



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday November 25th 2024

“In loving one another through our works, we bring an increase of grace and a growth in divine love.” – Mother Teresa

Dear Parents and Guardians,

As we approach the Season of Advent, we prepare ourselves for the start of a new liturgical year. The Church’s “new year” begins on the First Sunday of Advent, which this year falls on the 1st of December. The current liturgical year ended yesterday with the Feast of Christ the King. This feast celebrates Jesus and reminds us of His boundless love. It is also a time for us to reflect on how we can follow His teachings by being good friends and helpers to one another.

Last week, Amy led our staff professional development session on Advent where we had the opportunity to reflect on this season and consider what Advent means for each of us. Our students will begin marking the Season of Advent this week, ensuring we can fully engage with the meaning of this season as we prepare for Christmas. We will hear Scripture over the next few weeks that reminds us to stay awake and stand ready – to wait with ears and eyes wide open to the world around us. We will be urged to prepare a way for the Lord and to make his paths straight (Luke 3: 4). At its core, Advent calls us to reflect and, more importantly, to act out of love for one another, especially the poor, lonely and vulnerable.

One of the most profound ways to observe this season is by reaching out to those who are suffering, those who are broken and desperate. This is something that the Mother Teresa MiniVinnie students have been considering. They have created an opportunity for our students to support The Our Lady’s Parish St Vinnies Christmas appeal by collecting donations. Our Mini Vinnies leaders will share more details around this appeal in next week’s newsletter.

Parking and Traffic Management Concerns

I would like to acknowledge and thank the many parents in our community who have raised concerns around the challenges of parking and traffic management around our school zone. I have raised these concerns with the School, Planning and Infrastructure team at Melbourne Archdiocese Catholic Schools (MACS) who agree that the traffic management is a concern and therefore will be supporting me to meet with the Hume City Council to see how we improve the traffic management for the safety of our students.

*I’m sure that you would have heard recently about the tragedy that occurred at Auburn South Primary School, where one student was killed, and several were injured after being hit by a car during school pick up time. This tragedy is a reminder how fragile life can be and **the driving decisions you make when dropping and picking your children up from school can have devastating consequences.***

So, on behalf of our students, I am reaching out to all of you who drive to and from school, to please park your cars legally and follow the road rules to ensure that our students don’t become the victims of a similar accident. Unfortunately, whilst on yard duty in my two weeks at Mother Teresa, I have directly witness dangerous driving behaviours by some parents, extended family and community members including:

- *Performing U-turns in congested areas, including near our designated school crossings.*
- *Double parking and encouraging their children to walk between parked cars.*
- *Parking in our designated parking bays for longer than the allocated time, which then prohibits other families being able to drop their children off safely.*
- *Speeding in the 40km/h School Zones.*
- *Parking in the bus bay*
- *Parking across neighbors driveways.*

Hume City Council state that “Safety around schools is a priority for Council and the community. Improving safety around schools is a partnership between Council, parents and the school community, you can report a vehicle parked illegally to Council on 9205 2200”.

I appreciate that people are busy, but this is not an excuse for dangerous driving and parking behaviours around our school. I am asking all of you to be community minded to ensure we keep all our students safe. The drop off and pick up times at school are busy in our streets but if we all work together to obey the parking and road rules, our whole community benefits. When people park incorrectly, it puts our students at risk. I encourage families to utilise the surrounding streets of Mother Teresa and make a short walk to and from school where possible.

Prep Enrollments for 2025

It is not too late to enroll in Prep for next year! We have a handful of places left at every year level for 2025. If you know of families still looking for a school for their child, don't forget to refer them to our vibrant learning community.

For any enrolment enquiries, please email info@motherteresa.catholic.edu.au or call the office to book a personalised tour.

God Bless,

*Mrs Jess Davis
Principal*

This Week's Happenings

Monday 25th November

Year 5/6 – Conference Excursion

Tuesday 26th November

Professional Learning – Reporting

Wednesday 27th November

*Planning 2025 -School Closure Day
No School for children*

Thursday 28th November

Friday 29th November

World Diabetes Day

Catholic Identity

Next week the Church begins its new liturgical year with the season of Advent. In the week's leading up our dialogue in Faith and Life inquiry will be centred around what Advent means in our society today. Advent is a time of expectation and waiting. For Christians this means waiting to celebrate the birth of Jesus Christ and also remembering that His coming meant the expectation of God's promise to send the Messiah, would be filled. It is a time where Christians reflect on the birth but should also remember that without the birth of Christ, there can be no death. There is no Eucharist without Christmas. As hermeneutical thinkers, we will take time to tune in to these ideas through a [video](#), which you might also like to view with your family. Perhaps you could reflect critically and dialogue together using the following question prompts;

- What might Advent mean for you and your family?
- How does the Christian tradition of Advent connect with your own beliefs?
- What is it that you must wait for and does it meet your own expectations?
- What makes you say that?

This week the Mini Vinnie group are launching our annual Christmas Appeal in collaboration with the Craigieburn Chapter of St Vincent de Paul. As a community we are asking those who are able to donate the following items;

Years Foundation to 2 – canned or non-perishable items such as; tinned foods, long life milk, biscuits, pasta or rice.

Years 3 to 6 – Hygiene products such as; toothpaste, soap, toothbrushes, hair brushes, shaving needs etc.

These items will be used to create hampers that are distributed to families and people in need of extra support during the Christmas season. Items will be able to be placed in shopping baskets around the school. Donations will be collected up until December 13th 2024. Thank you in advance for your generosity and giving.

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

Learning Diversity and Wellbeing

Support for Refugee Families

“The effects of trauma can be passed down through generations, but so can the resilience and healing.” Dr. Soma Ganesan

As a community many of our families may have experienced trauma as a result of coming to Australia. There is free support available for such families through Foundation House. Everything is confidential and they will support families and or students. For more information, please visit

<https://foundationhouse.org.au/about-us/our-vision/>

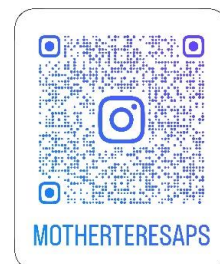
School Closure ~ Wednesday 27th November

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.**

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>



Year 6 Farewell Mass & Presentations

Our Year 6 farewell Mass will take place on Thursday 12th December 7pm at Our Lady's Parish Church. Year 6 children and their families are asked to note this date.

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.

Parent and Friends News

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

“Learners benefit from continual reflection on and through the learning process. Self-knowledge and metacognition enhance learning and build self-efficacy.” (Kath Murdoch, 2015)

As **inquirers**, we will continue to engage in dialogue with others to **find out** and **sort out** our **thinking** about the compelling question, ‘**How can I care for myself and others?**’ As **thinkers**, we will have time and opportunity to **reflect on** and **sort out** our understanding about our body parts and how we can care for ourselves. We will use the **thinking moves reflecting** and **connection making** brainstorm all of the different **body parts** that we have learnt about. We will **show** our new thinking using loose parts and labelling the correct names of these body parts.

As **hermeneutical learners**, we will have the time and opportunity to view the Sieger Koder image ‘Magnificat’. We will **activate our prior knowledge** and **engage** in the thinking routine See, Think, Wonder to share our first thinking. We will continue to look at the scripture Luke 1:39-45 to **reflect** on our first thinking using the hermeneutical prompt - **interpreting text and symbols**. Using the split screen strategy we will **identify how** we have have been **interpreting texts and symbols** and **what** our thinking was about and document this using pictures and words.

As writers, we will use the shared **Writer’s Notebook** with the **thinking routine, See, Think, Feel**, to help us **shape** our **thinking** and **writing** from a variety of **seeds**. During our **writer’s conferences**, we will have time and opportunity to share our thinking with others using the dispositions of being **curious** and **respectful**. Some of us are continuing to reread our message to make sure what we have written makes sense and to add new words to help with meaning.

As **mathematicians**, we will tune in to the concept of **fractions**. As **thinkers**, we will be **observing** a variety of items **closely** to **identify** how they are cut into **equal parts**. Some of us will be **identifying** shapes and objects that have been cut into **halves, quarters** and **thirds** and some of us will be **identifying**

collections of items that have been **divided** into **halves**, **quarters** and **thirds**. We will use the thinking routine **What Makes You Say That?** to **justify** thinking.

Bridging Centre

“Curiosity is the fuel for discovery, inquiry, and learning.”

In the Bridging Centre we will be learning about **Chance and Probability** and the language connected to these such as **certain, impossible, probable, improbable, maybe, maybe not, likely** and **unlikely**. We will be looking at the likelihood of certain events happening using spinners and chance events like drawing items out of a container to evaluate the chance of that event occurring.

As part of our Faith and Life Inquiry **Who Decides and How?** we will continue to engage in looking at the similarities and differences between rules and laws as well looking at how certain decisions are made using the **agreed ways** for the **Adventure Playground** as an example. Students will be using different **thinking routines** and **graphic organisers** like the **split screen** when thinking about our **key concepts** and **key understandings**.

This week we will have time and opportunity to engage with **Siobhan Kelly** from **Victoria Police** looking at **ethical decision making** and what are the potential **consequences** for making the wrong decision. Before this we took the time to document some wonderings in connection to our Faith and Life Question.

Leadership Centre

Inquiry both activates and is activated by curiosity. When we use an inquiry-based approach to our teaching and learning, we deliberately foster curiosity, and we show learners that their questions matter.

Kath Murdoch



As **curious and reflective thinkers**, as part of our **Faith and Life inquiry**, we are exploring some **contemporary artworks** and a **commentary** related to, The Visitation, Luke 1:39-45 to provide an opportunity for us to **develop deeper understanding** and **insight**. As **critical and reflective thinkers** we will engage in the thinking moves **activating prior knowledge, making connections** and **identifying new ideas**. We will be **learning hermeneutically** as we engage in the continuous process of **seeing new layers of meaning** and having an **openness to**



change and reinterpretation. Through our reading of these texts, we will consider what it might tell us from a future orientated perspective. What does it reveal to us? What is our new reading of this text? What does this text talk to us about the world? We will be invited to document our thinking - This text talks to me of a world in which ...



As **curious readers** and **persuasive writers** we are being given **time and opportunity** to think about the **issue of raising social media to a minimum age of 16**. As part of **finding out**, as **curious inquirers**, we will read the Kids News article, ‘Anthony Albanese backs raising social media minimum age to 16,’ and view short film clips related to this issue. As **authentic writers**, as part of **sorting out**, we will use **persuasive devices** and **give our opinion** about this issue, ensuring that we support our thinking with evidence. 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** we are engaging in **learning opportunities** related to **percentages**. Some of us are **solving problems** that require **finding a percentage of a quantity**, including **percentage discounts**. As **mathematical inquirers** we are **investigating percentage discounts** of **10%, 25% and 50%** and using their equivalent decimal representations of 0.10, 0.25 and 0.50 to calculate the amount of discount on sale items. As part of **making connections**, we are **linking percentages to their decimal equivalent** of tenths and hundredths and using these to determine percentage discounts; for example, finding a 30% discount

by using its equivalence to 0.3, dividing by 10 and multiplying the result by 3 to give 30%. We are making our thinking visible as we engage in the thinking moves **connection making** and **reasoning with evidence** through the thinking routine **Claim-Support-Question**. As part of finding out we will have **time and opportunity** to document our **wonderings** and explore these through hands on and **collaborative learning opportunities**.



2024 APSMO Maths Olympiad Junior

Congratulations to Jovian for being in the top 25% in the Maths Olympiad competition against other students across Australia and New Zealand.

Japanese

Students in Foundation, Year 1 and Year 2 will **explore how to speak about foods we like** in Japanese. As **communicators**, we will learn to use the word すき (suki) or “like” to express our preferences for certain foods. As **thinkers**, we will **activate our prior knowledge** of some words for fruits as we communicate about the foods we like.

Students in Year 3 and Year 4 will engage in a focus on life and culture in Japan by **exploring the annual event of たいいくのひ (taiiku no hi) or Sports Day**. As **researchers**, we will engage in the **thinking move “closely observing and describing what we see”** as we **watch a video** about Sports Day in Japan. As **thinkers**, we will **make connections** with our learning community tabloid sports day and **identify what is different** about Sports Day in Japan.

Students in Year 5 and Year 6 are **extending their inquiry of the hiragana chart** with a focus on stroke order. As **inquirers and learners**, we have been learning about the **importance of stroke order** to help us **write hiragana characters** with **balance, shape and neatness**. As **thinkers**, we will engage in a hiragana puzzle in which we colour code each stroke of the hiragana chart.

Visual Arts

“A curved line is the loveliest dance between two points.” – Anonymous

Over the last week, **artists** in Foundation to Year Two have been engaged in the **finding out** phase of the **inquiry** cycle by exploring the different ways **lines and patterns** show up in artwork. They have been using the **thinking move observing closely**, to **find out** how lines can be used to create **shapes, patterns, outlines and familiar objects**. The students have begun to **experiment** with **making their thinking visible** by producing their own lines in their **Art Journal**, exploring what it looks like to fill a page with lines in a way that speaks to them. For the remainder of term, we will focus on building the Studio Habit of **Engage and Persist** to create line based artworks using mediums they are familiar with.

Sustainability

There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. (Pope Francis, Laudato Si #211)

Our **Foundation – Year 2** students continued to find out more about parts of a **Sunflower** and its **life cycle**. Some surprising **facts and new ideas** discovered were that each Sunflower head can produce hundreds of seeds to be eaten or replanted. The flower may start to wilt, and petals fall off, but the flower is still hard at work making the many seeds in the center of its flower. Students also engaged in **ordering pictures and matching words** of the various stages of the Sunflower's life cycle. **Seedling, germination and roots** are some examples.



As **Contributors**, students in **Years 3/4** engaged in collecting mulch using buckets, taking turns to transport it from the trailer to our adventure playground space. Students considered why we might need to top up every so often. Other students participated in topping up the mulch surrounding our beautiful garden beds to help retain moisture and reduce the severe impact the sun may have on our plants.



As **Researchers** our **Year 5/6** students continued to **discover** the different process and steps of various waste products. For example, **recycling of paper and cardboard, food and garden waste, glass and hard plastics**. As well as completing a **flow chart** showing the process of what happens to, for example, a glass bottle from the moment it is placed into the recycling bin to when it is made into something new. We also watched two short clips, one looking closely at the process of recycling paper and one of recycling glass.



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, 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

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

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.

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.

ACTIVE HOLIDAY PROGRAMS

www.humetennis.com.au

FLEXIBLE ALL-DAY FULL CARE
EVERY SCHOOL HOLIDAYS - SEE ONLINE FOR DETAILS

The Best Value Holiday Program



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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FOR MORE INFORMATION AND BOOKINGS CALL 1300 486 382

OR EMAIL info@humetennis.com.au

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