



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

Monday May 27th 2024

"Love, then, consists in this: not that we have loved God, but that he has loved us and has sent his Son as an offering for our sins." Mother Teresa

To All In Our Learning Community,

This week is National Reconciliation Week, a week that we as a nation are invited to reflect and acknowledge Aboriginal people as the first people of this land, a people who have not always been welcomed in their own country. The arrival of European and Colonial settlement brought injustice to Aboriginal people. Declared 'Terra Nullius' or 'Nobody's Land', Aboriginal people were disregarded, having their land taken, families broken, lives lost and over time the loss of language, culture and identity. It has taken a long time in Australia for the story of Aboriginal people to turn towards a story of hope and reconciliation. To have a week that is recognised Nationally each year, was unheard of when I was growing up in North Central Victoria. The only connection I had with Aboriginal people was through history books that did not always portray them in a positive light or from watching the likes of Michael Long and Nicky Windmar playing AFL.

As a Catholic Dialogue School, we are honoured and privileged to have built a special relationship with Wurundjeri elder Murrundindi, and now also welcome his son Pallyan, a relationship that has allowed me to gain a much deeper respect and understanding of Aboriginal culture. This relationship invites us to not only learn about culture, language and song of the Wurundjeri people but also allows us to reflect and dialogue with the other. In the journey to true reconciliation, dialogue between people of differing religions and beliefs is key. Pope Francis has spoken often of interreligious dialogue as a way to promote peace and harmony, "...a providential sign, in the sense that God Himself, in His wise plan, has inspired, in religious leaders and in many others, the desire to encounter and come to know one another in a way respectful of religious differences," (Pope Francis, 2022). Of the space in this country, Australia, Murrundindi tells us, "This land is big enough for people from all around the world to come and live with us"

This Reconciliation Week, I wonder what it might mean to you? How might you and your family engage in dialogue at home about our First People? How might you open the space to engage in dialogue about people from faiths and religions that may differ from yours? What might you do to walk the path of reconciliation?



With Blessings,
Triganin (See you later)

Amy

This Week's Happenings

Monday 27th May

Tuesday 28th May

Bunnings Incursion – Year 5/6

Professional Learning – Reporting

Wednesday 29th May

Jewish Museum Excursion – Year 3/4

Professional Learning – Faith and Life inquiry

Thursday 30th May

Jewish Museum Excursion – Year 3/4

Dr Jodi Richardson

Online Parenting Webinar – 7pm

Friday 31st May

Kids Helpline – Year 5/6

XUNO App roll out replacing Audiri App

Xuno is an online portal which will replace Audiri, we will be rolling this out to families this week. Families will be invited to download the app and to set up an account. A welcome email from XUNO will be sent to families today please check your emails – inbox, spam, junk folders.

Your child will receive this information on how to download the app onto your mobiles, laptops and tablets. Please look in your child's bag for the paperwork.

We will have a workshop to help parents set this up and navigate how to use the app once it is set up.

The workshop will be today at – Tuesday 28th May @ 2.30pm.

This portal will become a 'one stop shop' for communication between school and home. The portal will become the primary place for families to record absences, receive and give permissions for excursions, update medical forms and receive their child's school reports. **Audiri will stop working from 14th June.**

Please note change of date for P/C/T chats from June 25th to July 29th

As P/C/T chats are centered around your child's report, Semester 1 reports will be released prior to this date in Term 3 through XUNO. Bookings for interviews will be open closer to the date and families will be notified with a letter about how to do this through XUNO. **This day will be a school closure day for children.**

2025 Enrolments Open

We are now taking enrolments for Foundation in 2025. Families with siblings please remember to fill out an enrolment form, as we are beginning to make arrangements for Foundation 2025 interviews and kinder visits, which will begin soon.

School Fees term 2

School fees form a key part of the school budget for recurrent costs.

School fees for Term 2 amount \$574, these accounts will be emailed to families this week and are due by 7th June 2024.

School Uniform~ Winter Uniform

All children are required to wear the full winter uniform.

The winter uniform option with the tunic requires **grey tights**. For clarification of the uniform please refer to <https://www.motherteresa.catholic.edu.au/enrolment-information/uniform/>

Uniform is purchased through APLUS Schoolwear previously Northern Regional Uniforms

School Photos ~ Wednesday 5th June

Our annual school photos including sibling photos will be taken by Arthur Reed Photos on Wednesday 5th June 2024. **There is no need to return any forms or money to school.**

Unique image codes will be issued to all students on/after photo day so families can register online to view images when they become available in the webshop.

Registration is simple, just follow the 3 simple steps on your child's personalised flyer once you receive it and remember to add the codes for all your children attending this school.

Even if you registered last year, it's important that you do again this year using your child's 2024 image code to link their images for the current year with your contact details.

When images are ready to view and in the webshop, all parents who have registered will be notified by SMS and email.

Once registered, please wait for notification that 2024 images are online to view before making your purchase. Further details will be provided.

All children are required to be in **full winter uniform** for school photos. Please ensure children bring their woolen school jumpers for photos.

Kolbe College Mickleham Campus Information Session

A second campus for Kolbe Catholic College in Mickleham is set to open in 2026, with the initial intake exclusively for Year 7 students. An information session for prospective families will be held at Mother Teresa Primary School on June 6th at 5:30pm. All welcome to attend.

Learning Diversity and Child Safe News

Dr Jodi Richardson Webinar - Bend without Breaking: Building Resilient Brains in Primary School Children.

“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela

Dr Jodi Richardson will be presenting online for our parent community on Thursday May 30th at 7pm via zoom. The main parts of the presentation will be translated into Arabic. For the link to the webinar please join via the link in the poster at the end of the newsletter.

Conversations around Respect are powerful at home

At Mother Teresa children regularly engage in workshops run by Kids Helpline, to support them in navigating friendships, dealing with bullying, transitioning to secondary school and being Cyber Safe. Did you know that Kids Helpline also has resources for parents at home?

Kids Helpline have a variety of resources to support you as parents or carers to have conversations at home. One topic that we would like to bring to your attention is **Building Respectful Relationships**. This resource will support you in your role as a parent to build their self-respect and your child’s understanding of how to be respectful to others. With increasing influences online, the media and peers, having regular and open conversations with your child at home, is a powerful tool to support them in building their understanding of respect. For further information visit <https://kidshelpline.com.au/parents/issues/building-respectful-relationships>



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 **self-compassion**. Self-compassion is an important skill for building a healthy relationship with self and others. It provides a foundation for the future, for being kind and gentle with ourselves and processing our thoughts and feeling without judgement. Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Meditation</u>	<u>Activity</u>
F-2	Self-Compassion 1 https://app.smilingmind.com.au/explore/kids/year-1-student-home-practice/self-compassion-1-1098/1	Remember how when someone hugs us, it makes us feel better? Practise giving yourself a hug by wrapping your arms around your body so that when you feel bad, you can remember how much you love yourself and the people around you. If you are feeling upset anytime this week, remember you can always be kind to yourself by giving yourself a big hug.
Year 3/4	Self-Compassion 3 https://app.smilingmind.com.au/explore/kids/year-3-	We are often kinder to others than we are to ourselves. Brainstorm all of the ways that you can be kind to someone else. How often do you practise these things for yourself?

	student-home-practice/self-compassion-3-1100/1	Make a promise to yourself to practise 3 ways being kinder to yourself this week.
Year 5/6	Self-Compassion 5 https://app.smilingmind.com.au/explore/kids/year-5-student-home-practice/self-compassion-5-1102/1	One way of being kind to yourself is noticing when you do things well. At the end of the day, write down all the things that you do well or that you are proud of yourself for. Keep noticing when you do things well throughout this week to continue practising self-compassion every day.

Child Safe Committee

As part of our commitment to Child Safety, Mother Teresa PS is required to form a Child Safe Committee. The purpose of this committee is to ensure that we are compliant and adhere with the Child Safe standards. This committee is to be made up of teachers, learning support staff, education support staff and parents. If you would be interested in joining this committee please leave your details at reception or email info@motherteresa.catholic.edu.au with ‘**Child Safe Committee**’ as the subject heading.

Parents & Friends News

Upcoming Events

Hot Dog Day

Friday May 31st – Children will have the opportunity to purchase a hot dog for lunch this day. Order forms have been distributed today and are due back Friday 24th May. Please check your child/ren’s bag.

What’s Happening in the Learning Spaces

“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

What’s Happening with Learning Consultants

Colleen Monaghan – Mathematics Consultant

As part of teachers tuning in to the new Mathematics Curriculum 2.0 in collaboration with our mathematics consultant, Colleen Monaghan. we have been through a process of reviewing our current pre and post mathematics assessments, which we use before and after teaching mathematical concepts. The process of reviewing these assessments is to align these with the new curriculum and to reflect on what has worked well and what could make them more effective. We use the data gathered at the beginning of each concept to identify the skills children need and to create targeted focus groups for teaching.

Administering the same assessment at the end of teaching mathematical concepts allows us to identify the growth of children and as a tool to reflect on the effectiveness of our teaching.

Foundation – Year 2 Learning Spaces

“When students feel that they are the ones “doing the learning” rather than the teacher they are undoubtedly more engaged, and with engagement comes increased potential for learning.” (Kath Murdoch, 2015)

This week, the F – 2 learners will have the opportunity as **inquirers to experiment, investigate, problem solve, create and imagine**. Spaces have been curated to be **open ended** and invite sensory engagement to **make thinking visible**. Before we begin, we will tune in by engaging in a walk around the spaces to familiarize ourselves with what is available. This is an **opportunity** for us to think about what we could explore during our learning time.

As we engage with the materials in the space, we will use books as **provocation** and concepts we've **discovered** throughout our Faith and Life inquiry, 'How are we connected to places?' We will have opportunities to **make our thinking visible** using the loose materials provided about the concepts and ideas we have **identified** as part of Faith and Life inquiry. We will use these materials to **sort out** our thinking about places, how we **might care** for them and how we are **connected** to them. As educators, our role is to **observe, listen, notice, question** and **document**. We will have the opportunity to **notice** how children engage with each other as collaborators, talk through ideas and provide feedback on something the children are designing, making or discovering.

In **mathematical thinking**, we will inquire into the concepts of addition and subtraction. Some of the skills we will find out include counting all, counting on, doubles, near doubles, related facts and bridge to ten. To make meaningful and authentic relationships, we will use stories, act it out, model it using materials and record it as number sentences. We will focus on the thinking move **reason with evidence** explain to justify our thinking.

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

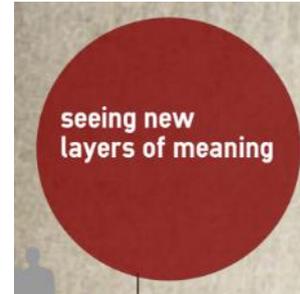
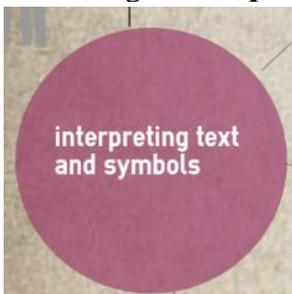
"A subtle thought that is in error may yet give rise to fruitful inquiry that can establish truths of great value." Isaac Asimov

As **researchers** and **geographers** we engaged in a mini process of inquiry where we **collaborated** with a partner and researched a country, as part of this we activated our **prior knowledge** and used a safe website to access information. We had time and opportunity to reflect on our learning with our partner and with our learning space.



This week we will be attending the **Jewish Museum** as part of our preparation for the sacrament of **Eucharist**. We will be **building our understanding** of the **Seder Meal** and developing our knowledge of how this Jewish tradition **connects** with the Catholic celebration of the **Eucharist**. Please remember that students will need to wear their sports uniform on the day they are attending the museum.

As part of our ongoing preparation for the **Eucharist** celebration we will continue to engage in learning about the origins of the **Eucharist** and how it connects to **The Last Supper** and the Mass we celebrate now in the Catholic tradition. This will be done by engaging in reading the scriptures and viewing images such as the one below to assist us as hermeneutical learners in **seeing new levels of thinking** and continuing to **interpret text and symbols**.



As mathematicians, we have begun to engage in learning about **location** and **representing data**. This learning will aid us in our inquiry around our compelling question, "**How are places connected?**" when identifying different areas and in correctly recording and presenting the data that we gather.

This week we had **time** and **opportunity** to **engage** with **Pallyan** to **learn** some **Woi Wurrung Language** around Family. As **communicators**, we practised saying each of the words and make **connections** to the different names we use in our families.

Leadership Centre

Year 5/6 Learning Spaces

Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples. – Reconciliation Australia

This week is **National Reconciliation Week**. As such, we are tuning in to National Reconciliation week and what it means for our community. As **curious** and **respectful** researchers, we are using the thinking moves **activating prior knowledge** and **making connections** when documenting our first thinking. *What do we think National Sorry Day and National Reconciliation Week are about?* Then, we will view a short video from *Behind the News* about **Sorry Day**. Using the note-taking technique of **sketchnoting**, we will document our discoveries. We will share our thinking with others before documenting our second thinking.

To help us be **resourceful learners**, we are engaging in a word inquiry about the word family **engage**. By **activating our prior knowledge** and **making connections**, we will demonstrate our understanding of the word by putting it in a sentence that shows its meaning, before investigating other words that belong in the family. We will **find out** about prefixes and suffixes that can be connected to the base, and discover what happens to the meaning of the words when they are added. We will use our thinking to create resources that we can then use during our independent writing sessions.

Physical Education

Children in F-2 completed their last week of Basketball with a focus around **defending** and **stealing** the ball without fouling. Children tuned in to a demonstration of what a clean steal could look like in gameplay, along with how to protect the ball from an opponent when in possession. They then partnered activities which gave the opportunity to work collaboratively on their developing skills.



In Year 3/4 children **tuned in** with **rulings, tactics, strategies** and **positioning** in **Rugby**. Children were asked, “Who has played, watched and/or knows of the rules in rugby?” **find out** what we might **already know** and who might be considered to be an **expert** throughout the lesson. We were then given explicit **demonstrations** and **explanations** on the **passing** and **defending** aspects of the game. Lastly, we engaged in mini games with 3 attackers’ vs 1 defender to try and out score each other with the touch element introduced at the start of the activity.



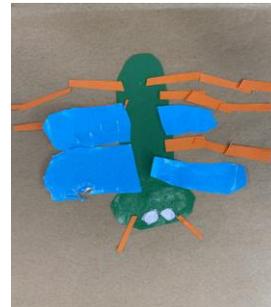
Visual Arts

“Collage is more than just an art style. Collage is all about bringing different elements together. Once you form a sensibility about connection, how different elements relate to each other, you deepen your understanding of yourself and others.” **Bryan Collier**

What is Collage?

Collage comes from the French word *coller*, which means to paste or to stick. It is an art process of playing with materials which can be placed onto a surface, moved around, shifted, and altered, until the artist is ready to attach them.

As **artists in F-2** we viewed collage art by **Eric Carle**. We **noticed** he used shapes to create his images. As **researchers** we experimented with the skills to select, arrange, combine, manipulate, assemble, and attach materials to a surface. As **thinkers** we considered how we would use coloured colour and these skills to create our art.



Sustainability

“**LAUDATO SI’, mi’ Signore**” – “**Praise be to you, my Lord**”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs,” (Laudato Si #1).

Some children in Foundation to Year 2, were finding out about **Pope Francis’ message – Laudato Si** - a letter titled *Care For Our Common Home*. Students made connections to and discovered new messages within. Our earth is getting more and more injured, so people have to make it clean and recycle. ~Georgia

God gave us a gift – Our Earth and we need to look after it. ~Nehema

We need to help our earth and we need to do it now. ~Amara

The world can’t wait for people to take care of it. ~Jack F



Other Foundation to Year 2 children engaged in thinking about our newly delivered green waste bin. We played a sorting activity where we determined what waste items belong to which bin, yellow recycling, red general waste and green lid bins for food and garden waste.

As Collaborators some Year 3/4 children assisted in gathering tan bark using buckets by taking turns to transport it from the trailer to our adventure playground and its surrounds. Other Year 3/4 children activated their prior knowledge and made connections to Laudato Si – Pope Francis’ letter, *Care for Our Common Home*.



As Researchers, our Year 5/6 children **tuned in** to their first thinking about the Bunnings incursion coming up. Students in each class engaged in dialogue about the three tasks, i.e. making Bee Hotels, mini-Wicking Beds and assembling a mini-Greenhouse. We shared wonderings, watched videos, gathered information and referred to images from the Bunnings website to help guide our dialogue. Each class were encouraged to vote on their preferred activity from the three options.

Stephanie Alexander Kitchen Garden News

As Collaborators, some students from **Year 3/4-2** engaged in following a recipe of **Corn Fritters with Mint Yoghurt**, while other students made **Plum Muffins**. The Plums and mint were **harvested** from our orchids in our garden. We prepared these delicious Corn Fritters, Mint Yoghurt condiment or assisted baking fluffy Plum Muffins. Other tasks included **setting the table** and **cleaning up** the space after sharing this tasty meal and dessert together.



Term Two Dates 2024

*Friday May 31st
Wednesday 5th June
Thursday 6th June*

*Parents and Friends: Hot Dog Day
School Photo Day
Kolbe College Mickleham Campus Information Session – 5:30pm @
Mother Teresa Primary
King's Birthday Public Holiday
First Eucharist Celebration – Our Lady's Church 2pm
Term 2 Ends*

*Monday 10th June
Sunday 16th June
Friday 28th June*

Term Three Dates 2024

*Monday 15th July
Monday 29th July
Wednesday 31st July
Saturday 10th August
Sunday 11th August
Sunday 18th August
Thursday 5th September
Friday 20th September*

*Term 3 Begins 8.50am
Parent/Child/Teacher Chats – **No school for children this day**
Confirmation Parent/Child workshop @ 7pm
Confirmation sign up weekend
Confirmation sign up weekend
Confirmation Celebration
Mother Teresa Feast Day
Term 3 Ends*

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.

Join 'Bend Without Breaking' Webinar



CALM, CONNECTION, MEANING and purpose.

Whether you're anxious, you're the parent of an anxious child, an educator supporting anxious kids in the classroom, or anxiety is getting in the way of purpose and productivity (hello procrastination) in the workplace, it can be hard to know where to start. It's natural to want (and work overtime) to get rid of anxiety but this struggle only serves to amplify it. With carefully curated, effective strategies from a professional who really gets (and thrives with) anxiety, it is possible to manage and minimise anxiety, dialling it right down (so it's a bit like the radio playing in the background), and get on with living life with more.

Join 'Bend Without Breaking' Webinar, Dr Jodi Richardson

Link: https://zoom.us/webinar/register/WN_cKzT7wKWRiua9buEErpwzQ

Passcode: 554847

Please join us online at 7pm Thursday May 31st for the opportunity to learn from an expert about how to develop your child's resilience. For more information and resources from Dr Jodi visit her website <https://drjodirichardson.com/>