



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday August 12th 2024

"May God bless and keep you strong." Mary MacKillop

To All In Our Learning Community,

In the space of a week, the Catholic Church has two feast days that celebrate two key female saints, both named Mary; St. Mary of the Cross MacKillop and St. Mary, Mother of God. In light of the sacrament of Confirmation and the tradition of taking on a Saint's name, we will take a moment to reflect on the life and service of these key women.

Mary of the Cross MacKillop is Australia's first and currently only saint. She has strong connections with Melbourne, being born and raised in the suburb of Fitzroy. Growing up in poverty herself, from an early age Mary sought ways to serve the homeless and sick of Fitzroy. She established the first religious order in Australia, the Sisters of St Joseph, with Fr. Tensison Woods. Mary was fiercely passionate about education for all people, no matter their wealth or social standing. With a firm belief in education being a means to lift people from poverty, Mary fought against societal norms and established schools wherever she saw a need. One of her most famous quotes and one I often reflect on as a Catholic educator was, 'Never see a need without doing something about it.'

Mary, the Mother of God is known by many names. In the Catholic tradition she holds a special place as the mother of Christ, the most perfect of all disciples. We are given only a few insights into Mary through scripture. We are told she said, 'Yes' consenting to be the Mother of God and was of deep faith as expressed in the Magnificat. She followed Jesus throughout his ministry and was present at his Crucifixion. We are told she was a refugee, fleeing her home when Jesus was an infant. We can infer that she was a strong, perhaps courageous woman in a time where women had very little rights in society. Thursday August 15th, the Church celebrates the tradition of Mary being wholly taken into heaven with the Feast of the Assumption.

Both Mary's can be examples of faith, vocation and service. In our world today, Catholics can look to saints such as these, as examples of being open to the gifts of the Holy Spirit, as a guide to living a life in service to God, even when we may be challenged. For those of other faiths or no faith, how might these women talk to you of your life and the world today? What makes you say that?

With Blessings,

Amy

This Week's Happenings

Monday 12th August

Japanese Incursion – Year 5/6

Tuesday 13th August

Hoop Time – Year 3/4

Electrical Circuits Fizzics Workshop - Year 5/6

Professional Learning – NAPLAN data

Wednesday 14th August

Kids Helpline Conference

Parents & Friends Meeting – 2:30pm Planning Space

Professional Learning – Faith & Life inquiry

Thursday 15th August

Feast of the Assumption

Electrical Circuits Fizzics Workshop - Year 5/6

Friday 16th August

Welcome Mathematics Consultant Colleen

Monaghan – Year F-2

Sunday 18th

Confirmation Celebration – Our Lady's Church
3:30pm

National Science Week – 10th-18th August

This week is National Science Week. This term our Faith and Life inquiries have been developed around the Science Curriculum. As a staff we have engaged in a process of unpacking this area as part of the recently released new Victorian Curriculum 2.0. Throughout this term there have been many opportunities for children to engage as scientists through excursions to Melbourne Museum and Scienceworks, as well as incursions through Fizzics Education and the Space Dome experience. If you would like your family to engage in National Science Week at home, you can visit www.scienceweek.net.au for more information about events that are happening.

XUNO Family App

Thank you to all the families who have now downloaded the XUNO family app. We will continue to support families to download the app if they are experiencing difficulties. Please note that XUNO can be used to report student absences. For more information about how to do so you can visit 'Help Articles' at <https://docs.xuno.com.au/portal-how-to-use-xuno-to-inform-your-school-about-a-student-absence>

Confirmation Celebrations

Confirmation Celebration– **Sunday 18th August, 2024 3:30pm at Our Lady's Church, Craigieburn.** We wish all children who will be making their Confirmation well and ask that all our community keep them in our prayers and thoughts.

Staffing updates

Ms Joanna Pereira's final day at Mother Teresa will be this Friday 16th August as she begins her parental leave. We wish Ms Pereira all the best as she and her husband prepare for the birth of their first child. Ms Yin Wun who has been working alongside Ms Pereira will be the Learning Space Contact Teacher for LS6.

The role of Principal for Mother Teresa has been readvertised by MACS. I will update the community as to the success of the appointment process when we have been advised by MACS. I thank our parent community for their continued support during this interim process.

Netball Finals – Woodlands Division

On Wednesday 7th of August, we were represented by 9 girls in the Division stage of netball finals, as a progression from our last round robin event. The girls had put a lot of training in at lunch times and it showed when they finished the day with 3 wins and 2 losses. Overall, the team should be immensely proud of their performance as this was the school's first ever team-based sport to progress to the division stage let alone finishing the day with 3 spectacular wins! Thank you to Mrs Ruberto, Miss Erin, Mr McDonald and parent helper Ann Russo who assisted with scoring on the day.



Learning Diversity and Wellbeing

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 concept of building optimism. Developing our optimism skills allows us to identify and recognise when things have gone well and discuss what part we play. People who practise optimistic thinking are more resilient; less likely to give up in the face of challenge; typically have better health outcomes; and tend to interpret experiences in a way that gives them a sense of agency and confidence. Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Activity</u>	<u>Resources</u>
F-2	Positive thinking is a big part of optimism. Positive thinking means noticing and focussing on the good things that happen. Every night this week, draw one good thing that happened to you each day, in order to practise noticing good things.	Catching Butterflies https://app.smilingmind.com.au/session/LjkyzTT6S-iMF_pkY75tSg?sourceRoute=collection
Year 3/4	By practising noticing and focussing on positive thoughts, we can build our ability to be optimistic. Catch at least three positive thoughts each day this week by first noticing them and then writing them down. At the end of the week, reflect on how doing this activity made you feel.	All About Change https://app.smilingmind.com.au/session/Fbg4NE57Rx2QBNP1WFsMUQ?sourceRoute=collection
Year 5/6	Optimism is being hopeful about the future, and feeling confident about your ability to overcome challenges and achieve personal goals. This activity will help you to practise being optimistic. Think about what your best possible self could be like, whether right now or a few years into the future. Write a short paragraph explaining what your best possible self would be like.	Change is Good https://app.smilingmind.com.au/session/JHrub_a8QlaiFA6xL6w3ug?sourceRoute=collection Find Your Happy Place https://app.smilingmind.com.au/session/Ph3eScwHTB6DzuVklpiqZA?sourceRoute=collection

Parent and Friends

Parent and Friends Meeting

The next meeting for Parents and Friends will be held this Wednesday 14th August in the staff planning space at 2:30pm.

Father's Day

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 30th 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

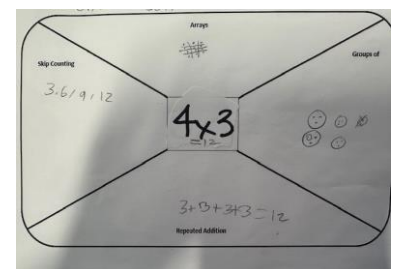
“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

Foundation – Year 2 Learning Spaces

Questions are at the heart of inquiry. Questions give voice to our passions, our uncertainties and our curiosity. (Kath Murdoch, 2015)

As part of our Faith and Life inquiry, ‘**What do you see? What do you hear? How does it work?**’ we had the opportunity to be **scientists** and **researchers**. In the inquiry phase of **finding out**, we found out about **Earth and spaces sciences** through the **Science Dome incursion**. As **thinkers**, we **reflected** on what we **discovered** about day, night, seasons and the planets from the Science Dome incursion by engaging in the thinking routine, **Connect Extend Challenge**. We considered how our discoveries from the dome are **connected** to what we might already **know** about Earth and space. We identified how our **connections** might help us to **extend** our thinking further before we identified what we found **challenging** by identifying any new **wonderings** we might have.

As **mathematicians**, we have been learning about **multiplication**. Some of us have been **finding out** different ways that they can **represent** multiplication on a **visual organiser** of a **think board**, to show how **multiplication sentences** can be shown as **arrays**, drawing pictorially **groups of**, **skip counting**, and **repeated addition**.



As **hermeneutical learners**, we have engaged in a **shared reading** of the ‘Great Flood’ scripture (Genesis 9:8-15). By **engaging in** dialogue we shared what we think it is about and **made our thinking visible** in words and pictures. Some of us have engaged in the thinking routine **Connect Extend Challenge** to explore **connections** we might make between the text and something we already know about this **Old Testament** story. As hermeneutical learners, when we share our **connections** to scriptures, we are showing that we are **open** to **dialogue** about our own **beliefs** and **understandings** of the **Catholic** faith.

Bridging Centre

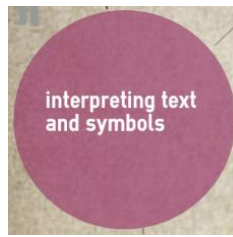
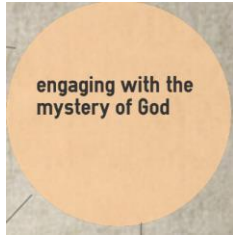
Year 3/4 Learning Spaces

“If one has curiosity, then one stands the chance of attain a high level of scientific inquiry” Ada Yonath

As part of our compelling question “**How does science help us explain the wonders of the world?**” we have engaged in **watching a video** about the different **reactions** that a variety of materials and substances have when they are combined within a range of settings and conditions. Some of the materials we learnt about included **calcium carbonate**, **hydrochloric acid**, **vinegar**, **egg shells**, **carbon dioxide gas**, **magnesium ribbon**, **heat** and **fire**. We had time and opportunity to evaluate these reactions and develop our own theories about why they reacted the way they did.



We will be investigating the connection between the events of **Pentecost** and its connection with the sacrament of **Confirmation** as part of the Catholic Faith using our **Hermeneutical Prompts** to assist us in strengthening and stretching our thinking, as part of Faith and Life inquiry.



In mathematical thinking we will be continuing to **find out** and **sort out** the **area and perimeter** of shapes and using our **prior knowledge** about **multiplication** and **division** to assist us **solve problems**.

Leadership Centre

Year 5/6 Learning Spaces

"Dispositions can be seen as having a tendency towards behaving in certain ways/ Dispositions are more about what the learner is being." – **Kath Murdoch**

As curious researchers, we some of us actively participated in the Climate Change and Victoria's Future learning lab workshop at the Melbourne Museum as part of finding out about our compelling question. We used the technique of sketch noting to document the information and new ideas we uncovered in our booklets. As part of sorting out our thinking, we are reflecting using the following reflection stems:

- I have changed my thinking about...
- It would be good to learn more about...
- It was hard to understand...
- This will help me in the future because...
- One way I could use this learning at home is...
- When I think about this learning I feel...
- As a Researcher I...
- When engaging in the group task at the Melbourne Museum, as a collaborator I...

We will also use our discoveries to represent our thinking about the follow concepts using the loose parts:

- Cause and effect
- Resources
- Consequences
- Sustainability
- Future
- Choice

As writers, we will inquire into the use of emotive language, particularly when writing with the purpose of arguing a point of view to our reader. We will use this skill as we draft and publish our own protest sign to persuade our reader to take action against climate change.

As mathematicians, we engaged with Colleen Monaghan in focus groups around multiplication and division concepts. We explored double and double again strategy for two- and four-times tables, a mathematical investigation of planning a trip for 6 people to the Paris Olympics and division with remainders in context.

Japanese

Children in Foundation, Year 1 and Year 2 will continue to **engage in learning to read and write hiragana characters**. This week we will **make connections with** our learning about **words for colours** and where **the hiragana characters** we are learning **support our reading** of these words.

Children in Year 3 and 4 have been **engaging in Japanese calligraphy focus groups**. We have been learning the **traditional art of shodo** (Japanese calligraphy). We have used **traditional calligraphy implements to reproduce kanji characters** for numbers.



I am proud of the way I wrote in Japanese. What makes me say that is I wrote 一 (ichi) and 二 (ni) really neatly. Samuel



I discovered that the fude (brush) is made out of animal hair.
I am proud of the way I learned to hold the fude (brush) properly.
Madeleine

As **inquirers**, children in Year 5 and 6 have had the opportunity to **engage in learning about a traditional Japanese art form called Kamizome or Paper Dyeing**. As **researchers**, students have engaged with **Leanne O'Sullivan, an expert in Japanese textiles and traditional textile crafts**. Leanne shared her knowledge of paper dying using **traditional techniques and materials**. Children then engaged in **making their own Kamizome creation**.



Physical Education

“Always dream big, and don't let anyone limit your dreams because the possibilities are endless.”
Coco Gauff, USA, Professional women's tennis player

In F-2 this week, we started our inquiry into Volleyball. As **Researchers**, we went into demonstration and **explanation** of the types of volleyball shots we can play. We **focused** on the **Serve, Set and Dig** shots primarily. Students were split into 3 groups to give each of these shots a go and as **Collaborators**, we

challenged each group to stand in a circle and **work together** on keeping the ball off the ground using these shots.



In 3-4 this week, we had the opportunity to **engage** with the Hume tennis coach. We continued to be **collaborators** and **communicators** as we worked on our skills as pairs and individually. We reflected how being collaborators and communicators can positively affect our match-play.

In Year 5/6 this week, we engaged in our final week of tennis by competing in a doubles tournament against each other. As **collaborators and communicators**, we focused on the need for **communication** when playing in **doubles** to ensure we get the best chance to win each point. We **shared our thinking through dialogue** about how good teamwork can achieve successful outcomes in sport. We **noticed** could see the amazing progress we have made when **encouraging** each other as opposed to putting others down when losing a point or game.



Digital Technology

"Just because something doesn't do what you planned it to do doesn't mean it's useless." **Thomas Edison**

Children in Foundation, Year 1 and Year 2 will start to **Sort Out** the information they have learnt about *indi* and how *indi* operates. Children will begin to **make connections** between their **learning** and the **world** as they explore road signs and their meaning. Students will code *indi* to move around the space and **identify** the **correct placement** of the mats in correlations to the signs/signals such as 'stop' or a 'green traffic light'.

Children in Year 3 and 4 will continue to **delve deeper** into Scratch and complete animating their own name. Students will also continue to **reflect** on their weekly learning and discuss what **further wonderings** they may have.

In Year 5 and 6, students will begin to **create** their game. As **Thinkers**, students will **sort out** the information they have gathered on Scratch games and begin to **apply this knowledge** to their chosen

game type. Students will continue to **research** similar games to further assist them in **understanding** the coding required to **perform** the desired actions.

Term Three Dates 2024

Friday 23rd August
Friday 31st August
Thursday 5th September

Friday 6th September

Friday 20th September

Father's Day Stall
Father's Day Open Morning and Morning Tea
Mother Teresa Feast Day Celebrations – Morning Mass & Pizza Lunch
Mother Teresa Feast Day Celebrations - AFL inflatables and Favourite Teams/Colourful Clothes Day
Term 3 Ends

Term Four Dates 2024

Monday 7th October
Monday 4th November
Tuesday 5th November

Term 4 Begins
Staff Professional Learning Day – No school for children
Melbourne Cup Public Holiday

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



Four for Forty TENNIS LESSON OFFER

“Four for Forty” promotion- four tennis lessons for just forty dollars!
Designed for families who have finished their winter activities and looking to try a typical Australian summer sport, this offer lets new or returning players try tennis with four lessons for just forty dollars (\$40).

