



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday August 26th 2024

"Let us always meet each other with a smile, for the smile is the beginning of love." Mother Teresa

To All In Our Learning Community,

This week the Leadership Team will engage in a process of dialogue and strategic planning with Senior Manager Rosa Wilkinson from Melbourne Archdiocese Catholic Schools (MACS) to set goals to create our School Improvement Plan (SIP) for the next four years. This process involves reflecting on the School Review, which was inclusive of the voices of all members of our community; children, staff and parents. It involves spending time identifying our strengths as a community, opportunities for growth and areas that will become our priority of focus.

The process undertaken by the Leadership Team on behalf of the community, highlights the Catholic principle #2 – MACS schools are collaborative, inclusive, faith-filled communities. By drawing on the voice of the community highlighted in the Review, we have the opportunity to be curious inquirers. In my mind, as a curious inquirer, my own wonderings include, "Who are we as the learning community of Mother Teresa?", "How can we continue our culture of hospitality and dialogue?" and "What is our collective moral purpose as a Catholic Dialogue School?"

We are amidst challenging and exciting times in Catholic Education. While we navigate through the Review to shape our goals for the next four years, we continue to commit to providing the best learning opportunities for our children, who for mine are our 'moral' purpose. We have the opportunity to lean into the challenge of shaping their future and I look forward to sharing our learning with you in the coming weeks.

With Blessings,

Amy

This Week's Happenings

Monday 26th August

Scienceworks excursion - F-Yr2

Tuesday 27th August

Scienceworks excursion - F-Yr2

Professional Learning - Wellbeing

Wednesday 28th August

Scienceworks excursion -F-Yr 2

Professional Learning – Faith & Life inquiry

Thursday 29th August

Books to Life Performance of 'That Bird Has Arms' – 9am and 10am Foundation-Yr 6

Friday 30th August

Father's Day Open Morning and Morning Tea

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.

Hume City Council Sports Aid Grants Program

The [Sports Aid Grant Program - Hume City Council](#) (SAGP) is now open!

The SAGP is designed to encourage young people aged 24 years and under in Hume City to participate in sports and physical activities through financial support. See also the flier at the end of this week's newsletter

1. The [Sport Elite Grant - Hume City Council](#) grant provides financial support to cover participation costs for young athletes (Grants up to \$1,000)

Who can apply:

- Hume City residents that are 24 years and under.
- Individuals competing in a sport that has a recognised National Sporting Organisation.
- Individuals selected to participate at a regional, state, national or international championship or event.

How to apply:

- Click on [Sports Aid Grants - Elite 2024-25 - Hume City Council \(smartygrants.com.au\)](#)

2. The [Sport Play Grant - Hume City Council](#) grant encourages individual community members who are facing financial hardship to be more active in the community. (Grants up to \$250)

Who can apply:

- Hume City residents that are 24 years and under
- Individuals that are participating in sport, leisure or physical activity that has a physical or wellbeing outcome based in Hume City.
- Applicants must be named on one of the following issued and valid:
 - Australian Government Concession Card (Health Care Card).
 - Temporary/Provisional Visa Grant Letter or VEVO Check.
 - Other documents that affirm a person's refugee or asylum seeker status. Eg. Immi Card or an official support letter from an agency.

How to apply:

- Click on [Sports Aid Grants - Play 2024-25 - Hume City Council \(smartygrants.com.au\)](#)

Term fee accounts

Fee accounts for term 3 were emailed. Please check your inbox, bin or spam for your account. Fees are an important part of our school income. Payment was due Wednesday 21st August. Please finalise your account to save follow ups from administration staff.

Mother Teresa Feast Day Mass ~ Thursday 5th 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. As part of the celebrations children will engage in Tabloid Sports activities as organised by Mini Vinnies between 11:30 and 1pm. Families are welcome to attend and to volunteer to assist in running some of the activities. All children may wear their sport uniform this day.

Pizza Lunch – Thursday 5th September

On Thursday 5th 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. There is no payment required for Pizza orders on this day.

Mother Teresa Feast Day AFL inflatables - Friday 6th September

As part of our Mother Teresa Feast celebration we will have the AFL inflatables on Friday 6th 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. To raise funds for the Indigenous Literacy Foundation, children are asked to bring a gold coin donation.

Learning Diversity and Wellbeing

Bullying No Way! Day

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

Albus Dumbledore

Thank you to the Peer Mediators and students that participated in our *Bullying No Way! Day* last Friday. It was great to see so many children finding their voice to say, “NO!” to bullying. Please keep dialoguing with your child about the importance of recognising what bullying is and how they can find their voice to be upstanders to bullying. Further support can be found for parents at <https://kidshelpline.com.au/parents/issues/bullying-school>



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 **gratitude**. We will have **time and opportunity** to learn how to

cultivate gratitude through mindfulness. Practising gratitude can **improve mood, mental health, life satisfaction, and purposeful engagement**. We will share personal **expressions of gratitude** to **foster connection and trust** among each other.

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

<u>Year Level</u>	<u>Activity</u>	<u>Resources</u>
F-2	We can be thankful for many things in life, including the beautiful things that are around us every day. Draw a picture of something beautiful that you saw today that you are thankful for.	Little Bubble of Gratitude https://app.smilingmind.com.au/session/D1QEXkK0T2OkBVVCHbllgA?sourceRoute=search
Year 3/4	Sometimes we need to slow down and notice things that we would usually walk by and not think about in order to appreciate and be thankful for them. For this task, go for a walk outside with an adult and say aloud the things in nature that you are thankful for, such as the feeling of the warm sun on your skin or the smell of freshly cut grass.	Gratitude Conversation Starter https://app.smilingmind.com.au/session/Wxk8-WA2Q1O629biBRW4Fw?step=2 Gratitude with your Child https://app.smilingmind.com.au/session/

Year 5/6	We can be thankful for many things. Some things can be big, like our friends and family, and other things can be small like the colour of a flower that made you smile. Adopt a gratitude attitude and keep a journal this week of the things that made you smile in order to continue practising thankfulness.	on/BxVzlq2qQBCqHjDfGw2FKw?s ourceRoute=search Gratitude https://app.smilingmind.com.au/sessi on/VX4pluB_T3Ojrkxqc5Utv?sour ceRoute=search
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Parent and Friends News

Father's Day Stall

Thank you to all families who supported the Father's Day Stall. We hope that all receivers of the gifts will be pleased come Sunday morning! A reminder for those who have yet paid for their gift to do so as soon as possible. Please send money to the office in an envelope with your child's name on it.

Father's Open Morning & Tea – Friday 30th August

The Father's Day Open Morning and Morning Tea will be held on Friday 30th 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 with Learning Consultants

Last week teachers engaged with Literacy Consultant Deb Sukarna, as we continue to build our professional knowledge around the development of writing and spelling using our English Orthographic system. As learners we were stretched as we built our own professional capacity to understand the differences between phonological and phonemic awareness, the role of morphology (understanding the meaning of words, etymology (history of words), visual awareness of letters and letter patterns and graphological awareness (recognising the names of letters). In teams, teachers are continuing to focus on spelling and collaborating to develop spelling unit inquiries that are developmentally appropriate for each year level. Our aim is for children to engage in focused spelling inquiry throughout the week, where teachers explicitly build their expertise as spellers.

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 **readers**, we are continuing 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 of texts. We were also lucky enough to have an Author visit from Rick Foster, “*Why Worry Wally*” and his friend Andy, who explored the text as well as provide us with **strategies** to use when we feel a little worried.



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 for some of us to learn. We are continuing to use **concrete** materials such as teddies, unifix and mats to **visually represent** different multiplication and division stories.

As **researchers**, we had **time** and **opportunity** to engage as **researchers** with an **expert scientist**. Jess the scientist, provided us with some background **knowledge** of what type of scientist she was and what research she focused on at the **Royal Children's Hospital**. Jess even explained and provided some examples for the children of **equipment** scientist wear and use during their scientific inquiry. The children unpacked the scientific process of **wonder, predict, experiment, observe** and **explain** with Jess, which was an opportunity for connections to how we inquire.

During **Faith and Life Inquiry**, we have continued to engage in **finding out** about **Discovery Time** as part of an **inquiry-based approach** to learning. We have set up the **provocation stations** focusing on cultivating curiosity around sharing, Noah's Ark, writing, small parts play focusing on creating, reading corner, a construction zone and the science of light which **connects** to our excursion to **Science Works**.

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

We are looking for donations of the following items;

- 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 Learning Space Teacher before bringing in donations. You are most welcome to come and visit the discovery spaces in the Foundation- Year 2 building to **name and notice** how we might be provoking curiosity and space for independent inquiry. We thank you for your continued support.

Bridging Centre

Year 3/4 Learning Spaces

We need to have hungry minds that stay relentlessly curious about the way the world works and the way we understand the world. We need to keep pushing ourselves out of our "comfortable knowledge bubbles" and be prepared to be the geographers, historians, scientists, authors, mathematicians and artists... (Kath Murdoch)

As part of **finding out** '**How does science helps us explain the wonders of the world?** We are exploring the understanding '**A change of state can be caused by various actions including adding or removing heat.** As **inquirers** and **readers**, we are using the **key thinking moves**



activating prior knowledge while engaging in the thinking routine **Think Pair Share**. Through dialogue with others, as scientists we **considered** our **first thinking** about **change of state** while **thinking** about what it means to use our own words rather than the words of others. As **researchers**, we **viewed** a **clip** to help **extend** our **thinking** further. Through a **literacy lens**, we **applied** our **knowledge of searching for keywords** and documented these while watching the clip. As **contributors**, we are coming back together to **transform** our **thinking** and **consider** our **new thinking**.

As a **Catholic Dialogue School**, we are beginning to **tune into** our **patron Mother Teresa** in **celebration** of her **Feast Day on Thursday 5th September**. Through **dialogue with others**, we are **reflecting critically** on what we **already know** and considering the **importance** of her life to the **lives of people** in the **Catholic faith**.

As mathematicians, we are continuing to **investigate area** and **perimeter** while **tuning in** to **shapes**. As **thinkers**, we are **recognising, comparing** and **classifying 2D shapes** and **3D objects** according to their **features**. Through **collaboration**, we are **sharing** and **explaining** our **thinking** around the **properties** of shapes.

As part of our **spelling investigations**, we are **learning** and **inquiring** into **different spelling strategies** including **visual/graphological, phonology** and **morphology/etymology**. For example – this week we **looked closely** at the word ‘**cycle**’. We **discovered** that there are 4 **graphemes c/y/c/le** and that the ‘**e**’ is a **marker** which means there is **no sound**. We also found out through **dialogue** that the **letter ‘c’** has **two sounds** we call these **phonemes**. In the coming week, we will **identify word sums** with the **base ‘cycle’** and **create a matrix**.

E.g. re + cycle.

Leadership Centre

Year 5/6 Learning Spaces

“Curiosity is to learning as kindling is to the flame. The teacher’s role? To conjure a spark...” – Simon Brooks

As **self-managers**, we had **time and opportunity** to **tune in and find out** about **managing our worries** by engaging with **Rick** (author of *Why Worry Wally?*) and **Andy**. We discovered strategies such as **dragon breathing** and **moving our bodies** to keep our **minds healthy**. As **respectful communicators**, we documented and shared some of our small worries and **identified the strengths** that could help manage those worries. We also made connections to Smiling Mind.



As **inquirers**, we are **tuning in** to the concept of **government**. To **provoke our thinking**, we are engaging in a webinar with the **Parliament Education Office** where we will have **time and opportunity** to explore **how laws are made through Parliament, the role and responsibilities of government representatives and how the government is formed**. We will document our **discoveries and wonderings** using the thinking routine **I used to think... Now I think...**

As **members of a Catholic Dialogue School**, we are finding out about the scripture **The Great Flood (Genesis 9:8-15)**. As **hermeneutical learners**, we will see **new**

layers of meaning to the text by reading **commentaries** to help us understand what **the Old Testament scriptures mean for us today**. As **thinkers**, we will explore the concepts of **literal and symbolic interpretations** of scripture.

As **writers**, we will continue to inquire into the **word family ‘power’**. We will identify the **phonemes, graphemes and morphemes** in the word. We will also focus on the /ow/ **grapheme** and go on a **sound hunt** as we read our texts. As **thinkers**, we will use the thinking routine **Generate-Sort-Connect-Elaborate** to **analyse the words and build explanations** about the digraph.

Japanese

As **inquirers**, students in Foundation, Year 1 and Year 2 have explored the **Japanese festival of “Tanabata”** which occurs in July and August in Japan. The festival is also known as **the Star Festival**. Children in Japan **decorate strips of paper, called “Tanzaku”**, and write their wishes for their future. As **learners of a character language**, we have **decorated our Tanzaku with hiragana characters** we have been learning.



Students in Year 3 and Year 4 are engaging in **learning how to use adjectives** to **extend our opinions about foods** we like and don't like in Japanese. The adjectives we have been learning are **おいしい (oishii)**, which means “delicious” and **まずい (mazui)**, which means “unpalatable” or “yucky”. As **communicators**, we have been chorusing these with familiar phrases we have been learning to give our opinions about foods. As **thinkers**, we have been **identifying** which phrases work together to **create meaningful communication**.

Students in Year 5 and Year 6 are **engaging in reading texts** which both **activate prior knowledge** about **foods we like and don't like** and **introduce a few new phrases and words** which help us **introduce ourselves**. We have engaged in **Finding Out** through **chorusing these texts together**. We have then used the **strategy “Gapped Sentences”** to **identify words from the text** which fit into an incomplete phrase or sentence.

Physical Education

In Foundation-Yr. 2 this week, we participated in our last week of **volleyball** skills. As **collaborators**, we worked in small groups to begin with practicing our **setting, digging and serving**. This enabled us to **relearn and activate our prior knowledge** about our previous weeks of volleyball learning, along with our continuous learning of **teamwork, collaboration and encouragement**. We then went into our last activity which involved a volleyball net to simulate gameplay, along with hula hoops placed in various spots to **encourage** us to be accurate servers. We tried to score more points by landing the ball in the hoop and we had a collective challenge to outscore other learning spaces to gain a **competitive** edge to our learning.



Across Years 3-6 this week, we finished our inquiry into volleyball by competing in 6 a side volleyball matches against their peers. We were given one last reminder of the rules before choosing our own mixed teams. We showed our knowledge of game **tactics**, **strategies** and **shot selection** when playing as there were some fantastic rallies that commenced during the gameplay faze of the lesson. As **thinkers**, we made quick decisions on what shot we would play and when it is a good opportunity to hit into open space. Overall, we demonstrated great **capability** to **collaborate** in small teams showing dispositions of **encouragement**, **teamwork**, **resilience** and most importantly good team **spirit** towards our opponents.



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, children will continue to **code indi** to complete a set of **routines**. As **Collaborators** children will begin describe the route *indi* needs to take to their partners to successfully code *indi* to **navigate** through the 'mini cities'.

Children in Year 3 and 4 will continue to **Sort Out** their information they have learned about Scratch games and begin to **create a game** of their own. As **Thinkers** children will engage in **thinking routines** to generate characters and scenes for their chosen game type.

In Year 5 and 6, children will continue to **develop** their chosen game. Children will have the opportunity to continue to **Sort Out** their information and **Go Further**, applying their knowledge to extend their games functions. As **Communicators** children will begin to **develop instructions** for the games they have created.

Thursday 5th September

Mother Teresa Feast Day Celebrations – Morning Mass, Tabloid Sports & Pizza Lunch (Sports Uniform to be worn today)

Friday 6th September

Mother Teresa Feast Day Celebrations - AFL inflatables and Favourite Teams/Colourful Clothes Day (Gold coin for Indigenous Literacy Foundation)

Tuesday 17th September

Celebration of Learning – Open morning and afternoon, more details provided closer to the date

Friday 20th September

Term 3 Ends

Term Four Dates 2024

Monday 7th October

Term 4 Begins

Monday 4th November

Staff Professional Learning Day – No school for children

Tuesday 5th November

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.

HUME CITY COUNCIL

Sports Aid Grant Program

Encouraging young people aged 24 years and under in Hume City to participate in sport and physical activities.



Sport Elite Grant (up to \$1000)

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Who can apply?

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 - Temporary/Provisional Visa Grant Letter or VEVO Check.
 - Other documents that affirm a person's refugee or asylum seeker status. Eg. Immi Card or an official support letter from an agency.

For more information scan the QR code, contact sportgrant@hume.vic.gov.au or visit hume.vic.gov.au/sports-aid-grant-program



SUMMER SOFTBALL

OCTOBER TO MARCH

T-BALL, U12, U14, U16, U19,
WOMEN'S & MEN'S
COMPETITIONS

Come & Try Sessions

7 Sep 10am - 12pm

20 Sep 5.30pm - 7.30pm

JOIN NOW

craigieburnsoftball@gmail.com

18 Rhyolite Drive, Craigieburn

