



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday June 24th 2024

“Be happy in the moment, that’s enough. Each moment is all we need, not more.”

Mother Teresa

To All In Our Learning Community,



Last week marked Refugee Week with the UN World Refugee Day celebrated on June 20th. Pope called for, “an attentive and fraternal gaze to all those who are forced to flee their homes in search of peace and security,” (Vatican News, 2024). Upon reflection of this day, I reflect on those in our community who have been in this situation and now call Australia their home. I also draw connections to those living amongst us who have no permanent or safe place to call home. The St. Vincent de Paul Society estimate that there are approximately 67 000 people living in Victoria for who this is a reality every night. For those of us who have not been in either of these situations, while we can imagine, sympathise, listen and give to campaigns such as the Winter Appeal, it is

challenging to fully appreciate what it would be like.

American iconographer, Kelly Latimore reminds us that the Holy family were in the earliest years of Jesus, in both of these situations. Homeless with no place for Christ when he came into the world and then being forced to flee persecution. These artworks are a contemporary interpretation, in the tradition of iconography, force the viewer to bring their knowledge of two stories of Jesus that happened over 2000 years ago, into our world today. We could easily put any of ourselves inside these artworks. The use of iconography reminds us that not even God is a stranger to human experiences of being a refugee or homeless. Perhaps the question for those of us who are Christian is, when we look at these artworks, who do we see in the face of the refugee or homeless? Do we recognise Christ in those who may need our help? For those who are of other faiths and beliefs, who do you see? What impact might this have on our own lives?



With Blessings,

Amy

This Week’s Happenings

Monday 24th June

Parent Support Group Meetings

Tuesday 25th June

PSGs continue

Wednesday 26th June

Professional Learning – Faith and Life inquiry

Thursday 27th June

Friday 28th June

End of Term 2 – Whole School Prayer 3pm

School concludes 3:30pm

Staffing Updates

This Tuesday we will welcome Ms Yin Wun who will join our learning community in LS6. Ms Wun will be working alongside Ms Pereria, who will begin parental leave later in Term 3. In Term 3 we will also welcome Mr Heath Leighton who will be joining us as our new Digital Technology teacher.

Ms Anna Camuglia and Ms Bernadette will be taking long service leave for the first seven weeks of Term. We wish them well as they take an extended break. Ms Dilisha S will engage with LS4 on Tuesdays while Ms Camuglia is on leave and we will welcome Ms Rosanna Agati on Thursdays for Foundation-2 Visual Art.

Mini Vinnies News – St. Vincent de Paul Winter Appeal

As part of Mini Vinnies we are supporting the St. Vincent de Paul Winter Appeal. We are organizing a **Winter Woolies day which will be held on the 25th of June**. This is a casual clothes day where you are invited to wear your warmest winter clothes or ‘woolies’. To do so we ask that families donate new pairs of socks, gloves or beanies. These items will be given to St. Vincent de Paul Society who will distribute them to the homeless and vulnerable in and around Melbourne.

Our aim is to bring awareness to everyone in our community about the Catholic Social Teaching, **Preferential Option for the Poor**. This teaching is connected to the teaching of Jesus to, ‘Love your neighbour as yourself’ and drawing awareness of poverty that exists in our own community, which includes not being able to afford the essentials such as, toiletries, food, a place to sleep and clothing.

Baskets will be set up around the Mother Teresa Learning Community for donations to be left.



St Vincent de Paul Society
VICTORIA
good works

Sacrament of Confirmation

The Sacrament of Confirmation for children in Year 6 who are baptised Catholic takes place in term 3. To be eligible children must have already received the Sacraments of Baptism, Reconciliation and Eucharist. If you are unsure if your child is on our list please contact Miss Mack – sophie.mackinnon@motherteresa.catholic.edu.au

The Confirmation Workshop takes place on Wednesday 31st of July at 7pm, Mother Teresa Primary. Presentation/sign-up weekend is over the 10th and 11th of August, with the Sacrament taking place at 3:30pm at Our Lady’s Church on Sunday 18th of August. It is an expectation that all children engage in all the preparation, including learning as part of Faith and Life inquiry prior to being Confirmed. The Bishop Terry Curtain will be presiding over the ceremony and will visit the children on Thursday August 1st.

Lost Property

There is quite a large amount of lost property that has accumulated over Term 2. Lost property can be found on a table near the office administration area. If your child or children has lost any items of clothing, please come and take a look. A reminder to always label uniform items.

Parent/Teacher/Child Chats – July 29th

As P/T/C chats are centered around your child’s report, Growth Over Time Portfolios and Faith and Life inquiry journals. Led by your child they are an opportunity to celebrate successes and set new goals. Semester 1 reports will be released prior to this date in Term 3 through the XUNO Parent Portal as we continue to change from the Nforma format. Through the XUNO Parent Portal you will from this year have access whenever you need, to your child/children’s reports. You will also be able to download and print off the reports if you wish.

Bookings for interviews will be open in Term 3 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. Interviews for siblings will take place in week 2 of Term 3 on Monday 22nd of July.

Learning Diversity and Wellbeing

School related Anxiety The waitlist is now open for the next round of the 4-week online course 'Well, Hello (School) Anxiety' starting in term 3.

Email hello@drjodirichardson.com.au to express your interest and to receive information and updates. If school related anxiety is bubbling up or boiling over, this course will help support you, empower your child, connect with additional resources and support and so much more.

Recordings available.



Unexplained/Unapproved Absences

Messages through XUNO are now being sent by 10am each day for unexplained or unapproved absences. A reminder that unexplained absences are those where there is no reason given for a child's absence. Unapproved include options such as, 'parent choice'. This is in line with the policy of the Victorian State Government and MACS. Please note that five or more unexplained or unapproved absences require further steps and offers of assistance for ensuring your child is consistently attending school. Notification is given via a letter. Please ensure that you contact the school via the XUNO app or by phone to notify of any absence.

Parent and Friends

Thank you to the parents who have been involved this term in Parent and Friends events. These have included; Mother's Day Stall and Morning Tea, Hot Dog and Subway lunch.

The Subway lunch is organized for Thursday, thank you to the parents who have assisted in the organizing of orders. Please note no more orders can be placed.

Term 3

Father's Day Stall and Morning Tea – keep an eye on the newsletter for dates early next term.

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

Contemporary inquiry practices seek to engage students in tackling real world questions and problems through authentic contexts at both local and global levels. (Kath Murdoch, 2015)

As we come to the end of another term of learning, we are taking the time to **reflect** and **take action** for our Faith and Life inquiry, 'How are we connected to places?'. Many children have **made connections** to World Environment Day and are now **generating ideas** of how we can care for the places we are connected to. Some children have been making signs, posters and speeches about a particular issue they have **identified** in the local community or the school such as rubbish on the streets, students not turning taps off or ensuring that we are recycling or composting properly. These **actions** will continue to evolve and change over time.

As many children in our learning community received the sacrament of Eucharist recently, we as Foundation to Year 2 students, have been reflecting on what this **sacrament** might mean to us today. We have been **finding out** what are the **symbols** and meanings of Eucharistic actions of; **Take, Bless, Break, Give, Go forth** and what do these mean to us today in a **Catholic context** of children who are **yet to engage** in the sacraments. We will continue to **build on our understanding** as we continue our evolving dialogue about faith and the Catholic tradition.

As the holidays approach, it is a great opportunity to continue home learning during the break. Take the time to go to the library, read new books, go and explore the local community and share memories that the children can connect with next term and share with their friends and peers. We encourage families to keep reading, practice sight words (it's a great time to go through big rings as well) and engage in counting focuses too. It is an expectation that children achieve reading fluently all **307 Sight Words** by the end of term 3. Mrs Leahy gets **VERY** excited when children achieve this and looks forward to giving out special gold principal stickers. Children are to continue reading the books on their PMe Collection bookshelves and continue with their maths counting focuses, as well as engaging with their maths bags.

We hope you enjoy your holidays, stay safe and we look forward to seeing you all refreshed and ready for term 3!

Bridging Centre Year 3/4 Learning Spaces

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

As part of **find out** to our compelling question **'How are places connected?'** we had **time and opportunity** to look at some **concepts** related to this inquiry. These included - **place, location, connection, interconnection, characteristics, features, similarities, differences, conditions**. Using a **concept map** we will **identify** two or more concepts and **document a statement** that shows our **current understanding**. We will **collaborate together** by **taking turns** and **respectfully listening** to each other. This week we had **time and opportunity** to **engage** with **Pallyan**. We learnt words in relation to native animals of the **Wurundjeri Language**. As **communicators** we **practiced** saying these words and **reflecting** on these words through **dialogue**.






As **writers** we have been continuing to learn **strategies** as writers and practising using our **writing arrows** to help us check our **message** and **structure**. We have been **engaging** in writers **conferencing** each week to help us in making our message clear to the reader.

As **collaborators** we are **engaging** in **seed writing**. A **seed** is used to **spark** your child's **thinking** for **writing**. Students will be able to **share** their seed with the space and this will then spark thinking of **students to dialogue** for creating **new layers** of **meaning** in students **writing**. We take this **opportunity** to **highlight** that a seed is not just anything it is something that sparks **curiosity** among our **reading** and **writing**.

As **mathematicians** we have been working on **consolidating our learning** around location, **data and graphing**. We are finding **new layers of understanding** when it comes to **exploring** different means of learning such as **creating** and **analysing** graphs on excel.

As part of our **agreed ways**, it is expected that throughout the holidays you continue to **engage** in **Home Learning**. As part of **mathematical thinking**, you can continue to **engage** in **'Goodies and Baddies'**

(multiplication and division facts) and for some problem-solving open-ended problems. You can access the following **resources** as well as **read** a range of **books, magazines, newspapers, comic books, recipes, instructions** etc.

<p>'Storybox'</p> 	<p>An education resource, purchased by the school, is a subscription to Story Box Library. As a reader and inquirer, you have an opportunity to select, navigate, read and view texts of your choice and interest from the Storyteller. Short film or Beyond the Story sections.</p>	<p>https://storyboxlibrary.com.au/ Username: MotherTeresaPS Password: motherteresa</p>
	<p>Kids News is a free, news-based literacy tool for classrooms.</p>	<p>https://www.kidsnews.com.au/</p>
	<p>Craigieburn Library provides study areas and meeting spaces, public PCs and WiFi, gaming consoles, a dedicated children's area and collections in English, Arabic, Hindi, Nepali (Junior only), Punjabi, Sinhala, Tamil, Turkish and Urdu.</p>	<p>Local Library</p>

We hope you all enjoy your break and stay safe and warm.

Leadership Centre

Year 5/6 Learning Spaces

“Intelligence is traditionally viewed as the ability to think and learn. Yet in a turbulent world, there’s another set of cognitive skills that might matter more: the ability to rethink and unlearn.” – Adam Grant, Think Again (2021).

As empathic and compassionate researchers and members of a Catholic Dialogue school community, we will continue to find out and sort out our thinking about the Catholic Social Teaching, Preferential Option for the Poor. By finding out about the social justice issues that impact our local community, we will make connections to the Eucharist action of Going Forth. What does it mean to Go Forth and be loving and kind? What might it mean for us to ‘announce’ the Gospel?

Over the holidays, we are encouraged to continue to read daily, practise our goodies and baddies, and collect seeds for writing.

Japanese

Language learning develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives. (Victorian Curriculum - Japanese)

Students in Foundation, Year 1 and Year 2 have **explored Japanese culture** through an **incursion and cultural experience**. As **inquirers**, we have engaged in **Finding Out** about how people in Japan dress in **traditional summer costume**, called **“yukata”**. As **open minded** learners, students listened to **Leanne O’Sullivan, an expert in Japanese textiles from Kimono House**, share her passion for Japanese textiles and her knowledge of the yukata. They also had the experience of **dressing in a yukata**. As **thinkers**, we **made our thinking visible** by drawing our own design on an outline of a yukata.



This week, students in Year 3 and 4 will engage in a **review of our Japanese learning** for Term 1 and 2. The focus of the review will be **classroom commands, numbers 1-10, months of the year and years at school**. As **thinkers**, we will engage in a variety of tasks which require us to **read and respond in Japanese and English**.

This week, students in Year 5 and 6 will engage in a **review of our Japanese learning** for Term 1 and 2. The focus of the review will be **classroom routines, numbers 1-20, months of the year, and years of age**. As **thinkers**, we will engage in a variety of tasks which require us to **read and respond in Japanese and English**.

Physical Education

In Year Foundation-2 this week, we used our transferable skills in the sport of soccer. Our **focus** was on **passing** and we explored what a **soft** and **hard pass/kick** looks like. We **tuned in** using our dominant foot by playing a game called, “**Stop Pass**”. The objective was to be able to stop a soft pass from a partner and then pass it back to them from 1-2 meters away.



This was fantastic to see that as **communicators** we followed these instructions and showed our skills. Next, we played a mini game of “**closest to the pin,**” to work on our **ball control**, by getting our ball to stop as close to the cone as we can. We showed our control as well as our **competitiveness** and **fun** when we were trying to measure our kicks. Overall, we displayed fantastic **collaboration** as there was **encouragement** for every player when they took their kick.

In Years 3 to 6 this week we started our lesson by completing our Semester One reflections. We **reflected** on questions such as “Did we achieve our goal this term?” and “How persistent were you in sport this semester?” This gave us the opportunity to take a moment to reflect on our year so far and look for ways we could improve and strengthen our learning in Physical Education.

We engaged in a Soccer Round Robin. We showed the skills connected with the learning assets, **Collaborator** and **Communicator**, especially towards the referees in each game as we showed our respect towards our peer referees. Overall, the games were competitive and successful as we saw an

increase in collaboration and communication. These skills will prepare us for our last week of sport for the term, which will be hockey.



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

In Visual Arts focus groups we are engaging with the art form of Threads and textiles.

As **artists** and **researchers**, we explored a variety of threads and textiles noticing colour and texture. We explored different techniques and tools. Some of us **explored** the technique of sewing. We **experimented** with stitching on hessian and sewing shapes onto hessian.



Others had the opportunity to **explore** the materials and consider what stories these materials can make.

The chicken came out of the cage and got scared when he saw the sun. The sun and body parts and crazy hair.

Samyra



The little girl is looking at a flower. Justin



The little girl hit her head on the tree. The big girl helped her to get up. Lily



Friday 28th June

Term Two Dates 2024

Term 2 Ends

Whole School Prayer – 3pm Prayer Space

Monday 15th July

Monday 29th July

Wednesday 31st July

Thursday 1st August

Saturday 10th August

Sunday 11th August

Sunday 18th August

Thursday 5th September

Friday 6th September

Friday 20th September

Term Three Dates 2024

Term 3 Begins 8.50am

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

Confirmation Parent/Child workshop @ 7pm

Visit from Bishop Terry Curtain for Confirmation

Confirmation sign up weekend

Confirmation sign up weekend

Confirmation Celebration @ 3:30pm Our Lady's Church

Mother Teresa Feast Day Celebrations

Mother Teresa Feast Day Celebrations - AFL inflatables

Term 3 Ends

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