



# 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](mailto:principal@motherteresa.catholic.edu.au)

[www.motherteresa.catholic.edu.au](http://www.motherteresa.catholic.edu.au)

## **NEWSLETTER**

Monday November 11<sup>th</sup> 2024

*"It is a kingly act to assist the fallen." – Mother Teresa*

*Dear Parents and Guardians,*

*I would like to take this opportunity to thank you for the very warm welcome to the Mother Teresa community I have received today. I appreciate all the parents who joined us this morning for our Remembrance day service and stayed for the morning tea that followed which was put on by the school's amazing Parents and Friends group - THANK YOU!*

*Over the coming weeks I will be meeting with each of our staff to find out from them what they love about Mother Teresa, what works well in our school and what are the areas that we can improve collectively so as to be on a continuous journey of improvement making Mother Teresa the best school possible for your children.*

*Very early next year, I will also make time for parents to gather to also let me know what they love about our school and what some possible areas of improvement can be. This allows me to gain some insight into our school, to find out the story of why as well as to continue the great learning opportunities for our students so that we can be on a journey of continuous improvement.*

*As you would be aware, Mother Teresa underwent a review last term. All Catholic primary schools are reviewed by Melbourne Archdiocese Catholic Schools (MACS) every four years. At the end of the review schools develop their new School Improvement Plan which is essentially a master plan of improvement for the next four years.*

*In upcoming newsletters, I plan to share parts of that plan to continue to embed the great things that are happening whilst also looking to improve our school in particular areas as identified by the review. I look forward to working in partnership with yourselves as well as our staff, the parish and wider community to strive to make Mother Teresa the best it can be in order to meet the needs of our students. Once again I thank you for the very warm welcome and look forward to meeting as many of you as I can over the next few weeks.*

*I have been so impressed with the wonderful sense of welcome and community at our school.*

*God Bless*

*Mrs Jess Davis  
Principal*

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

### ***Monday 11th November***

*Welcome to new Principal Mrs Jessica Davis  
Remembrance Day – Liturgy 10:50am*

### ***Tuesday 12th November***

*Professional Learning – Mandatory Reporting*

### ***Wednesday 13th November***

*Healesville Sanctuary Excursion – Yr 5/6  
Professional Learning – Faith and Life inquiry*

### ***Thursday 14<sup>th</sup> November***

*Foundation 2025 Orientation Session 2*

### ***Friday 15<sup>th</sup> November***

## ***Follow us...***

We have updated our Instagram and have a new account. Thank you to Mr Leighton who has been working on updating our social media and website. Follow us on Instagram @motherteresaps to keep in touch with the amazing learning and events across our Learning Community.

<https://www.instagram.com/motherteresaps>



## ***School Books, Student Levy and Family Fees 2025***

Please note the book, levy and fee arrangements for 2025

### ***School Books ~ Order and purchase arrangements 2025***

For 2025 our book packs will be available through COS online service with delivery directly to your home. Your child/ren were given all the information you require regarding a password and instructions on how to log on to COS and navigate the site.

Each year level's book requirements will be listed on the website, and you just need to indicate the year level of your child and the payment options.

### ***Student Levy Payments 2025***

The Student Levy of \$342 will be invoiced to families Term 1 2025 and payable by Monday 14th February 2025.

### ***School Fee 2025***

Our family school fee in 2025 is \$1,810. This fee is broken into three accounts: Term One \$630, Term Two \$630 and Term Three \$550.

## ***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. Details regarding this camp was forwarded to Year 4s and 5s. All camp permissions forms including medical and dietary requirements will need to be finalised this term in preparation for the camp.



### ***School Hats – Sun Smart***

All children are required to wear their Mother Teresa Primary School hat when outside during term 4 and when the UV rating is 3 and above. Any child that has lost their hat will be required to purchase a Mother Teresa hat from A Plus uniform. Children without hats during play times will be asked to sit in the shade under the hall.

## ***School Closure ~ Wednesday 27<sup>th</sup> November***

Staff will be involved in planning for 2025 with Kath Murdoch on Wednesday 27<sup>th</sup> November. **There will be no school for children on this day.**

## ***Catholic Identity***

Today is Remembrance Day, marking the end of World War I with the signing of the Armistice Treaty. It is a day that symbolises the power of peace and love in the world. It reminds us that world leaders can make decisions that reflect our humanity, something that we regularly pray for as the Learning community of Mother Teresa.

Pope Francis recently released a new encyclical, Dilexit Nos – on the Human and Divine Love of Jesus Christ. The Pope opens his letter with the following,

*“HE LOVED US”, Saint Paul says of Christ (cf. Rom 8:37), in order to make us realize that nothing can ever “separate us” from that love (Rom 8:39). Paul could say this with certainty because Jesus himself had told his disciples, “I have loved you” (Jn 15:9, 12). Even now, the Lord says to us, “I have called you friends” (Jn 15:15). His open heart has gone before us and waits for us, unconditionally, asking only to offer us his love and friendship. For “he loved us first” (cf. 1 Jn 4:10). Because of Jesus, “we have come to know and believe in the love that God has for us” (1 Jn 4:16).*

These words identify for Christians that Jesus Christ loves all people, regardless of race, gender, religion, wealth or lack of it. Christ’s love for all is limitless although it is not without work from us. Through a Catholic lens, it reminds me of the challenge of faith, given to us by Christ through the gospel – Love one another as I have loved you and to love your neighbour as yourself.

Days such as today allow us to pause and reflect critically on the state of the world and our continuing search for peace. When considering what this might mean through a Catholic lens, perhaps we need to take a moment to consider if we have peace in our own lives. Are we able to truly love our neighbour as ourselves?

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

### ***Wellbeing Wagon***

*“If I’m going to tell a real story, I’m going to start with my name,” Kendrick Lamar*

Over the past couple of weeks we have noticed more and more students collaborating and using our new Wellbeing Wagon. Thank you to the Peer Mediators that have volunteered to take the wagon out on Wednesday lunch times for everyone to use.

To help our Wellbeing Wagon to truly become part of our learning community we have decided to ask for students to think of a name for it. Students can email their suggestion to

[margaret.canny@motherteresa.catholic.edu.au](mailto:margaret.canny@motherteresa.catholic.edu.au)

Our Peer Mediators will announce the new name of the wellbeing wagon at morning prayer on Monday 25<sup>th</sup> of November. Please have all suggestions emailed before this date.

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

### ***New Sandpit Equipment***

Thank you to the Parents and Friends who provided funds to purchase new sandpit equipment. Elise and Audrey.

### ***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 in the Learning Spaces***

### ***Foundation – Year 2 Learning Spaces***

*‘In a complicated fast-changing world the intelligent path is to let go of being a knower and embrace being a learner.’ Guy Claxton*

As a part of our Faith and Life inquiry, we continue to explore and be **curious when using open-ended** materials set up in the **Discovery Space** to **find out** and **sort out** our own **wonderings** about **emotions**. The **open-ended materials** we use include a variety of natural loose parts such as sticks, leaves, wooden pieces, rocks and more. As **communicators** we use our **speaking and listening skills** to **describe** our



thinking to our peers and teachers. We engage in dialogue making connections to our creations and our personal experiences. This includes what we **feel** in different situations, how we **manage strong emotions**, how we show the **disposition of empathy** to others and **actions** we can take to care for others.



As part of the finding out phase for Faith and Life inquiry, we participated in an incursion with child safety experts Helen and Emily from Kids Roar. We **found out** how to **identify** unsafe situations and what to do about them. We sorted out our thinking about staying safe by identifying 5 trusted adults that we can go to when we are feeling unsafe. This helps us with the understanding, **'Noticing our body signals can help us look after ourselves and others in different situations'**.

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

*Learning is an act of meaning-making where individuals connect new experiences to existing schema and reflect, process and construct understanding over time. (Kath Murdoch, 2022)*

As part of our **Faith and Life Inquiry**, we are continuing to **find out** the **difference** between **rules** and **laws** and **distinguish** the **difference** between these. As **thinkers** and through **dialogue** with **others**, we are **identifying** what each level of **Government** are **responsible** for and the **consequences** for not being a **responsible community member**. As part of **finding out** and as **researchers**, we are **remaining curious** and **persistent** with our **thinking** by **formulating questions** we have up until now. As **contributors**, we are **offering our ideas** to the **group** by **identifying strategies** and **processes** people use when **making decisions** whether this be in a workplace, home, school or community.



As part of **acknowledging Remembrance Day**, we will have **time** and **opportunity** in the coming week to **uncover** our **prior knowledge** and **engage** in **dialogue** with others about our thinking. Given this year the **spotlight** is on **role** of the **Australian Peacekeepers** in **conflict**, we will be using **visual texts** such as **photos** and **clips** to **gather new information**. We will spend **time** and **opportunity** **considering** our **new thinking** and why this is **important** for our **world** to **know** and **understand**.

As **mathematicians**, we are **beginning** to **learn** and **make connections** to our **prior knowledge** around **fractions**. *The Mathematics Victorian Curriculum 2.0 indicates that students need to recognise and represent unit fractions e.g.  $1/2$ ,  $1/3$  and their multiples to complete a whole; and find equivalent representations of fractions using related denominators and make connections between fractions and decimals.*

As **thinkers**, we are **remaining open-minded** and **creative** while **talking** about our **thinking strategies**. To **build** our **understanding** some of us will **engage** in **paper folding** to **assist** us in **identifying equivalent fractions**. Some of the **key concepts** and **big ideas** we are **learning** are **numerator**, **denominator**, **equivalent**, **parts**, **wholes**, **meaning of symbols** and **fraction types**.

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

***If we identify, communicate, and scaffold the thinking needed in every task to support students' development as effective thinkers, then student understanding will deepen, and students will focus primarily on the learning over the mere completion of work.***

**Ron Ritchhart 2023**





As part of **finding out**, as **inquirers**, just a reminder that we will be **engaging** in our **excursion** to **Healesville Sanctuary** this coming **Wednesday, 13<sup>th</sup> November**. We will engage in the thinking moves **making connections**, **identifying new ideas** and **wondering** as we **explore an artwork of Aboriginal artist, William Barak**, and listen to Murrundindi and Pallyan share stories of Barak, Aboriginal history, religion and customs. Just a reminder that **children will need to be at school at 7:45am** as the bus will be leaving MTPS at 8:00am.

As **readers**, as part of **Remembrance Day**, we are engaging in the thinking moves **identifying new ideas** and **making connections**, as we **explore** various **factual texts** to help us **find out** about the role of Australian Peace Keepers, and as **writers** we are using our **Writer's Notebook** to **build our schema**. As part of **spelling**, we will be **engaging in investigations** and **building and spelling** new words from **bases**, expanding our knowledge of **prefixes and suffixes**, and **exploring meaning relationships between words**, and **word origins** (etymology).

As **mathematicians and inquirers**, we will be engaging in a written preassessment related to percentages. As part of our investigations, we will be **identifying percentages used in everyday contexts**, for example, **advertising relating to discounts and sales**. As **mathematicians** we will be **exploring 100%** and how it represents the complete whole and **connecting familiar percentages** to their **decimal and fraction equivalents**. As **inquirers** we will be **exploring different complementary percentages** (such as 30% and 70%) and how they combine to make 100%. As part of **sorting out** our thinking we will be using hands on materials and visual representations to represent the relationship between decimal notation and percentages, for example, 0.3 is 3 out of every 10, which is 30 out of every 100, which is 30%. As **mathematical thinkers** we will engage in the thinking moves **activating prior knowledge**, **making connections**, **reasoning with evidence** and **identifying new ideas** as we document changes in our thinking through the thinking routine Claim-Support-Question.

### *Japanese*

Students in Foundation, Year 1 and Year 2 will begin to explore **the traditional Japanese festival of 7-5-3**. As **inquirers**, we will **watch a video of a family's celebration of 7-5-3** in Japan. 7-5-3 is celebrated **around the time of November 15<sup>th</sup>** in Japan and is a **celebration of the good health and vitality of children**. As **thinkers**, we will use the **thinking move "observing closely and describing what's there"** whilst watching the video.



Students in Year 3 and Year 4 will continue to **explore hiragana characters**. As **inquirers and researchers**, will **learn a song** which teaches **correct pronunciation of each of the 46 basic hiragana**. We will **identify sound patterns** we hear in the song and **variations** to these patterns. We will also **identify** how these patterns **are organised into the hiragana chart** on our learning space wall.

Students in Year 5 and Year 6 will explore **how to use genkoyoshi writing paper** to write texts in Japanese. As **inquirers**, we will **Find Out** that **genkoyoshi is a type of grid paper** used in schools in Japan to teach students proper **placement and spacing of individual characters, sentences and punctuation** in a written text. As **learners**, we will practice using genkoyoshi by **writing our self-introduction in Japanese script** on the grid paper with support from the teacher.

### *Physical Education*

This week in Physical education, all children across the school engaged in a water safety incursion ran by Life Saving Victoria. As **thinkers**, children were asked various questions to support them in tuning in and finding out about how to be safe around water, where and when we can swim and supervision in the

water. They found out about the importance of swimming between the red and yellow flags to stay safe at the beach during summer.

Children also learnt about the dangers of certain bodies of water with a focus around beaches and pools. Children learnt about the dangers of rips at the beach and the importance of not swimming out of their depth and ability. They had the opportunity to find out how life jackets work, how to make a rescue using everyday items and how to call for help if they find themselves in danger, from the lifeguards. As we head into the summer months, we hope all children remember the importance of being safe around water. A reminder to all adults that all children under the age ten must be supervised by an adult in pools and at the beach. We hope that everyone has a safe summer.



## **Visual Arts**

*“In drawing, nothing is better than the first attempt.” - Pablo Picasso*

This week our Foundation to Year Two **artists** have been given the opportunity to create their final, coloured **self portrait**. The students discussed the **Drawing Techniques** they had become confident with, and decided which ones would work best on their portraits. They began to **apply** these techniques after consideration of which **artistic mediums** might be best to create their portraits with. The students **reflected** on the ways the **Paint Slicks** compared to the **coloured pencils** and **oil pastels**. From **observing** some **worked examples**, the students were able to determine how to create an outstanding piece of artwork!





## *Sustainability*



As **Thinkers** our **Foundation – Year 2 students** imagined then shared their first thinking about Sunflowers using the thinking routine **Think, Pair, Share**. What does the Sunflower seed look like? How and what does it need to sprout and grow? Naming parts of the plant and where the seed belongs on the plant when it has fully grown. We sketched a sunflower and labelled the petal, stem, roots, leaf and seeds.

As **Researchers** our **Year 3/4 students** extended their thinking when looking at the recycling process and what happens to all the various recyclable waste we place in our bins. Plastics, glass, tin, food and garden and paper and cardboard. In groups students found out about what happens to each, from the moment it is collected from our bins to what it may become, as the end product and the whole process' involving pros and cons.



### ***Term Four Dates 2024***

*Wednesday 27<sup>th</sup> November*

*Thursday 12<sup>th</sup> December*

*Friday 13<sup>th</sup> December*

*Tuesday 17<sup>th</sup> December*

*Staff Professional Learning Day - No school for children (Please note this has changed from November 28<sup>th</sup> 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.*