



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday May 5th 2024

“Let us touch the dying, the poor, the lonely and the unwanted according to the graces we have received and let us not be ashamed or slow to do the humble work.” Mother Teresa

To All In Our Learning Community,

Mother Teresa Primary School has long established itself and has as part of our vision of being a contemporary learning community, embraced a culture of thinking. Overtime, teachers have spent time as learners, inquiring into what this looks like, sounds like and feels like, using the research of Project Zero’s Culture of Thinking project, a worldwide evidence-based project, led by head researcher Ron Ritchhart. The Culture of Thinking project established the 8 Cultural Forces framework to explore how thinking can be established in school communities.

Time to reflect on Cultural Forces enables us as teachers time to reflect on our own practise within our own context. This week we will as a staff be tuning in and finding out about the cultural forces of expectations and interactions. Expectations invites us to focus on how clear expectations can lead to thinking and learning being made visible as opposed to children just completing ‘work’. The force if interactions invite us to reflect and consider how we value the contributions others make to our learning community and how we can do so in a collaborative manner. It also allows space to reflect on the relationships we build with colleagues, parents and children. As a Catholic School, this is another opportunity to consider the Catholic belief that all humans are made in the image and likeness of God, and as such each of us holds within an inherent dignity.

It is also reflective of Melbourne Archdiocese Catholic Schools (MACS) Vision of Instruction which has six underlying principles of Catholic education. Principle #2 – ‘MACS schools are collaborative, inclusive, faith-filled communities’ states, “God’s love for every person encourages relationships to be at the centre of Catholic schools. As such, learning is a collaborative partnership where parents, staff and students work together to promote unity, common vision, mission, and purpose.” We look forward to continuing to collaboratively building strong relationships with all members of our Catholic learning community, with our continued commitment to our own professional growth.

With Blessings,

Amy

Monday 6th April

Tuesday 7th April

Mother’s Day Stall

Professional Learning – Cultural Forces/Reporting

First Eucharist Family Workshop 7pm

Wednesday 8th May

CERES Excursion Foundation-2 (LS 1, 2, 4)

MACS Principal Briefing

Thursday 2nd May

Mother’s Day Open Morning and Morning Tea – Prayer Space

Friday 3rd May

Walk Safely to School Day

Interschool Cross Country

On Friday the 3rd of May, many of our Year 5/6 children participated and represented Mother Teresa Primary in our first ever interschool cross country at Brimbank Park, East Keilor. All our children should be proud of the effort they put into the day and the way we represented ourselves amongst the over 30 other schools present.



A big congratulations goes out to Ewan Foreman for finishing 5th

overall and Lincoln Kellett for finishing 2nd, both in the 11year old boys racing group. Ewan and Lincoln will now go on to be our representatives as they have both progressed onto the next stage of Division Level. We wish them all the best for this challenge.



XUNO is Coming...

Xuno is an online portal which we will soon be rolling out to families. 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. Families will be invited to download the app and to set up an account. Keep your eye out on the newsletter for more information which will be coming soon.

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.

Correction for excursion dates

Please note an error in the calendar dates. The Foundation-2 excursion this week is to CERES Environmental Park, East Brunswick, not to Scienceworks as has been advertised. Apologies for any confusion.

Child Safety Standard 9: Child Safety in Physical Environments

This standard refers to schools considering the risks that may arise with children while they are in our care. This includes children arriving to school safely. There still appear to be a number of children arriving at school before 8:30am which is our official start time for teacher supervision. Our duty of care does not begin BEFORE 8:30am. It is unsafe for children to be dropped earlier than this time as we cannot guarantee children will be supervised. Gates are also not guaranteed to be open before then and it is a risk for children to be left on the outside street. If families would like our Extend OSHC team to offer Before School Care, we can arrange for another survey of expression of interest. A minimum of 8-10 children is needed for this to be offered. Thank you for continued cooperation in this important matter as care for your child's safety is paramount.

Parent/Child/Teacher Chats

Parent/teacher/Child chats for Semester 1 will be held on Tuesday 25th of June. This day will be a school closure day for children. Bookings for interviews will be open closer to the date and families will be notified with a letter about how to do so.

First Eucharist Celebrations

A reminder that our First Eucharist Workshop, Tuesday May 7th. Children must attend this workshop with a parent or carer in order to receive their First Eucharist (Communion). If you are unable to attend please let Mrs Leahy or Miss Mack know. Children and their families must also attend mass on the Sign-up/Presentation weekend of the 18th and 19th of May.

If you would like your child to receive First Eucharist and have not returned the form you can contact Miss Mac via email – sophie.mackinnon@motherteresa.catholic.edu.au

Walk to School Safely Day

Mother Teresa Primary School is taking part in ***Walk to National Walk Safely to School Day***, supporting National Road Safety Week on **Friday 10 May 2024**.

Walk Safely to School Day also encourages positive environmental action, better use of public transport with reduced car-dependency and encourages parents and carers to walk more, reducing dangerous traffic congestion around schools. Being active every day, including walking to school, can help make a difference for many Australians. Whether you're a parent, teacher, or carer - everyone has a role to play in helping children and young people to lead active healthy lives. Remember, Active Kids are Healthy Kids so think about how you might Walk Safely to School on Friday 10 May 2024!



Please visit www.walk.com.au for more information.

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. As part of preparation for the event, Jodi has asked for any parent questions to be forwarded before the event. Please email your question to info@motherteresa.catholic.edu.au by May 17th with the subject heading ‘**Dr Jodi Richardson**’.

In this presentation Dr Jodie explains what resilience is and what it's not. She helps parents view their child's challenges through a different lens and support them to know what to say when they're upset; she teaches practical strategies to build the skills of genuine resilience and shares grounding skills to weave into the fabric of daily life. We look forward to seeing many families join us for this online event

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

The Parents & Friends have begun planning the following events to mark in your calendar;

Mother's Day Stall (May 7th) and Mother's Day Open Morning and Morning Tea (May 9th)

The Mother's Day Stall will be held on Tuesday the 7th of May. Children will have the opportunity to purchase a gift for their mother or special person in their lives. All gifts are \$5.00

If you are able to help with the selling of gifts please leave your name and details at reception.

Thursday May 9th will be our Mother's Day Open Morning and Morning Tea. Mothers, grandmothers, aunts and other special people will have the opportunity to engage in learning and other activities with their children in learning spaces from 8:30am to 9:30am. Adults will then be invited to make their way to the Prayer Space to enjoy a cuppa and some morning tea. We are still looking for helpers to serve Morning Tea on this day, particularly any fathers or other male adults who may be able to give some time. If you can help please leave your details at reception or let Mrs Leahy know.

Hot Dog Day

Friday May 31st – Children will have the opportunity to purchase a hot dog for lunch this day. Order forms will be distributed in the coming weeks.

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

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 part of our Faith and Life inquiry, ‘**How are we connected to places?**’ we are going to find out about **Indigenous Culture** and **connection** to the **land** on our shared experience of visiting **CERES**. As **self managers**, we have been **planning** our visit by thinking about what we **need**, what we are **excited** about, **worried** about and what we **suggest** we need to do before we go. As readers, we have had time and opportunity to view the **CERES website** where we have read about the **learning experience** we will engage in and looked at the **map** to see what **facilities** and **places** we might **see** and **find out** about. We used the **thinking routine Think Puzzle Explore** to share our thinking about what we are **wondering** about and what we would like to learn more about.

As **inquirers** and **mathematicians**, we are tuning into our learning about **maps** and **location** by looking closely at **Google Maps** from our school to **CERES** in Brunswick. We will be considering what we might **see** on the way and what roads we might use as we travel in the bus. Using the **thinking move observing closely** to notice what **features** we can see on a **map**. We will plan what **time** we need to leave our school and how **long** it will take to arrive. We will document our **thinking in pictures of maps** and **words** to describe location of **places**.

As **mathematical thinkers**, we are continuing to explore the concepts **patterns** using a variety of materials to make our **thinking visible**. As **collaborators**, we are **sharing** and **justifying** our thinking about **skip counting patterns** and **representing** these using **math tools** such as the **turn and learn**, **number charts**, **number lines** and **counting materials**. We are continuing to explore **repeating**

patterns using a variety of **materials** such as **counters, teddies, fruits and drawings** to make our **thinking visible**.

Bridging Centre

Year 3/4 Learning Spaces

We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself. (Lloyd Alexander)

As part of our **Faith and Life Inquiry** compelling question “**How are places connected?**” we went on a **shared learning opportunity** to **Toolangi State Forest** to **learn** about a **place** and the **features** within this place. As **researchers** and **geographers**, we were able to walk through parts of the forest such as the Wirra Willa Rainforest and the Mountain Ash Forest to learn about some of the animals that live in the area and important parts of the forests life through visiting the Discovery Tree.

As part of **sorting out** our **thinking** related to our **shared learning opportunity** to **Toolangi State Forest** - we will come together to **share** our **thinking** and **discoveries** from the different walks we **engaged** in. We will **zoom into** the **WirraWilla Rainforest Walk** and **focus** on what we **discovered** about the creek. As **cartographers**, we will **observe** and **describe closely** the Lower and Upper Yarra Catchment and where the creeks, rivers meet and **interpret** how we think these **places** are **connected**. As **communicators**, we are **engaging** in a **think pair share thinking routine** and **articulating** what we **noticed** on the **map** (key features) and what we also **noticed** about how the water travels from one place to another.



As part of our **Faith and Life Inquiry** and as part of **tuning in** to the **Sacrament of Eucharist** we will have time and opportunity to use the **thinking moves** – **activating prior knowledge, justifying our thinking** and **developing wonderings**. In preparation for those who are celebrating this Sacrament in the coming weeks we will begin to look at the **structure of the Mass** and significant symbols that are related to the **Last Supper** story.

As **mathematicians, problem solvers** and **creators**, we have been engaging in **LEGO Spike** opportunities where we can build different LEGO models and using the **LEGO Spike** app to **code** or **program** the models. Part of practising coding is to be able to **move in different directions, make different sounds** and to **create different lighting patterns**. Engaging in this learning allows us to demonstrate many skills such as **defining simple problems, describing and following a sequence of steps and decisions**.

As mathematicians, when we are engaging in home learning one method for completing **addition, subtraction** and **multiplication** problems is utilising playing cards to assist us with using addition and subtraction strategies such as **doubles, adding 10 more, adding numbers together** and can be used for creating numbers for use in addition and subtraction problems.

Leadership Centre

Year 5/6 Learning Spaces

‘When we are clear about WHY we are learning something – then our understanding of both what and how we learn is enhanced’ – Kath Murdoch 2020

As **writers**, we are continuing to use seeds as inspiration to unpack our thinking. When we find something that we are **curious** about, we can use different thinking routines to make our thinking visible. These can include **Connect, Extend, Challenge; Think, Puzzle, Explore** and **Three Levels of**

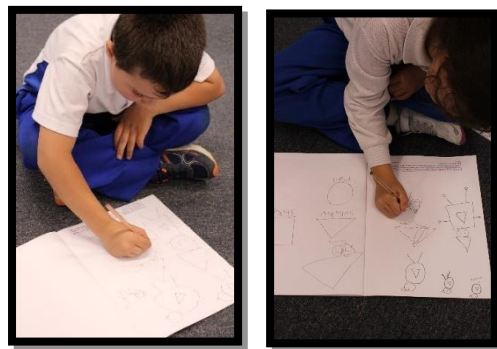
Thinking. Once our **thinking has been made visible**, as **reflective thinkers**, we will shape our thinking into **purposes** by asking ourselves what it is that we want our reader to **do, be or know** from engaging with our writing.

As part of **sorting out**, as **reflective thinkers** and **collaborators**, we will have **time and opportunity** to revisit what it means to be part of the Mother Teresa Learning Community. We will **engage** in the thinking moves **activating prior knowledge**, **connection making** and **identifying new ideas** as we create a **shared Learning Agreement**.

As **mathematical thinkers**, some of us are **finding out** about the **Cartesian coordinate system** and how it is used to plot points. The Cartesian plane is a tool used for **graphing points, lines, and other objects**. It functions like a map that follows directions from one point to another. It is made up of two numbers lines that **cross at zero**; one line is **horizontal** and the other is **vertical**. The Cartesian plane is divided into four quadrants. When we plot points, the first number tells us about the location on the horizontal line, and the second number tells us about the vertical line. These numbers are called **ordered pairs**. Some of us are engaging in learning opportunities related to using **grid references** to **give directions**, while others are using **coordinates** to **locate positions on a map**.

Japanese

Students in **Foundation, Year 1 and Year 2**, have **explored words** for **shapes** in Japanese. We have **made our thinking visible** by **following instructions to illustrate images using shapes** in our Japanese journal.



As **inquirers**, we will learn about the **Japanese festival called こどものひ (Kodomo no hi) Children's Day**. We will **explore the cultural significance** of this festival, which is observed on **May 5th** in Japan. We will **discover the significance** of the **carp streamer** as a **symbol** of this festival. Students in Year 3-4 have explored **counter words for communicating our school grade** in Japanese. As **collaborators**, we have **played a game of "Memory"** in which we use these counter words to **respond to a simple question** in Japanese.



As **learners** and **inquirers**, we will learn about the **Japanese festival called こどものひ (Kodomo no hi) Children's Day**. We will **activate prior knowledge** about **months of the year** by identifying **the kanji characters for the month of May**, in which this festival occurs. We will also **learn the kanji characters for writing the date** and document the date of the festival with an illustration demonstrating how the festival is celebrated.

Students in Year 5-6 will, as **learners** and **inquirers**, begin to explore **what typical foods are** in Japanese culture and which foods from a Western culture have also become part of the Japanese diet. As

learners, we will explore how the **katakana script** is used to **write words from other cultures**, such as foods like ハンバーガー (hanbaagaa) and ピザ (piza). As **researchers**, we will **use a Japanese language picture dictionary** to **Find Out** about words for foods in Japanese. As **thinkers**, we will document these words on a **T-chart** showing **foods traditional to Japan and Australia**. We will **illustrate** the foods and **write captions for their names in Japanese**.

Physical Education

Using our **skills and prior knowledge**, students in Foundation – Year 2 began to **discover** the sport of **Basketball** through various dribbling activities. We revisited the importance of ‘pivoting’ and used physical **demonstration** and **language** to explain that the skill of pivoting can be used in both last week’s netball and in our lesson of basketball. We focused on the disposition of confident by practicing various ways to dribble with our dominant hand in rotating stations. The stations included: high and low dribbling, dribbling at walking pace, dribbling tricks, and dribbling over obstacles. We will progress into shooting and scoring techniques.



Using our **skills** of netball from the previous week of sport, In Year 5/6 we will progress into basketball with a key focus of **defense** and **passing**. We engaged in a round robin format gameplay situation to which each team competed against each other with reminders of passing to teammates and putting in effort defensively. We were able to demonstrate the importance of these two skills as games became more competitive and had lower scoring than usual due to that defensive focus. Next week we will explore: **what is a good vs bad shot?** In connection to this, we will also focus on shooting and play making.

Visual Arts

“Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials, sounds and colours” Loris Malaguzzi

As **artists** we considered how we might use foil as a modelling material. We discovered foil is very soft and easy to form into shapes by scrunching it.

As **researchers** we explored, the artform of **modelling** by viewing sculptures by Alberto Giacometti and **noticed** how he used simple shapes and line to form his sculptures. Inspired by his sculptures we created our own sculptures using foil.



“Sketching is almost everything. It is the painter’s identity, his style, his conviction, and then colour is just a gift to the drawing.” Fernando Botero

As creators and artists, students in Year 3/4 and Year 5/6 have used the learning disposition of creators to express themselves through drawing. They have used their prior knowledge and drawing skills to complete a scratch paper art for an audience. Students were given the task of considering their audience and completing four rough sketches to generate ideas. Once complete, students transferred their ideas on to their final drawing using scratch paper, where they scratched back lines with a wooden tool to reveal white underneath the black coating.

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, Pope Francis)

Our **curious Foundation to Year 2 students** listened to **experts** from Hume Council and engaged in activities related to **sorting waste**, finding out what happens to waste after it is collected on bin day. As **Researchers we discovered that all homes within the Hume City Council region will receive an organics or green lid bin for all of food scraps and spoiled food as well as any garden waste.** This will be composted to enrich soil rather than contributing to greenhouse gas emissions in landfills. Each colour in the bin system represents a different type of **waste**. It is not just a method for organizing waste but a **strategy for promoting recycling, reducing landfill use, and minimizing the environmental impact of waste.**



As **Researchers, Year 5/6 students** discovered the **history of Earth Day** and **engaged in dialogue** about the many actions each one of us can take to make a difference. We engaged in dialogue about various **sustainable actions** and thought how even the smallest action will have a positive impact on our environment. All students were encouraged to make an **Earth Day Pledge** of a sustainable action they will take part in throughout the year.

Stephanie Alexander Kitchen Garden

As **Collaborators**, some students from **Year 3/4-3** engaged in following a recipe of **Corn Fritters with Mint Yoghurt**, while other students made **Plum Muffins**. The Plums were **harvested** from our orchids in our garden. Students 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 together.



Some 3/4-3 student reflections:

- ❖ As Contributors, we took turns sharing the ingredients to make food. (Anika)
- ❖ As a Researcher, I took photos of 3/4-3 cooking. (Samuel)
- ❖ As a Collaborator, I was helping everyone make Corn Fritters. (Alvin)
- ❖ As researchers, we used our 5 senses. (Thresia, Tiffany)
- ❖ As Researchers, we had to read the recipe. (Massara)
- ❖ As Thinkers & Communicators, we shared what measurement we needed. It was 4 times the recipe. (Daksh)

Term Two Dates 2024

Tuesday 7th May

Wednesday 8th May

Thursday 9th May

Friday 10th May

Wednesday 15th – Friday 17th May

Saturday 18th & Sunday 19th May

Sunday 19th May

Thursday 23rd & 24th May

Thursday 30th May

Wednesday June 5th

Monday 10th June

Sunday 16th June

Tuesday 25th June

Friday 28th June

Mother's Day Stall

First Eucharist Workshop – 7pm

F-2 Excursion CERES – LS 1, 2&4

Mother's Day Open Morning and Morning Tea 8:30am-10:00am

F-2 Excursion CERES LS 6, 8&9

Walk to School Safely Day

Year 5/6 Camp – Lady Northcote

First Eucharist Sign-up weekend

Pentecost Sunday

School Review Days 1 and 2

Online Webinar with Dr Jodi Richardson

School Photo Day

King's Birthday Public Holiday

First Eucharist Celebration – Our Lady's Church 2pm

Parent/Child/Teacher Chats – No school for children this day

Term 2 Ends

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



DISCOVER MERCY OPEN DAY

Sunday 26 May 2024 10.00am

Monday 27 May 2024 9.30am and 6.00pm

Book online at mercycoburg.catholic.edu.au/discover-mercy



JOIN NOW!

SOFT BALL

WINTER SEASON

Starting Saturday, June 1

Hume City Softball
18 Rhyolite Dr, Craigieburn

Junior, Men, Women & Mixed Teams

Teeball, U12, U14, U16, U18, Open Women,
Open Men and Mixed Open Teams available


All skill levels welcome, whether you are a
seasoned player, completely new to the game,
or havent played in years!

Register Now



SCAN ME

Contact Us

 @craigieburnsoftball

 craigieburnsoftball@gmail.com

CRAIGIE BURN SOFTBALL CLUB