



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday August 5th 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,

Last week, some of our Year 6 children along with parents and carers, gathered to engage in a workshop as part of their preparation for the sacrament of Confirmation. This sacrament is often thought of as a rite of passage and is the final sacrament of initiation into the Roman Catholic Church. It is where the children will reconfirm their faith for themselves. Before being anointed with the oil of chrism by the Bishop, the children are presented to the congregation and they will renew their baptismal promises first made by their parents and Godparents at Baptism. In the Catholic tradition, these promises express the faith of the Church in the name of Jesus Christ. This ritual also reflects a moment of maturity as the children respond clearly and openly to the Church community about their faith.

As a Catholic Dialogue School, we recognise that faith is a journey that looks differently for people at different stages of their life. The opportunity for children to actively participate in Confirmation, empowers them to have a voice about religion. The research of Annemie Dillen, a Belgian Professor in Empirical and Pastoral Theology, describes the importance of this but argues further, it is, "...not enough to enable children to have religious experiences, to allow them to express themselves, to listen to their ideas...it is important that education enters into a critical and challenging dialogue with children." (2007). This raises for me a question, "What does it mean to make Confirmation today?" A further question could be, what impact might it make on your life? How might you be inspired to act in the world? Tomas Halik, a Catholic priest and theologian speaks of a living faith which, "...includes the courage to trust, to open oneself up, to transcend 'mental barriers' – to act and hope, to hope and act." (2012)

I wonder how the sacraments challenge you and your family to act and hope in today's world? If you are of another Christian faith or other beliefs, how might your own rituals challenge you to act and hope in the world? What makes you say that?

With Blessings,

Amy

This Week's Happenings

Monday 5th August

Japanese Incursion – Year 5/6

Tuesday 6th August

Foundation-Year 2 Incursion – Science Dome
Professional Learning – Positive Behaviour Support
& Smiling Mind

Wednesday 7th August

Professional Learning – Emergency Management
Woodland Division Netball Final

Thursday 8th August

Andy Griffiths Webinar – Year 5/6

Friday 9th August

Principal Network

Saturday 10th & Sunday 11th

Confirmation sign-up & Presentation Weekend

Road Closure Notice – Date Correction

We have been notified that there are scheduled servicing location works that will be occurring within Canisby Way road reserve **this Monday 5/08** and Tuesday **6/08** from 7.30am to 4pm. Please be aware that this could cause delays during pick up and drop off times.

There are also planned works on the Monday 12th & 13th August 2024.

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 Preparations and Celebrations

- Confirmation Sign Up and Presentation Weekend - **Weekend of 10th and 11th August, 2024**
- Confirmation Celebration– **Sunday 18th August, 2024 3pm at Our Lady's Church, Craigieburn.**

Netball Finals – Woodlands Division

Good luck to our girls netball team who will be representing Mother Teresa at the Woodlands Division Netball Final on Wednesday.

Parent and Friends

Next Parent and Friends Meeting

The next meeting for Parents and Friends will be held on 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

“Learners benefit from continual reflection on and through the learning process. Self-knowledge and metacognition enhance learning and build self-efficacy.” (Kath Murdoch, 2015)

As part of our Faith and Life inquiry, **‘What do you see? What do you hear? How does it work?’** we are continuing to **tune in** to the **forces** of **pull** and **push**. We have time and opportunity to engage with a **provocation** of different materials to conduct experiments to **discover** how the force of push and pull might work. As **scientists** we are using the scientific process of *wonder, predict, experiment, observe and explain* to make our thinking visible with a variety of different learning opportunities.

As hermeneutical learners, we are **engaging in dialogue** about the story of the great Flood (Genesis 9:18-15). To **make our thinking visible**, we are using the thinking routine **Connect-Extend-Challenge** and the thinking moves **connection making, identifying new ideas** and **wondering** about the text. As hermeneutical learners, we are **tuning in** to the hermeneutical prompt, **‘openness to change and**

reinterpretation’ to help us **reflect** and **find out** what the text might mean to us. To do this we are thinking about the question, ‘*How has our thinking about this scripture changed?*’ Will document our **thinking in pictures and words**.

As part of **making connections** to the Faith and Life inquiry and **making our thinking visible**, we have been engaging in our **discovery spaces** where we are showing our thinking in new and different ways. Some of us have been using **loose parts** and **responding** with the materials to show our thinking about things we are interested in and **wonderings** we have. We have been focusing on using the **dispositions** of being **respectful** and **responsible** while we are in the space.

As **writers**, some of us are using our creations, experiences in our discovery spaces, science experiments and photos as seeds for talking about our thinking. We will then make our thinking visible using words and pictures. We will use the shared Writer’s Notebook with the thinking routine, **See, Think, Feel**, to help us **shape our thinking and writing**. During our writer’s conferences we will have time and opportunity to share our thinking with others using the dispositions of being curious and respectful.

As **mathematical thinkers**, we are continuing to explore the concepts of **multiplication and division** using a variety of materials to make our thinking visible. As collaborators, we are **sharing and justifying** our thinking about strategies we have used to solve **multiplication and division** problems and representing these using math tools such as the **turn and learn, arrays, think boards** and **counting materials**. As **collaborators** we are consolidating our new learning by playing partner games and using the thinking routine ‘What Makes You Say That?’ to explain our thinking.

Bridging Centre

Year 3/4 Learning Spaces

We so often mistake silence for confusion, disengagement or even resistance when it may well be indicative of reflection and deeper thinking. (Kath Murdoch, 2015)

Our **Faith and Life Inquiry** this term:

Compelling Question:

How does science help us explain the wonders of the world?

Understandings:

- A **change of state** can be caused by various actions including adding or removing **heat**
- **Natural** and manmade **materials** have different **properties** that can **influence** their use
 - There are **scientific skills** that are used to **conduct** and **share investigations**

As **learners** and **inquirers**, we will have **time** and **opportunity** to **collaborate** in small groups to **identify skills** and **dispositions** from the asset ‘**communicator**’ we **think** we need to **focus** on during this Faith and Life Inquiry around ‘**How does Science help us explain the wonders of the world?**’ Using the **split screen approach**, we will practise the skill of how to come up with an **agreement** as a group. Prior to **engaging** in our small groups – we will **brainstorm** what we think this might look like to come up with an agreement and **document** and **dialogue** together. In smaller groups, we will **look closely** at the **asset communicator** and together agree on a **skill** and **disposition** we think we need to **focus** on. As **thinkers**, we will **justify** our **thinking** using the **thinking routine** “**What Makes You Say That?**”

As **mathematicians**, we are beginning to **tune into** ‘**area**’ and ‘**perimeter**’ as part of **applying our knowledge** of **multiplication** and **addition**. We will have **time** and **opportunity** in the coming week to use the **thinking move activating prior knowledge** and consider what we **think** the big ideas are when solving problems involving area and perimeter. The Mathematics Victorian Curriculum states that by the end of year 4 students need to *recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units*. As **thinkers**, we will be **making connections** to our **knowledge** of **arrays** as part of **representing multiplication**.

Leadership Centre

Year 5/6 Learning Spaces

"Education breeds confidence. Confidence breeds hope. Hope breeds peace." – Confucius

As part of our inquiry, we are sorting out our discoveries from our Learning Lab excursion through exploring our concepts of cause and effect, resources, future, choices, sustainability and consequences. We will create concept maps to show our understanding of what each concept means and as thinkers, make connections between them.

As members of a Catholic Dialogue School, we are tuning in and finding out about the three worlds of the Pentecost text. As researchers, we will read commentaries and use the thinking routine Connect-Extend-Challenge to uncover new layers of meaning. We will read the scripture and use the future-oriented perspective reflection stem, "This text talks to me of a world in which..." to make connections to our world today.

As mathematicians, we are collecting data, such as rainfall, over a period of time to use to calculate mean, median and mode. We will explore the strategies we need to use to calculate the average and how scientists can use this information to help us decide how to respond to what the land is telling us.

As readers and writers, we will engage in a webinar with author Andy Griffiths. We will use this experience to find out about his process as a writer in developing fictional texts and choices he makes as an author.

We wish the children engaging in the Netball finals good luck. We wish to thank Miss Erin and Mrs Ruberto for their time and effort in training and supporting our players.

Children engaging in the Sacrament of Confirmation will be required to present themselves at Mass this weekend. The times for Mass are:

- **Saturday 10th August at 6:30pm at Our Lady's Church, Craigieburn**
- **Sunday 11th August at 8:00am at Our Lady's Church, Craigieburn**
- **Sunday 11th August at 9:30am at Good Samaritan Chapel, Roxburgh Park**
- **Sunday 11th August at 11:00am at Our Lady's Church, Craigieburn**
- **Sunday 11th August at 6:00pm at Our Lady's Church, Craigieburn**

Please return completed Confirmation forms ASAP as these were due in by Monday 5th August, 2024.

Japanese

Last week children in Foundation, Year 1 and Year 2 once again welcomed **Leanne Sullivan, an expert in Japanese textiles from Kimono House** to our learning community to share her passion for Japanese textiles and her knowledge of the yukata. As **inquirers**, we have engaged in **Finding Out** about how people in Japan dress in **traditional summer costume**, called "**yukata**". We also had the experience of **dressing in a yukata**. As **thinkers**, we **made our thinking visible** by drawing our own design on an outline of a yukata.



This week, as learners of a character language, children in Foundation, Year 1 and Year 2 will begin to **explore a selection of basic hiragana characters**. We will learn to **read the hiragana characters** し、く、い and ろ **using memory hints**. We will play a **recognition game** to help us **build our memory** of these characters. We will then **practice writing** the hiragana through making a hiragana face. Features of the face will be represented by the hiragana characters we write.

Children in Year 3 and 4 and Year 5 and 6 will continue their focus on reading and writing hiragana characters. As **thinkers**, we will continue to explore the **reading strategy “memory hints”** using resources created by the Japan Foundation, Sydney. Families are encouraged to use the free app created by the Japan Foundation, Sydney **to support students with learning hiragana characters** as part of home learning. You will find an example of a memory hint below **with QR codes for the app** included. Please **use the QR for your Android or IOS device to download the app** if you would like your student to engage in this learning opportunity.



HIRAGANA MEMORY HINT
English Version

©The Japan Foundation



Android

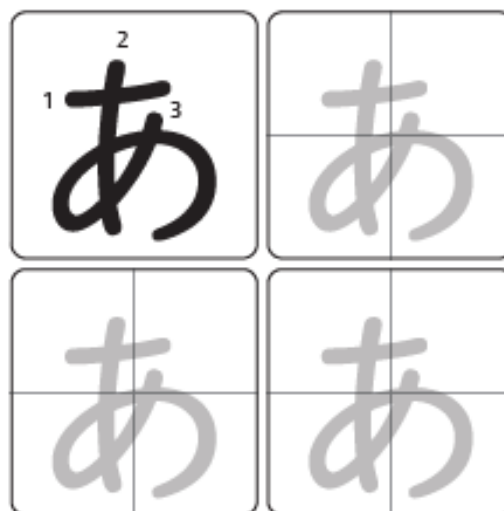


iOS



Ah! There is a snake!

Trace and write あ in the boxes below.



This week children in Year 3 and Year 4 will continue to **learn to read and write the hiragana characters** for the **second row** of the hiragana chart.

Children in Year 5 and Year 6 will **engage in a puzzle** in which **they must find and colour code familiar hiragana characters**.

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 Foundation-2 this week, children continued their **inquiry** into **tennis** with a **focus** around what a **backhand** and **forehand** looks like. Children began the lesson watching videos as a class of basic guides of how to play, rules and other information that is vital to Tennis. As **researchers** we watched some examples of professional games through videos at the Olympics to **find out** what a full match might look like. While watching the videos we **paused** at various points, to think about what we watched so we could ask **questions** to **find out** if we are **discovering** new things about the sport of **Tennis**. We could also ask questions about certain parts that we were finding **challenging**. We then went outside to **engage in** **forehand** and **backhand**.



In Years 3/4 and Years 5/6 this week, we continued our **inquiry** into **Tennis** with the help again from our Hume tennis coach. We focused on the skill of backhand, as well as a focus around quick **decision making** on when we are going to use this stroke during **gameplay scenarios**. As **thinkers**, we were presented with **challenges** about what shots we will play based off our opponent's placement of the ball where students would score bonus points for the ability to perform a **backhand** shot. We then finished our lesson with 1 v 1 games, best to 5 points against a partner of choice.



Digital Technology

“Computer science empowers students to create the world of tomorrow.” - Satya Nadella, CEO of Microsoft 2019

Children in Foundation, Year 1 and Year 2 will continue to **Tune In** and **Find Out** about *indi* this week as they **explore** how *indi* reacts to the final two coloured mats; teal and orange. As **thinkers** students will engage in a reflection to show their **thinking** and share their **learning**.

Children in Year 3 and 4 will begin to **explore** the **fundamental elements** of the coding program **Scratch** in order to assist them in animating their own name. As **Self Managers**, children will begin to document how they can **connect the learning** from *indi* and the learning they have engaged in with Scratch.

In Year 5 and 6, students will continue to **document their learning** in their newly created Digital Technology **learning journals** created in PowerPoint. As **researchers**’ children will begin to **explore new solutions** to game creation in Scratch and start to think about the **theme, character** and **style** of game they would like to create.

Term Three Dates 2024

Thursday 15th August

Sunday 18th August

Friday 23rd August

Friday 31st August

Thursday 5th September

Friday 6th September

Friday 20th September

Feast of the Assumption

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

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

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