



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 October 14th 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,*

It has been a long process that we have been through as a community, as we have waited for the appointment of a new principal. This Tuesday we will welcome newly appointed principal, Mrs Jessica Davis into our Mother Teresa Catholic Learning Community. Jessica will be spending the day visiting learning spaces and introducing herself to children and staff. While an official starting date is yet to be finalised, she will organise further visits and is also looking forward to getting to know all of you as well.

Whenever we have the opportunity to welcome a new member in our community, it is an invitation to live out the charism of Mother Teresa and offer hospitality and dialogue. The new member may start as a stranger but through our openness to dialogue that allows us to create space for new learning both with and from each other. No doubt there will be many new learning opportunities for both Jessica and ourselves to learn from each other for the benefit of our whole community.

I would like to take this opportunity to thank the entire community for your support and trust while I have had the role of Acting Principal. It has been an honor to have had the experience in leading the Mother Teresa Learning Community over the past year.

With Blessings,

Amy

This Week's Happenings

Monday 14th October

RACV Road Safety Incursion – F-2

Parliament and IMAX excursion – 5/6-1

Tuesday 15th October

Welcome Mrs Jessica Davis

AFL Inflatables – All children to wear PE

Professional Learning – School Improvement

Wednesday 16th October

Professional Learning – Team Planning

Northern Zone School Improvement Network,

Moonee Ponds – Mrs Leahy and Ms Canny

Thursday 17th October

Hoop Time – Yr 5/6

Welcome Deb Sukarna – Literacy Consultant (online)

Friday 18th October

Welcome Kath Murdoch – Inquiry Consultant

Faith and Life Inquiry Term 4 ~ Wonder of Living Family Enrichment Program and Kids Roar

As part of our Term 4 Faith and Life Inquiry learning will be viewed through the lens of Health and in particular Health and Human Sexuality. In partnership with parents, Mother Teresa learning community supports families in communicating the dignity of each person through its human sexuality program. Our Human Sexuality learning is situation within the teachings of the Catholic tradition.

The F-Yr2 children will be engaging with KidsROAR, an organisation that promotes child safety and the prevention child sexual abuse. On Thursday 7th of November, Alison from Catholic Care will be facilitating two parent/child sessions one for Year 3/4 and one for Year 5/6 regarding opportunities to engage with your child about human sexuality. For parents who would like the opportunity to preview the materials and ask questions about this aspect of human development we will make these available to view from Monday 28th of October. Mrs Leahy will hold an information session for parents only from 6:30pm on this evening. A letter will be coming home in the coming weeks with all the information regarding this program.



Please note the following session in your diary.

Wednesday 29th of November – Foundation-Yr. 2 **Parent only** Body Safety Education Session via **Zoom** by KidsROAR (an invitation will be forwarded in the coming weeks.)

Thursday 7th November, 6pm-7pm – Year 3/4 Parent and Child session facilitated by Open doors.

Thursday 7th November – 7:15pm- 8pm Year 5/6 Parent and Child session facilitated by Open doors.

Year 5/ 6 Camp 2025

Our Year 5/ 6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Monday 3rd February to Wednesday 5th February 2025. The cost of the camp is \$470 and payable by January 31st 2025. Further details regarding this camp will be forwarded to Year 4s and 5s this week. All camp permissions forms including medical and dietary requirements will need to be finalised this term in preparation for the camp. There will be an information night on Wednesday 30th October @ 7.00pm for parents and students to attend.

World Mission Week & Crazy Hair/Sock Day ~ Tuesday 29th October

The Mini Vinnies group will once again be hosting Socktober on Tuesday 29th October. Crazy Hair/Sock day celebrates the work of Catholic missions and its outreach and care of the poor. Our Mini Vinnies group will provide further details in the coming weeks

School Uniform ~ Term 4

All children at Mother Teresa PS are required to wear the school uniform as outlined in our school uniform policy. At this time children are able to wear either their winter or summer uniform as they weather is a little unpredictable. Please note tights are not worn with the summer girl's uniform. School shoes not runners are to be worn with all uniform except the sports uniform.

Please note that the current style of the Winter Tunic is no longer able to be made. We have two sample dresses that families will be able to opt for next year. These samples are available to view in front reception.

School Hats – Sun Smart

All children required to wear their Mother Teresa Primary School hat when outside during term 4 and when the UV rating is 3 and above.

School Closure Day ~ Monday 4th November

Staff will be involved in report writing on Monday 4th November. There will be no school for children on this day

Melbourne Cup Day Public Holiday ~ Tuesday 5th November

There will be no school for children on Tuesday 5th November. Melbourne Cup Day is a public holiday.

Learning Diversity and Wellbeing

Wellbeing Wagon Launch at Mother Teresa

“No act of kindness, no matter how small, is ever wasted.” -

Aesop

As **researchers**, our children were full of the disposition **curiosity** about the wellbeing wagon. Led by our Peer Mediators, who took the wagon to the lunchtime play spaces this week. Children were risk takers and tried games they hadn't seen before and challenged their thinking. The purpose of the wellbeing wagon is to provide children who may be feeling lonely or in need of a quieter lunchtime activity, an alternative for playtime. The wagon contains games, puzzles, art supplies and of course a chess game board. A big thank you to the Parents and Friends' association for helping to fund this wagon. Our Peer Mediators will be taking the wellbeing wagon out for the first half of lunch on a Wednesday (weather permitting). All are welcome to use games in the wagon but must remember to return the games to the wagon.



Parent and Friends News

Next Parents and Friends Meeting

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

Zooper Dooper Fridays

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1:40pm – 2:10pm. If you are able to assist with sales please register your name at reception.

What's Happening with Learning Consultants

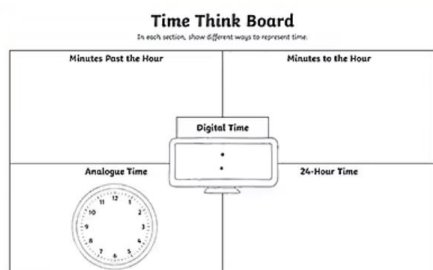
We have been engaging with our mathematics consultant Colleen Monaghan to tune in and find out about using 'Daily' or 'Regular' Reviews as part of our mathematics lessons. Regular reviews form part of MACS Vision of Instruction. The purpose of Regular reviews is for children to be able to retrieve the knowledge that they have been taught previously, spaced out over periods of time. We have begun trialling this process from Years 3 to 6 and soon will do so with the Foundation-Yr 2. Anecdotally, children have been enthusiastic about this new routine and teachers are noticing some improvements to children's fluency. To read more about the Vision for Instruction you can follow the link to the parent guide [here](#).

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

To help us find out about our compelling question ‘*How can I care for myself and others?*’, the children had the opportunity to engage in an incursion with the RACV rescue squad. Anne led us through ways we can stay safe at home and when we are on the roads. We identified problems we might encounter when in the car or out on the streets. We engaged in dialogue about new strategies and skills that we might use to help us solve the problems. We will have the opportunity to reflect on the experience and make connections to key ideas that we remember to keep ourselves safe.



As mathematicians, we are continuing to sort out our thinking about telling the time and calendars. We are using thinkboards to help us represent time in different ways such as analogue, digital and in words. We are exploring o'clock, half past, quarter to and quarter past. When exploring calendars, we are responding to different questions about the elapsed time or questions about reading the calendar.

As members of a Faith based community, we are beginning to tune in to the Hail Mary prayer, by activating our prior knowledge and identifying what we already know about Mary and what we think she looked like. We are beginning to unpack the prayer to help us find out about Mary's life and her sacredness in the Catholic Faith. Over the coming weeks we will continue to find out more about Mary and her role in the Biblical stories.

Bridging Centre

Year 3/4 Learning Spaces

“Inquiry is Not a Fill-in-the-Blank Pursuit” - Tonya Gilchrist

As **thinkers** we engaged in documenting our first thinking about our compelling question for this terms Faith and Life Inquiry **“Who decides and how?”** We engaged in the thinking routines **Give one, get one** and **Think – Pair – Share** to exchange ideas with our peers. In this inquiry we will be investigating **rules and laws**, how they affect us and our community, how we have a voice in what decisions are made in our communities by being part of a **democracy**. We also will be looking at the **influences, processes** and **strategies** when making decisions.



In connection to our Faith and Life Inquiry we will be engaging with the scripture passage from **Luke's Gospel** about **The Visitation** when Mary visited Elizabeth. We will be using our **Hermeneutical Prompts** to assist us in developing our understanding of this scripture passage.

We will continue to use our **Writer's Notebooks** to develop **seeds** which we use to develop written pieces and will further advance our spelling investigation of the base word **help** looking at the different types of words (verbs, adjectives, etc) that can be made using this base word.

In mathematics we will acting as **researchers** and investigating metric units of measurement and **identifying** different instruments that can be used to measure these as well as developing methods to record this information.

Leadership Centre

Year 5/6 Learning Spaces

If we engage students in learning from and with each other through active discussion and group exploration of content, then engagement will increase, students will become more self-directed learners, and a community of supportive learners able to engage in true collaboration will develop.

Ron Ritchhart 2023

As part of our **Faith and Life inquiry**, **Who's got the power and how do they use it?** we will have **time and opportunity** to engage in the thinking moves **activating prior knowledge**, **connection making** and **wondering** through the thinking routine **Chalk Talk** as we **explore** different **prompts** including **Kids should be allowed to vote!** and **Protests Work!** This thinking routine allows us to consider ideas, questions, or problems by silently responding in writing both to the prompt and the thoughts of others. **As contributors** we are **invited to think about our reactions** to the prompt and **record our ideas** and **questions** and then **read and add to each other's responses** with **additional comments and questions**. **As thinkers** it is an **opportunity** for us in **building understanding** in a **collaborative way** through putting forward ideas, questioning one another, and developing our ideas further.

As a Catholic Dialogue School, we will inquire into Mary by documenting our responses to the following: Who is Mary? What do you know about Mary? Why is Mary important in the Catholic tradition? What can you name and notice about the rosary beads? As artists we will have an opportunity to draw our own image of Mary, at this moment in time, and document what it represents and means to us. As we are **interpreting text and symbols**, **reflecting critically** and **engaging in a continuous process of dialoguing with others** we are **learning** in a **hermeneutical way**. As **communicators** we will **engage** in the thinking routine **What makes me say that?** as this will **support us to share our current interpretations with reasoning** and **encourage us to understand multiple perspectives**.

As **readers and writers**, as part of our **Faith and Life inquiry**, as **curious researchers** we are **engaging** in the thinking moves **connection making**, **identifying new ideas** and **wondering** as we **read and view texts** from **different sources** to help us **find out**. **Building our understanding** using **different sources** provides us with an **opportunity to consider different viewpoints and perspectives**. As part of **sorting out** our thinking we will be **building explanations** and **our interpretations** and **organising the information** we gather by **documenting our discoveries** on a **collaborative data chart**.

As part of Measurement as **mathematicians and inquirers** we are engaging in **learning tasks** about **angles**. As part of **finding out** some of us will be exploring short Math Antics video clips related to angles, some of us will be exploring how to use a protractor and some of us will be engaging in open ended mathematical tasks related to complementary and supplementary angles. As inquirers, as part of **sorting out** our thinking we will engage in the thinking routine **Claim Support Question**. This routine helps us to **develop thoughtful interpretations** by encouraging us to **reason with evidence** and **explore strategies to justify our responses**.

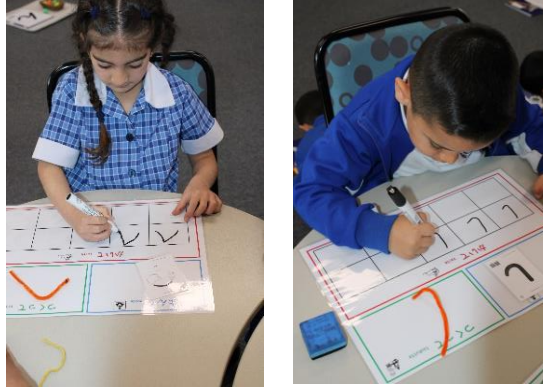
As part of our agreed ways, it is expected that we continue to engage in **Mathematical Thinking Home Learning** every night. **Our focus is based on our areas for further improvement and growth** identified during our mathematical assessment related to angles.

This could include **developing our skills at using a protractor** using the interactive protractor website <https://www.visnos.com/demos/basic-angles> to help us develop our understanding, and exploring complementary and supplementary angles using the website

<https://www.mathsisfun.com/geometry/complementary-angles.html> Our **reading of texts** each night could include books from school or home, magazines or viewing digital texts. We can also use the **Behind the News website** <https://www.abc.net.au/btn> as they have a variety of texts related to government, democracy and voting, which is part of our Faith and Life inquiry, **Who's got the power and how do they use it?**

Japanese

Students in Foundation, Year 1 and Year 2 will continue **a focus on reading and writing single stroke hiragana**. We will practice reading familiar hiragana using memory hint flashcards - し、へ、く、い、ろ、て、ん. As **learners**, we will explore two new hiragana and their memory hints - つ、ひ. As **thinkers**, we will **identify where the hiragana appear in the hiragana chart** and **what we notice about the hiragana chart**. We will **Tune In** to a new learning opportunity called a **Read, Make, Write** board. We will **read the hiragana card** on our board **using the memory hint for support**, we will **make the shape of the hiragana with a pipe cleaner**, and we will **practise writing the hiragana**.



Students in Year 3 and Year 4 will continue **a focus on reading and writing hiragana**. As **thinkers**, we will **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 fourth row** of the hiragana chart - た、ち、つ、て、と. As **thinkers**, we will then explore **how to write the hiragana** つ、て、と with a focus on **balance, shape and neatness** and **using stroke order**.

Students in Year 5 and Year 6 will continue **a focus on reading and writing hiragana**. As **thinkers**, we will **activate our prior knowledge** of the hiragana for row 1, 2, 3, 4, 5, 6 and 7 of the hiragana chart. As **learners of a character language**, we will **learn the memory hints for the eighth row** of the hiragana chart - や、ゆ、よ. As **thinkers**, we will then explore **how to write the hiragana** with a focus on **balance, shape and neatness** and **using stroke order**.

Physical Education

“If you are given a chance to be a role model, I think you should always take it because you can influence a person's life in a positive light, and that's what I want to do. That's what it's all about”. Tiger Woods, Professional Golf Player

In F-2 this week, we began our **inquiry into Target Games/Sports**. Target games and sports include **Lawn Bowls, Ten pin bowling, Golf, cornhole** and others. This week we focused on lawn bowls in preparation for our mini tournament each class will have next week. As **thinkers**, we tried different **technique** of underarm and overarm throwing with miniature bean bags to work on our **technique** and then progressed into using large tennis balls to practice our bowling motion.



From Year 3-6, we **engaged** in various stages of testing with the **focus** around term 3 sports, **reflecting** on what we learnt, and **discussions** about our personal goals in sport and whether we thought we achieved them. **As Thinkers**, we showed our **deeper thinking** through dialogue about our goals and **identifying** what we need to continue to work towards. Through our **dialogue** there was some terrific **wonderings** such as, “What sports will be focus on this term?” and “Is there only one way to dig a volleyball?” Overall, we showed that we have retained and can recall important information about the sports we have learned.

Visual Arts

“I paint self portraits because... I am the person I know the best.” - Frida Kahlo

As Foundation to Year Two researchers, we have begun to explore the self-portraits created by well known artists. We are tuning in to the different techniques they each use and have considered what makes each image unique. We have used the Studio Habit of observing when looking at artists’ creations. As Foundation to Year Two artists, we have begun to create our own self-portraits, applying our new learning about proportions to include detailed elements such as a nose, eyes and mouth.



Digital Technology

“LEGO allows all levels of complexity. But a child can do their own thing at any level. They can build a pirate ship, for example, and then mash it up with completely different things.”

- Jorgen Vig Knudstorp LEGO CEO

Students in Foundation, Year 1 and Year 2 will begin to **Tune In** to LEGO brickQ. LEGO provides students the opportunity to **explore** and **Find Out** new and creative solutions. **As Collaborators**, students will begin to build their capacity to work with small groups to bring a shared idea to fruition.

Students in Year 3 and 4 will begin to **transfer** their skills from Scratch and game creation into creating short **animations** using Code.org. Students will begin by **Tuning In** to Code.org and **exploring** the **similarities** and **differences** between Code.org and Scratch. Students will draw **connections** between the two and begin to identify how they can **transfer** their knowledge and learnings from Scratch into a different platform.

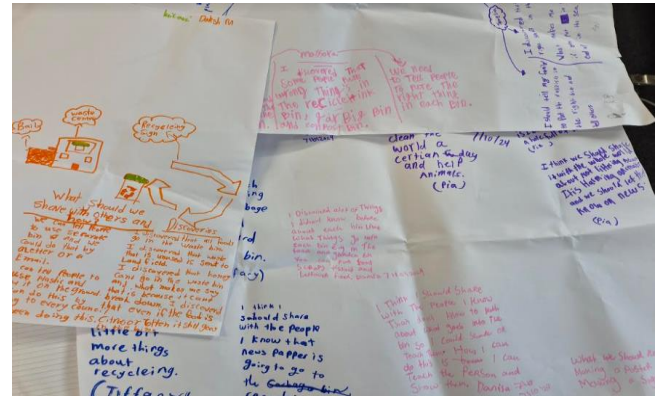
As Thinkers, Students in Year 5 and 6 will **reflect** on the game they created and begin to **explore** how the skills they have developed through Scratch can be **transferred** to using Code.org. Students will begin to **Tune In** to Code.org and **Make Connections** to how the process for game creation in Scratch can aid in their ability to **utilise** Code.org to create animations, allowing students to **Go Further** with their coding skills.

Sustainability

As thinkers our **Foundation-Year 2** students tuned in to and **activated their prior knowledge** of the season, Spring. What it might look, feel, smell and sound like. We made connections between our thinking, observations around our learning community and a short video, “Springtime.” We **engaged in**

dialogue about our **connections** and **discoveries** of the fascinating changes which occur, including a time of transition from Winter to Summer, daylight begins to become longer and days warmer. A time when many plants grow and begin to blossom, and some animals come out of hibernation to look for food and care for their young.

Our **Year 3/4 students**, collaborated through **dialogue** and **documentation** about their **valuable insights** on types of waste, identifying the different categories, each type's different disposal methods and their **environmental impacts**. Students decided on the most important information about **taking action** to minimise waste pollution, what we can share with others and how?



Some **Year 5/6 students** engaged in clearing weeds and packaging around our soccer space to make way for new plants. They displayed the **disposition of empathy** as they **worked together** to clean up around our learning community, showing **care and concern** for our shared environment. Students exhibited **resilience** by **persevering** through the task, even when faced with **challenges**. In the students' **reflection**, they considered the impact of their actions on our school community and the environment as a whole.

Stephanie Alexander Kitchen Garden

As **Collaborators**, some students from **Year 5/6-2** 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.



Term Four Dates 2024

Thursday 24th October
Friday 25th October
Tuesday 29th October

Thursday 31st October
Monday 4th November
Tuesday 5th November
Thursday 7th November
Wednesday 13th November
Thursday 14th November
Wednesday 27^h November

Thursday 12th December
Friday 13th December
Tuesday 17th December

Storytime Session for Foundation 2025 children
Parents & Friends Meeting @ 2:30pm
Socktober – Crazy Hair/Crazy Sock and Tabloid Sports Day
KidsRoar Family Information Night (Online)
Transition Day #1 Foundation 2025
Staff Professional Learning Day – No school for children
Melbourne Cup Public Holiday
Catholic Care Family Night Years 3-6
Excursion – Yr 5/6 – Healesville Sanctuary with Murrundindi
Transition Day #2 Foundation 2025
Staff Professional Learning Day - No school for children (Please note this has changed from November 28th as previously advertised)
Year 6 Mass and Farewell @ 7pm Our Lady's Church Craigieburn
Yr 5/6 Bowling Fund Day and Graduation Bears
End of Year Mass @ 9:15am Mother Teresa Catholic Primary School
Last Day of Term 4 @ 3:30pm

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



FUN IS IN FULL SWING!

Join Woolworths Cricket Blast

A safe way to have fun and stay active for kids of all abilities.

CV WOOLWORTHS COMMUNITY FUND PROGRAM

MOTHER TERESA CATHOLIC PRIMARY SCHOOL

16, 23, 30 OCT & 6 NOV FROM 3:30 TO 4:30 PM

SCAN THE QR CODE TO REGISTER!



SIGN UP TODAY!

 **Play Cricket**

**PROUDLY
PRESENTED BY**



JUNIOR PATHWAY



From Woolworths Cricket Blast through the Junior Cricket stage, all kids can advance their skills and discover how awesome it is to be part of a team through fun game-based activities. The stages have been developed based on academic research, testing and community feedback.

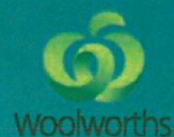
This includes consideration for physical, mental and emotional development.

Participation and progression through the stage is based on ability level, therefore the ages are indicative only. Players are encouraged to participate at a stage appropriate for them.



Q Play Cricket

**PROUDLY
PRESENTED BY**



**SUNDAY
27 OCT
12-4PM**

• **OUR LADY'S** •
PARISH CRAIGIEBURN

FETE

169/171 Craigieburn Rd, Craigieburn

FUNTASTIC RIDES

★★★★★ **FOR ALL AGES** ★★★★★

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