. Their interpretations were uncovered initially through visualising the Scripture and drawing what they imagined the scene described might have looked like, including this one by Charlotte.



From sharing their images, the children gathered to interpret the text further, challenged to consider how we might identify and interpret the text symbolically. One way we do this as part of Faith and Life inquiry is to ask the children to recontextualise Scripture and reflect critically on how the text might talk to them about the world today. I invite you to read and reflect on their responses, which reflects their dialogue as a group. How might their thinking challenge you and your family as you engage with the wider world? What makes you say that?

- *"I think the meaning of this text is that we all need to know what Jesus is saying in our languages," (Elena)*
- *"This text talks to me of a world which we can spread the news in many ways about the Lord," (Baraka)*
- *"This text talks to me of a world in which, that no matter our differences we are all a community," (Yousif)*
- *"This text talks to me of a world in which, where we respect others and their languages, no matter where they are from and no matter who they are, I think that everyone in this world deserves respect. Stop the racism!!" (Dante)*

With Blessings,

Amy

This Week's Happenings

Monday 22nd July

Welcome Colleen Monaghan –Mathematical
Thinking Consultant Yr 5/6
2025 Foundation Sibling Interviews

Tuesday 23rd July

Year 5/6-4 Excursion – Melbourne Museum
Professional Learning – NAPLAN

Wednesday 24th July

Year 3/4 Incursion – Fizzics Education
No Whole School Prayer today
Professional Learning – Faith and Life inquiry

Thursday 25th July

Year 5/6-3 Excursion – Melbourne Museum

Friday 26th July

Welcome Colleen Monaghan - Mathematical
Thinking Consultant Yr 3/4

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.

NAPLAN

NAPLAN results have been distributed today to families of children in Year 3 and Year 5. NAPLAN results will also be made available through the XUNO family app for historical reference.

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 this Wednesday 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.**

Car Safety

Families are reminded to be patient particularly at drop off time. With limited parking consider parking in neighbouring streets. Please remember that double parking is illegal and holds up traffic. Please continue to practise courtesy to fellow drivers. If you are ever held up to pick up your child or children please notify the office.

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.

Learning Diversity and Wellbeing

Gratitude

“Live a life full of humility, gratitude, intellectual curiosity, and never stop learning” - Gza

There are many well researched benefits to gratitude. When we feel grateful, we tend to:

- Be in a better mood and be happier and less stressed.
- Feel more optimistic, positive and hopeful.
- Show more resilience in the face of life’s ups and downs.
- Be more likely to pay attention to what is good in our lives, rather than focusing on the challenges.

Children need help to practise showing gratitude. This is something they need to learn.

Some simple things to try with your child to practise this skill include:

- **Teach “Thank you.”** It may seem basic, but kids need help learning how and when to say “thank you.” As kids are learning, give them gentle reminders for when it is appropriate to offer thanks.
 - For younger kids, teach them the words “thank you,” and remind them when to say it, so they can get used to saying it on their own.
 - For older kids, you might encourage them to write thank-you notes after receiving birthday gifts from friends and family.
- **Start a routine for gratitude.** Consider starting a daily gratitude practice:
 - Go around the dinner table and have everyone share one thing they are grateful for.
 - Make a habit of talking about one thing you’re grateful for before bed each night.
 - Create a gratitude jar and have each family member write something they are grateful for on a piece of paper.
- **Think beyond “things.”** Encourage your child to notice the good parts of life that money can’t buy, whether that’s time spent with family, the way you made someone feel or a beautiful, sunny day.

Parent and Friends

Father’s Day

Thank you to the Parents and Friends Group who are organising the Father’s Day Stall and Father’s Day Morning Tea. Please note the Father’s Day Stall will be held on Friday August 23rd, with gifts costing \$5.00.

The Father’s Day Open Morning and Morning Tea will be held on Friday 31st August between 8:30am and 10:30am. Father’s and father figures will be able to spend time engaging with their children and enjoy morning tea in the Prayer Space.

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 we are clear about WHY we are learning something – then our understanding of both what and how we learn is enhanced’ – Kath Murdoch 2020

Our compelling question for Faith and Life inquiry is, **What do you see? What do you hear? How does it work?** The learning we will engage in will help give us an understanding of how;

- **Our senses help us learn the world around us.**
- **Scientists wonder, observe and look for patterns, to explain how things work.**
- **A force can change an object's movement, size and shape.**
- **Sounds can be made from different actions and objects.**

We will **tune in** by **activating our prior knowledge** of what a scientist is and consider what we know about them. We will **wonder** what they look like, what they do, equipment they might use and how they document their discoveries. As **thinkers**, we will cultivate **curiosity** by thinking about how a number of objects might move. As **scientists**, we will engage in the **scientific process** of; **wonder, predict, observe** and **explain**. To **extend** our thinking, we will read the text, 'The Most Magnificent Thing' by Ashley Spires, to **identify** the processes that a scientist can use. This text will help us identify that part of being a scientist is to make adjustments and changes as we engage in an investigation.

We will **tune in** to our whole school scripture from **the Acts of Apostles 2:1-11** to identify our first thinking. The Scripture is centered around the Jewish Pentecost festival, which in the Catholic Church celebrates the birth of the Christian Church. We will use the thinking routine, **Think Puzzle Explore** to help us unpack what the scripture makes us think about, any **wonderings** we might have and consider how we might explore those wonderings. We will also consider the role and presence of the Holy Spirit in our lives and in the world today.

As **writers**, we will continue our whole school practice of **writing conferences** with our learning space teachers. This is an **opportunity** for us to develop writing skills to improve our writing. Some of these skills may be around spelling, adding detail to our writing, rereading to ensure our writing makes sense, using punctuation or looking at sentence structures.

Bridging Centre

Year 3/4 Learning Spaces

"Stay curious, ask questions, stay open minded, slow your thinking down, keep wondering"

Kath Murdoch 2024

We had time and opportunity to engage with **Pallyan** furthering our understanding of the **woi wurrung language** of the Wurundjeri people and their culture. During this time, we learnt about the elements (sun, rain, sky, stars, fire and heat) and how these are named in the **Woi Wurrung** language. We also engaged in a learning opportunity following on from our previous learning about the names of animals including, **kangaroos, platypus, crows** and **emus** and linking them to pictures of each animal.



In Mathematical Thinking we will be continuing our learning about the connection between **multiplication** and **division** using different strategies such as **groups of, arrays** and **repeated addition** and **subtraction**. We will continue to develop our use of the **CUBES** strategy when solving worded problems.

As part of our literacy learning we will be continuing our investigations into using **prefixes** and **suffixes** to assist us in improving our understanding of spelling and the origins of different words. We also encourage students to **bring pictures or items** that can be placed on the **seed tables** or **seed walls** in our learning spaces to assist students with generating ideas for their written pieces. We recommend students do not leave precious or special items on the tables but place a photo on the table to prevent damage to their belongings. Seeds can be left on the table for as long as the students want to have them left there.

This term our compelling question for Faith and Life inquiry is; **'How does science help us explain the world around us?'** We will engage in learning experiences including Fizzics Education incursion, where we will try to understand how;

- **A change of state can be caused by various actions including adding or removing heat**
- **The Earth's rotation causes regular changes, including night and day**
- **There are scientific skills that are used to conduct and share investigations**

- Natural and manmade materials have different properties that can influence their use

Leadership Centre

Year 5/6 Learning Spaces

Learning contexts need to provide something worthy of children's time, energy, and thought.

Lisa Burman

As part of our **Faith and Life inquiry** we will be **engaging in learning opportunities** related to our compelling question, **What is the land telling us ...and how can we respond?** The learning we engage in during our Faith and Life inquiry will help us to understand how:

- **Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives.**
- **There are environmental and human influences on the location and characteristics of places and the management of spaces within them.**
- **Our stewardship of the land can be enhanced through indigenous knowledge and perspectives.**

As **curious researchers**, as part of our **Faith and Life inquiry** understanding, **Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives**, Year 5/6 Learning Groups, over the next two weeks, will have **time and opportunity** to **engage with experts** at the **Melbourne Museum** as part of a **Learning Lab interactive Workshop**. We will **identify new ideas** about the **science of climate change** and the **critical role our atmosphere plays in supporting life on Earth**. We will utilise **digital technology** to **collect data** and create data displays.

A reminder to wear full sports uniform and bring lunch box and drink bottle only (no small backpack required).

Excursion Dates: Year 5/6 4 - Tuesday 23rd July Year 5/6 3 - Thursday 25th July
Year 5/6 2 Tuesday 30th July Year 5/6 1 - Thursday 1st August



As members of a Catholic Dialogue School, some of us are tuning in to the Sacrament of Confirmation by viewing a provocation to activate our prior knowledge and to provoke dialogue and wonderings about the symbols, gifts and fruits of the Holy Spirit, saints and other important people. We will document our thinking by continuing to add to our documentation using the thinking routine Peel the Fruit.

Entering into critical dialogue with the Catholic faith and tradition

As part of our **assessment**, as **mathematical thinkers**, we have been **engaging in written pre-assessments** to **identify our current understanding** related to the topics of **Area** and **Perimeter** and **Probability**. As learners, as part of mathematical thinking focus groups, we will have **time and opportunity** to view our completed assessments to **acknowledge our strengths** and **identify areas for further improvement and growth**. As part of **finding out**, in our Mathematical thinking focus groups today, some of us had an opportunity to engage in various workshops with our math consultant Colleen Monaghan. During these workshops observing the teaching practices of Colleen also provided staff with individual coaching and mentoring to improve their learning and teaching practices.

Japanese

Children in Foundation, Year 1 and Year 2 will continue 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. The words we will focus on are あかい (**akai-red**), あおい (**aoi-blue**), くろい (**kuroi-black**), しろい (**shiroi-white**). We will continue to play games in which we identify colours as we listen to descriptions of shapes and other common objects.

In Year 3 and Year 4, we will continue to **explore words for foods in Japanese** and **how to express opinions about foods**. As **learners and communicators**, we will learn how to ask a question using the question phrase “**～がすきですか～ ga suki desu ka” (Do you like ~?)**. As **learners of a character language**, we will then **practice reading the hiragana characters** for the first row of the hiragana chart **using memory hints**. We also learn **how to write these characters using stroke order**.

Children in Year 5 and Year 6 will continue to **explore words for food in Japanese** and **how to express opinions about foods**. As **learners and communicators**, we will **chorus questions and responses together** using the phrase “**～すきですか～ suki desu ka (Do you like ~?)** and the response **はい、すきです hai, suki desu (Yes, I like it)** and **いいえ、すきじゃないです ie, suki ja nai desu (No, I don't like it)**. As **learners of a character language**, we will then **practice reading the hiragana characters** for the first and second row of the hiragana chart **using memory hints**. We also learn **how to write these characters using stroke order**.

Japanese calligraphy

During Term 3 children in **Year 3-4** and **Year 5-6** will have the opportunity to participate in a series of **traditional Japanese calligraphy (shodo) workshops** as part of the Japanese learning program. As **thinkers and self-managers**, we will learn the **names for the calligraphy implements** and **how to use them to reproduce Japanese characters**.



Physical Education

In Foundation-2 this week, we started our **inquiry into net and racquet sports**. We began our lesson by **finding out as researchers** about the sports we will be learning in term three. We were given the **opportunity** to read posters of the upcoming sports as well as the opportunity to share a fun fact about what we found out from their poster to others. As **communicators**, students then were given the opportunity to gather in our thinking circle, to go **find out** about safe use of the equipment and to go through some rules, ways to play, and differences between the four sports.



In Years 3 to 6, we began our **inquiry into net and racquet sports with table tennis**. We were given an introduction and for some, **activating our prior knowledge** of table tennis rules, **safe equipment use** and **gameplay strategies**. We started our activities by splitting into small groups and played slight variations of table tennis through six different minigames. We began to discover the **challenges and strengths** of

each challenge. We rotated in 5-minute intervals to give each group a chance at each activity. We then finished our lesson with a game of, “Winner Stays On” to crown one person the champion of each learning space.



Digital Technology

Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

(Victorian Curriculum – Digital Technologies)

This term we will be **Tuning In** and **Finding Out** about coding. Children in Foundation, Year 1 and Year 2 met *indi* last week. *Indi* is a small robot that introduces students to screen-less coding. As **researchers** we have explored **how *indi* reacts** to the colours green/red and how distance between the coloured mats can change how *indi* moves and interacts with the space. We will continue to **work as collaborators** this week as we further explore how *indi* will react to the pink and blue coloured mats.

As **thinkers** and **contributors**, children in Year 3& 4, Year 5 & 6 begun to discuss and explore how they can be **respectful, responsible** and **safe** while using digital technology, both in the classroom and while in the community. This week students will begin to work as **researchers** to meet (or re-meet) *indi*. As **thinkers** we will have the opportunity to engage in problem solving situations where we will need to hypothesise and find unique code-based solutions to help direct *indi*.

As the Mother Teresa Learning Community, we welcome Mr Heath Leighton as our Digital Technologies teacher. We look forward to the opportunities he will provide children in this curriculum area.

Visual Arts

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

Students in Years 3/4 will inquire into the art of collage and modelling;

We are learning about:

- How will we care for the Visual Art learning space?
- What is collage?
- What is Modelling?
- What does it mean to be an artist?
- How are feelings and art connected?
- What influences an artwork?
- Where is art in nature?

We will investigate the art works of other artists and complete collages using paper and textiles. We will explore the use of magiclay and air dry clay to create artworks.

Students in Years 5/6 will engage in exploring Visual Arts through the lens of Threads and Textiles.

We are inquiring into;

- **What responsibilities come with being in the Visual Art learning space?**
- **What makes good design?**

- **What does a designer need to think about?**
- **How and why do we design?**
- **How do we make and use art in our daily lives?**
- **How can we combine Artforms?**
- **How can Art teach us about others?**

Students will investigate the art works of other artists and complete art works using threads and textiles. As artists, students will explore their weaving, sewing, colouring and drawing skills.

Term Three Dates 2024

<i>Thursday 25th July</i>	<i>Reports released to Parents via XUNO Family App</i>
<i>Monday 29th July</i>	<i>Parent/Child/Teacher Chats – No school for children this day</i>
<i>Wednesday 31st July</i>	<i>Confirmation Parent/Child workshop @ 7pm</i>
<i>Thursday 1st August</i>	<i>Visit from Bishop Terry Curtain for Confirmation Candidates</i>
<i>Saturday 10th August</i>	<i>Confirmation sign up weekend</i>
<i>Sunday 11th August</i>	<i>Confirmation sign up weekend</i>
<i>Thursday 15th August</i>	<i>Feast of the Assumption</i>
<i>Sunday 18th August</i>	<i>Confirmation Celebration @ 3:30pm Our Lady's Church</i>
<i>Friday 23rd August</i>	<i>Father's Day Stall</i>
<i>Friday 31st August</i>	<i>Father's Day Open Morning and Morning Tea</i>
<i>Thursday 5th September</i>	<i>Mother Teresa Feast Day Celebrations – Morning Mass & Pizza Lunch</i>
<i>Friday 6th September</i>	<i>Mother Teresa Feast Day Celebrations - AFL inflatables and Favourite Teams/Colourful Clothes Day</i>
<i>Friday 20th September</i>	<i>Term 3 Ends</i>

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.



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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