



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday September 2nd 2024

'If you pray you will have faith, and if you have faith you will want to serve. Faith in action is service. The fruit of love is service. And the fruit of service is peace. All of us should work for peace' – Mother Teresa

To All In Our Learning Community,

This Thursday the 5th of September, we will celebrate the Feast Day of our patron saint, St Teresa of Kolkata (Mother Teresa). Mother Teresa, as we commonly refer to her as, has become a modern day symbol of love and hope for the poor, vulnerable and forgotten. The final words of Jesus of, 'I thirst,' became central to her ministry. 'I thirst' is placed above crucifixes placed around our school, keeping with the tradition Mother Teresa established in her prayer rooms. These words signify the deep desire for Jesus to love all of humanity and to have a presence in our lives. Mother Teresa's lifelong service to showing this love to all those she encountered, was born of her own deep faith in Christ and desire to be a living example of the words, 'I thirst'.



*Our statue (pictured) that stands at the entrance of our school, is a visual reminder to us of the life of Mother Teresa. If you are able during the week, I invite you to spend a moment to pause at the statue, to be curious about this woman, whose faith in Jesus inspired her to live her life in the service of others. As you do, consider using the thinking routine, See-Think-Wonder. First, look closely, what do you **see**? Do you notice the lines in her face, her hands wrapped around the child or her distinctive habit? Next, what do you find yourself **thinking** about? Are you making a **connection** or **interpretation** about her and her impact on the world? Now what are you **wondering**? What questions might be raised for you about your own life, faith or the world? What makes you say that?*

With Blessings,

Amy



This Week's Happenings

Monday 2nd September

Welcome Pallyan –Year 3/4

Tuesday 3rd September

Welcome Pallyan –Year 5/6

Professional Learning – Positive Behaviour Support

Wednesday 4th September

Welcome Pallyan –Foundation-Yr 2

Indigenous Literacy Day

Professional Learning – Faith & Life inquiry

Thursday 5th September

Mother Teresa Feast Day – Mass @ 9:15am

Pizza Lunch

Tabloid Sports – 11:30am-1pm

Friday 6th September

AFL Inflatables

Casual Clothes for Indigenous Literacy

Foundation – Gold Coin Donation

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.

MACSSIS Family Surveys

In 2024, our school is participating in Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS). MACSSIS is an annual process whereby schools listen to the thoughts and feelings that students, families and staff have about how their school can improve. These surveys help inform the ongoing improvement of schools across the Archdiocese of Melbourne.

One of the main goals of the family survey is to identify the strengths and areas for improvement in our school. MACSSIS data benefits everyone within our school and provides valuable community insights on areas that each school can focus on. Our school believes it is important to encourage families to have a voice and contribute to shaping the ongoing improvement of the school.

The survey is available online, can be accessed from **Monday 2 September** and needs to be completed by **Friday 20 September 2024**. This survey may only be completed once. Families will receive their invitation and Family Pin via email this week. Your participation is greatly appreciated.

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 \(smartygrants.com.au\)](https://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.

Weather Warnings

We are currently experiencing some extreme weather conditions. We continue to monitor the weather daily and follow the advice/alerts given to us by MACS and the Emergency Services.

Learning Diversity and Wellbeing

Child Safe Standard 2 - Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Positive Behaviour Support

As part of Professional Learning, teachers have continued this term to focus on developing their knowledge and practise using our school wide behaviour strategy, Positive Behaviour Support. This week we will share with each other case studies from our practise that demonstrate the skill of managing behaviour using the strategies of, Identify, Emotion Coach and Respond. This strategy aims to build the capacity of teachers to know their students and identify the best strategy to use when different behaviours arise. This strategy reflects Child Safe Standard 2, where committing to child safety and wellbeing is embedded into the culture of Mother Teresa, as part of our Agreed Ways and Behaviour Matrix.

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/D1QEXkK0T2OkBVVCHblgA?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 |
| 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. | Gratitude with your Child https://app.smilingmind.com.au/session/BxVzIq2qQBCqHjDfGw2FKw?sourceRoute=search Gratitude https://app.smilingmind.com.au/session/VX4pluB_T3Ojrkxqc5Utv?sourceRoute=search |

Parent and Friends News

Father's Open Morning & Tea

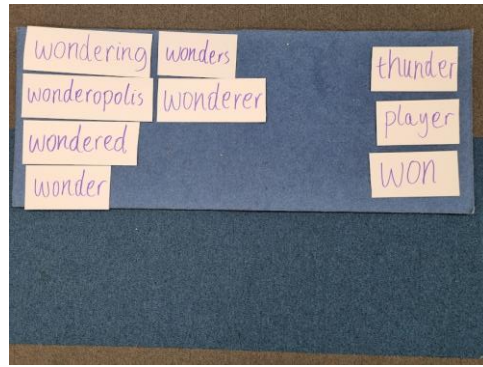
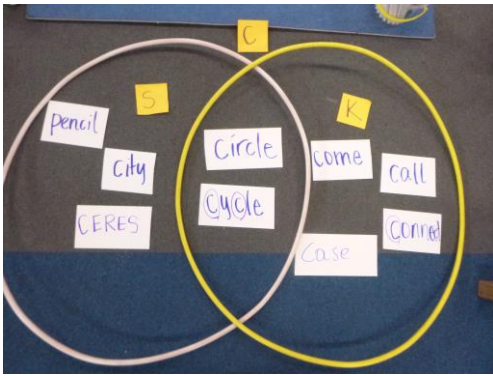
It was wonderful to see so many fathers, grandfathers and carers join their children in different learning opportunities last Friday, to celebrate Father's Day at Mother Teresa. Many were noticed enjoying the opportunity to catch up with others in the community. Many thanks to the Parents and Friends Group who organised a delicious morning tea for all to enjoy, including the cupcakes for the children.

Zooper Dooper Fridays

A reminder that Zooper Doopers will return in Term 4. If you are able to assist in the selling of Zooper Doopers a list will be available at the front reception for you to add your name.

What's Happening with Learning Consultants

As a focus from our Professional Learning with Deb Sukarna, teachers have been focused on collaboratively planning spelling inquiries. The photos below are examples on one inquiry from Mr Pereira's Learning Space.



The Venn Diagram is an example of explicitly teaching phonological knowledge of the different sounds 'c' can make. To ensure there was context, each word was orally built into a sentence to give the words meaning.

The second photo is an example of building morphemic (meaning knowledge). These words were sorted according to a meaning family, i.e. words that did not have the base 'wonder' did not belong in the family.

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 finding out and sorting out our thinking from our shared experience of our excursion to Scienceworks. We have time and opportunity to reflect on our experiences from Scienworks to sort out our new discoveries and ideas and make connections with our prior knowledge and experiences of **push and pull forces** around us and **light and shadows**. As scientists, we are continuing to using the **scientific process** of **wonder, predict, experiment, observe and explain** to make our thinking visible with a variety of different learning opportunities.

We are continuing to revisit the Genesis Scripture where we are engaging in the thinking routine **See Think Me We** together with a Koder image of the story. We are using the **thinking moves, connection making, identifying new ideas** and **wondering** about the text through our dialogue. As **hermeneutical learners**, we are exploring the hermeneutical prompt **'openness to change and reinterpretation'**. To reflect on this prompt, we are thinking about **'how has our thinking about this scripture changed?'** and documented our thinking in pictures and words.

As part of **making connections** to the 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. We have been using the **dispositions** of being **respectful** and **responsible**.

As **writers**, we will use the shared **Writer's Notebook** with the thinking routine, **See, Think, Feel**, to help us shape our thinking and writing from a variety of seeds and the Scienceworks excursion. 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**. Some of us are continuing to reread our message to make sure what we have written makes sense and to add new words to help with meaning.

As **mathematical thinkers**, we are continuing to explore the concept of **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 division problems and **representing** these using **math tools** such as the **turn and learn, 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.

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

“Inquiry is more important than answers, for it is the questions we ask and the way in which we ask them that defines us”. John Paul Caponigro

This week as part of our Faith and Life Inquiry ***How does science help us explain the wonders of the world?*** we will be acting as scientists and engaging in a jigsaw learning opportunity. In this learning opportunity the students are split into 4 groups and will be engaging in a variety of scientific experiments testing different ingredients and materials for **physical** and **chemical changes of state** and how materials **react** when mixed together. As part of this learning opportunity all students are asked to bring a clear, recyclable plastic water bottle to use in the experiments.

In connection with the approaching Feast Day for **Saint Teresa of Calcutta** we will be **researchers** and engaging in learning about the life and legacy of Saint Teresa. As part of Faith and Life inquiry, we will be **tuning in** by engaging in reading **different information texts** about her life as well as **reflecting** and **observing closely** her statue located at the entrance school and **listening** to the audio post to **find out** about her. We will make our **thinking visible** using words, symbols and through dialogue.

As part of our ongoing inquiry into **mindfulness** and **emotional intelligence**, the **Bridging Centre** will be continuing to engage in the Smiling Mind program, building our **understanding of** and **skills in making decisions, building optimism, recognising and managing emotions**.



Leadership Centre

Year 5/6 Learning Spaces

"I can engage kids in real experiences and hands on learning but this is made more powerful by the higher order, abstract thinking we do to build conceptual understanding." – Kath Murdoch

As part Faith and Life inquiry we are **tuning in** to the concept of **government**, we engaged in an **online webinar** with the **Parliamentary Education Office** to **provoke our thinking** and **develop wonderings**. As **respectful communicators**, we engaged in **dialogue** with an **expert from Canberra** via Zoom, where we had **time and opportunity** to **ask questions** about government in Australia. Some of us identified new ideas about the **three levels of government**, the **process of creating new laws**, or the **purpose of a referendum**. We used the thinking routine **Think-Puzzle-Explore** to **identify our new understandings**, **formulate wonderings** and **plan strategies** how to find out more. As part of our feast day celebrations, we will **engage in dialogue** about our patron, Saint Teresa of Kolkata. As **researchers** we will use books and films to **find out**, **sort out** and **reflect** on who she was and how she was a person of faith in the Catholic Church.

As **curious researchers**, we will have **time and opportunity** to select a **scientist** and **find out** about their work and research. Using the disposition of **resourceful**, we will use **information books**, **video clips** and **trusted websites** to **gather information** about their **scientific discoveries**, **challenges they needed to overcome**, **collaborations with other scientists or their work**, and **how their work has impacted the world**. To sort out and present our thinking, we will use a **lotus diagram**.

As **mathematicians**, some of us will participate in the fourth and final **Maths Olympiad** and **Maths Games** competition. As **flexible thinkers**, we will **consider different strategies** we can use to **solve the problems** presented to us and make our thinking visible by **documenting our attempts** to solve the problem.

As **readers and writers**, we are continuing to investigate the **'power' word family**. As we finish our investigation, we will take **time and opportunity** to **reflect** on our discoveries about the word 'power' and **document these discoveries using words and pictures** on strips of paper.

Japanese

Students in Foundation, Year 1 and Year 2 will continue to **engage in learning to read hiragana characters**. We will **explore using memory hints to support our reading** of the hiragana characters い、く、し、へ、ろ. To **build our memory** of these characters, we will **play a game called Nan desho** or **What is it?** As **thinkers**, the **students read a hiragana character** from a stack of cards and turn it over to check they are correct. The next card to be read is at the top of the stack of cards.

Images provided by The Japan Foundation, Sydney



JLTAV Calligraphy Competitions

Students in Year 3 and Year 4 have engaged in a **Pencil Calligraphy competition** conducted by the **JLTAV (Japanese Language Teacher's Association of Victoria)**. We have explored how to write the word **おいしい (oishii)** in hiragana characters, as selected by the organisers of the competition. As **persistent learners** and **curious thinkers**, we have attempted to follow the teacher as they model **balance, shape and neatness** for writing this word. Learning which meets these criteria will be selected for entry into the competition.



As part of Japanese calligraphy focus groups, a group of students in Year 5 and Year 6 have engaged a **Brush Calligraphy competition** conducted by the **JLTAV (Japanese Language Teacher's Association of Victoria)**. We have explored how to write the word 牛肉 (gyuunyuu) in kanji characters, as selected by the organisers of the competition. As **persistent learners** and **curious thinkers**, we have attempted to follow the teacher as they model **balance, shape and neatness** for writing this word. Learning which meets these criteria will be selected for entry into the competition.

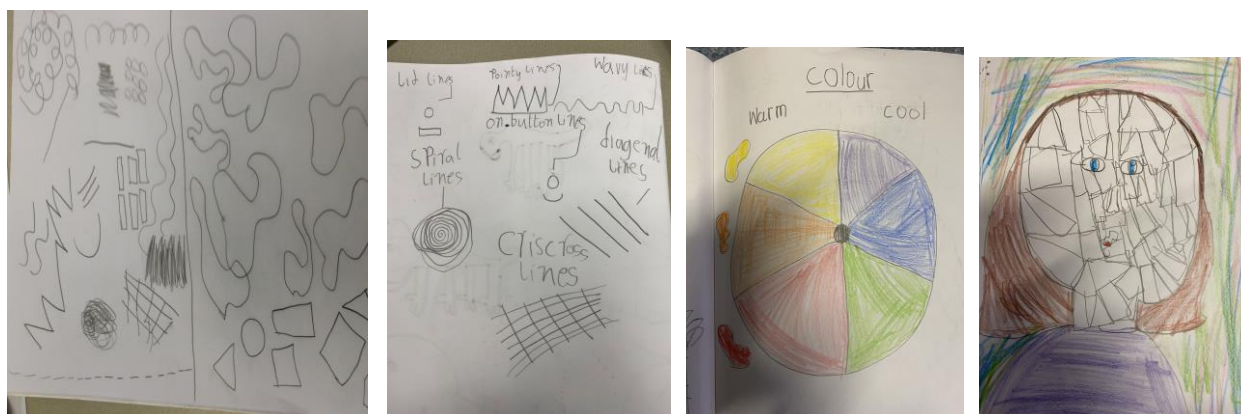


Visual Arts

A drawing is simply a line going for a walk." Paul Klee

As **artists** in Foundation to Year 2, we have been tuning into the studio habit of “**Develop Craft**” to explore drawing skills.

As **researchers** we explored the elements of line, shape and colour. We viewed artworks by Wassily Kandinsky and Paul Klee to observe how artists use these elements in their artwork.



We found out:

- That there are many different types of lines
- That some shapes have names and others don't
- All drawings have line and shape
- There are warm colours and cool colours
- Colour helps to express feelings and emotions in art
- Colour makes drawings look beautiful and more interesting

Digital Technology

“Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions” (Victorian Curriculum – Digital Technologies)

Children in Foundation, Year 1 and Year 2 will continue to apply their **coding knowledge** to *indi* in order to complete a set of **challenges**. As **Collaborators** we will continue to **describe** the route *indi* needs to take so *indi* is able to navigate through the ‘mini cities’ we are creating.

In Year 3 and 4, children will begin to **Go Further** with the information we have learned about Scratch games and begin to **utilise these skills** to develop a game of our own. As **Collaborators** we will begin to **describe** their game to others and continue to **document their learning** through the use of PowerPoint.

As **Communicators**, children in Year 5 and 6 will continue to **develop** a set of instructions for the games we have created. We will be working to **finalise** our games, **testing** them to ensure the **code** we have written is **operating as desired**, **reflecting** and going back to **make adjustments** as required.

Term Three Dates 2024

Thursday 5th September

Mother Teresa Feast Day Celebrations – Morning Mass 9:15am (all welcome), 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)

The Sport Elite grant provides financial support to cover participation costs for young athletes.

Who can apply?

- Hume City residents that are 24 years and under.
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- 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.

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





SCHOOL HOLIDAY

Program



Unlock Adventure These School Holidays

Thrilling Bike Rides, Pioneering challenges, the excitement of Hatchet Throwing, and Beach Fun—our action-packed programs are designed to get your kids aged 5-14 outdoors and loving every moment.

Whether building confidence with campcraft or exploring new skills, there's something for every young adventurer. Join us for an unforgettable holiday filled with discovery, fun, and lifelong memories!



Register Today



For more information

Dates and locations head to our website
bit.ly/scout-school-holiday-program



MERCY COLLEGE

ABSTRACT EXPLOSION

ART PROGRAM

FOR FOR GIRLS IN YEARS 4 TO 6



An exciting four week art program where students will be creating an abstract painting as a way of understanding various painting techniques.

WHEN

TUESDAY 8, 15, 22, 29 OCTOBER
2024, 4.00PM - 5.00PM

WHERE

MERCY COLLEGE
760 SYDNEY ROAD COBURG 3058
ENTRY VIA GATE 1

COST

\$20.00



BOOK NOW

WWW.TRYBOOKING.COM/CVAEB