



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

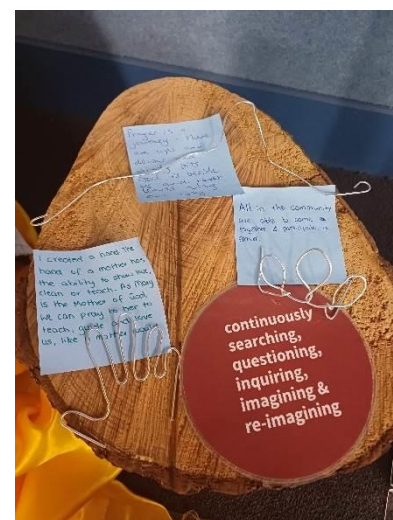
Monday October 28th 2024

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

To All In Our Learning Community,

As part of our own professional learning and faith formation, teachers gathered together to engage in dialogue about the role of prayer in a Catholic Dialogue School. Through a cycle of inquiry questions were used to provoke our thinking; What do we know about prayer? What do we know about prayer in the Catholic tradition? What role does prayer play in a Catholic Dialogue School? What implications might there be for us to consider? The dialogue was authentic and rich. As a Catholic Dialogue school, it was identified that Catholicity exists within a multi-faith setting. When we engage in teaching children about prayers unique to the Catholic faith, we recognise that not all of us are Catholic. The challenge for us becomes one of being hospitable and inclusive but also needing to place Catholic faith at the centre.

Through the lens of the Hail Mary and reflective dialogue, teachers recontextualised prayer in a Catholic Dialogue School by making meaning through their own faith and experiences. Using wire they made and expressed their thinking. One reflection resonated with me, "All in the community are able to come together and participate in prayer." It speaks to me of how the Catholic faith invites all to the table; the believer, the non-believer, the Sikh, the Hindu, the Wurundjeri, anyone who may be open to dialogue through the Catholic story. At the end of this week our Whole School Prayer shifts its focus to praying for and remembering the dead. The Feasts of All Saints (1st November) and All Souls (2nd November) begins a month of remembering our loved ones who are no longer with us. As a Catholic community we are invited to move beyond the finality of death but to instead pray, think or reflect on the power of the Resurrection. I wonder what you and your family think. What connections do you have to prayer? Does it play a role in your life? What makes you say that?



With Blessings,

Amy

This Week's Happenings

Monday 28th October

PAT M & R Testing Yr 5/6

Japanese Incursion – Year 3/4

Parent Info Evening – Open Doors @ 6.30 -7.30pm

Tuesday 29th October

Socktober – Crazy Hair & Crazy Sock Day &

Tabloid Sports

Professional Learning – Child Safety

Kids ROAR F- Yr2 Family Night Online @ 7.00pm

Wednesday 30th October

PAT M Testing Yr 1 in Prayer Space (No Whole School Prayer)

Professional Learning – Learning & Teaching Camp 2025 Parent Information Night @ 7.00pm

Thursday 31st October

PAT M & R Testing Yr 3/4

Foundation 2025 Orientation Session 1

Friday 1st November

Welcome Colleen – Maths Consultant - Year 5/6

Parents & Friends meeting @ 2.30pm

All Saints Day

Child Safe Standard #3

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

At Mother Teresa we are committed to the agency of our children and empowering them to be informed about ways they can ensure their own safety. By ensuring children have access to programs through organisations such as Kids Helpline and Kids ROAR, we are taking steps to protect our children from harm, including Child Sexual Abuse. A reminder for parents and carers of our Foundation-Yr 2 children, tomorrow night you are invited to join us online to find out more about the importance of Protective Behaviours at 7pm via Zoom. The link is below. For more information please read the letter sent to families regarding the Kids ROAR parent information session via XUNO Family App.

<https://us02web.zoom.us/j/88310994725?pwd=uRYMsMUhbnbnYV6TNKeaKJnbcI3Oby.1>

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 situated 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.



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.)

Monday 28th October, 6:30pm-7:30pm Parent only information session for parents to explore resources for children of Yr 3-6

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.

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 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

Children are invited to wear crazy socks, crazy hair or both tomorrow Tuesday 29th October, as we stand in solidarity to make a difference to the lives of children in Mongolia. You can bring a gold coin donation on the day.

NB: Please note that we ask no permanent hair dye to be used.

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.

School Uniform ~ Term 4

All children at Mother Teresa PS are required to wear the full summer school uniform as outlined in our school uniform policy. 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 ~ 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.**

World Kindness Day 2024

As the saying goes, “In a world where you can be anything, be kind.” World Kindness Day 2024—an event held annually on November 13th—is a perfect time to start. The goal of this international celebration is simple: **make kindness the standard instead of the exception**

Everyone can join in by working towards making the world a kinder place to be. For those that enjoy posting online you can log your act of kindness at: <https://kindnessfactory.com/about/> Remember to ask Mum or Dad before using the internet.

Simple acts of kindness could be:

-  *Think of something nice to say to each of your family members and friends.*
-  *Take something you no longer use to a charity shop. Try to find something good that you have liked a lot that the shop will be able to sell.*
-  *Make someone in your family a drink or snack without being asked.*
-  *Let someone go ahead of you in the queue.*
-  *Give someone a hug!*

Parent and Friends News

Next Parents and Friends Meeting

The next Parent and Friends Meeting has been rescheduled to Friday 1st November 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 in the Learning Spaces

Foundation – Year 2 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**, “*How can I care for myself and others?*”, some of us have been talking about what emotions we have, as we identify our **prior knowledge** about our emotions and feelings. We continue to engage in **shared reading** of picture story books, focusing on the **reading skill** of **discussing** and **comparing** texts, by **identifying** the feelings different characters have. To **extend our**

thinking about feelings and emotions, we **identified** through the texts, **strategies** they use to help them manage their emotions. We will use the graphic organiser **Data Chart** to make our thinking visible and **sort out** our thinking using the following questions:

- What happened?
- What feelings did the characters have?
- What did they do or how did they respond?
- How was the issue/s resolved?

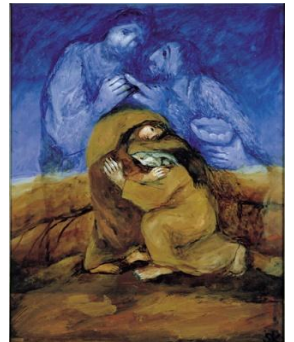


This Tuesday night, 29th of November at 7:00pm, we look forward to parents joining us on Zoom with Kids ROAR, in the Parents Only Information session. This session will provide parents and carers with important information about child safety, protective behaviours and child sexual abuse. It will be an opportunity to be informed about the upcoming excursion children will be engaging in on November 7th. A letter and link have been forwarded to families via XUNO Family App.

As **hermeneutical learners**, we will be **finding out** about **Mary the Mother of God**. We will **interpret** different artworks of Mary and **reflect critically** to **consider** why the **artist** has created the image in that way. *What might the story be about Mary that they want to tell?* Through engaging in dialogue, we will share our thinking and interpretations of the artworks. As **thinkers**, we will respond to the images by choosing one that speaks to us and **justify our thinking** using the thinking routine, 'What makes me say that is... '.

In **mathematical thinking**, some of us will be reflecting on what we've discovered around the concepts of **time** as we engage in **reviewing our understanding** through post assessments. We will think about how confident we are with our current understanding, whether we can teach others and **reflect** on what we have **learnt** with **feedback** from our teachers, to **identify** if we might need to **practise** some concepts further. We can continue practising building our confidence with time at home by using clocks and calendars at home. We encourage families to continue this skill everyday. One way to do this is to identify the times of day we leave for school, get ready for bed or leave for our sporting activities.

Most of us will have had the opportunity to tune into the concept of **measurement** and engage in pre assessments to highlight our strengths and challenges. As **thinkers**, we **will activate our prior knowledge** and **identify new ideas** about the words and language associated with volume, capacity and mass such as heavier, lighter etc. As **thinkers**, we have been observing our surroundings closely to identify objects that **are long, short, tall and small**. Some of us have had **time and opportunity** to explore the indoor and outdoor learning environments, to identify objects that reflect the concept of **length**. Our learning has been recorded in words and pictures.



As part of **home learning**, we continue to practise **mathematical thinking skills** that are targeted to our needs. A reminder for families to please sign our **Mathematical Thinking Home Learning Sheet** each night, to show that we have **practised** our mathematical thinking skill. It is also important to remember that we are expected to sign our home reading diaries each night also and for those of us with sight words to practise these daily. It is expected that by the end of Term 3 all children have completed the **307 Oxford Sight Words**.

Bridging Centre

Year 3/4 Learning Spaces

A journey of inquiry always involves some form of research – and research is not limited to books and the internet. Anything we do that helps us find new information in some way is research! (Kath Murdoch, 2022)

As part of our **Faith and Life Inquiry** this term our **compelling question, understandings and learning assets, skills and dispositions** are:

Compelling Question:
Who decides and how?

Understandings:

- Rules and laws, while different, can both help a community function effectively.
- In a democracy, people can have a voice or a role in the decisions made in a community.
- Communities and individuals develop strategies and processes that help them make decisions.
- There are influences on and impacts of the decisions we make.

Learning Assets and Dispositions (I can statements):

As a communicator, I can show respect when I am disagreeing with others

As a communicator, I can support my opinions with examples or evidence

As a contributor, I can provide ideas about possible actions

As a collaborator, I can let go of ideas to help a group come to agreement

As **thinkers**, we are taking the **time** and **opportunity** to **uncover our prior knowledge** about related **concepts** and **vocabulary** including *influences, impact, rules, laws, democracy, process, government, perspective, decisions, community* by including ‘**I Think...**’ ‘**I Know...**’ ‘**I Now Know...**’ through a **data chart organiser**. As **researchers** and as part of **identifying new ideas**, we will use **reading texts** and online dictionaries to **find out** the meaning of the words. As **communicators**, we will pair up with our **Writing Buddy** to share our **first thinking** and share how our **thinking** has **changed**.

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 a **Catholic dialogue school**, we will have **time** and **opportunity** to **engage** in the **thinking routine I used to think... Now I think...** to **activate our prior knowledge** about the **Rosary**. Through **dialogue** as **communicators**, we are **sharing** our own **interpretations** of what we **think** the **Rosary** is the **Catholic Church**. As part of **finding out** and as part of **extending** our **thinking**, we **viewed** a **text** about the **Rosary** and the **connections** to **Mary and Jesus’** life. We **viewed** an **image** of the **Rosary Beads** and **made further connections** between the **image** and **text**. As part of **reflecting hermeneutically**, we **engaged** in **dialogue** about the prompts ‘*mystery of God*’ and ‘*Seeing new layers of meaning*’ which we then documented our second thinking.

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 **open-minded** and **reflective thinkers**, we will engage in the thinking moves **connection making**, **identifying new ideas** and **raising questions**, through the thinking routine, **Connect-Extend-Challenge** as we **find out** new information, through reading a commentary, about the prayer, the Hail Mary. We will be given the opportunity to **interpret** and **develop** a **deeper understanding** and **insight** about this prayer. We will be **learning hermeneutically** as we engage in the continuous process of **seeing new layers of meaning**, having an **openness to change and reinterpretation** and **dialoguing with each other**. We will **consider what this text might tell us from a future orientated perspective**. What does this text 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** we are **selecting**, **navigating** and **reading** a variety of **multimodal texts** related to **different types of government**. Whilst reading we are using our **comprehension strategies** to assist us to **analyse information** and **link ideas** from a variety of print and digital sources. We will use the **thinking moves questioning**, **connection making** and **identifying new ideas** as we **contribute** to a **data chart**.



As **mathematical inquirers** we are engaging in the thinking moves **activating prior knowledge**, **connection making** and **wondering** through the thinking routine **Connect-Extend-Challenge**. As part of our investigations, we are **finding out** about **connecting objects to their nets** and **building objects from their nets** using **spatial and geometric reasoning**. We will be **sketching nets for a range of prisms and pyramids** and **considering the number, shape and placement of the faces**, and testing our theories by cutting and folding. Some of us will be **comparing the parallel cross-sections of objects** and **recognising their relationships to right prisms**. We will be **observing and drawing the shapes** resulting from **different ways of slicing through familiar objects**; for example, slicing carrots at different angles or cutting fruit to establish which objects can be cut in such a way that the cross-section will always be the same shape.

We will be having **time and opportunity** to engage in our **Learner Self-Assessment** as one way to **reflect on ourselves as learners** throughout **Semester Two**. We are focussing on the **dispositions** we have **demonstrated** as part of what we have been **learning to 'be'** and the **learning assests** of a **researcher, thinker, contributor, collaborator, communicator** and **self-manager** highlighting in particular the **skills we have achieved** – what we have been **learning to 'do.'**

Japanese

Students in Foundation, Year 1 and Year 2 will continue to **explore how to introduce ourselves** in Japanese. We will **make connections** with the song "Tomu desu, Katie desu". As **thinkers**, we will **notice** that part of the song is about Tom and Katie introducing themselves to each other. We will **practice introducing ourselves** in Japanese and **identify gestures** we use which are particular to the Japanese culture.

As **inquirers**, students in Year 3 and Year 4 are learning about the **life and culture of Japan**, with an exploration of **Kokeshi dolls**. As part of **Finding Out** we are **engaging in an incursion** with an **expert in traditional Japanese crafts**, Leanne O'Sullivan from **Kimono House**. We will explore the **history** and **significance** of Kokeshi in Japanese culture and **how to decorate Kokeshi** with patterns and facial features. We will **make our thinking visible** by decorating our own wooden Kokeshi doll.



Students in Year 5 and Year 6 will explore **how to make a formal self-introduction** in Japanese. As **learners**, we will **Find Out** about **different levels of politeness** and **how we greet someone when being formal** in Japanese. As **inquirers**, we will **practice introducing ourselves formally**. We will **name and notice** the different parts of the self-introduction and **activate our prior knowledge** about what we already understand. This week we will **extend our learning** through **writing our own self-introduction** in the romaji script.

Physical Education

In Foundation-2 this week, we began to **find out** about the sport of **lawn bowls**. We firstly focused on what a safe learner looks like in this context. As **self-managers** we **volunteered** to **demonstrate** how to move with, bowl and retrieve our **lawn bowls** equipment in a safe manner. We then **found out** what it would look like when playing. We then proceeded to commence our games where as **collaborators** we showed enthusiasm and encouragement of one another when each player had their roll. We **identified** how we can be **safe** while still being competitive learners. There were many close games filled with **technique, strategy** and enjoyment.

Across Year 3 to Year 6 this week, we began our PE lessons with a warm up game called “Collect the Cones”. We raced in 4 teams to collect cones in a specific order 1 by 1. As **communicators**, we needed to remain **focused** on the game by providing teammates with **clear** verbal cues on what colours they need to collect and when. In high intensity games we had lots of close finishes throughout the lessons. We then progressed into our main activity of **lawn bowls** competitions where we remained in our same 4 teams to each play 2 games to determine which teams place where. Some of us showed a vast amount of **strategic knowledge** by using blocking, curving and knocking tactics throughout our games to try achieving victory. Overall, the **tactics** and **strategies** displayed show that our knowledge around lawn bowls rules.





Visual Arts

“There are flowers everywhere, for those who bother to look.” - Henri Matisse

In Foundation to Year Two, we have demonstrated we are **artists** by using the **Studio Habit** of **Engage and Persist** to finalise the greylead outlines of our **self portraits**. We have used the disposition **persistence** to ensure we don't leave too much negative space on our paper, and use the page to show the full expanse of our faces. We have been **tuning in** to different prompt questions before beginning our work, to make sure we maintain our focus on both the task and the choice we make in the space. We are **observing** the way different **Drawing Techniques** show up in our work both intentionally and unintentionally, and how different tools such as **Paint Slicks** might be effective when adding colour.

As **observers**, we are observing the features of self portraits.
 As **thinkers**, we are thinking about the ways we can use artwork we have seen as inspiration.
 As **creators**, we are creating our own artworks.

What will you include?
 How will you proportion your face on the page?
 What kind of colours will you use?
 Will you create a background?
 How will you demonstrate being a **self manager** while we work?



Digital Technology

In Foundation and Year 2 we continued to **Tune In** and **Find Out** about the LEGO brickQ sets. As **Collaborators** we work together to design and build a landscape. As **Thinkers**, some of us will begin to **Tune In** to 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 **Collaborators**, in Year 3 and 4 we will continue to **transfer** our learnings from Scratch and game creation into animating characters to complete a series of dances using Code.org. As **Thinkers** students will **Find Out** how to understand ‘**measures**’ within music, enabling students to use each measure as a ‘**trigger**’ to change the character's dance moves. As **Self-Managers** will work **independently** and in small **focus groups** to further develop their **understanding** of Code.org.

Year 5 and 6 will continue to **Sort Out** their **coding** skills and knowledge, **applying** it to code.org. We will continue on with the code we began to write last week, combining ‘**beat**’ and ‘**vocal**’ coding blocks to create audio tracks. As **Collaborators** we will need to organise the code in **chronological succession** in order to create musical tracks.

Term Four Dates 2024

Saturday 2nd November

Monday 4th November

Tuesday 5th November

Thursday 7th November

Monday 11th November

Wednesday 13th November

Thursday 14th November

Wednesday 27th November

Thursday 12th December

Friday 13th December

Tuesday 17th December

All Souls Day

Staff Professional Learning Day – No school for children

Melbourne Cup Public Holiday

Catholic Care Wonder of Living Family Night Years 3-6

Welcome Mrs Jessica Davis

Remembrance Day Liturgy 10:50am in Prayer Space

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](#)

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