



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday November 18th 2024

"Profound joy of the heart is like a magnet that indicates the path of life." – Mother Teresa

Dear Parents and Guardians,

Last Thursday concluded the last of our Foundation Orientation sessions. It was wonderful to see the newest members of Mother Teresa's community exploring their new learning spaces. Students engaged in some structured play and participated in a hunt throughout beautiful school grounds, finding all the play areas.

I was so impressed with not only how settled our new students were but with the leadership of our Year 5&6 students who very capably welcomed our parents, led the kinder students to their learning spaces, assisted with playing with the students and presented to the parents about the Sustainability program, Peer Mediators and our Faith and Life inquiry.



It is not too late to enrol in Prep for next year! We have a handful of places left at every year level for 2025. So if you know of parents still looking for a school for their child for next year don't forget to refer them to our vibrant learning community. For any enrolment inquiries please email info@motherteresa.catholic.edu.au or call 7303 1200 to book in a personalised tour.

2024 End of Term Dates and 2025 Calendar!

We are approaching the end of the year and there are many dates of importance coming up! Please look carefully at the dates in the 'Weekly Happenings.'

In the upcoming weeks, we will be finalising the 2025 school calendar which will include school closure dates. I am hoping to introduce some community events with the support of our amazing staff and the incredible members of the Mother Teresa P&F (Parents and Friends) group. I look forward to sharing the calendar with you all shortly.

God Bless,

Mrs Jess Davis

Principal

This Week's Happenings

Monday 18th November

Tuesday 19th November

Professional Learning – Faith and Life inquiry

Wednesday 20th November

Professional Learning – OHS – Martin Tennant

Thursday 21st November

Friday 22nd November

Deputy Principal Network

Catholic Identity

“Prayer in a Catholic Dialogue School needs to be recontextualised, so that it can be an authentic, meaningful and contextual expression of Catholic faith in the contemporary era.” (ECSI – Ten Characteristics of Recontextualised Prayer)

Throughout this Faith and Life inquiry, children and teachers have engaged in dialogue, explicitly learning and inquiring into the Catholic prayer, *Hail Mary*. The Hail Mary is particular to the Catholic faith and its language may be described as ‘confessional’ to the faith. This means that it speaks of the very real beliefs in the holiness of Mary and her place in Catholic tradition, as being the perfect disciple. The language of this prayer may seem particularly to children (even adults) somewhat foreign or unfamiliar. We don’t tend to use in contemporary society words such as ‘thee’ or ‘thou’ in our day to day language. It is for this reason that we spend time in dialogue with each other about the meaning and intention behind the prayer.

How then might we make sense of this traditional prayer in the world today? How might we *re-contextualise* it for our current context? To recontextualise we need consider what it is in our world today that might be in need for prayer, whether it is ourselves or the needs of the wider world. The final lines of the prayer change its tone from being that of joy and praise, *‘Blessed art thou among women, for blessed is the fruit of your womb Jesus,’* to one that may be interpreted as having a negative theology – *‘Pray for us sinners, now and at the hour of our death, Amen’*. The change in tone challenges those who pray it to recognise our own humanity and mortality. For Catholic people, we are forced to remember our time is finite and that we fail often in our humanity through sin. So, what then might we need to pray for in our own lives and for our world? In dialogue with children, we will grapple with the difficulties that this can present by considering all that is happening around them. We will use images of people from around the world to invite us to find a personal meaning with the prayer.

If you and your family pray the Hail Mary together, I wonder how it might challenge you? How might you find it meaningful to your faith? If you are of another faith belief, how might the prayers you pray challenge you? How might you find it meaningful to your faith? And if prayer is not part of your life, I wonder what you think?

Mrs Amy Leahy – Deputy Principal and Leader for Catholic Identity and Mission

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

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



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 **positive relationships**. Positive relationships are essential for us to **develop our social and emotional capacity** in a healthy way. We are learning how to **grow our relationships** drawing on mindfulness foundations such as **empathy, kindness and gratitude**. The meditation encourages us to **practise mindfulness in a more independent way** and as a **foundation to build relationships**.

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

<u>Year Level</u>	<u>Activity</u>	<u>Resources</u>
F-2	Mindful listening is giving your full attention to what you can hear. Let's practise now! Close your eyes and focus on the different sounds around you for 1 minute. Afterwards, write down or draw all the different things that you heard. Did you hear anything that you hadn't noticed before?	Mindful Listening https://app.smilingmind.com.au/session/csEnhfstTd-KhpfCIFsSZw?step=2
Year 3/4	Mindful listening is when you give your full attention to the person who is speaking and being curious and interested in what they are saying. Who are three people that you can practise mindful listening with this week? After each conversation, reflect by writing about your experience. How did it feel to listen with your full attention? Was there anything new that you noticed?	Somebody Special https://app.smilingmind.com.au/session/dQTybF2oTreLcrXiqko_Xg?sourceRoute=explore Cool Conversations Are Fun https://app.smilingmind.com.au/session/QFOzDvvQTZO_EhJK81QJ3g?sourceRoute=explore
Year 5/6	We can communicate in many ways including verbal, written and non-verbal. Our non-verbal body language often communicates a lot more than we realise! Can you think of some ways we use our body language to communicate? Brainstorm these in your journal and list as many as you can. This week when you are speaking to someone, think about what your body language is communicating.	Building Relationships https://app.smilingmind.com.au/session/fmSZ3uVkJQepWr7AvRWfXw?sourceRoute=explore Relationship Appreciation https://app.smilingmind.com.au/session/fpDz8aHmTXyRdL_hQvTT_Q?sourcRoute=explore

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 27th November

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

Community News

Hume Tennis

We are thrilled to announce that our Active Holiday Programs are back, offering THREE weeks of exciting activities during the upcoming school holidays! Spots are filling up quickly, so we encourage families to register today to secure their place.

Active Holiday Program Details:

- Time: 9:30 AM – 3:30 PM (with optional before-care from 8:00 AM and after-care until 6:00 PM)
- Cost: \$50 per day or \$200 for a full week (5 days)
- Dates DECEMBER 16th-20th JANUARY 6st-10th JANUARY 13th-17th

This is a fantastic opportunity for children to stay active, learn new skills, and have a blast during the holidays! For further information please see the flier at the end of the newsletter.

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.

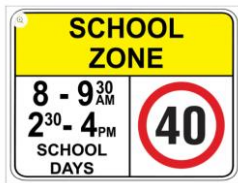
Zooper Dooper Fridays

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 *H*appening in the *L*earning *S*paces

Foundation – Year 2 Learning Spaces

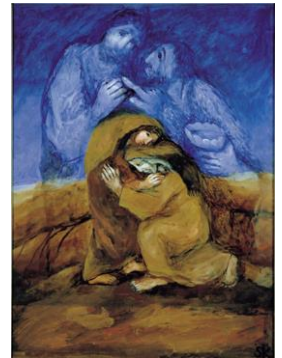
'In a complicated fast-changing world the intelligent path is to let go of being a knower and embrace being a learner.' Guy Claxton



As researchers, we are beginning to **find out** about different health warning signs and thinking about how they help us to make choices about ways **we can care for ourselves and others in the community**. We will be using our **reading comprehension skills** to **view** and **interpret** images such as street signs, hazard signs and medical signs. We will **identify** what they are saying and what strategies we can do when we see the signs. As part of discovery time, we

are beginning to explore our bodies even further by **collaborating** in the **teacher-led space**, to make a body using different materials. We will continue to label our bodies and identify how they grow and change over time. As part of Faith and Life inquiry, we will use our **thinking** about Mary to **tune**

in to Luke's gospel narrative of the Visitation (Luke 1:26-38). We will use the thinking routine to **look closely** and **wonder** about the story from the **perspective** of the artist Seiger Koder.



As mathematicians, we are continuing to **build our understanding** of the concept of **measurement** by observing closely, when measuring items by their **weight, mass and capacity**. We have been using a variety of materials to help us **find out** and **sort out** our thinking.

As readers and writers, we are exploring a variety of texts connected to our Faith and Life inquiry, to help us find out more about **emotions** as well as **protective behaviours** if something we don't like happens to us. We will continue to explore these texts in both focus groups and independently.

As we are coming to the end of the year, many children have misplaced textas, coloured pencils and headphones. Please have a look at home to see if any of these items are there and return these to school if possible. All children require working headphones with an auxiliary Jax, for children to be able to engage with learning on the computers. If your child's are broken it would be appreciated if these are replaced.

Bridging Centre

Learning is more powerful when the learner can make connections between the new and the known - where there is recognition of their prior knowledge. (Kath Murdoch, 2015)

As **communicators** we are **practising** the **skill** of **respectfully disagreeing** by providing **opinions, ideas** and **evidence** when **dialoguing about the difference between rules and laws**. We are using the **key thinking move - activating prior knowledge** to **document** our **first thinking** around what we think a **rule** is what we think **law** is. Using a **Venn Diagram** graphic organiser, we will **identify** through **dialogue** the **similarities** and **differences** between **rules** and **laws**.

As part of **literacy**, we have been working on **conferencing** our **writing** pieces using the **writing arrows**. We have been using the **writing arrows** to help us with our **writing structure** and **re-reading for meaning**. As **writers** we have been using our **knowledge** of **prefixes** and **suffixes** to help us in gaining a **deeper understanding** of **key concepts** from our inquiry unit 'Who decides and how?'.
As mathematicians we have been working on **expanding** our **language** in relation to **fractions** using **key concepts** *Equivalent, thirds, quarters*. We have been **looking closely** at **fraction walls** and **finding equivalent fractions**.

As part of our **agreed ways**, it is **expected** that we **continue** to **engage** in **Mathematical Thinking Home Learning every night** as well as **reading**.

Leadership Centre

Shared, direct experiences are amongst the most powerful elements of the inquiry process. When we experience something with others, our dialogue is enriched, we learn from the perspectives others have on the same experience and, most importantly, we feel a sense of belonging.

Kath Murdoch 2023

As part of our Faith and Life inquiry, we are viewing and reading texts related to different forms of government. As part of sorting out our thinking, as contributors, we are offering our ideas in a group as we collaboratively engage in a learning opportunity where we match the form of government with its definition. We are engaging in the thinking moves making connections, reasoning with evidence, and building explanations as we list the positives and negatives for each form of government. As critical thinkers we are engaging in the thinking move perspective taking through the thinking routine Circle of Viewpoints to help us explore multiple perspectives about the different forms of government. We will consider the importance of giving reasons and evidence as we document what we think is the best form of government and what makes us say that.

As writers we are using vivid, emotive vocabulary to enhance audience engagement and understanding of our texts. As creative thinkers we are exploring the understanding that writing poetry is about creating visual images and understanding that words have meaning. We are experimenting with figurative language including similes, metaphors and personification as we explore the word 'peace' through the five senses: describing 'peace' through the sense of sight, touch, smell, hearing, and taste.

As mathematicians we will engage in the thinking moves activating prior knowledge, making connections and wondering as we collaboratively explore Transformation. As inquirers, as part of finding out our thinking about Transformation we will describe translations, reflections and rotations of shapes, and identify what changes and what remains the same. As courageous and responsible contributors we will be investigating translations, rotations and reflections and how they can change the position and orientation of a shape but not its shape or size. Some of us will be learning to recognise and use combinations of transformations to create tessellations and other geometric patterns. As critical thinkers we will develop thoughtful interpretations by reasoning with evidence and exploring strategies to justify our responses, through the thinking routine, Claim-Support-Question.

Please note: Our Year 5/6 excursion to Healesville Sanctuary with our friend and elder Murrundindi and his son Pallyan will now take place on Friday 6th December. A new excursion note will go home tomorrow and could this please be returned by Monday 25th November.

Japanese

Students in Foundation, Year 1 and Year 2 will continue 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 15th in Japan and is a celebration of the good health and vitality of children. As thinkers, we will make our thinking visible by drawing about what we have discovered and labelling our learning with the numbers 7-5-3 in Japanese.

Students in Year 3 and Year 4 will extend their inquiry of the hiragana chart in Japanese. As collaborators, we will activate our prior knowledge of the hiragana for row 1, 2, 3 and 4 of the hiragana chart. As learners of a character language, we will learn the memory hints for the fifth row of the hiragana chart – な、に、ぬ、ね、の. As thinkers, we will then explore how to write the hiragana な and に with a focus on balance, shape and neatness and using stroke order.

Students in Year 5 and Year 6 have been exploring the **traditional Japanese artform of ink painting (sumie)**. As **thinkers** and **self-managers**, we learned that we use familiar **calligraphy implements** for **ink painting (sumie)** and **how to use them to reproduce images of nature**, such as a **blossom** or **rabbit**. We have **made our thinking visible** by **writing a reflection** about our sumie learning.



Visual Arts

As artists, the Year 3/4 children have been exploring modelling. Children have activated their prior knowledge and modelling skills to design and create using Oz Clay. Oz Clay is an Australian made air drying clay that has all the properties of normal clay and requires the same skills for modelling with clay yet it air dries. Students will now observe the drying process and will use paint markers to decorate their design once the artworks are completely dry.



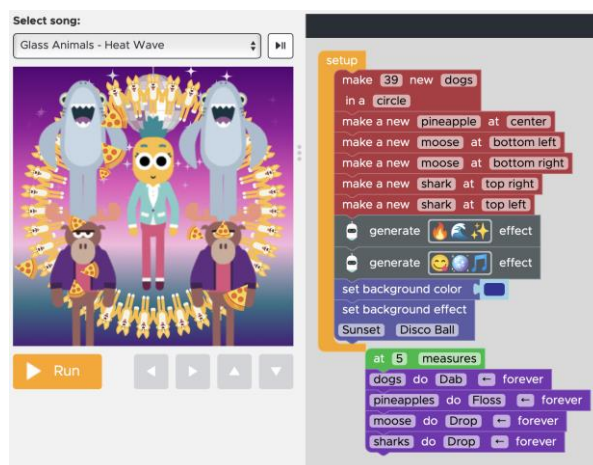
As artists, the Year 5/6 students have created design drawings for their batik pillow. As designers, students have used coloured pencils to highlight the areas to be decorated and have begun using the technique of Embroidery to embellish and highlight key areas on their pillow. Embroidery is the art of decorating fabric or other materials using a needle to stitch thread or yarn. Students are using the prior knowledge of sewing using a running stitch to create a personal design for the cover of their pillow.

Digital Technology

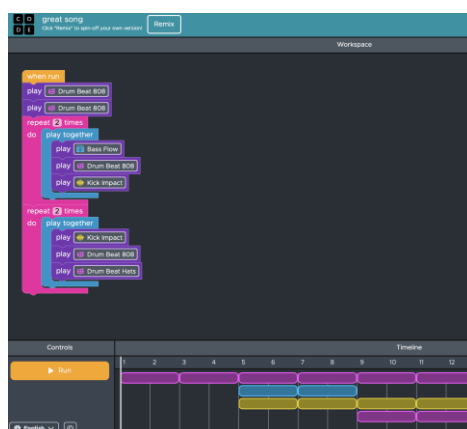
Students in Year 1 and Year 2 will continue to **deepen** their **knowledge** of the LEGO brickQ sets and start using a **variety** of building **techniques** and **elements**. Working together as **Collaborators**, they will design and construct a moving creation. As **Thinkers**, students in Foundation will work in a small group to begin to **Tune In** and **Find Out** about ScratchJNR and **investigate** how their knowledge of **coding indi** can help them code their Scratch sprite to move around a scene. ScratchJNR is a **modified** version of the Scratch program that allows students to be **introduced** to onscreen coding.



As **Thinkers**, Students in Year 3 and 4 will begin to **Sort Out** their **coding** skills and knowledge and **apply** it to a new section of code.org. Students will utilise the ‘Music Lab’ section to begin to code ‘beats’ and create audio tracks using the block coding elements. As **Collaborators** students will work with each other, using **sequencing** to **differentiate** which order the sounds are played and deciding on which sounds are played **together**.



Students in Year 5 and 6 will begin to **reflect** on what they have been able to create using code.org thus far. Students will use the **reflection** to help them **identify** their level of **knowledge** of coding and begin to **Go Further** as they apply this **knowledge** to other sections and elements of code.org.



Sustainability

As **Researchers** our **Foundation – Year 2** students continued to **find out** about Sunflowers and their seeds. Students named the parts of the flower, **documented** what the Sunflower needs to grow and **discovered** its life cycle. Many students made **connections** to the Sunflower seed and eating them as a snack at home and its use in foods and salads.

As **Contributors**, with gloves and buckets in hand, some of our **Year 3/4 students** were **responsible Stewards of Creation** by **Caring for Our Common Home** engaging in pulling out weeds and collecting packaging from around our learning community.



As **Researchers**, our **Year 5/6 students** were **intrigued** by the **journey of materials** after they leave our recycling bins. They created a **flow chart** illustrating the **lifecycle** of either paper, hard plastic, food & garden waste or glass, **mapping out the process** from disposal to recycling; how these materials are transformed into new products. **Sustainability Leaders** noticed there were some vegetables ready for harvesting. They engaged in cleaning up our garden beds and **harvested carrots and beetroot**.



Stephanie Alexander Kitchen Garden

As **Collaborators**, some students from **Year 5/6-4** engaged in our **SAKG** cooking program. Students used a recipe as a guide to create **Spinach and Ricotta Pasta Bake**. Our Pasta Bake consisted of pumpkin, silver beet and spinach, ricotta, feta and parmesan cheese and seasoning. Other students made **Hummus Dip with Crispy Pita Bread**. Tasks included setting the table, washing and cleaning up after sharing this tasty meal together.

You can find all our recipes here: mtpskitchengarden.com.au



Term Four Dates 2024

Wednesday 27th November

Thursday 12th December

Friday 13th December

Tuesday 17th December

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.

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SHORT DAY
9:30AM-3:30PM
\$50/DAY
EXTENDED CARE
8AM-6PM



WEEKLY
9:30AM-3:30PM
\$200/WEEK
EXTENDED CARE
8AM-6PM

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