



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday December 2nd 2024

"It is Christmas every time you let God love others through you.

It is Christmas every time you let God love others through you... yes, it is Christmas every time you smile at your brother and offer him your hand.

The coming of Jesus at Bethlehem brought joy to the world and to every human heart" – Mother Teresa

Dear Parents and Guardians,

Yesterday we celebrated the beginning of Advent! At a time when the rest of the world is speeding up and everything becomes more frenzied than ever before Advent reminds us to slow down! In Yesterday's gospel Jesus says *"Watch yourselves, so that your hearts are not weighted down by debauchery and drunkenness and the carers of life and that day comes upon you unexpectedly"* (Luke 21:34). Jesus wants us to have a certain spiritual lightness, a sense of detachment from the world because we know, ultimately, that our home, our treasure is elsewhere - with him in eternal glory.



Meeting Traffic Management

I would like to thank our parent community who have responded to my message in last week's newsletter in regards to Parking and Traffic management. I have noticed some improvements in the drop off procedures in the morning. However most of the concerns are with parents who are parking for longer than the 15 minute limit, meaning that others cannot use these parks to drop their children off, causing congestion in Windrock Ave. If you are intending on joining us for Prayer on a Monday, Wednesday or Friday morning please park in our surrounding streets

On Friday morning you may have noticed that I was out on Windrock Ave with some visitors to our school. They were Melbourne Archdiocese Catholic Schools (MACS) staff and the director and developer of the childcare center - Billy Button Early Learning which is being built in the vacant land next door to Mother Teresa. Collectively, we have concerns in regards to the traffic management so will be working together to find a solution to ensure that the school drop off and pick up procedures are safe for all of our children.

Again I ask you to consider where you are parking and how you are dropping off and picking up your children and ensuring that you are following the traffic management signs for the area. On Friday afternoon I received this email from a parent and local resident

"Today during my pick-up of my children from school, who also go to Mother Teresa, I got home and noticed there was a car in front of my driveway, blocking the entrance to both my garage and my neighbour's garage. I understand that school pick-up is a busy time, however this car was parked blocking 2 driveways. There is ample parking in the streets around and it is important that driveways, should never have their access blocked in case there are emergencies, or neighbours may also be picking up their kids from other surrounding schools and they may not then be able to enter their garage. I have spoken directly to this person and have asked for them to not do this again."

Meeting out Students

Last week I spent some time meeting the students in the Leadership center and the Bridging Centre. I was able to hear something special and unique about each of them and tell them some facts about myself. I have given the students a task to share with me (in any way they would like) what they love about Mother Teresa and what are some things that they think we could do a little better or improve in. I can't wait to find out their responses and look forward to this week where I will spend some time with our Foundation to Year 2 classes!

Billy Button Early Learning Centre is coming to Craigieburn!

Over the last two weeks I have had opportunities to meet with the developer, builder and director of the Billy Button Early Learning centre. We have been in discussions about how this development can occur with as little disruption to our school day as possible. Whilst there will inevitably be some disruption as is always the way with building, I am pleased that the developers and builders are willing to work with us to ensure that our children are kept safe. Most of the big development work will occur over each of the school holiday periods, with the first change occurring in the January school holidays, with the removal of the shrubs at the back of the staff car park, a fence being built and a change to the car parking at the front of the childcare centre.



I am very excited about having an Early Learning centre next door to Mother Teresa. Robyn, the managing director and I are very excited to build a relationship between our two education settings to create opportunities for both the children in Kindergarten and our students here at Mother Teresa. Robyn has written a little about Billy Button and what they are going to offer for families in our area. Please read on in the newsletter to find the information about Billy Button Early Learning.

Prep Enrolments for 2025

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. 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 2nd December

Tuesday 3rd December

Professional Learning – Learning & Teaching

Wednesday 4th December

Professional Learning – Deb Sukarna

Thursday 5th December

Friday 6th December

Year 5/6 Excursion – Healesville Sanctuary

Faith and Life inquiry - Catholic Identity

The Catholic Church began the season of Advent yesterday, Sunday 1st December. Advent begins the new liturgical season. It can be thought of as a marker of time, where Catholic people, in the preparation to celebrate Christmas, are asked to renew their commitment to be followers of Christ. It is not just the time for preparing to remember the birth of Christ, but also time to remember the birth of Christ happened because He came to fulfill God's promise of death and resurrection. Christmas is a time to prepare our hearts not only for the Christ child but also to make room for the resurrected Christ.

At Mother Teresa we speak of *Hospitality and Dialogue: An invitation to encounter*. We are a Catholic community that seeks to embrace all who enter into our doors into dialogue and invite them, regardless of belief, to open their hermeneutical space. The notion of a hermeneutical space, "...means all people have an inbuilt capacity to receive meaning," (Pollefeyt, 2020).

This Advent season, we invite all to consider what it might mean in our context today. Advent is a time for preparation. As hermeneutical learners we can challenge ourselves to think and reflect on what such preparation means. In our world today, is it for preparing for the business of shopping, gift giving and parties or through a Catholic lens, is there a deeper meaning? How might the story of Christ invite us into a deeper reflection on the notion of preparation? How might it connect or challenge our own beliefs? What makes you say that?

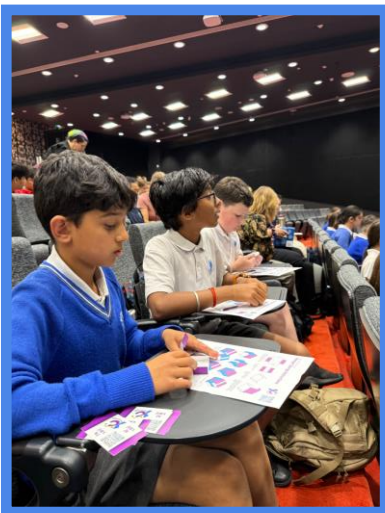
Mrs Amy Leahy – Deputy Principal and Leader for Catholic Identity and Mission

Student Agency

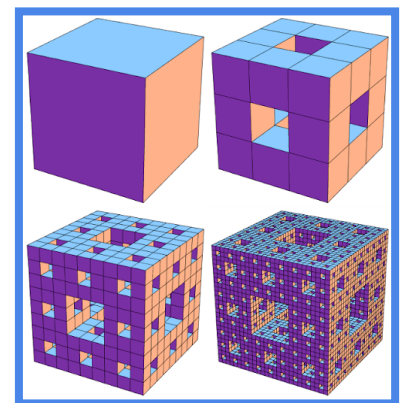
12th Annual Kids Teaching Kids Conference – Melbourne University

"The Kids' Conference promotes student voice and enables student-led learning. The conference gives students a unique opportunity to share their learning process and creative problem solving with their peers, teachers and other leaders in education."

Last Monday leaders from the Leadership Centre had the opportunity to visit Melbourne University to participate in the 12th Annual Kids Conference.



We started the day listening to the Keynote speaker, mathematics consultant, **Nadia Abdelal** who shared her passion about **fractals** and how they can be found in nature. Nadia also sparked **excitement** with students as they were shown how to construct a **Menger Sponge** using business cards. Some of us were very excited to begin building the Menger Sponge and are eager to complete it over the coming weeks.



After the Keynote, we **actively listened** to various presentations from other children from schools all across Victoria and the World. We heard about Innovative Transport Ideas, sustainable living solutions such as AI built gardens, benefits of mushroom growth and how to perfectly plan a city that is **energy efficient**.



Wesley, Rhea, Krish, Esther and Brij also had the opportunity to present their **thinking** and **learning** from the past 3 months where they have been **designing, building** and **coding** a LEGO robot that detects colours. After detection of a colour the robot then displayed a

corresponding emotion. We made **connections** to our **Smiling Mind** practices and identified how the construction of this robot could allow others to see that **everyone, even a robot can feel a range of different emotions and that it's ok to feel any emotion.**

We will have the opportunity to present our presentation to the school community this Wednesday, December 4th at Whole School Morning Prayer. We looking forward to sharing our ideas and process with you!

Mini Vinnies Christmas Appeal

The Mini Vinnies are supporting St Vincent de Paul's Christmas Appeal. We have organized a donation basket for each year level.

We ask children in Years Foundation-2 to donate non-perishable items of food such as pasta, beans, peas etc. For Years 3-6 we ask for donations of hygiene products such as toothpaste, toothbrushes, toilet paper, soap etc.

The baskets will be placed in the main building (near reception), the Bridging Centre and the Leadership Centre. The donations will be given to the Craigieburn Vinnie's Chapter supporting those that are truly in need of it. Donations will be collected until Friday December 13th

Mina and Bratel on behalf of Mini Vinnies

For more information about Vinnies or if you need assistance please visit their website -

<https://www.vinnies.org.au/vic/get-involved/fundraising/appeals/christmas-appeal>



St Vincent de Paul Society
VICTORIA
good works

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.

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.

Parent and Friends News

Christmas Raffle

All families should have received tickets to sell for the P&F Christmas Raffle. All funds raised go towards purchasing resources and equipment for the school. The prizes for the raffle are on display near the front entrance of the school. Raffle tickets are due back (sold or unsold) by **Friday 13th December**. The raffle will be drawn on the last day of the school year – Tuesday 17th December.

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.



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 communication**. We are developing our **verbal and non-verbal communication** skills. We are exploring **mindful listening** through an intercultural lens. We are encouraged to **practise mindfulness** in a more independent way and as a **foundation to build positive communication skills**. We will debrief using an **interpersonal practice** where we will practice **mindful speaking and listening** in pairs. **Mindful communication builds positive relationships**. Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Activity</u>	<u>Resources</u>
F-2	<p>Sometimes we can communicate without even speaking! Body language, such as eye contact, can help us to communicate.</p> <p>For this task, make eye contact with someone and see how long you can hold it for without blinking. Notice how your body is feeling while you do this, and check in with how you feel afterwards.</p>	<p>Mindful Communication https://app.smilingmind.com.au/session/KTlrIOZTTuqbSt-A4RqZrw?sourceRoute=collection</p>
Year 3/4	<p>Mindful speaking is being aware of what you are saying and mindful listening is focussing your attention on the person speaking and being interested in what they are saying.</p> <p>Practise mindful communication by going around the dinner table tonight and taking turns to say one good thing about each other. A says to B then B says to C then C says to D and D says to A. Make sure you are mindfully speaking when it is your turn, and mindfully listening when it is other people's turns.</p>	<p>Positive Communication is Cool https://app.smilingmind.com.au/session/IgXBpWENSce4VSSLsC37Xw?sourceRoute=search</p> <p>Cool Conversations Are Fun https://app.smilingmind.com.au/session/QFOzDvvQTZO_EhJK81QJ3g?sourceRoute=search</p>
Year 5/6	<p>Think about how body language affects communication and how someone feels when they are either in a mindful or mindless conversation. Next time you speak to someone, think about how you can show them that you are being mindful.</p> <p>Draw a cartoon showing what mindful communication looks like and a second cartoon showing what mindless communication looks like.</p>	<p>Time to Really Listen https://app.smilingmind.com.au/session/F0jxH2cFQ_6RaUNIZivQNg?sourceRoute=search</p>

*What's **H**appening in the **L**earning **S**paces*

Foundation – Year 2 Learning Spaces

Questions are at the heart of inquiry. Questions give voice to our passions, our uncertainties and our curiosity. (Kath Murdoch, 2015)

Using the Learning Asset of **Thinkers**, we are in the phase of **reflecting** on our Faith and Life inquiry compelling question, *How can I take of myself and others?* We then engaged in dialogue to think about how we might **Take Action**. Some of us decided that we will **share our understanding** of ways we can **care** for ourselves and others to the **community** by creating a **poster**.

As **hermeneutical learners** we are **tuning in** to what we already know about **Advent**. We will engage in **Finding Out** by identifying and learning key vocabulary including, **time, longing, waiting, expecting, joyful, hope, trust, peace, growing in faith and love**. With time and opportunity to **look closely** at the provocation of **the symbols of Advent** and by **listening closely** to the Gospel of Luke (1:39-45), we will use the thinking move **connection making** to build our conceptual understanding of Advent. As **readers** and **researchers** we will read and view information from the organisation **Caritas** to help us **sort out** our thinking about the **new information** we discover.

As literacy learners some of us will be focusing on learning explicitly about the comprehension skill **identifying information directly in texts**. Using resources including the PowerPoint from Caritas Australia we will practise applying this skill in whole and small teacher focus groups. Some of us will continue to develop our handwriting skills in modelled teacher focus groups, while others will continue to build our schema of creating simple sentences as writers.

As **mathematicians**, some of us will be **finding out and sorting out** what we know about the concept of **fractions**. We will **identify** objects or things that can be cut in **halves, quarters** and **eighths**, for example, a sandwich, fruit, or pizza. At home we are encouraged to identify fractions within their everyday environment and surroundings. For example when we make a sandwich how might we **apply** our understanding of halves or quarters?

Bridging Centre

We are less curious about things we know nothing about. As soon as we know even a small bit of information about something or as soon as we have seen a part of something we often come eager to find out more. (Kath Murdoch, 2015)

As part of our **Faith and Life Inquiry** compelling question ‘**Who decides and how?**’ we are beginning to move into our ‘**Reflecting and Acting**’. *This phase of inquiry helps us to apply our learning to other contexts – to put the learning to use. It enables us to reflect on what and how we have learned and set goals for the future. It is also an opportunity to assess our final understanding and growth in skills.* (Kath Murdoch, 2015)

As part of **reflecting** and **acting**, we are spending **time** revisiting our **thinking** around the **process** and **strategies individuals** and **groups of people** use when **making decisions**. As **contributors**, we are coming together to **offer our ideas** to others taking into **consideration** a **change** or **action** we want to be **part** of, related to **learning community**. This includes additional games or equipment out for outdoor play or it may be something to do with indoor spaces. As **communicators, thinkers, contributors** and **collaborators** we are **reflecting** on the following **skills** as we **brainstorm** our **ideas** about our ‘**idea**’ or ‘**problem**’.

These include:

Showing respect when I am disagreeing with others

Supporting my opinions with examples or evidence

Providing ideas about possible actions

Letting go of ideas to help a group come to agreement

As a **Catholic Dialogue School**, some of us will have **time** and **opportunity** to continue to **tune into** our thinking about the **Season of Advent**. We will use the **thinking routine See Think Wonder** while **looking closely** at an image of **Sieger Koder** called 'The Nativity'. Through **dialogue** with **others**, we will **respectfully engage** with the **Catholic tradition** as we **make connections** to the **concepts** of **waiting, time** and **preparation**.

As **mathematicians**, we are continuing to identify **practical activities** and **everyday events** that **involve chance** and **describe possible outcomes** and **events** as 'likely', 'unlikely', 'certain' or 'impossible' and **explain** our **reasoning**. As **thinkers**, some of us will also be **engaging** in **learning opportunities** related to **money**. This includes **recognising** the **relationships** between **dollars** and **cents** and **representing money values** in different ways. To **apply** our **knowledge** of **purchases**, some of us will also have an **opportunity** to **calculate** the **change** to **nearest 5 cents** using an **open number line** and **counting up strategy** to **friendly numbers**.

For example:



Leadership Centre

If we **normalize learning from mistakes** and **make struggle and failure** a **regular part of learning** by **creating tasks** that are **purposeful, engaging, challenging** and **self-differentiating**, *then* **all students** will **experience deeper, more long lasting, and robust learning outcomes** while **developing** as **self-directed learners** with a **growth mindset**.

Ron Ritchhart 2023

As part of **finding out**, we will be **engaging** in the **Kids Helpline workshop, Coping with Change**, to explore how **change is a part of our life**, but it is **not always easy** and **not always comfortable**. As part of this interactive session, we will have **time and opportunity**, with a **Kids Helpline counsellor**, to engage in different learning opportunities that will help us understand the **different coping skills** and why they're valuable. As part of **sorting out** our thinking we will **practise coping strategies** (**5C's of Self-Care, Inside and outside control** and **help-seeking**) and **recognise** that **everyone has coping skills** that are **unique to them**.



As part of **finding out**, as **inquirers**, just a reminder that we will be **engaging** in our **excursion** to **Healesville Sanctuary** this coming **Friday, 6th December**. 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**.

Digital Technology

“Within a culture of agency, educators think it is important for children to have and make choices about their learning and everyday life and to share in the decision-making of the class or preschool.”
(Lisa Burman, 2023)

Students in Foundation, Year 1 and Year 2 will work as **Collaborators** to **Sort Out** their **knowledge** and use the LEGO BrickQ sets to design and create a creation that uses gears. Students will think **critically** about how they can make their designs move using the different pieces. As **Thinkers** students will reflect on their design as they build and use **design methods** from past weeks to help them **execute** their design.

As **Collaborators**, Students in Year 3 and Year 4 will use their **reflection** they wrote and revisit an element of coding they would like to continue to **explore** and **extend** their thinking on. As **Self Managers**, students will work in groups based on their choices and work **collaboratively** to stretch their **thinking** and make further **connections**.

In Year 5 and Year 6, Students will have the opportunity to **share** their learnings with their peers. Working as **Thinkers**, students will **reflect** on how they have been able to **create** their own game/song/animation and **share** this with their learning space, providing **feedback** and further reflection on their **coding achievements**.

Visual Arts

“A simple line painted with the brush can lead to freedom and happiness.” - Joan Miro

During the last week, our Foundation to Year Two **artists** have been **exploring** the different applications of **lines and patterns** in their artwork. They were given the opportunity to be **risk takers** and trial four different designs or pictures of their choice that included **lines and patterns**. The students were encouraged to **experiment with colour** and began discussing the different artistic tools that could be used to create different appearances to their work, such as **textas, pastels and Paint Slicks**. Our young artists practiced being **self managers** in order to complete up to four designs as a rough sketch, in a limited time. We are now **discussing** which designs we liked the best, and how we will turn this into an art piece in the future.

Physical Education

“We are built to collaborate. Neuroscience has shown that it feels good (we release oxytocin) when we are connected and acting in alignment with others.” (Ron Ritchhart, 2023)

In Years Foundation-2 this week, we shifted their focus onto Mini Golf! As **collaborators**, we built the **skill of working in small groups** to use a smooth swinging motion to hit the ball as close as possible to the target. As **thinkers**, we focused on what **grip, stance and swing** works best for us individually with an explanation that not all techniques need to be the same and put emphasis on the need to **create your own swing**.

In Years 3&4 this week, we also **tuned in** to Mini Golf! As **collaborators**, we also **worked in small groups** to use a smooth swinging motion to **hit** the ball as close as possible to the **target**. As **thinkers**, we focused on what **grip, stance and swing** works best for us individually with an explanation that not all techniques need to be the same and put emphasis on the need to create your own swing. Once we developed our swinging motion, we then played a whole group challenge of ‘**nearest to the pin**’ where teams competed to get their ball closer to the hole than what the other teams did.



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Sustainability

"We have come to see ourselves as the lords and masters of nature, entitled to plunder her at will. The violence present in our hearts, wounded by sin, is also reflected in the symptoms of sickness evident in the soil, in the water, in the air, and in all forms of life. This is why I want to talk about a dialogue with the environment, a dialogue that includes responsibility for our common home." This encapsulates Pope Francis' call for a more sustainable and respectful relationship with the environment, from his encyclical "Laudato Si'."

As **Stewards of Creation**, our **Foundation to Year 2** students displayed the **dispositions persistent** and **reliable** while we engaged in some of our regular tasks of weeding and clearing packaging around our school grounds - **Caring for Our Common Home**. With buckets and gloves in hand, we all **participated** and **took turns** at various tasks within our learning community.



Some students looked **closely** at our **Lemon Myrtle Trees** and **wondered** whether the leaves would be as fragrant on the tree as well as when they are dried and ground ready to be used in cooking.



Other students **noticed** our Strawberry plants and its flowers. Some **wonderings** were:

I wonder why there is a tiny strawberry growing inside of the flower? Aarav

I wonder why the strawberry starts off growing green then white before it turns red? Will

I wonder why the seeds grow on the outside of the strawberry? Emilia

Stephanie Alexander Kitchen Garden

As **Collaborators**, some students from **Year 5/6-3** 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, 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

Introduction to Billy Button Early Learning

Billy Button Early Learning is excited to announce that we will be opening in Craigieburn **January 2026**.

We have been established as an early childhood education service provider since 2022 with a commitment to delivering quality early learning programs and kindergarten.

Our aim is to provide children the opportunity to get back to basics, slow the pace and explore the world around them with a mind for inquiry.

Construction of our new building in Craigieburn has already begun, with fencing being completed before Christmas and other trades coming to the site to map out the works prior to breaking ground in January 2025.

We understand and appreciate that this may cause uncertainty or disruptions to the families and local community. We will endeavour to ensure that this is minimised as much as possible, and we open our doors for communication to come directly to Managing Director, Robyn Khoury.

If families would like to get in contact regarding enrolment or construction queries, please call us on 03 8400 5566 and choose option 3 or email us at office@billybuttoncraigieburn.com.au.

We look forward to meeting you all soon!



Robyn Khoury
Managing Director



Rachel Hookey
Centre Manager