



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

Monday October 7<sup>th</sup> 2024

*"If you are discouraged, it is a sign of pride because it shows you trust in your own powers."* – Mother Teresa

**To** All In Our Learning Community,

As part of Faith and Life inquiry, we will tune in and find out about the Rosary as a prayer that is particular and unique to the Catholic faith tradition. This prayer tradition is devoted to Mary, known as the perfect disciple, a woman of unwavering faith, who said, 'Yes' to God when asked to be the mother of God. Today, October 7<sup>th</sup> is the Feast of the Rosary and traditionally begins a month of devotion to Mary for Catholics. As a Catholic Dialogue School, we will include this month the 'Hail Mary' into our Whole School Prayer. As a community of inquirers, we will inquire into Mary and wonder about why she holds such a significant place for Catholics. I have memories of spending time with my grandmother as a child, praying the Rosary when it was her turn to house a travelling statue of Mary that was passed around her parish. I will admit that as a child, this was not my favourite thing to do with my grandmother, mostly because I was impatient and didn't understand why we needed to spend praying such a long prayer. What I did understand and notice, was my grandmother's devotion and dedication to praying to Mary.

Today also marks the one year anniversary of the Hamas attack that sparked the ongoing conflict in the Middle East. Coinciding with the Feast of the Rosary, Pope Francis has appealed for all to pray for peace today, reminding the faithful that prayer is one way we can be of service to humanity. In his 2020 encyclical *Fratelli Tutti* he states; "Fraternity is an essential human quality, for we are relational beings. A lively awareness of our relatedness helps us to look upon and to treat each person as a true sister or brother; without fraternity, it is impossible to build a just society and a solid and lasting peace." The Australian Bishops Conference 2024 – 2025 Social Justice Statement, [Truth & Peace: A Gospel Word in a Violent World](#), explores what this might mean in our world today, suggesting the action of praying as part of a Catholic community, as essential in the efforts of peacemaking. It is perhaps through prayer that we can build our own relationship with God and find space to be open to find the light of Christ amongst the darkness in the world.

In returning to reflecting on Mary and the prayers that Catholics devote to her, I wonder how a prayer such as the Hail Mary might be recontextualised to help us make sense of the violence that exists and be a way to helping the world find peace? How might the example of Mary help us to discover Christ's light in a darkened world? How might peace begin within ourselves? For those of other beliefs, what connections might you make? What makes you say that?



'Mary Star of the Sea' © Kelly Latimore

With Blessings,

*Amy*

## ***This Week's Happenings***

### ***Monday 7<sup>th</sup> October***

*Term 4 begins*

### ***Tuesday 8<sup>th</sup> October***

*Year 5/6-4 Mrs Brook's Excursion to Parliament and IMAX*

*Professional Learning – School Improvement*

### ***Wednesday 9<sup>th</sup> October***

*Year 5/6-3 Miss Follacchio Excursion to Parliament and IMAX*

*Professional Learning – School Improvement*

*Smiling Mind Parent Workshop @ 7pm*

### ***Thursday 10<sup>th</sup> October***

*Foundation 2025 Storytime @ 10.00am*

### ***Friday 11<sup>th</sup> October***

*Year 5/6-2 – Miss Mackinnon Excursion to Parliament and IMAX*

*Welcome Colleen Monaghan – Maths Consultant  
Year 3/4*

## ***MACSSIS Family Surveys***

Thank you to all families, students and staff who participated in the 2024 MACSSIS Survey. We had 44 families participate!

## ***Long Service Leave – Anna Camuglia***

Miss Anna Camuglia is taking long service leave for the remainder of the year. Miss S will be engaging with Learning Space 4 on Tuesdays in her place and Miss Jess Skinner will be taking over our Foundation-2 Visual Arts.

## ***School Uniform***

Our uniform supplier has advised us that the winter tunic is no longer able to be made in its current style. We will have on display two options that we are considering as replacements in the main building.

## ***Free books***

There are a number of quality non-fiction and fiction books that have been discontinued from the library. Children and families are welcome to take as many as they like to have at home.

## ***Parking***

As we begin our daily routines of pick up and drop off with children, families are reminded to abide by the road rules. This includes double parking and parking in No Standing zones. Please ensure also that we are courteous to our neighbours by not parking in or across their driveways.

## ***School Fees***

School fee accounts for 2024 were required to be finalised by 20<sup>th</sup> September. If you have not finalised your 2024 account, please do so this week. Next week our administration/finance staff will be contacting families yet to finalise accounts.

## ***Parent and Friends News***

### ***Next Parents and Friends Meeting***

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

## ***Zooper Dooper Fridays***

A reminder that Zooper Doopers return this term. If you can assist in the selling of Zooper Doopers please add your name to the roster at front reception.

## *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 part of our Faith and Life inquiry question, “**How can I care for myself and others?**” the understandings that we will be tuning in, finding out and sorting out are:

- Paying attention to our feelings can help us understand more about ourselves and others.
- There are strategies that can help us to manage our emotions and relationships.
- Noticing our body signals can help us look after ourselves and others in different situations.
- Our bodies grow and change over time, but this process is different for everyone.

We will be **zooming in** on the learning assets of **researcher, communicator** and **self-manager** with a focus on strengthening the following ‘I can’ statements.

- *As a researcher, I can make observations and notice my feelings and the feelings of others.*
- *As a researcher, I can learn new strategies to manage emotions and relationships.*
- *As a communicator, I can share my thinking with others respectfully and effectively.*
- *As a self-manager, I can show that I am a confident and courageous learner.*

As **literacy learners**, we have been focusing on **spelling**. The Foundation to 2 team have been engaging with our literacy consultant Deb Sukarna to develop explicit teaching strategies for spelling. We have been building our professional capacity in understanding the following elements which underpin English orthography;

**Graphological Awareness** – awareness of how the word is printed (recognises letters of the alphabet by name)

**Phonological Awareness** – the ability to focus on the sounds of speech (identifying rhyming words eg: cat, mat, sat)

**Phonology/Graphology** – awareness of the grapheme (letter) that represents the initial phoneme heard (sound)

**Visual Awareness** – identifying how words look on the page (noticing words start with the same letter, have the same rime)

**Etymology** – the history of words

**Morphology** – meaning of words

As literacy learners, we have been focusing on the strategy of building **word families** (using a base and identifying words that include the base by adding prefixes or suffixes eg: play, playing, played, replayed) as well as **word lists** (identifying words that have similar sounds eg: may, stay, bay). This is recorded and included as a resource and strategy to be used within our writing.

As **writers**, some of us will use these images as **seeds for writing**. We will return to our **Learning Space Writer’s Notebooks** and **reflect** on how we use seeds to generate to spark writing and how to shape our seeds into ideas for writing. We will revisit thinking as writer’s about what do we want our readers to **think, feel or know** about with our writing. Some of us will focus on reading our writing to a buddy to

check that the **message** of our writing is clear and to get feedback about what might make our writing stronger.

As **mathematical thinkers** some of us will continue to **find out** and **sort out** our thinking about **telling the time**. We continue to identify activities that occur at different times of the day, sequencing days of the week, months of the year, seasons and the hour hand and minute hand with their purpose on clocks. Others will begin tuning in to the concepts of **measurement**.

As part of **home learning** we continue to **practise mathematical thinking skills** that are targeted to our needs. 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**.

## *Bridging Centre*

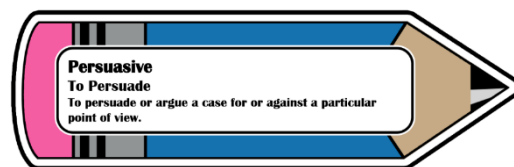
### *Year 3/4 Learning Spaces*

*Welcome back to Term 4, we hope everyone had a relaxing break. We look forward to another busy term of learning opportunities.*



This week, we will have **time** and **opportunity** to **engage** in **dialogue** with each other as a **Catholic dialogue school** about the **Hail Mary Prayer**. As part of **tuning in**, we will **consider** our **prior knowledge** about the **role of Mother Mary** and the **importance** of her in the **Catholic Church**. Using the **thinking routine Word Phrase Sentence** – we will **identify** a **word** that **captures** our **attention**, a **phrase** that **struck** us as **powerful** and **sentence** that **extends** our **thinking** to **articulate** our **first thinking**. As **hermeneutical thinkers**, we will **interpret** the **prayer** and be **inclusive** of all **beliefs, practices** and **faiths**.

As **writers**, we will begin our **independent writing process** with a **seed** and **make** our **thinking visible** in our **Writer's Notebook**. Using the **3 Levels of Thinking** – we will **consider** our **observations, thinking, connections, wonderings** and **key messages** related to our seed. As part of **sharing**, we will **share** our **thinking** with our **writing buddy** to **communicate** and have a **conversation** with a **peer** about our **seed**. To **go further** with this **thinking**, we will **consider** how we **might shape** this into a **purpose** for **writing**. We will **pay close attention** to the **purposes** for **writing** in which we may not have had a go at yet.



As part of our **spelling investigations**, we will be **looking closely** at the **base 'help'** and **focusing** on **finding out** the **etymology** of the word and **identifying** how many **graphemes** in the word. Throughout the week, we will go further into the **morphology** of the word by working with our **spelling buddy** and **building** up a **matrix**.

As **mathematicians**, we will be **tuning in** to **capacity** and **mass**. We will **gather** our **first thinking** about what **instruments** are used to **measure capacity** and **mass** and how this helps us in our **everyday lives**. *The Mathematics Victorian Curriculum states that students by the end of year 4 need to understand how to identify which metric units are used to measure everyday items and make estimates; and how to measure and compare objects using familiar metric units of mass and capacity with labelled instruments.*

## *Leadership Centre*

### *Year 5/6 Learning Spaces*



When we take time to discuss the ‘understanding goals’ of any inquiry, we clarify our *own* thinking. When we have clarity – we ask better questions of our students and are better able to see opportunities to take *their* thinking further and deeper.

Kath Murdoch

As part of our **Faith and Life inquiry** we will be **engaging in learning opportunities** related to our **compelling question: Who’s got the power and how do they use it?**

**As learners** we had **time and opportunity** to **document what we think would be important to investigate during this inquiry** and **issues that we would like to explore**. Some specific issues of interest to us are **e-scooters, youth justice/youth crime, gambling ads, compulsory voting, age of voting, building permits and licences, impact of protests** and the **age/use of social media**. The learning we engage in during our **Faith and Life inquiry** will help us to understand how:

- **Democratic government systems offer power to people to influence government decision making.**
- **Governments have powers to make decisions that impact on the community.**
- **Establishing processes, managing conflicting views, and thinking about consequences can help guide our decision making.**
- **People can be empowered or disempowered by the behaviour/actions of others.**

**As curious and open-minded inquirers** and as part of **finding out** about our **Faith and Life inquiry** understanding, **Governments have powers to make decisions that impact on the community**, we will be **visiting Parliament Victoria** and **engaging in a Parliamentary Role Play**. This **interactive learning opportunity** will allow us to **experience the law-making process firsthand** as we **act out the various roles in Parliament to pass a law** through the roles of Speaker, Clerk, Serjeant-at-Arms, Premier, Leader of the Opposition and other members of Parliament. **As researchers**, during our authentic learning experience, we will have **time and opportunity** to **gather new information by observing, dialoguing, listening attentively, role playing, sketching and taking photos**.

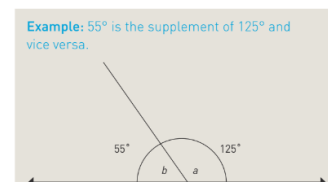
Throughout our Faith and Life inquiry we will **focus** on the **concepts** of **power, freedom, values, government and equity**. **As artists** we will have an **opportunity** to use **clay and wire** to create a **symbol** that **represents one of these concepts** – an expression of our current understanding, of the concept, at this moment in time.

As we **read and view different texts**, as part of **tuning in** to our role play at Parliament Victoria, we will engage in the thinking moves, **activating prior knowledge, connection making and identifying new ideas**. We will **view** some short clips on **Behind the News** to help us **find out** why the Australian government is considering new laws which would restrict gambling ads around Kids TV and Sport matches. **As readers** we will **explore and compare the information and ideas** in these texts and **identify the language choices that evoked emotion and judgement** to persuade us as an audience to take a position. We will engage in the thinking move **perspective taking** through the thinking routine **Circle of Viewpoints**. This thinking routine helps us **see and explore multiple perspectives**. We will **form a view** about this issue and **present our argument** justifying it through the thinking routine, what makes me say that. As part of spelling we will be investigating the base ‘govern’ and exploring spelling strategies.

**As mathematical thinkers**, we will engage in a **written pre-assessment** to identify our **current understanding** about **Angles**. As learners, as part of **mathematical thinking focus groups**, we will have **time and opportunity** to **view our completed assessment to acknowledge our strengths and identify areas for further improvement and growth**. As **mathematical inquirers** some of us will be engaging in the thinking moves **making connections, identifying new ideas and questioning** as we **estimate, construct and measure angles in degrees**, using a **protractor**. We will **classify angles** using **angle names**; for example, an **acute angle** is less than  $90^\circ$ , an **obtuse angle** is more than  $90^\circ$  and less than

#### Supplementary angles

Supplementary angles are two adjacent angles that add up to  $180^\circ$ .



180°, a **right angle** is equal to 90° and a **reflex angle** is more than 180° and less than 360°. Some of us will be **identifying the relationships between angles** on a **straight line**, **angles at a point** and **vertically opposite angles**. As **mathematicians** we will be **investigating mathematical language** including **angles, vertex, degrees, acute, obtuse, reflex**, and **demonstrating the meaning of language associated with properties of angles**, including **right, complementary, straight, supplementary, vertically opposite**, and **angles at a point**.

Our **Mathematical Thinking Home Learning** will be an opportunity for us to **focus on developing our understanding and consolidation** of areas for **further improvement and growth**. As part of our **Home Learning**, we can **utilise the following digital resources**, including **viewing the Math Antics videos**, to **consolidate our understanding** enabling us to articulate our thinking and record our ideas about Angles.

- [Angles and Degrees](#)
- [Angle Basics](#)
- [Drawing and measuring angles using an interactive protractor](#)

### **Japanese**

Students in Foundation, Year 1 and Year 2 will **activate prior knowledge** about **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. We will then practice reading familiar hiragana using memory hint flashcards - し、へ、く、い、ろ. As **learners**, we will explore two new hiragana and their memory hints - て、ん. As **thinkers**, we will **identify the hiragana in familiar words** for colour and fruit.

Students in Year 3 and Year 4 will engage in learning opportunities which help us **activate prior knowledge** about **expressing preferences for foods** and **simple descriptions of taste** and **demonstrate understanding through listening** and then matching like sentences. As **thinkers**, we will **also 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 fourth row** of the hiragana chart – た、ち、つ、て、と. As **thinkers**, we will then explore **how to write the hiragana** た、ち with a focus on **balance, shape and neatness** and **using stroke order**.

Students in Year 5 and Year 6 will engage in learning opportunities which help us **activate prior knowledge** about **asking and responding to questions** about our **name, age and food preferences**. We will engage in **an aural task** in which we **listen to the teacher** and then **demonstrate our understanding** through **recording what we have heard** on a mini whiteboard. As **thinkers**, we will **also 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 seventh row** of the hiragana chart - ま、み、む、め、も. As **thinkers**, we will then explore **how to write the hiragana** with a focus on **balance, shape and neatness** and **using stroke order**.

### **Visual Arts**

*“Drawing is rather like playing chess: your mind races ahead of the moves that you eventually make.”  
- David Hockney*

As Foundation to Year Two **artists** and **researchers**, we shall continue to practice using a variety of drawing techniques to create self portraits. We will use the inquiry phase of **tuning in** to the **Studio Habits of Developing Craft** and **Expressing** as we use the thinking move, **look closely** to name and notice **details** in our artwork. Through the **lens** of an artist, we will **consider** proportion, how to use the space on the page effectively and engage in a variety of techniques to **create our self portraits**. As **thinkers**, we will **reflect** on the **opportunities** Visual Art provides us with to **try new things** and **express ourselves creatively**.

*“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.” – Scott Adams*

As inquirers in Year 3/4 we will explore the art of modelling through playdough, paper clay and air-dry clay. We will investigate the artwork of Raechel Saunders, Peter Diem and Rogane Manas. As artists, we will explore the following modelling techniques:

- Rolling a ball
- Rolling snakes
- Squeezing and knotting
- Pulling and pinching with our fingers
- Carving details with tools
- Smoothing out clay with our fingers and tools
- Creating holes or hollows with tools
- Joining pieces together
- Colouring using paint and markers

As artists in Year 5/6, we will continue our inquiry into textiles. This term we will **find out** and **sort out** about the skills of sewing and embroidery. We will use **coloured thread** to decorate their **batik design** and to sew their batik artwork into a pillow. We will continue to investigate:

- What makes good design?
- What does a designer need to think about?
- How and why do we design?
- What is sewing?
- How do we make and use art in our daily lives?
- How can we combine Artforms?
- How can Art teach us about others?

### ***Term Four Dates 2024***

*Wednesday 9<sup>th</sup> October*

*Smiling Mind Parent Workshop @ 7pm*

*Friday 11<sup>th</sup> October*

*Excursion – Yr 5/6-3 – Parliament and IMAX Theatre*

*Monday 14<sup>th</sup> October*

*Excursion – Yr 5/6-2 – Parliament and IMAX Theatre*

*Tuesday 15<sup>th</sup> October*

*Excursion – Yr 5/6-1 – Parliament and IMAX Theatre*

*Friday 25<sup>th</sup> October*

*AFL Inflatables (Rescheduled) – All children wear PE uniform*

*Tuesday 29<sup>th</sup> October*

*Parents & Friends Meeting @ 2:30pm*

*Monday 4<sup>th</sup> November*

*Socktober – Crazy Hair/Crazy Sock and Tabloid Sports Day*

*Tuesday 5<sup>th</sup> November*

*Staff Professional Learning Day – No school for children*

*Wednesday 13<sup>th</sup> November*

*Melbourne Cup Public Holiday*

*Wednesday 27<sup>th</sup> November*

*Excursion – Yr 5/6 – Healesville Sanctuary with Murrundindi*

*Thursday 12<sup>th</sup> December*

*Staff Professional Learning Day - No school for children*

*Friday 13<sup>th</sup> December*

*Year 6 Farewell Graduation Mass 7pm @ Our Lady's Church*

*Tuesday 17<sup>th</sup> December*

*Year 5/6 Bowling Excursion*

*End of Year Whole School Mass 9:15am @ Mother Teresa*

***Term 4 ends for children at 3.30pm***

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



**SUNDAY  
27 OCT  
12-4PM**

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