



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

Monday September 9<sup>th</sup> 2024

*"In reality, there is only one true prayer, only one substantial prayer: Christ himself. There is only one voice which rises above the face of the earth, the voice of Christ. Prayer is oneness with Christ." – Mother Teresa*

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

*The month of September is declared by Pope Francis as, 'The Season of Creation'. Beginning on the 2<sup>nd</sup> of September until the 4<sup>th</sup> of October (the feast day of St. Francis of Assisi;*

*"The Season of Creation is a month that brings together people from different Churches to attend to the Environment. It invites us to listen to the cry of the environment and to reflect on what we must do as individuals, as citizens, workplaces, nations and as world to address the urgent threat of global warming," (Fr. Andrew Hamilton S.J. <https://jesuit.org.au/the-season-of-creation>).*

*As such, Pope Francis calls all of humanity to hear and respond to the Cry of the Earth, first done so through his encyclical to the world, 'Laudato Si'. He has continued on his mission to respond to the climate crisis eight year on, through the more recent encyclical, Laudato Duem. The Pope sees the crisis as now more urgent and calls all people to take affirmative action for the Earth.*

*As Catholic people are people of the Resurrection, ultimately we are a hopeful people. In 2024 the theme is, "To hope and act with creation." Pope Francis has chosen the symbol for this Season of Creation, to be the fruits of hope, inspired by Paul's letter to the Romans 8:19-25. Pope Francis writes, "The times we live in demonstrate that we do not relate to the Earth as a gift from our Creator, but as a resource to be used. "Creation groans" (Rom 8:22) because of our selfishness and our unsustainable actions that harm it. However, Creation teaches us that hope is present in waiting, in the expectation of a better future." (cf. Rom 8:20-21).*



### **TO HOPE AND ACT WITH CREATION**

SEASON OF CREATION 2024

*The firstfruits of hope  
(Rom 8:19-25)*

*In our Learning Community we have been listening to Genesis 9:8-15. This text talks to us of a world in which humans have broken their relationship with God. In light of our own context, where we as a nation struggle with the challenges of being over reliant on fossil fuels, dealing with a culture of waste and not having sustainable solutions to deal with the problem of practise, I wonder how you and your family might respond to this text today? How might you and your family respond to Pope Francis' renewed call to be relational with the Earth as a gift to all of us from God?*

*What connections might you make? What makes you say that?*

With Blessings,

*Amy*

## ***This Week's Happenings***

### ***Monday 9<sup>th</sup> September***

Welcome Colleen Monaghan Mathematical Thinking Consultant – Year 5/6

### ***Tuesday 10<sup>th</sup> September***

Welcome Rosa Wilkinson (MACS) – School Improvement Planning  
Professional Learning – Reporting

### ***Wednesday 11<sup>th</sup> September***

Welcome Allison Parot – Smiling Mind Visit  
Hoop Time – Yr 5/6  
Professional Learning – MACSSIS Surveys

### ***Thursday 12<sup>th</sup> September***

Smiling Mind Parent Workshop #3 – 2:30pm

### ***Friday 13<sup>th</sup> September***

Welcome Kath Murdoch Inquiry Consultant

## ***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. All families have now been sent an invitation and pin to participate. Your participation is greatly appreciated. If you have any issues please contact Mrs Leahy – [amy.leahy@motherteresa.catholic.edu.au](mailto:amy.leahy@motherteresa.catholic.edu.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 21<sup>st</sup> August. Please finalise your account to save follow ups from administration staff.

## ***Experience Music Soirée***

The Experience Music Soirée for children in the instrumental program will be held next Tuesday evening from 6pm, in the Mother Teresa Prayer Space. This evening is an opportunity for the children to showcase their musical talents with families and our community.

## ***School Advisory Board***

The next meeting for the school Advisory Board will be held next Wednesday 18<sup>th</sup> of September at 6:30pm in the staff space.

## ***Learning Diversity and Wellbeing***

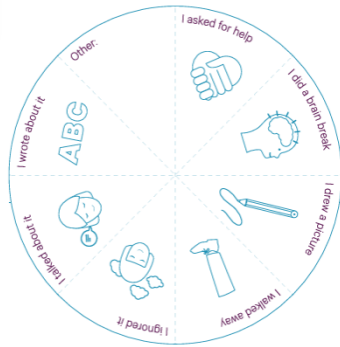


### ***Smiling Mind***

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 **making decision**. We are learning about making decisions based on

**logic, reason, intuition and values**. We are invited to **bring to mind something we want to make a decision about** and to **tune into feelings in the body** as we **consider two possible options**.

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

<b>Year Level</b>	<b>Activity</b>	<b>Resources</b>
F-2	<p>We make decisions every day, some of them are small decision and other are big. Remember that our gut feeling can help us with making the right decision.</p> <p>Draw a picture of something that you have had to make a decision about in your life.</p>	<p><b>Decision Tree</b>  <a href="https://app.smilingmind.com.au/session/JoJcPYC5SFGCIBgi6dsuyA?sourceRoute=search">https://app.smilingmind.com.au/session/JoJcPYC5SFGCIBgi6dsuyA?sourceRoute=search</a></p>
Year 3/4	<p>Think about a tough decision you made this week.</p> <p>Consider the wheel of choice and write down why you chose to make that decision. Did your gut feeling help you with making this choice?</p> 	<p><b>Think, Decide, Act</b>  <a href="https://app.smilingmind.com.au/session/XPmrUYOeT5CN8rSnMg-crg?sourceRoute=search">https://app.smilingmind.com.au/session/XPmrUYOeT5CN8rSnMg-crg?sourceRoute=search</a></p> <p><b>Taking Responsibility</b>  <a href="https://app.smilingmind.com.au/session/acv2b4eCQ9OoD3AhF85T6g?sourceRoute=explore">https://app.smilingmind.com.au/session/acv2b4eCQ9OoD3AhF85T6g?sourceRoute=explore</a></p> <p><b>Being a Flexible Thinker</b>  <a href="https://app.smilingmind.com.au/session/RbVIOF7nTH-ufgoRliq_4Q?sourceRoute=collection">https://app.smilingmind.com.au/session/RbVIOF7nTH-ufgoRliq_4Q?sourceRoute=collection</a></p>
Year 5/6	<p>Making decisions can be tough. Think about a hard decision a character in your favourite book or movie had to make.</p> <p>Write down what you think helped them to make that decision, for example, advice from their friends.</p>	

### ***Smiling Mind Parent Workshops***

Thank you to those who were able to attend and participate in our Smiling Mind Workshop. I hope it provided you with some insight into Smiling Mind, the learning opportunities your children engage in and how you can utilise it at home.

Due to popularity we will run another workshop on **Wednesday October 9<sup>th</sup>** at 7pm in the Prayer Space. A reminder for those who are able to attend, there is one more workshop this term on Thursday 12<sup>th</sup> of September at 2:30pm.

Melanie Brooks

Smiling Mind Ambassador & 5/6 Learning Space Teacher

### ***Parent and Friends News***

#### ***Next Parents and Friends Meeting***

The next Parent and Friends Meeting will be held on Friday 25<sup>th</sup> of October at 2:30pm in the Staff Planning space. All welcome.

#### ***Zooper Dooper Fridays***

A reminder that Zooper Doopers will return in Term 4. If you can 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 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**

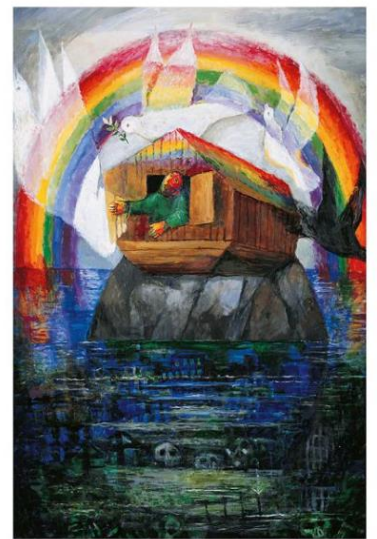
### *Foundation – Year 2 Learning Spaces*

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

As **scientists**, we have been reflecting on our Faith and Life inquiry question, “What do you see? What do you hear? How does it work?” and thinking about ways we might share our learning by **taking action**. As collaborators we will engage in **dialogue** and make our thinking visible. Using the thinking routine, Connect-Extend-Challenge we will use the thinking moves **identifying new ideas** and **wondering** to consider ways we can show and share our **discoveries** we have made as scientists.

As **mathematicians**, we will be beginning to **tune in** and **find out** about the concept of **time**. Some of us will be **finding out** about times of day, the days of the week, the months of the year, and the different seasons. Others will use the **language of time** to describe hours, days, weeks, months and years. Some of us will **identify** and **describe** times on analogue clocks including hour, half-hour, quarter to and quarter past. Find out about time is a great opportunity to **extend learning** at home. Children can engage in exploring calendars and practise identifying features of clocks. Perhaps children can practise recording their extra-curricula activities on a calendar or family birthdays. You can also practise telling the time at home by teaching children to identify when bedtime is!

As **hermeneutical learners**, we will use the thinking moves observing closely to interpret the artwork ‘Noah’s Ark’ by Seiger Koder. We will use the thinking routine **See Think Me We** to **engage in dialogue** and **reflect critically** about how the artist interprets the story from Genesis (9:8-15).



### *Bridging Centre*

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

*An in-depth personal inquiry is a great way to see what students understand about the process of designing a journey of learning for themselves as well as their understanding of the issue or content they are inquiring into* (Kath Murdoch 2015)

As **people of a Catholic Dialogue School**, we are **sorting out** our thinking by taking the **time** and **opportunity** to **look closely** at the Mother Teresa Statue **provocation** at the front of our school. We are **observing** what we **see**, **think** and **wonder** as part of **Mother Teresa Feast Day**. As **thinkers**, we are **activating our prior knowledge** and **identifying our first thinking** about what these figures might represent for our world today. As **communicators**, we **documented** our **thinking**.

This week, we had **time** and **opportunity** to **engage** with **Pallyan** about **country**. We learnt new **words** from the **Wurundjeri language**. We had time to look at and use **artefacts** from the **Indigenous culture**. As part of **reflecting**, we **created a reflection** using the **thinking routine I used to think, now I think**. As part of **Indigenous literacy day** students had **time** and **opportunity** to **engage** in an online webinar. Students engaged in the ‘**Be A Proud Voice for Country**’ and completed the thinking routine **connect, extend, challenge** as part of **reflecting** on their learning. Students were able to make **connections** to **Pallyan** and **Murrindindi** in relation to **country**.

As **mathematicians** we are **working towards building** our **understanding** of **shapes** and **angles**. As part of **finding out** students have **found out** about the **terminology** involved with **2D** and **3D shapes**.



Students have been **tuning in to** angles and what types of angles there are such as, **reflex, acute, right angle** and **obtuse** angles.

As **writers** we have been using our **knowledge** of **prefixes** and **suffixes** to help us in gaining a **deeper understanding** of **words** and their **origins**. We have been looking at the word **cycle**. Students have focused on **graphemes** and how this is a **sound** that letters or a letter makes. Students have been making meaning of different words in relation to cycle by putting them into sentences to **make meaning**. As part of our **writer's gift**, we have had **time** and **opportunity** to **share** our **writer's gift** and **seeds** with our **writing buddies**. This allowed for us to gain **new ideas** and different ways of **understanding** throughout our learning space.

As **inquirers** we have had time to look closely at a **scientific report** and the **features** involved. We will have time to complete our own **scientific report** on an **experiment** throughout the week. As **inquirers** we **identified features** of a **scientific report** such as **method, hypothesis** and **observations**.



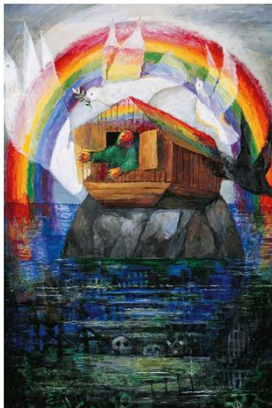
## **Leadership Centre** **Year 5/6 Learning Spaces**

*"My great hope for the future is that Catholic schools will find the balance between the church's rich history, ritual, and practice and the realities of the modern world to ensure that all students discover and come to love the Jesus of the Gospels." – Leon Colla*

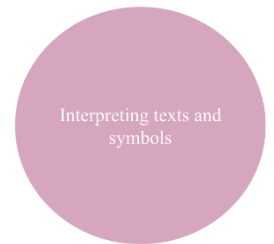
Last week, we said, "**Wominjeka**," to Pallyan for the second time this term as he shared more about the third layer of country '**On the land**'. As **curious researchers**, we listened to Pallyan share **Wurundjeri words** for **six native trees** and how Wurundjeri people **used the trees to survive**. He also shared **artefacts** with us, such as a **fishing spear, boomerangs** and **fire sticks**. We had **time and opportunity** to **ask questions** to answer our wonderings and used the note taking technique of **sketch noting** to document our discoveries.



As **mathematicians**, we welcome **Colleen Monaghan** into the Leadership Centre to engage with students and teachers to develop our **mathematical thinking strategies**. Some students will be engaging with Colleen in **reading analog clock times to the minute**. Other students will begin to inquire into the Mathematical concept of **area and perimeter**. As **flexible thinkers**, we will **use different resources and materials to show our thinking strategies**, as well as documenting in our Mathematical Thinking journals.



As people of a **Catholic Dialogue School**, we are **finding out** about the **Great Flood (Genesis 9:8-15)**. As **hermeneutical learners**, we will view an artist's **interpretation** of the scripture and use the hermeneutical prompt of **interpreting texts and symbols to consider the message** the artist is communicating to us. We will use the thinking moves of **noticing, describing, interpreting and wondering** as we engage in the thinking routine, '**Looking: Ten Times Two**'.



## Japanese

Students in Foundation, Year 1 and Year 2 will learn a song entitled "**Tomu desu. Katie desu.**" In English the title of the song is "I am Tom. I am Katie." As part of the song, we will begin to **explore words and phrases for giving and receiving** in Japanese. As part of **Finding Out**, we will learn that we say どうぞ (**douzo**) when giving something to someone and ありがとう (**arigatou**) when we receive something from someone. They mean "here you are" and "thank you" in English.

Students in Year 3 and Year 4 are continuing to **extend their inquiry of the hiragana chart** in Japanese. As **collaborators**, we will **play a recognition game** which helps us **activate our prior knowledge** of the hiragana for row 1, 2 and 3 of the hiragana chart. As **learners of a character language**, we will **learn the memory hints for the third row** of the hiragana chart – さ、し、す、せ、そ. As **thinkers**, we will then explore **how to write the hiragana さ and し** with a focus on **balance, shape and neatness and using stroke order**.

Students in Year 5 and Year 6 will explore **how to ask and respond to the question "What is your name?" and "How older are you?"** using full sentence responses in Japanese. As **communicators**, we will **chorus these questions and responses** using a sentence builder. As **inquirers and thinkers**, we will focus on **using words for gender** when speaking about ourselves in Japanese. These words are the **personal pronouns わたし (watashi) and ぼく (boku)** which both mean "I" or "me" in English.

## Physical Education

In F-2 this week, we **tuned in** to different **sorting** activities where we **collaborated** to sort out coloured bean bags into the coloured hula hoops. As **communicators**, we **explored** the ways in which we can complete the task in the most **efficient time possible** along with developing strategies to think about how we can approach the **challenge**. We began to think deeply about the rules and tactics of the game and **collaborated** together to get the quickest time.





In 3/4 this week, we **reflected** on our **inquiry** into volleyball. We experienced match-play scenarios to think about what a real game of volleyball might look and feel like. We **discovered** through the games how challenging a **continuous rally** can be. As **collaborators**, we worked together in teams to try and come up with defensive and attacking strategies to win against our opponents. Through our **prior knowledge** of what a **set**, **dig**, and **serve** looks like we now combined them for what was a competitive and highly energetic tournament.



In 5/6 this week, we tuned in to badminton. As **thinkers**, we engaged in **finding out** the different ways to try and keep the shuttle airborne whilst it was slightly windy. We began to think **deeper** about the ways we could hit the ball and the unique **strategies** that started to become visible like facing the wind and hitting into it as well as using our body to shield the wind away. We moved into net rallies to **build explanations** of the power required to hit over the badminton net. As **collaborators**, we saw pairs communicate varied strategies to keep rallies going such as; using a low hit, high hit **strategy** as well as some pairs **positioning** themselves closer to the net to avoid wind resistance to the best of their ability.



## Visual Arts

**"I sometimes think there is nothing more delightful than drawing."** Vincent Van Gogh

As **researchers** and **artists**, we focused on the studio habit of **observing closely** and the art form of **still life**. We viewed Van Gogh's painting of "The Sunflowers" and observed closely to notice details such as line, form, texture and pattern.

We developed our craft by engaging in observational drawing and sketching in our art journals. We considered which lines and shapes would help us draw a vase and flowers.



**Digital Technology** *“Experimentation involves testing out ideas, hypotheses and theories. This is an act of inquiry itself. Experimentation can be formal (through a science experiment) or informal through play.” Kath Murdoch 2023*

Students in Foundation, Year 1, and Year 2 will continue to build on their **coding** skills with *indi* by engaging in a variety of **challenges**. As **Collaborators**, they will create their own unique challenge cards with specific paths *indi* needs to take to navigate through the 'mini cities' they are **designing**. This process involves planning routes, **troubleshooting**, and **refining** their codes to ensure *indi* successfully completes each task.

In Years 3 and 4, students will begin to **make conclusions** with their work in Scratch by finishing their games and finalising their instructions. As **Thinkers** and **Communicators**, students will **focus** on their game and **describe** their games concepts to peers, providing detailed **explanations** of game instructions and objectives.

Students in Years 5 and 6 will focus on putting the **finishing touches** on their games and instructions, ensuring that their game functions as intended. As **Self Managers**, students will be **resilient** while continuously testing their games to identify and fix any issues with their code. This stage involves **refining** their game, **adjusting** code for optimal performance, and **finalizing** their documentation to **accurately** reflect their game's design and functionality.

### **Sustainability**

As **Communicators** our **Foundation - Year 2** students revisited our various bins and their colours. What belongs in each bin? **What makes you say that?** How does this process positively impact our environment?

As **Collaborators** and as **Stewards of Creation**, our Year 3/4 students displayed the dispositions **persistent** and **reliable** while we engaged in some of our regular tasks of weeding and clearing packaging - **Caring for Our Common Home**. With buckets and gloves in hand, we all **participated** and **took turns** at various tasks around our school grounds, identifying the importance of separating various types of waste and recyclables.

Our **Year 5/6 learners** engaged in **compost cutting** and feeding all our 12 worm farms. As **inquirers**, students were **wondering and predicting** how these actions can relate to waste and the positive impact it has on our environment. By participating in these activities, children also learn about the **cycle of organic waste transformation** and the vital role that worms play in enriching the soil. Feeding worm farms is another engaging way for children to learn about **sustainable practices**.





### Stephanie Alexander Kitchen Garden

As **Collaborators**, some students from **Year 5/6-1** engaged in following a recipe to create Pasta of the Imagination. Our Pasta Bake consisted of pumpkin, silver beet, ricotta, fetta and parmesan cheese and seasoning while other students made **Hummus Dip with Crispy Pita Bread**. Other tasks included **setting the table** and **cleaning up** after sharing this tasty meal together.



Thursday 12<sup>th</sup> September  
Tuesday 17<sup>th</sup> September

Friday 20<sup>th</sup> September

### **Term Three Dates 2024**

Smiling Mind Parent Workshop – 2:30pm

Experience Musical Soirée

Celebration of Learning – Open morning 8:30am-9:30am and  
Afternoon 2:30pm-3:30pm

Term 3 Ends

### **Term Four Dates 2024**

Term 4 Begins

Smiling Mind Parent Workshop @ 7pm

AFL Inflatables (Rescheduled)

Monday 7<sup>th</sup> October  
Wednesday 9<sup>th</sup> October  
Tuesday 15<sup>th</sup> October

*Friday 25<sup>th</sup> October*  
*Monday 4<sup>th</sup> November*  
*Tuesday 5<sup>th</sup> November*

*Parents & Friends Meeting @ 2:30pm*  
*Staff Professional Learning Day – No school for children*  
*Melbourne Cup Public Holiday*

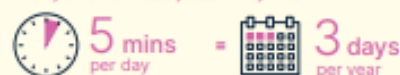
*The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.*

# School is better when your child is here

Going to school every day is the most important part of your child's education. There are no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.

A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.

When your child misses just... they miss



When your child misses just... they miss...



and over

When your child misses just... they miss



When your child misses just... they miss...



and over

Adapted from material © State of New South Wales (Department of Education), 2023

## 1. Establish positive habits to promote attendance

- Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- Ensure your child gets enough sleep and exercise to support their physical and mental health.
- Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- Show an interest in your child's school and become involved where possible. Keep notes, newsletters, etc. in a place where they are visible reminders of school news for the whole family. Talk about school activities in a positive manner.
- Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

## 2. Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal.

### Signs of school avoidance to look out for

- feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- complaints about attending school and reluctance to talk about school
- missing classes and being late for class.

### What is happening at school?

Early signs of school avoidance may be identified at school through observations and insights by your child's teachers. Work in partnership with the school to support your child's attendance and wellbeing.

## Further Resources

[Anxiety about going to school](#) – Victorian Government

[Attendance and missing school](#) – Victorian Government

[How can I get my teenager to school?](#) – Victorian Government

[Early Signs of School Avoidance/Refusal](#) – Travancore School

[Tips for Promoting School Attendance](#) – Travancore School

[Understanding School Avoidance and School Refusal](#) – Travancore School

[School refusal: children and teenagers](#) – Raising Children Network

[Understanding school refusal](#) – Headspace

[School refusal](#) – Be You

[Everything you need to know about school refusal](#) – ReachOut

## 3. What can you do when you see the signs?

- Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- Speak with your child's teacher(s) about your concerns.
- Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- Request and attend school meetings with your child and their teacher to develop strategies to support increased attendance.



Melbourne Archdiocese  
Catholic Schools