



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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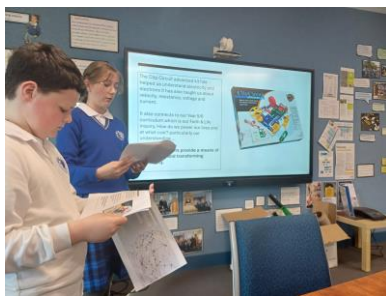
[www.motherteresa.catholic.edu.au](http://www.motherteresa.catholic.edu.au)

## NEWSLETTER

Monday August 19<sup>th</sup> 2024

### **To** All In Our Learning Community,

Last Wednesday children joined the Parents and Friends meeting. The purpose of pitching their ideas of what games and resources would be worth buying, with the money raised by our Parents and Friends Group. The children in F-2 and Yr. 5/6 engaged in a process of inquiry where they as researchers searched for the best options to purchase items including; indoor games, sports equipment and even a larger tank for the frogs in the Leadership Centre! As communicators, children had to present to parents their research and persuade them why their items are worth purchasing.



This opportunity is one example of inquiry-based learning and a culture of thinking in action. The children had an authentic opportunity to use literacy and numeracy skills, as well as using learning assets and critical thinking skills. It also highlights children having agency in learning that will benefit the wider community. Education consultant Lisa Burman describes such experiences as, 'culture of agency.' When children can learn in conditions where they are viewed as fully human with ideas worth listening to, are active participants in their own learning and have autonomy to direct their own learning with

educators giving guidelines, then their sense of belonging, identity, self-efficacy, engagement and participation within their learning environment could increase (Burman, 2023).



To bear witness to this in action was a privilege and affirms for me our commitment to be driven by a culture of thinking and inquiry. This was a moment where the flourishing of children was truly made visible.

With Blessings,

*Amy*

## **This Week's Happenings**

**Monday 19<sup>th</sup> August**

Welcome Deb Sukarna – Literacy Consultant

**Tuesday 20<sup>th</sup> August**

Welcome Deb Sukarna – Literacy Consultant

Science Incursion – Foundation-Yr2

Professional Learning – Spelling

**Wednesday 21<sup>st</sup> August**

Author Visit – Rick and Andy

Professional Learning – Faith & Life inquiry

**Thursday 22<sup>nd</sup> August**

Northern Regional Network - MACS

**Friday 23<sup>rd</sup> August**

Team Teach Positive Behaviour Support –

Professional Learning

Author Visit – Rick and Andy

## ***Confirmation Celebrations***

Congratulations to the Yr 6 children who were Confirmed on Sunday by Bishop Terry Curtain. Thank you to Miss Mack for her organisation as Sacramental Leader and as part of the 5/6 team. Thanks also to Miss Follacchio, Mrs Brooks, Mrs Zourzi and Mrs Allen for their support with preparing the children, as well as their assistance on the day.

## ***Re-enrolment 2025***

In order to plan effectively for our 2025 school year, families are asked to complete and return a reenrolment form that can be accessed via your XUNO App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2025.

## ***Mother Teresa Feast Day Mass ~ Thursday 5<sup>th</sup> September***

We will begin our feast day with the celebration of Mass at 9.15am at the school. Families are most welcome to join in the celebration of Mass.

## ***Pizza Lunch – Thursday 5<sup>th</sup> September***

On Thursday 5<sup>th</sup> September Parents and Friends are organising a Pizza Lunch for the children, as part of our Mother Teresa Feast Day celebrations. Please complete the order form which was sent home.

## ***Mother Teresa Feast Day AFL inflatables - Friday 6<sup>th</sup> September***

As part of our Mother Teresa Feast celebration we will have the AFL inflatables on Friday 6<sup>th</sup> September. All children will have the opportunity to engage in this fun activity. The children are invited to wear their favourite team colours or sports clothes on this day.

## ***Bullying No Way at Mother Teresa***

“It is our choices that show what we truly are, far more than our abilities.” – **Albus Dumbledore**

This Friday August 23<sup>rd</sup> the Peer Mediators will be running some lunch time activities in the hall area to help the school to help raise awareness against bullying. This will be for the first half of lunch time, please bring your clipboard and colouring pencils if you would like to participate.

Support through Kids Helpline is always available, you can phone on 1800 551 800 or join online for a chat with a counsellor at [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

## ***Parent and Friends***

### ***Father's Day Stall – Friday 23<sup>rd</sup> August***

The Father's Day Stall will be held on Friday August 23<sup>rd</sup>, with gifts costing \$5.00.

### ***Father's Open Morning & Tea – Friday 30<sup>th</sup> August***

The Father's Day Open Morning and Morning Tea will be held on Friday 30<sup>th</sup> August between 8:30am and 9:30am. Fathers 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***

As writers, we are continuing to explore different forms of writing and some students have had a go writing information texts using the ‘5 finger facts’ process to help them. We are always continuing to focus on Handwriting and including punctuation in our writing as well.

When engaging in Mathematical Thinking, we have been continuing to focus on multiplication and division. For many the concept of multiplication and making groups of is much easier to understand, however the concept of division and sharing can take longer. We are continuing to use materials such as teddies, unifix and mats to visually represent different multiplication and division stories.

As researchers, we have been continuing to explore the scientific concept of space. We have been exploring the National Geographic website to help us view and find out about different planets in our solar system. We will continue to explore these in different ways.

### **“Design experiences to activate the senses and inspire learners to wonder and explore” Kath Murdoch**

We as teachers have had 2 opportunities to view other schools in Melbourne that engage in discovery time. This has enabled us to further our understanding of the process and has aided us with developing new ideas for discovery stations. We have set up new stations focusing on light, sharing, Noah's Ark, writing, small parts play focusing on creating, reading corner and a construction zone. These stations will be adapted and built upon after observing the children engaging in the space.

As we continue to explore the discovery spaces, we are seeking donations to help aide the creation of these stations.

We are looking for the following:

- Costumes
- Wooden play toys such as kettle, toaster, oven, shop, kitchen, plates, bowls etc
- Pieces of fabric (must be clean and preferably plain design)
- Construction Pipes (plastic and clean)
- Crafting items
- Wooden animals
- Microscopes
- Old technology such as laptop and phones (don't need to work)
- Ceramic dishes
- Wooden trays
- Wooden clipboard
- Old picture frames
- Play food
- Artificial grass
- Glass jars/canisters/containers

Please speak to your child's teacher before bringing in donations. Thank you

We thank you for your continued support and partnership with us as we begin this exciting new discovery journey. You are most welcome to come and have a look at the discovery spaces in the Foundation- Year 2 building.

## ***Bridging Centre***

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

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

As **inquirers** and **scientists**, we had **time** and **opportunity** to **tune into** our **thinking** about the **skills** **scientists** used to **conduct investigations**. We used the **key thinking moves** - **activating prior knowledge** and **making connections** to think about the following scientific skills - **questioning** and **predicting**, **planning** and **conducting**, **recording** and **processing**, **analysing** and **evaluating** and **communicating**. Using a **Word Wheel**, we **documented** our **first thinking** as to what we think these words mean and what a scientist would be doing at each part of the investigation. Using the **split screen** approach, we considered the skill we are focusing on at the moment around being a communicator and sharing our ideas in a range of ways.

<u><i>What scientific skills are used to conduct an investigation?</i></u>	<u><i>How can we share our ideas in a range of ways?</i></u>

As **mathematicians** we have been working towards **finding strategies** to help up in **solving problems** of **area** and **perimeter**. We are using **strategies** such as **repeated addition** and **skip counting**. Students have had **time** and **opportunity** to **create robots** using their **prior knowledge** of **area** and **perimeter** as part of **finding out**.

As part of literacy, we have been working on **developing** a **seed** and using this to create **purposes for writing**. We have been using the **writing arrows** to help in **structuring** our pieces and **checking for meaning**. We have **shared** our writing pieces with our **writing buddies**. We have been using our **prior knowledge** of **prefixes** and **suffixes** to help us in **uncovering** different words. Using **morphology**, we have been looking into where a word comes from and its **origins**. This will allow us to **make meaning** of new words.

As part of our learning around Smiling Minds, we had **time** and **opportunity** to **engage** with authors **Rick** and **Andy**. As part of **tuning in** we read the book ‘**Why Worry Wally**’. As part of **reflecting** upon our learning we had **time** and **opportunity** to engage in a **reflection** using **Kath Murdoch’s** reflection stems. We **engaged** in the **thinking routine Think, Pair, Share** to discuss any **new findings** and **wonderings** we may have.

As a reminder and as part of **agreed ways of living and learning** at **Mother Teresa**, it is an **expectation** that students **engage** in **home learning** each night. This includes **reading** and **engaging** in a **numeracy** task whether this is counting or ‘**Goodies and Baddies**’ (multiplication and division facts) or open-ended questions.





## Leadership Centre

### Year 5/6 Learning Spaces

*“Challenge your students to ask big questions, un-Googleable questions, questions that cannot be answered by looking in the back of a book. Great things will happen.” – Trevor Mackenzie*

As part of **finding out** about electrical circuits, we engaged in an incursion with **Fizzics Education**. As **curious scientists**, we had **time and opportunity** to **experiment with and discover** different types of **circuits**. Through **listening to an expert**, we **identified new ideas about how circuits work** and **developed our vocabulary** by describing electrical circuits using words such as **voltage, electrons and resistance**. As **reflective thinkers**, we are **reflecting on the skills we used as contributors and collaborators** during the incursion. We are using **Kath Murdoch’s Pat on the Back** reflection tool to document our thinking.



As part of **sorting out** our thinking, we will return to our **vocabulary** and document what we now know about the following words: **circuit, transfer, transform, electrical, battery, light bulb, switch, wire, energy, circuit board, source, conductor and insulator**. As **readers and resourceful researchers**, we will **gather additional information** about these words **using short film clips and information texts**. As **curious thinkers**, we will **revisit our initial wonderings and document our discoveries**, as well as **formulate questions** about what we are wondering about now.



As **members of a Catholic Dialogue School**, we are tuning in to the scripture **The Great Flood (Genesis 9:8-15)**. As **hermeneutical learners**, we will engage in **dialogue with others** as we begin to **interpret** this scripture by **making connections** to our prior knowledge and **identify our challenges**. We will use the thinking routine **Connect-Extend-Challenge** to make our thinking visible.

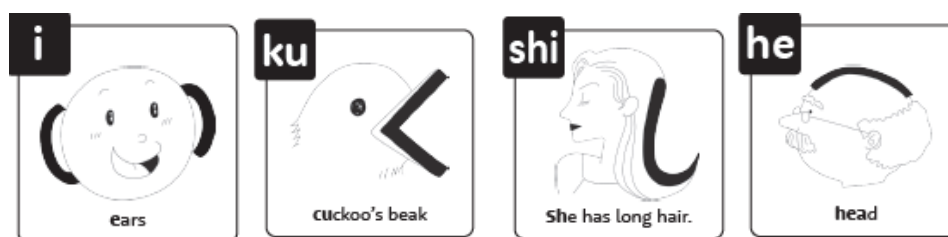
As **mathematicians**, we had time and opportunity over the weekend to **gather data** about **how we use power in our homes**. We will have **time and opportunity** to **collate the data and create data displays** to **represent our findings**. As **thinkers**, we will **analyse the data and make statements** using the thinking routine **Claim-Support-Question**, using the thinking move of **reasoning with evidence** to justify our thinking.

As **writers**, we will inquire into the **word family ‘power’**. As **researchers**, we will use **etymology dictionaries** to find out the **origins** of the base ‘power’ and the **prefixes and suffixes** we add to the base to change the meaning of the word. We will use a **word matrix** to create word sums.

brain em fire horse man over super will	power	boat	s
		ed ment s	
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## Japanese

Students in Foundation, Year 1 and Year 2 will continue to **engage in learning to read and write hiragana characters**. We will **explore using memory hints to support our reading** of the hiragana characters い、く、し、へ. To **build our memory** of these characters, we will **play a game called Doko desho** or **Where is it?** In this game the **teacher says the memory hint** and the **student must indicate the hiragana flashcard** for the memory hint.



Images provided by The Japan Foundation, Sydney

Students in Year 3 and 4 will **extend their understanding** about **how to express opinions about foods**. As **learners**, we will explore how to **make sentences in Japanese** which state that **we like or don't like certain foods**. As **communicators**, we will **practice chorusing these sentences** in Japanese. We will then engage in the **learning strategy called Mind Reader**, in which we try to **guess a sentence** the teacher has secretly written on a whiteboard.

As **inquirers**, students in Year 5 and 6 have had the opportunity to **engage in learning about a traditional Japanese art form called Kamizome or Paper Dyeing**. Students engaged in **making their own Kamizome creation with Japanese textiles and craft expert, Leanne O'Sullivan**. As **thinkers**, they **made their thinking visible** by using **Kath Murdoch's reflection stems** to reflect upon their experience.



I discovered that **kamizome** (**kami=paper, zome=dye**) is a Japanese art technique that involves folding and dyeing the **unryu** (mulberry paper) different colors and using **gradation** to create different patterns with the ink. What makes me say that is you have to put the paper into the ink for ten seconds for the ink to spread and create the **kamizome**. (Eve)

Something I can do now is Japanese paper dyeing and what makes me say that is because I learned how to do it.

It was interesting to discover that how you do **accordion fold** like how you fold it. (Yohan)



## Physical Education

In F-Yr 2 this week, we continue to use volleyballs and build on last week's **inquiry** by shifting our **focus** onto **accuracy in volleyball when serving**. We started with our warmup and then moved into partnered serving where our focus was to catch our partners serve. Students showed **collaboration** when working in their pairs where we also displayed how amazing our **communication** can be when trying to work out the best **strategy** in the **challenge**. We then finished with a group **challenge** of working as 1 big team to try serve into and knock over as many cones as possible to better the class total to get the highest score amongst the F-Yr 2.



In Year 3-6, Students **engaged** in **volleyball**, progressing on from last week's tennis. We started with a quick introduction into the types of shots we can play and some basic rules of the game. We then moved into a 3 stationed activity where we practiced 3 different types of shots on each group to which we rotated through them keeping track of our highest score on each. As **collaborators**, there was select instance where students worked together to use unique strategies to better the teams score and as **communicators**, there was fantastic verbal cues/voice on display making for a more connected and straightforward teamwork performance. Lastly, we finished off with a team rally **challenge** where we played modified volleyball where the goal was to continue the rally as opposed to trying to win the point.



### Hoop Time Year 3-4

On Tuesday, some of our Grade 4s engaged in hoop time which is a competitive tournament of basketball against other schools. The Grade 4 basketball tournament was a fantastic event filled with energy, enthusiasm, and sportsmanship. Young players from various schools came together to showcase their skills, teamwork, and love for the game. Each team played with incredible spirit, demonstrating impressive dribbling, passing, and shooting techniques. The tournament was not only a celebration of athletic ability but also of camaraderie and fair play. Spectators cheered loudly, and the players supported each other with great respect and encouragement. All teams managed one or more wins with our 'future stars' team making the grand final where they just fell short of progressing to the next stage. We thank Mr McDonald and Mr Collins for their help running the day and could not be prouder of the way students conducted themselves when winning or in defeat.





## Digital Technology

*"The tools of digital technology are essential for the students of today to become the leaders of tomorrow." - Hadi Partovi, Founder of Code.org*

In Foundation, Year 1 and Year 2, students will continue to code *indi* to complete a set of **routines**. Students will **utilise** the road signs and begin to **make connections** between how the colour of the road signs and the colour of the *indi* mats correlate. As **Thinkers** students will use the challenge cards to further develop their understanding of the coding required to direct *indi*.



Students in Year 3 and 4 will begin to **investigate** a type of game that they can create within the **Scratch** platform. As **Researchers**, students will utilise tutorials to help them gather **further insights** into how they can use the keyboard on their computer as the **input sources** for their game.

In Year 5 and 6, students will continue to **develop** their chosen game. As **Thinkers**, students will **build upon** their game and **Sort out** what they need to do next to ensure they are continuing to move closer to completing their game. Students will work within focus groups to **further build** students **coding skills** and help students **discover alternative solutions** to issues they may encounter.



## Visual Arts

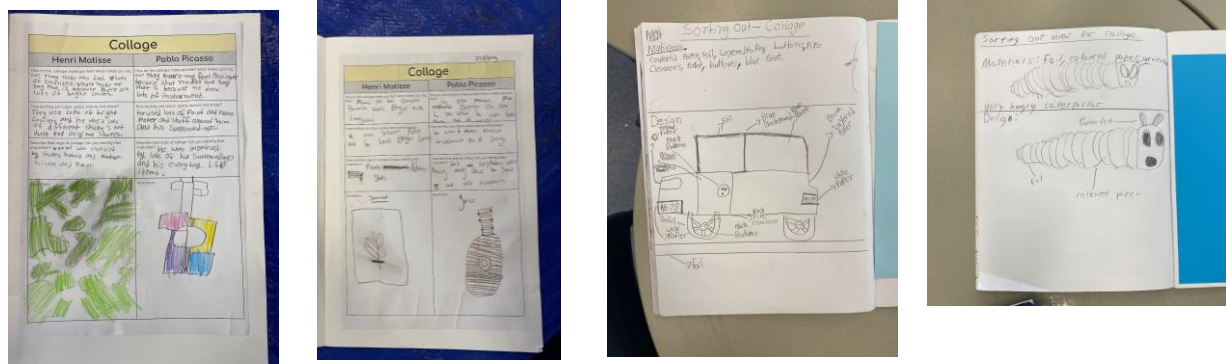
As inquirers, students in Years 3/4 have been investigating the collage artists Pablo Picasso, Alice Frost and Henri Mattise.

They have recorded notes and considered the following questions:

- What do you notice? What does it make you think about?
- How do the collages make you feel? What makes you say that?
- How do they use the art elements of colour, space, texture and shape?
- How are their styles similar or different?



As artists and designers, students in Year 3/4 have reflected on their research notes and completed a design sketch. This week students will use their research, design sketch and materials list to create a collage.



As artists, the 5/6 students have been exploring the art technique of weaving. As creators they are using coloured acrylic yarn to weave friendship bracelets, keyrings or necklaces using a circular cardboard loom. Throughout the artistic process, students have worked carefully to ensure they are following a consistent direction and applying the correct tension to ensure their woven artwork displays a consistent pattern.



### ***Term Three Dates 2024***

*Friday 23<sup>rd</sup> August*  
*Friday 30<sup>th</sup> August*  
*Thursday 5<sup>th</sup> September*  
  
*Friday 6<sup>th</sup> September*  
  
*Friday 20<sup>th</sup> 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 7<sup>th</sup> October*  
*Monday 4<sup>th</sup> November*  
*Tuesday 5<sup>th</sup> 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.*