



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

Monday July 29th 2024

*"Because all creatures are connected, each must be cherished with love and respect,
for all of us as living creatures are dependent on one another." Mother Teresa*

To All In Our Learning Community,

At the beginning of Term 3, teachers gathered together in professional learning with the focus of framing up our current Faith and Life inquiry compelling questions, connected with the through line of Science; 'What do you see? What do you hear? How does it work?' (Foundation-Yr2), 'How does science help us explain the world around us?' (Year 3/4) and 'What is the land telling us...and how do we respond?' (Year 5/6). Framing up the inquiry is an essential to the process as it allows teachers to consider curriculum content, the learning assets and dispositions that may be highlighted and the knowledge children need to scaffold their learning, as they build their understandings of the world. For us at the heart of our Faith and Life inquiries is the voice of the children. While curriculum content, knowledge and understandings are important scaffolds, it is listening to and responding to the voice of children, that drives the learning.

Agency depends greatly on teachers' ability to give time and space to learners, to allow it to grow within. Kath Murdoch describes; "Agency is something cultivated within each person when they are permitted to grow and learn in conditions that allow them to flourish," (From Agency to Zest, p.11). Opportunities for agency to grow are part of our practise as we bring data from children gathered through observations and documented dialogue. This dedicated practise reflects the 4th Principle of MACS Vision of Instruction; "MACS schools instil a desire for lifelong learning and continuous faith formation. MACS schools offer a solid foundation for lifelong learning, empowering students through ongoing knowledge acquisition along their spiritual learning journey." At Mother Teresa, we as teachers continue to be committed to empowering our children to be lifelong learners, who are given time and space to grow their curiosity, faith and wonder about this world in the 21st century.

With Blessings,

Amy

This Week's Happenings

Monday 29th July

Parent/Teacher/Child Chats

Tuesday 30th July

Year 5/6-2 Excursion – Melbourne Museum

Wednesday 31st July

Sacrament of Confirmation Family Workshop – 7pm

@ Mother Teresa Primary

Thursday 1st August

Year 5/6-1 Excursion – Melbourne Museum

Welcome Bishop Terry Curtain

Friday 2nd August

Welcome Deb Sukarna – Literacy Consultant

Sacrament of Confirmation

A reminder that the Confirmation Workshop takes places this **Wednesday 31st of July at 7pm** at Mother Teresa Primary. Children are required to attend with at least one parent or guardian. Sponsors are not required to attend the workshop but are most welcome. Children will then have the opportunity to meet Bishop Terry Curtain on Thursday August 1st.

Parent/Teacher/Child Chats

Thank you to all families who met with Learning Space Teachers today to discuss your child's or children's learning. Learning Space Teachers will be in contact with those unable to attend today for a follow up interview.

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>

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.

Year Level	Activity	Resources
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

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 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

Each one of us needs to be able to play with the things that are coming out of the world of children. Each one of us needs to have curiosity, and we need to be able to try something new based on the ideas that we collect from the children as they go along. Loris Malaguzzi, *Your Image of the Child: Where Teaching Begins*

As part of Faith and Life inquiry, in the coming weeks, we will be **finding out** more about how **a force can change an object's movement, size and shape**. We will be engaging in various learning opportunities in which we will **wonder, predict, observe and explain** how different objects move and change. Throughout these experiences we will consider how we are being **scientists** and how our thinking might change about what a scientist is and does.

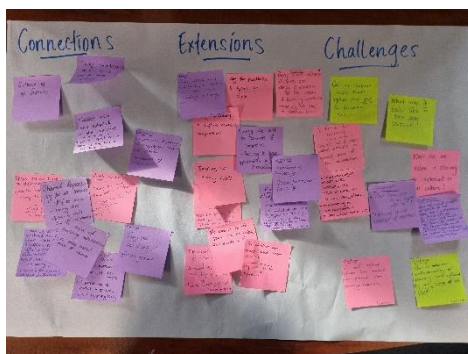
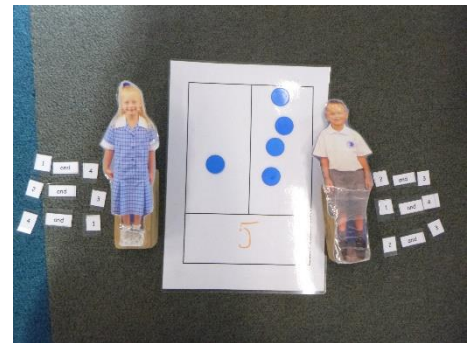
We have also begun to explore a second whole school **scripture** which describes the promise God makes to Noah after the flood. To **tune in**, we read and listened to this passage from the book of Genesis (9:8-15) and practiced the comprehension strategy of **visualising**. We then made these visible by drawing our thinking.

As **mathematicians** we have been exploring concepts of **addition and subtraction**, such as the *part-part-whole* concept. We have

also been using money as a context for exploring addition and subtraction. In the coming weeks we will begin exploring

multiplication and division through engaging in opportunities

such as examples of *sharing equally* and connecting multiplicative concepts to *skip counting* and *repeated addition*.



The F-2 teaching team have been engaging in **professional learning** around **discovery learning time** as part of the **pedagogy of inquiry**. We have been finding out about purpose and importance of play-based learning opportunities, particularly in the early years of school. As a team of communicators, we contacted the staff at St John's Catholic School in Footscray as experts. They have a long and well-established practice of discovery learning as part of being an inquiry based school. We engaged in professional **dialogue** with leaders of the school and **observed** the discovery learning in **action**. We then documented

our connections to what we observed, our extensions (new ideas) from the experience and our

challenges or questions about what it might look like in our own school context. The children have been engaging with discovery time as part of Faith and Life inquiry, where they have time and opportunity to build their agency by taking ownership over what they would like to inquire about.

Bridging Centre

Year 3/4 Learning Spaces

Inquiry is about what learners do. It involves numerous connected skills, dispositions and processes. (Kath Murdoch, 2015)

As a **Catholic Dialogue School**, we had **time** and **opportunity** to **tune into** our **first thinking** around the reading from the **Acts of the Apostles**. As **hermeneutical learners** and as **readers**, we **engaged** with the text and through **dialogue** with others, we encountered different **perspectives** and **made connections** between the **Catholic faith** and our **own beliefs**. As part of **tuning in**, we **engaged** in the **thinking routine Word-Phrase-Sentence**. This thinking routine helps thinkers to capture the essence of the text, by **identifying words, phrases or sentences** that speak powerfully to them. As **thinkers**, we will **share** our thinking **respectfully** and **extend** our thinking by being **inclusive** of the **ideas of others**. As **mathematicians** we have been inquiring into **finding** and using different **strategies** in relation to **multiplication** and **division** including; the **split strategy, groups of** and **arrays**. Some students had an **opportunity** to **engage** in various **workshops** with our **Mathematical Thinking Consultant, Colleen Monaghan**. During these workshops **observing** the teaching practices of Colleen also provided us as teachers with individual coaching and mentoring to improve our own **professional learning** and teaching practices in the area of mathematics.

As part of literacy learning we have been working on **conferencing** our **writing** pieces using the **writing arrows**. We are using our **understanding** of **prefixes** and **suffixes** to help in **formulating** and **making meaning** to words.

As part of the inquiry cycle we have been engaging in the process of reflecting on our experience of **Fizzics Education**. We shared our thinking and discoveries with each other through the **Think-Pair-Share** thinking routine. We considered; what did we enjoy? What was **challenging** to understand? What did we **notice**? As part of **sorting out** our thinking, we will engage in the thinking routine **'The 4Cs'** - a routine for structuring a **discussion** with our compelling question, 'How does science help us explain the wonders of the world?'

C - **Connections** - what connections can you make between what we saw, heard and felt today?

C - **Challenge** - what ideas do you want to challenge?

C - **Concepts** - what key concepts or ideas are worth holding onto - important?

C - **Changes** - what are the changes in your thinking or attitudes towards learning?



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**, some of us have 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 our Mathematical Thinking Consultant, 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.

As people of a Catholic Dialogue School, we are tuning in and finding out about the Catholic Sacrament of Confirmation. For students who are making their sacrament of Confirmation, a reminder that attendance at the Confirmation Workshop is compulsory. The workshop will be held this Wednesday 31st July at 7:00pm in the Open Space. Please ensure Confirmation forms are filled in and returned as soon as possible to Miss Mackinnon or the office. Forms can be handed in on Wednesday evening at the workshop.

Japanese

As **communicators** and **collaborators**, students in Foundation, Year 1 and Year 2 will consolidate their understanding of **words for colours** through learning how to communicate about the colour of shapes **in Japanese**. We will chorus the colours of various shapes, such as あおいまる “**aoi maru**” (**blue circle**) and あかいまる “**akai maru**” (**red circle**). As **communicators**, we will listen to shapes being described and identify them through pointing to the relevant shape.

Students in Year 3 and Year 4 will continue to **explore words for foods in Japanese** and **how to express opinions about foods**. As **learners** and **thinkers**, we will consolidate our understanding of the question phrase ～がすきですか～ **ga suki desu ka**” (**Do you like ~?**) as we ask each other about the foods we like. As **communicators**, we will learn how to **respond to the question** using the words はい “**hai**” (**yes**) and いいえ “**iie**” (**no**). As **learners of a character language**, we will then **practice reading the hiragana characters** for the **first row** あ、い、う、え、お and **second row** か、き、く、け、こ of the hiragana chart **using memory hints**.

As **learners** and **communicators**, students in Year 5 and Year 6 will consolidate their understanding of **how to express opinions about foods** in Japanese. We will continue to learn how to respond to questions with the phrases 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 **iie, suki ja nai desu** (**No, I don't like it**). We will **extend our thinking** by learning the response ～は

あまり ~ wa amari (I don't like ~ very much.) As learners of a character language, we will then practice reading the hiragana characters for the first row あ、い、う、い、お, second row か、き、く、け、こ and third row さ、し、す、せ、そ of the hiragana chart using memory hints.

Japanese calligraphy

During Term 3 students 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 have activated our prior knowledge about numbers by using correct stroke order to write them with traditional brush and ink.



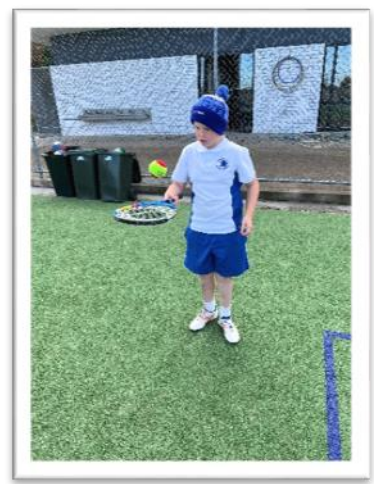
Physical Education

“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, children began their inquiry into the sport of Tennis and tuned in and found out how to hit the ball in different ways. We started by trying to hit the ball up as many times as we could without the ball hitting the ground to work on our hand eye coordination, ball control and spatial awareness skills. Then, we partnered up and began a rallying challenge to see how many times we could hit the ball back and forth with a partner without the ball bouncing twice. This was to simulate a game of tennis to gain a portioned understanding of what a game of tennis can look like. As Self-managers, we showed how we can think about and share what helped us learn best by using different strategies to conquer challenging tasks.



This week in Year 3/4 we began tuning in to the sport of Tennis. We began the lesson by gathering to watch a demonstration of three different levels of difficulty with keeping the ball in the air. We were given the opportunity to try each level to see what suits us best and then were challenged to go for higher scores each time we had to restart. As Self managers, we showed persistence in our learning even when it became challenging, by adjusting our technique to hit the ball. Next, we participated in a partnered activity focusing on rallying the ball between one another to gain an understanding of how a tennis match may play out. Then we finished off the lesson with a class challenge of “Continuous tennis” to see which learning space can achieve the highest score.



In 5-6, we began our inquiry into **Tennis** with the help from Hume Tennis who will be supporting us as experts for the next 3 weeks, with a coach led lesson each week. We began our lesson with a quick warm up involving us getting familiar with the correct **grip**, **stance** and **shots** played before attempting to keep the ball up for a long as possible when hitting to ourselves. Next, we began rallying in a doubles format with two on one side and two on the other side of the net to gain an understanding of how a tennis match runs in doubles format. We then finished off the lesson with doubles matches being first to five points before pairs rotated to play against a new pair to experience different players, styles of hitting and to experience Matchplay. As **collaborators**, we displayed **respectfulness** and **cooperation** when working with our partner to try to win points for their team along with **appreciation** for the other team with a “racquet touch” to show opponent’s **respect**.



Digital Technology

Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.
(Victorian Curriculum – Digital Technologies)

Students 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 purple and yellow coloured mats. As **collaborators**, students will work in groups to further develop their ability to **share ideas** and use **logic** and **reasoning** to help find the code required to guide *indi* from start to finish.

Students in Year 3 and 4 will begin **transferring their knowledge** of coding *indi* to how they can begin to use the coding software Scratch. Scratch is a **block coding** computer program that allows students to code their own interactive stories and games. As **contributors**, students will have the opportunity to **explore** how they are able to use the resources on scratch to animate their ‘sprites’.

In Year 5 and 6, students will begin their Digital Technology **learning journals** utilising PowerPoint. As **communicators** students will engage in focus groups to **Find Out**, **Sort Out** and **share** the information

they already know about PowerPoint. During this time students will start **creating** their PowerPoints as a tool to **document** and **share their learning** throughout the term. Students will also **engage** in the **Tuning In** phase as they explore **how** and **why** they might want to **design** and **code** games for their peers using Scratch.

Visual Arts

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

During week Two Visual Art lessons, the Year 3/4 and Year 5/6 children engaged in a learning opportunity where they prepared their artwork for an audience. They learnt how to estimate and mark the position of their art work on backing paper and how to apply consistent pressure to ensure the artwork adhered to the backing paper securely. Children checked and edited their reflection about their artwork.

This week, the Year 3/4 children will research the collage artists Pablo Picasso and Henri Matisse. They will reflect on the artist's work and consider the following questions: What do you notice? What does it make you think about? How do they use colour, space, texture and shape?

This week, the Year 5/6 students will focus on weaving. As creators they will use coloured acrylic yarn to begin weaving a bracelet on a circular cardboard loom. Children will be asked to reflect throughout the process to ensure they are following the required direction and applying the correct tension to ensure their woven bracelet has a consistent pattern.

Term Three Dates 2024

Saturday 10th August

Confirmation sign up weekend

Sunday 11th August

Confirmation sign up weekend

Thursday 15th August

Feast of the Assumption

Sunday 18th August

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

Friday 23rd August

Father's Day Stall

Friday 31st August

Father's Day Open Morning and Morning Tea

Thursday 5th September

Mother Teresa Feast Day Celebrations – Morning Mass & Pizza Lunch

Friday 6th September

Mother Teresa Feast Day Celebrations - AFL inflatables and Favourite Teams/Colourful Clothes Day

Friday 20th September

Term 3 Ends

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