



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday September 16th 2024

"In reality, there is only one true prayer, only one substantial prayer: Christ himself. There is only one voice which rises above the face of the earth, the voice of Christ. Prayer is oneness with Christ." – Mother Teresa

To All In Our Learning Community,

As Term 3 is drawing to a close, tomorrow, Tuesday 17th September, you are invited to attend our Celebration of Learning. The organisation of the Celebration has given the children the opportunity to sort out the knowledge, thinking and new understandings they have formed throughout their Faith and Life inquiries. Throughout the process of inquiry, children continue engage in finding out new ideas, knowledge and ideas from engaging with experts, reading and engaging in experiences. This allows children to build knowledge and schema. While knowledge is important to build – it gives us the 'What' of life, as humans we have an innate curiosity that leaves us wanting to discover the 'How' and 'Why'. The process of Sorting Out, allows children to do so as Kath Murdoch (2019) explains, "It is the analysis, reflection and transfer that leads to deeper understanding."

Tomorrow the children will have the opportunity to share their knowledge but also share their reflections and new understandings. The photo on the right, are protest posters created by children in the Leadership Centre. The posters are a reflection on what they have learnt. They, as well as all the children are looking forward to the opportunity to explain and demonstrate the depth of understandings they have developed.



With Blessings,

Amy

This Week's Happenings

Monday 16th September

Welcome Colleen Monaghan Mathematical thinking Consultant

Tuesday 17th September

Celebration of Learning – 8.30am -9.30am, 2.30pm – 3.30pm

Experience Music Soiree

Professional Learning – Target Teaching using PAT R and PAT M

Wednesday 18th September

Professional Learning – Analysing PAT R and PAT M Data

Thursday 19th September

Welcome Kath Murdoch – Inquiry Consultant

Friday 20th September

End of Term 3 – Whole School Prayer 3:10pm
School concludes 3:30pm

MACSSIS Family Surveys

In 2024, our school is participating in Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS). MACSSIS is an annual process whereby schools listen to the thoughts and feelings that students, families and staff have about how their school can improve. These surveys help inform the ongoing improvement of schools across the Archdiocese of Melbourne.

One of the main goals of the family survey is to identify the strengths and areas for improvement in our school. MACSSIS data benefits everyone within our school and provides valuable community insights on areas that each school can focus on. Our school believes it is important to encourage families to have a voice and contribute to shaping the ongoing improvement of the school.

The survey is available online, can be accessed from **Monday 2 September** and needs to be completed by **Friday 20 September 2024**. This survey may only be completed once. All families have now been sent an invitation and pin to participate. Your participation is greatly appreciated. If you have any issues please contact Mrs Leahy – amy.leahy@motherteresa.catholic.edu.au

Don't forget that we will have computers available on Tuesday 17th September during the Celebration of Learning for families to complete the survey.

Experience Music Soirée

The Experience Music Soirée for children in the instrumental program will be held next Tuesday evening from 6pm, in the Mother Teresa Prayer Space. This evening is an opportunity for the children to showcase their musical talents with families and our community.

School Advisory Board

The next meeting for the school Advisory Board will be held next Wednesday 18th of September at 6:30pm in the staff space.

Learning Diversity and Wellbeing

Attendance Data at Mother Teresa

At Mother Teresa School our attendance data for the last six months has been 91.05%. Thank you to all our families that are regularly getting their children to school on time. It is important that we continue to keep our children attending school on a regular basis.

The overall school attendance picture in Australia is good. Year 1-10 students attend on average, 92% of 'available school days' in Australia (ACARA, 2018). The overall proportion of Australian students who attend school regularly is also good, with 75% of Years 1-10 students attending at least 90% of available school days (ACARA, 2018). Australia's school attendance rate is comparable to other countries with high performing education systems. For example, in 2016/2017 the overall attendance rate in state-funded schools in England was 95.3% (Department for Education, 2018).

For those families that need more support please continue to communicate with the school and we will provide school attendance plans with you to help your child attend on a regular basis.

Smiling Mind Parent Workshops

Thank you to those who were able to attend and participate in our Smiling Mind Workshop. I hope it provided you with some insight into Smiling Mind, the learning opportunities your children engage in and how you can utilise it at home.

Due to popularity we will run another workshop on **Wednesday October 9th** at 7pm in the Prayer Space.
Melanie Brooks



Melbourne Archdiocese
Catholic Schools

MACSSIS

Imagine if, in about 30 minutes,
you could help **improve your
child's school.**

The MACSSIS family survey is open

Monday 2 September – Friday 20 September 2024.



Parent and Friends News

Next Parents and Friends Meeting

The next Parent and Friends Meeting will be held on Friday 25th of October at 2:30pm in the Staff Planning space. All welcome.

Zooper Dooper Fridays

A reminder that Zooper Doopers will return in Term 4. If you can assist in the selling of Zooper Doopers a list will be available at the front reception for you to add your name.

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

“Inquiry both activates and is activated by curiosity. When we use an inquiry-based approach to our teaching and learning, we deliberately foster curiosity, and we show learners that their questions matter.” (Kath Murdoch, 2023)

As **readers**, we will continue to explore a range of **fiction** and **non-fiction texts**, including those through our Faith and Life inquiry. Some of us will continue to **find out** and **sort out** the ways in which we can apply **reading behaviours** to help us **decode words** and build our comprehension of texts. We have engaged in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we continue to explore and strengthen.

As **mathematical thinkers** some of us will continue our **finding out** and **sorting out** our thinking about **multiplication and division**. Others have begun **tuning in** to **time**. We are beginning to identify **days of the week**, events which occur across the week and also identifying the **hour** and **minute hands** on a clock.

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

As part of our **Faith and Life Inquiry** *“What do you see? What do you hear? How does it work?”*, we have started sorting our **thinking** and **reflecting** on how we can show what we have learned this term. The children have been engaging in dialogue about what we discovered throughout our Faith and Life inquiry and different ways we may be able to show this. *This coming Tuesday, we welcome our families to visit our learning community for an open morning to engage with students around this Faith and Life Inquiry.*

During **Faith and Life Inquiry**, we have continued to engage in **Discovery Time**. We have set up the stations focusing on sharing, Noah's Ark, writing, small parts play focusing on creating, reading corner, a construction zone and a light area which links to our inquiry focus.

As we continue to explore the discovery spaces, we are seeking donations to help aide the creation of these stations.

We are looking for the following:

- Costumes
- Wooden play toys such as kettle, toaster, oven, shop, kitchen, plates, bowls etc
- Pieces of fabric (must be clean and preferably plain design)
- Construction Pipes (plastic and clean)
- Crafting items
- Wooden animals
- Microscopes
- Old technology such as laptop and phones (don't need to work)
- Ceramic dishes
- Wooden trays
- Wooden clipboard
- Old picture frames
- Play food
- Artificial grass
- Glass jars/canisters/containers

Please speak to your child's teacher before bringing in donations. You are most welcome to come and have a look at the discovery spaces in the Foundation- Year 2 building. We thank you for your continued support.

Bridging Centre

Year 3/4 Learning Spaces

Inquiry is about what learners do. It involves numerous connected skills, dispositions and processes. (Kath Murdoch, 2015)



As part of **exploring Faith and Life Inquiry** around **Science** in our world, we had **time** and **opportunity** this week to **collaborate** with **different people**, not just those we choose to collaborate with. We did this through a **rotation** of **learning opportunities** that **extended** our **thinking** around **change of state** and **identifying properties** of **different materials** and how this can **influence** our use. We **highlighted** the **key thinking moves** – **activating prior knowledge, noticing, observing details, interpreting, making connections, identifying new ideas** and **building explanations** while **engaging in dialogue** with each other. Using the split screen approach where we were thinking about the skill of ‘**recording our thinking in different ways**’ we were also **finding out new information** around **actions**

that cause a state to change, and the **properties** of **materials** can **influence** how we use them. As **self-managers**, we came up with our own ideas. Each of us **identified different ways** to **record thinking** that included – **brainstorming on mind maps, sketch noting and taking photos**. *This coming Tuesday, we welcome our families to visit our learning community for an open morning to engage with students around this Faith and Life Inquiry.*



As a **Catholic dialogue school** and **stewards** of **creation**, we **viewed** the **movie/documentary ‘2040’** which is a 2019 Australian documentary film directed by and starring Damon Gameau. Through our **connections** with **Sustainability** and the **Catholic Social Teaching ‘Caring for our Common Home’** we **made connections** and **considered** our own **perspectives** around what we **think** the **future** would look like in 2040 and beyond. As part of **reflecting**, we will **revisit** the **scripture** from **Book of Genesis** around **creation** and **consider** the **implications** for

us **now** and what this can look like in the **future**. As **thinkers**, we will take the **time to think** before **responding** around a **new vision** of the **future** – we will **search for new layers of meaning through articulating our thinking with others**.

As **mathematicians**, we are continuing to **learn** about **2D shapes and 3D objects**. We are **thinking creatively** and **making connections between new ideas and what we already know to solve problems**. We will **engage in learning opportunities** such as **looking closely** around our **space to identify angles**, and these are **measures of turn**. Using **manipulatives** and **hands on concrete materials** such as **shapes and square tiles**, we will **create symmetrical patterns and pictures** where we can **recognise line and rotational symmetry**.

Leadership Centre

Year 5/6 Learning Spaces

“This land is big enough for people from all around the world to come and live with us.” – Murrundindi

As responsive communicators, we welcome members of our learning community into the Leadership Centre to celebrate the inquiry process we have engaged in over the term. We will share our lotus diagrams about different scientists and how their work has impacted the world. As courageous learners, we have created a protest poster about a current issue in the world that is important to us. We also had time and opportunity to tune in, find out, sort out and go further with our learning about the Global Sustainable Development Goals. We have collaborated with our peers and created presentations to share our discoveries.

Japanese

Students in Foundation, Year 1 and Year 2 will begin to **explore words for fruits in Japanese** – りんご (ringo) apple, バナナ banana, オレンジ (orenji) orange, いちご (ichigo) strawberry. As part of exploring **words and phrases for giving and receiving** in Japanese, we will use words for fruits with どうぞ (**douzo**) to practice giving something authentically and ありがとう (**arigatou**) when we receive something from someone. They mean “here you are” and “thank you” in English.

Students in Year 3 and Year 4 are continuing to **extend their inquiry of the hiragana chart** in Japanese. As **collaborators**, we will **play a recognition game** which helps us **activate our prior knowledge** of the hiragana for row 1, 2 and 3 of the hiragana chart. As **learners of a character language**, we will **learn the memory hints for the third row** of the hiragana chart – さ、し、す、せ、そ. As **thinkers**, we will then explore **how to write the hiragana す、せ and そ** with a focus on **balance, shape and neatness and using stroke order**.

Students in Year 5 and Year 6 are continuing to **extend their inquiry of the hiragana chart** in Japanese. As **collaborators**, we will **play a recognition game** which helps us **activate our prior knowledge** of the hiragana for row 1, 2, 3, 4, 5 and 6 of the hiragana chart. As **learners of a character language**, we will **learn the memory hints for the fifth and sixth row** of the hiragana chart – な、に、ぬ、ね、の and は、ひ、ふ、へ、ほ. As **thinkers**, we will then explore **how to write the hiragana は、ひ、ふ、へ、ほ** with a focus on **balance, shape and neatness and using stroke order**.

Physical Education

In Foundation-Yr 2, we began **tuning in to badminton**. As **thinkers**, we began to brainstorm how we can safely use the equipment we are given and how we will take responsibility to pack up when we finish. We then moved into demonstrating and **questioning** about badminton. As **researchers**, we had **wonderings** such as, “**Will the shuttle bounce?**” – (Ashel) and “**What shots can we play?**” – (Frank) when we modelled how to play. We then explored different **shots, strategies and ways** we can play our badminton minigames. As **Collaborators**, we worked together in pairs aiming for a hula hoop to hit the shuttle into to score points.



Due to unforeseen circumstances hoop time was cancelled on Wednesday. We have managed to reschedule for the 17th of October at Diamond Valley.

Visual Arts

“Learning to draw is really a matter of learning to see – to see correctly –Kimon Nicolaides

As **artists** and **researchers**, we continue to explore the artform of **Still life**. We **tune** into the **studio habit** of **Observation**, looking closely at the artefacts we are drawing and noticing **details** about form, line, texture and pattern. We considered the space on our paper which helped us make choices about the size of our drawings and where to place them on the paper. As **artists** we thought about how to add colour to our drawings.



As artists, in Years Three and Four, we have been reflecting on their research and activating our prior knowledge of collage to design and create artworks. We have found out how to incorporate a variety of items of differing textures and colours within their artwork. As thinkers, we have sorted out our thinking and have identified our connections to their artwork and considered how their feelings and art are connected.

We have been researching about the following questions:

- What is collage?
- What does it mean to be an artist?
- How are feelings and art connected?
- What influences an artwork?

As artists, in Year Five and Six, we have started our research into the colouring of textiles. We have explored and found out about the Batik process and used cold wax to paint a design onto calico fabric. Whilst waiting for the wax to dry, we have continued weaving using a circular loom to create bracelets and other items.

We have been researching about the following questions:

- What makes good design?
- What does a designer need to think about?

- How and why do we design?
- How do we make and use art in our daily lives?
- How can we combine Artforms?
- How can Art teach us about others?

Digital Technology

“Experimentation involves testing out ideas, hypotheses and theories. This is an act of inquiry itself. Experimentation can be formal (through a science experiment) or informal through play.” **Kath Murdoch 2023**

As **Communicators** children in Foundation, Year 1, and Year 2 will have the opportunity to **share** the challenge cards they created last week. We will work as **Collaborators** to discuss **possible solutions** to the challenges that their peers have created and **test their thinking** to solve the challenges.

In Years 3 and 4, we will be building the learning asset of **Communicators** and share how we created a game during this term with each other. Children will have the opportunity to **discuss and share** the **creations** they have made using Scratch, **making connections** to their own games.

Students in Years 5 and 6 will be given access to the games their classmates created over the past few weeks. As **Thinkers**, students will **interpret** the instructions from the games created and **explore** the code that their peers have created, providing students with the opportunity to **test** the **games functions**.

Sustainability

“Let us take another look at our situation. These issues remain at the forefront of my mission and should be important to all Catholics and people of good will.” **Pope Francis, Laudate Duem #4**

As **Collaborators** and as stewards of creation our **Foundation to Year 2 children** displayed the **dispositions persistent** and **reliable** while we engaged in some of our regular tasks of weeding and clearing packaging around our school grounds, in connection with the Catholic Social Teaching, **Care for our Common Home**. With buckets and gloves in hand, we all **participated** and **took turns** at various gardening and cleaning within our grounds as we **took action** for our learning community.



Term Four Dates 2024

Monday 7th October
Tuesday 8th October
Wednesday 9th October

Friday 11th October
Monday 14th October
Tuesday 15th October
Friday 25th October
Tuesday 29th October
Monday 4th November
Tuesday 5th November
Wednesday 13th November
Thursday 28th November

Term 4 Begins
Excursion – Yr 5/6-4 – Parliament and IMAX Theatre
Smiling Mind Parent Workshop @ 7pm
Excursion – Yr 5/6-3 – Parliament and IMAX Theatre
Excursion – Yr 5/6-2 – Parliament and IMAX Theatre
Excursion – Yr 5/6-1 – Parliament and IMAX Theatre
AFL Inflatables (Rescheduled)
Parents & Friends Meeting @ 2:30pm
Socktober – Crazy Hair/Crazy Sock and Tabloid Sports Day
Staff Professional Learning Day – No school for children
Melbourne Cup Public Holiday
Excursion – Yr 5/6 – Healesville Sanctuary with Murrundindi
Staff Professional Learning Day - No school for children

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



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MACSSIS

Imagine if, in about 30 minutes,
you could help **improve your**
child's school.

The MACSSIS **family survey** is open
Monday 2 September – Friday 20 September 2024.

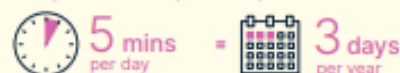


School is better when your child is here

Going to school every day is the most important part of your child's education. There are no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.

A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.

When your child misses just... they miss



When your child misses just... they miss...



and over

When your child misses just... they miss



When your child misses just... they miss...



and over

Adapted from material © State of New South Wales (Department of Education), 2023

1. Establish positive habits to promote attendance

- Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- Ensure your child gets enough sleep and exercise to support their physical and mental health.
- Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- Show an interest in your child's school and become involved where possible. Keep notes, newsletters, etc. in a place where they are visible reminders of school news for the whole family. Talk about school activities in a positive manner.
- Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

2. Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal.

Signs of school avoidance to look out for

- feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- complaints about attending school and reluctance to talk about school
- missing classes and being late for class.

What is happening at school?

Early signs of school avoidance may be identified at school through observations and insights by your child's teachers. Work in partnership with the school to support your child's attendance and wellbeing.

3. What can you do when you see the signs?

- Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- Speak with your child's teacher(s) about your concerns.
- Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- Request and attend school meetings with your child and their teacher to develop strategies to support increased attendance.

Further Resources

[Anxiety about going to school](#) – Victorian Government

[Attendance and missing school](#) – Victorian Government

[How can I get my teenager to school?](#) – Victorian Government

[Early Signs of School Avoidance/Refusal](#) – Travancore School

[Tips for Promoting School Attendance](#) – Travancore School

[Understanding School Avoidance and School Refusal](#) – Travancore School

[School refusal: children and teenagers](#) – Raising Children Network

[Understanding school refusal](#) – Headspace

[School refusal](#) – Be You
[Everything you need to know about school refusal](#) – ReachOut



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