



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Wednesday November 6th 2024

"I want you to be concerned about your next-door neighbour.

Do you know your next-door neighbour?"

– Mother Teresa

To All In Our Learning Community,

Last week our Mini Vinnies leaders finally were able to run their Tabloid Sports Day for the school community. As collaborators, the children meticulously planned physical challenges, considered the layout and curated playlists to encourage everyone to move! The day ran extremely smoothly, with groups seamlessly moving from each challenge. As an observer, there was evidence of the learning assets in action; collaborators, communicators and contributors. As an act of service, the Mini Vinnie Leaders were rewarded with the sense of self-satisfaction that each of them were able to offer their community the opportunity to come together and participate in something that was fun, encouraged building peer relationships and contributed to everyone's health and wellbeing.

For myself, the reward was seeing the power of children having autonomy and agency in what they do. The Mini Vinnie leaders planned, organised and ran the event. As an adult my initial role of facilitator of learning was reduced as I was able to gradually release responsibility for the event to them. The feedback from staff about how well the day ran was the evidence of the power of agency. In connection with this, I have been reading, "Educate to Self-Regulate," by educational researcher Dr. Shyam Barr. He notes, "Research shows that when students see how their lessons connect to their personal goals and lives, they become more interested and do better at school" (2024). At Mother Teresa our long commitment to nurture self-regulation amongst our children has evolved over time, through our Faith and Life inquiry focus on Learning to Learn and building the learning asset of self-manager. When children are equipped with the skills to notice their thinking and continue to be empowered by having voice and actively contribute to their community, we can all be witness to them as active, global citizens.

I wonder what you think? What makes you say that?

With Blessings,

Amy

This Week's Happenings

Monday 4th November

Report Writing – No School for children

Tuesday 5th November

Melbourne Cup – Public Holiday

Wednesday 30th October

Kids Roar Incursion – Foundation - Year 2

Lifesaving Victoria Incursion

Thursday 31st October

Kids Roar Incursion – Consent Year 5/6

Professional Learning – Faith & Life Inquiry

Open Doors Family Night Year 3-6 @ 6.00pm-

7.00pm

Open Doors Family Night Year 5/6 @ 7.15pm

Lifesaving Victoria Incursion

Friday 1st November

Welcome Colleen – Maths Consultant - Year 3/4

Kids Roar Incursion – Foundation - Year 2

Lifesaving Victoria Incursion

Follow us...

We have updated our Instagram and have a new account. Thank you to Mr Leighton who has been working on updating our social media and website. Follow us on Instagram @motherteresaps to keep in touch with the amazing learning and events across our Learning Community.

<https://www.instagram.com/motherteresaps>



School Books, Student Levy and Family Fees 2025

Please note the book, levy and fee arrangements for 2025

School Books ~ Order and purchase arrangements 2025

For 2025 our book packs will be available through COS online service with delivery directly to your home. Your child/ren were given all the information you require regarding a password and instructions on how to log on to COS and navigate the site.

Each year level's book requirements will be listed on the website, and you just need to indicate the year level of your child and the payment options.

Student Levy Payments 2025

The Student Levy of \$342 will be invoiced to families Term 1 2025 and payable by Monday 14th February 2025.

School Fee 2025

Our family school fee in 2025 is \$1,810. This fee is broken into three accounts: Term One \$630, Term Two \$630 and Term Three \$550.

Year 5/ 6 Camp 2025

Our Year 5/ 6 camp to Sovereign Hill, Ballarat will take place in week 2 Term 1 from Monday 3rd February to Wednesday 5th February 2025. The cost of the camp is \$470 and payable by January 31st 2025. Details regarding this camp was forwarded to Year 4s and 5s. All camp permissions forms including medical and dietary requirements will need to be finalised this term in preparation for the camp.

Winter Uniform

The current winter tunic will be phased out at the end of 2025. From 2026 families needing to buy new winter uniform will have the option of purchasing **either** a skirt **or** a tunic for their child to wear with the long sleeve polo.

Families **will not** be required to purchase the new uniform **until** their child has outgrown their current tunic. There are samples to view at reception. Please note the new uniform options will be in the same check print as we currently have.

School Hats – Sun Smart

All children required to wear their Mother Teresa Primary School hat when outside during term 4 and when the UV rating is 3 and above.

School Closure ~ Wednesday 27th November

Staff will be involved in planning for 2025 with Kath Murdoch on Wednesday 27th November. **There will be no school for children on this day.**

Learning Diversity and Wellbeing

Child Safe Standard #3

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

At Mother Teresa we are committed to the agency of our children and empowering them to be informed about ways they can ensure their own safety. By ensuring children have access to programs through organisations such as Catholic Care and Kids Helpline and Kids ROAR, we are taking steps to protect our children from harm, including Child Sexual Abuse.

Wonder of Living Family Enrichment Program – Places still available

As part of our Term 4 Faith and Life Inquiry learning will be viewed through the lens of Health and in particular Health and Human Sexuality. In partnership with parents, Mother Teresa learning community supports families in communicating the dignity of each person through its human sexuality program. Our Human Sexuality learning is situated within the teachings of the Catholic tradition.

On Thursday 7th of November, Alison from Catholic Care will be facilitating two parent/child sessions one for Year 3/4 and one for Year 5/6 regarding opportunities to engage with your child about human sexuality.

Please note the following session in your diary.

Thursday 7th November, 6pm-7pm – Year 3/4 Parent and Child session facilitated by Open doors.






Thursday 7th November – 7:15pm- 8pm Year 5/6 Parent and Child session facilitated by Open doors.

World Kindness Day 2024

As the saying goes, “In a world where you can be anything, be kind.” World Kindness Day 2024—an event held annually on November 13th—is a perfect time to start. The goal of this international celebration is simple: **make kindness the standard instead of the exception**

Everyone can join in by working towards making the world a kinder place to be. For those that enjoy posting online you can log your act of kindness at: <https://kindnessfactory.com/about/> Remember to ask Mum or Dad before using the internet.

Simple acts of kindness could be:

-  Think of something nice to say to each of your family members and friends.
-  Take something you no longer use to a charity shop. Try to find something good that you have liked a lot that the shop will be able to sell.
-  Make someone in your family a drink or snack without being asked.
-  Let someone go ahead of you in the queue.
-  Give someone a hug!



Smiling Mind

As **resilient self-managers**, we are learning to **manage our emotions** by taking time and opportunity to **tune in, find out** and **sort out** our thinking around the concept of **acts of kindness**. We will have **time and opportunity** to **foster kind wishes** and **take mindful action** intended to **develop feelings of kindness towards others**. Cultivating kindness **supports our social awareness** and **social capability**. Participating in acts of kindness **fosters compassion and empathy** which **contributes to a positive community**.

Below are some opportunities for you to engage in at home.

<u>Year Level</u>	<u>Activity</u>	<u>Resources</u>
F-2	Acts of kindness is one way to show people that you care about them. Think of something kind that you can do for someone in your family this week. It could be something small like giving a family member a hug, or bigger like sharing one of your toys with your sibling. Choose one act of kindness to perform this week, and afterwards notice how it made you feel. Did it feel good?	A Big Warm Hug https://app.smilingmind.com.au/session/BMT496hgQ6itRICHbWh_cw?sourceRoute=search
Year 3/4	Doing something nice for someone else often makes us, in turn, feel better also. Pick one act of kindness you are going to do this week and try to do it every day. It doesn't have to be a big act! It can be something small like making sure you smile every time you say hi to someone.	Be Kind to You https://app.smilingmind.com.au/session/KBHI7aVbTgWsCFefcD0tng?sourceRoute=search
Year 5/6	In order to be kind, we first need to pay attention to our surroundings and the people around us. This activity will require you to notice the good things that people do and to give them a 'shout out', which is a special note to let someone know that you noticed something they did well. Write 3 shout outs to your friends or family this week. You can start your shout out with "I really like how you...".	Being Kind, Brave and Grateful https://app.smilingmind.com.au/session/UOcwn6VBRC2GWQdYe_CYDQ?sourceRoute=explore

Parent and Friends News

Zooper Dooper Fridays

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1:40pm – 2:10pm. If you are able to assist with sales please register your name at reception.

*What's **H**appening with Learning Consultants*

All teaching and learning teams from Foundation-Year 6 have been engaging with Colleen Monaghan to audit and plan our mathematical thinking units for 2025. Teams have further been building knowledge of the Mathematics 2.0 Victorian curriculum to map across the year the concepts that need to be taught. This process ensures that there is a consistency across the school about what and when concepts will be taught. This Friday is the final time Colleen will engage with us as a learning community, as she is moving into semi-retirement. Colleen has been an invaluable resource to the Mother Teresa Learning Community, in both building professional knowledge for teachers, as well as organising Maths Games and parent workshops. We would like to thank Colleen for the long standing relationship we have with her and wish her the very best for the future.

*What's **H**appening in the Learning Spaces*

Foundation – Year 2 Learning Spaces

'In a complicated fast-changing world the intelligent path is to let go of being a knower and embrace being a learner.' Guy Claxton

As part of our Faith and Life inquiry, to **tune in** to our Kids Roar incursion, we will be identifying the



different ways our body can give us **signals** or **clues** that tell us we are experiencing an **emotion**. For example, as **thinkers**, we might **notice** that when we are **feeling nervous** our 'body clue' is that our hands are clammy. We have also been playing a game called *emotional statues*, where we make a statue with a particular emotion to notice what bodies look like when we have a particular feeling. In the photo, some of us are making a 'sad' statue. This will help us develop our understanding;

'Noticing our body signals can help us look after ourselves and others in different situations'. We will then engage in the Kids Roar incursion to **find out** more about what actions we can take

when we notice some of these body signals.

In **mathematical thinking**, we will be continuing to consolidate our learning about **measurement** in the form of *length*, while beginning to **tune in** and **find out** about the concepts of *mass* and *capacity*. Some of us have had the opportunity to *activate our prior knowledge* in *discovery learning* by exploring these concepts through provocations which include scales and containers. For example, some of us were being **researchers** when we were **curious, investigating** how much of the container we needed to fill to make the scale read 1000 grams.

Others have been exploring the concepts of *mass* by hefting different objects to see which is lighter or heavier.



As **readers** we are continuing to engage in **guided reading groups** to learn and consolidate our reading strategies, including saying the sound of the first letter or letter pattern (digraph), looking at the picture to **build schema** and **make connections** to the sounds in **context, breaking/chunking** the words into parts and **rereading** to **check for understanding**. Some of us are continuing to extend and apply our graphophonemic knowledge through **onsets and rimes** while others will be engaging in **shared reading experiences**. Shared reading is a powerful tool for beginning readers as it is an experience in which the purpose of the text is honoured before anything else – to be enjoyed! It is a process that teachers use because it allows the enjoyment of texts that students may experience at home and provides experience with **authentic texts**. We encourage all families to read to their children regularly, modelling the enjoyment of texts. The impact of children being read to at home is much more powerful than any reading

experience they have at school. A reminder that all families have access to stories through our subscription to StoryBox Hub accessible at; <https://storyboxhub.com/> Username: MotherTeresaPS Password: Motherteresa

Bridging Centre Year 3/4 Learning Spaces

“The important thing is to not stop questioning; curiosity has its own reason for existing”.

Albert Einstein

In our Faith and Life Inquiry, **Who Decides & How?** we will be further investigating how different rules and laws that impact on us using the **bike helmet laws** from each state of Australia as an example of what a law is and **what may happen to us if we break this law**. We will also look at **why** this law was put into place and look at the **decision-making processes** that saw the law come into being. We will also continue to develop our understanding of the key concepts of our inquiry **influences, impact, rules, laws, democracy, process, government, perspective, decisions, community**.



In literacy we will continue to engage in our spelling investigations looking at the meaning of key words and **vocabulary connected** to our Faith and Life Inquiry. We will **look closely** at the meaning (**morphology**) of these words as well as the origins (**etymology**) of these words then building a word bank using our key words as a **base word**.

In **mathematical thinking** we will continue our learning about weight and capacity. We will be weighing different objects, comparing their weight in grams and kilograms. We also will be investigating the capacity of different sized containers and measuring them in millilitres and litres and adding them together.

Leadership Centre Year 5/6 Learning Spaces



As part of the Victorian Curriculum area of Health, we will be participating in the Year 5/6 **Kids Roar Respect and Consent Workshop** to help us **explore: Recognising our own and others feelings; Self-respect and respecting others; Consent and Personal space**. As part of **tuning in** to this incursion we engaged in the thinking moves **activating prior knowledge**, and **making connections** and **documented**, through sketchnoting, **our current understanding**, at this moment in time, to **seeking, giving and denying consent** in a **range of situations**. As part of **finding out**, through the **Kids Roar workshop** we will explore **strategies** for seeking, giving or denying consent and rehearsing how to communicate our intentions effectively and respectfully across multiple settings.

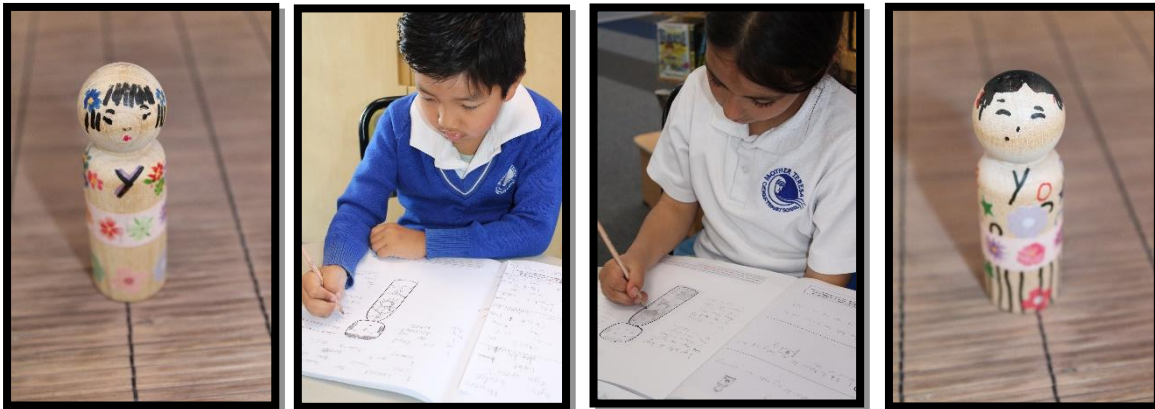
Next **Wednesday 13th November**, as **inquirers**, and as part of our **Faith and Life inquiry**, we will be **engaging** in an **excursion** to **Healesville Sanctuary**. As part of this **learning experience**, we will be **engaging** in a variety of **learning opportunities**, with **our friend and Wurundjeri elder Murrundindi**, and his son Pallyan. This will be a great opportunity for us to **use the Wurundjeri language** we have discovered during our workshops with Pallyan, when identifying animals, bushes and trees. We will also be provided with **time and opportunity** to **deepen our understanding about respect for Country**.

Children need to be at school at 7:45am as the bus will be leaving MTPS at 8:00am.

Japanese

Students in Foundation, Year 1 and Year 2 will continue to **explore how to introduce ourselves** in Japanese. We will **make connections** with the song “Tomu desu, Katie desu”. As **researchers**, we will **view a slide show of Japanese children introducing themselves**. We will **chorus** these simple self-introductions to familiarize ourselves with their structure. We will use this structure to **practice introducing ourselves** in Japanese and **identify gestures** we use which are particular to the Japanese culture.

As **inquirers**, students in Year 3 and Year 4 are learning about the **life and culture of Japan**, with an exploration of **Kokeshi dolls**. As part of **Sorting Out** our **thinking** we engaged in **writing a reflection about discoveries** we made during an **incursion with Leanne O’Sullivan** from **Kimono House**. As **thinkers**, we used **reflection stems developed by Kath Murdoch** to **make our thinking visible**. We also **made our thinking visible** by drawing a design based upon traditional Japanese Kokeshi dolls.



Students in Year 5 and Year 6 will explore **how to make a formal self-introduction** in Japanese. As **learners**, we will **Find Out** about **different levels of politeness** and **how we greet someone when being formal** in Japanese. As **inquirers**, we will **practice introducing ourselves formally**. We will **name and notice** the different parts of the self-introduction and **activate our prior knowledge** about what we already understand. This week we will **extend our learning** by exploring what a **self-introduction** looks like when written in **kana** and **kanji** scripts.

Physical Education

In Foundation-2 this week, we participated in the Mini Vinnies **Tabloid Sports** event that involved activities including; egg and spoon race, cornhole toss, three-legged race and many more fun activities. Students displayed their **collaboration** and **communication** skills as all the games required teamwork to be successful. Well, done also to all the Mini Vinnies leaders that set up and run the activities.

In Year 3 - 6 we shifted our focus onto developing **communication** and **creativity** skills by participating in small teams to create their own sport. We were split into groups of 5 or 6 and given a variety of equipment along with only a set amount of space to use to then get creative and make our own sport or activity. We were given 20 minutes to discuss, set up and then present our game to the other students in their learning space.

We showed how **creative** we can be as groups managed to either create a new sport entirely or some used 4+ sports combined to create a circuit or obstacle course for students to compete in.





Visual Arts

As artists, the Year 3/4 students have been exploring modelling. Students used their prior knowledge and modelling skills to create using magiclay. As thinkers, students have reflected on their learning experiences and recorded their observations.

- I discovered Magiclay is different from Playdough. It's soft and more stretchy.
- I discovered that Magiclay is very soft.
- I discovered that Magiclay doesn't stretch after a while.
- I discovered that Magiclay is really good for making soft balls and shapes.



As artists, the Year 5/6 students have continued adding detail to their fabric using coloured thread. Students are learning how to sew a running stitch, how to thread their needle, and double knot the end of the thread before sewing. This week students challenged themselves to sew stitches of a consistent size whilst following their design outline.



Digital Technology

Students in Foundation and Year 2 will start to **Sort Out** what they know about the LEGO brickQ sets and begin to utilise a range of different building **techniques** and **elements**. Students will work as **Collaborators** to design and build a vehicle. As **Thinkers**, students in Year 1 will work in a small group

to begin to **Tune In** and **Find Out** about ScratchJNR and **investigate** how their knowledge of **coding** can help them code their Scratch sprite to move around a scene. ScratchJNR is a **modified** version of the Scratch program that allows students to be **introduced** to onscreen coding.

As **Communicators**, students in Year 3 and 4 begin to look at how they can use **coding** to help them create music. Students will be **exposed** to new blocks such as ‘**beat**’ and ‘**vocal**’ coding blocks that will allow them to **drag-and-drop** their code to order the different musical beats and notes in a **sequential** order.

Students in Year 5 and 6 will begin to **Go Further** as they start to **develop** a sense of how they are able to combine vocal and beat blocks to create a **harmonious** melody. As Thinkers, students will need to decide which coding blocks will be played **sequentially**, and which will need to be organised to be played at the **same time**.

Term Four Dates 2024

Thursday 7th November

Monday 11th November

Wednesday 13th November

Thursday 14th November

Wednesday 27th November

Thursday 12th December

Friday 13th December

Tuesday 17th December

Catholic Care Wonder of Living Family Night Years 3-6

Welcome Mrs Jessica Davis

Remembrance Day Liturgy 10:50am in Prayer Space

Excursion – Yr 5/6 – Healesville Sanctuary with Murrundindi

Transition Day #2 Foundation 2025

Staff Professional Learning Day - No school for children (Please note this has changed from November 28th as previously advertised)

Year 6 Mass and Farewell @ 7pm Our Lady’s Church Craigieburn

Yr 5/6 Bowling Fund Day and Graduation Bears

End of Year Mass @ 9:15am Mother Teresa Catholic Primary School

Last Day of Term 4 @ 3:30pm

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