

20th March 2020



Heartlinks Highlights Video

[Watch Video](#)

MTP Heartlinks Highlights Video

In the video this week we explore ways we can support student learning at home.

A changing world

A lot has changed in the world since our last newsletter. As a staff we have worked together to maintain a sense of calm and routine when things seem chaotic in the wider world. Thank you so much to our parent community for your ongoing support. Our students have adapted well to some necessary changed practices at school. I would like to take this opportunity to thank the staff of Mother Teresa Primary who have worked hard in preparing resources in case changes to the delivery of learning is necessary. This has happened in a time when there is great uncertainty in the world. We are a very fortunate community to have so many resources, digital and physical, to support learning. As stated in all Skoolbag notifications this week, Mother Teresa Primary remains open. I am aware that the choices parents have to make at this time are difficult and I respect your decisions about the best option for your child.

Apologies for changes necessary due to Coronavirus restrictions

Unfortunately there have been many school events and celebrations we have had to cancel or postpone because of restrictions as a result of the Coronavirus situation. Some of these events we are trying to postpone until later in the year but others we have had to cancel.

As you are aware we had to postpone the Parent University on the new Religious Education curriculum with Professor Anthony Maher, which had been scheduled for last Tuesday.

Next Tuesday we do have the **Parent Workshop with Dr Justin Coulson** however the mode of delivery has had to be changed. This workshop will no longer be at school, we will be sharing with parents and friends of MTP a link which you can use from your computer next Tuesday night, 24th March at 7pm to join in a webinar with a focus on *"Positive Ways to Help Children Behave."* On Tuesday afternoon, the students and teachers in Years 5 and 6 will also participate in a webinar with Justin on the theme of *Respectful Relationships*.

Unfortunately we have had to cancel our **'Celebration of Learning'** scheduled for Wednesday of Week 10. We have been given guidelines about events we are allowed to have at school and the number of families involved in the open school "Celebration of Learning" are not compliant with these restrictions.

Representative Sport

If your child had been nominated for representative level sport in the Parramatta Diocese OR you have nominated your child to take part in representative sports trials it is important to check the Parramatta Diocesan Sports website for changes and cancellations of trials and sporting events. More information here:

<https://www.primarysportparra.catholic.edu.au/>

Applications for Kindergarten 2021 at Mother Teresa Primary

Our school is currently accepting enrolments for Kindergarten 2021. If you are seeking enrollment for your child to Kindergarten in 2021 at Mother Teresa Primary could you please submit your application to the school office by the end of March. You will be notified shortly after that of a time and day for an interview.

Defibrillator available in the MTP School Office

Last year, our staff received training in the use of a defibrillator. Our school has a defibrillator and in the event that one is required, it is kept in our school administration office. All CEDP (Catholic Education Diocese of Parramatta) schools now have a defibrillator.



*"The less we have, the more we give.
Seems absurd, but it's the logic of
love."*

St Teresa of Kolkata

Important Dates:

- **Tuesday, 24th March**
Online webinar
Dr Justin Coulson
7:00pm
- **Friday, 27th March**
Pupil Free Day—no students

1st Eucharist

- Postponed



Welcomeasy

"In purchasing your child's tuckshop order online through Welcomeasy, you are contracting directly with the supplier. You are responsible for checking that the ingredients of what you order are not incompatible with your child's sensitivities or health issues. Please ensure you check the disclaimers in the supplier's website. If in doubt you should contact the supplier."

MTP Staff Development Day - Friday 27th March - Pupil Free Day

Each year, schools in NSW are allocated 6 Professional Development Days across the year. Most schools use some of their days at the beginning and end of each year as we did with our Mathematical Assessment Interviews earlier this term. On **Friday 27th of March** our teaching staff will be participating in staff professional learning in Mathematics. A Staff Development Day (SDD) is a pupil free day, this means students do not attend school on this day. COSHC (Catholic Out of School Hours Care) will operate on this day and more information is now available from the COSHC manager for parents about this optional service.



The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

The Premier's Reading Challenge (PRC) is available for all NSW students in Kindergarten to Year 9, in government, independent, Catholic and home schools.

The 2019 Challenge kicked off **Monday, 2nd March** and closes **Friday, 28th August** (midnight) for MTP students.

How can my child get involved? Just click on the link at [NSW PRC](#) and log on to begin (Kindergarten and new families) should have recently received their log in details. There is also a new student portal which allows students to look for books that are on the challenge list and add them directly to their reading log once read.

If you have any questions, please see either Mrs Rawlings or Mrs Halligan.

Sacramental Programme

Last week a note was sent home regarding enrolments for First Eucharist at Sacred Heart Parish that were to be held over the coming Sunday masses.

Bishop Vincent has sent a new directive relating to liturgical celebrations throughout the diocese stating that at this stage all sacramental classes and celebrations will need to be postponed. It is too early to predict when these dates will be rescheduled. As things become clearer, we will let people know.

NAPLAN online - information for students and parents

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a point in time assessment of literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

Our school will be participating in NAPLAN Online between **12 and 22 May 2020**.

Excessive preparation for NAPLAN Online **is not recommended**. Students can use the [public demonstration site \(https://www.nap.edu.au/online-assessment/public-demonstration-site\)](https://www.nap.edu.au/online-assessment/public-demonstration-site) to familiarise themselves with the functionalities and types of questions they will experience in NAPLAN Online.

If you have any questions about NAPLAN Online, please contact your child's teacher. There are attached flyers with more information.

The Harmony Day logo features the words "HARMONY DAY" in a bold, yellow, sans-serif font. Below the text is a row of colorful, stylized human figures in various colors (yellow, orange, red, pink, purple, blue, green) holding hands, symbolizing diversity and unity.

God of Love, our world is a wonderful place.
Let's remember that your love is for everyone.
May our world leaders inspire everyone to make decisions showing that all people are precious.
May we remember to make choices that show Your love and care for each other and our world.
We make this prayer in Jesus name.

Important Dates:

- Staff Development Day (Student Free Day) Friday 27th March
- Last day of Term 1 - Thursday 9th April (Holy Thursday)
- First day of Term 2 - Monday 27th April

WHS - Safety for all at Mother Teresa Primary

- Please do not line up in the red zone when you are waiting to pick up your child for 'Kiss and Drop' zone in the afternoon.
- **Please do** hold your child's hand when walking across the road and until they enter the vehicle when your car is parked safely in the visitor car park.

MTP Home Learning - How to help my child at home with learning

Dear Parents and Carers

As the first educators of your child, we acknowledge and respect the wonderful work you do as parents in supporting your child's learning. Below is a list of suggestions and prompts to assist you in helping, encouraging and supporting your child with their learning.



How to help my child who is a...	Tips - Prompts - Helpful ideas READING
Beginning or Developing Reader	<ul style="list-style-type: none">● Read to your child if the text is too difficult to read independently, enjoy the story, discuss the pictures, characters, plot and setting.● Never cover the picture - it provides meaning for beginning readers.● If the child can read the text with your help, look through the book and talk about all the pictures first, use the words used in the book during your discussion before you ask your child to read, when your child is reading and comes to difficulty try;<ul style="list-style-type: none">○ Pause - wait 3 seconds to give your child some time to problem solve the word○ Prompt - ask 'what would make sense? What would sound right? Does that look right?'○ Praise - if your child reads the word correctly praise them and continue reading, if they made an attempt that still makes sense, continue reading and come back later to work on one or two words, if they still can't read the word, tell them the word and move on.● At the end of the book have a discussion about the story to establish your child understood the story/information.
Independent Reader	<ul style="list-style-type: none">● Challenge your child to read books that are diverse and don't always stick to the same authors and types of books.● If they are reading out loud, ask them to read fluently and with expression.● Have discussions before reading asking your child to make predictions about the book.● During and after reading make connections between what is happening in the book and your child's own life experiences, ask and answer questions about what is happening in the story, visualise what is happening in the story, make inferences about the author's meaning by reading between the lines, talk about the main idea of the story, and finally summarise the book to a few main points.
Remember reading should be enjoyable, praise efforts and if your child is struggling just pick on one thing to work on for the next time you read together, e.g check that what you are reading makes sense!	

How to help my child who is a...	Tips - Prompts - Helpful ideas WRITING
Beginning or Developing Writer	<ul style="list-style-type: none"> • <u>Writing every day is important</u> - children who are learning how to write should be praised for their efforts, even if they only get a chance to record the first letter/sound of a few words. • The writing process for a beginning writer is: <ul style="list-style-type: none"> ○ Think of an idea (e.g. I love my dog.) ○ Ask your child to say their idea out loud, and repeat. ○ Ask your child to record their idea in writing, Prompting with 'what is the first word? What does that look like? Where will you write it?' ○ Resources like word lists and alphabet strips can help your child to record the letter/word. ○ Once your child has attempted to record their 'story' ask them to read it back to you - Praise their attempt and help them fix one or two things. You may like to record the sentence again underneath to show them a correct model of their own writing. ○ Your child may like to draw a picture to match their story
Independent Writer	<ul style="list-style-type: none"> • Ask your child to think about: <ul style="list-style-type: none"> ○ An idea! What does your child want to communicate in writing? ○ What is the purpose of the writing? Who will be the audience? ○ The type of text they would like to write, i.e. is it to inform, entertain or persuade? ○ The format they would like to use e.g. a letter, a narrative story, an information report, a poem, an advertisement.... ○ Think about an author/writer they could use to 'steal' their style. ○ PLAN - brainstorm ideas and develop a plan for the writing - create a map of what your writing will look like. ○ DRAFT - write a draft of your story, reread, re-craft, edit! Ask another person for feedback on your drafts. ○ PUBLISH - not every piece of writing needs to be published, but it is a great idea to develop some of your writing over several days and 'publish' your work.

ALL writers - Kindergarten to Year 6!

The Writing Traits

(based on the work of Ruth Culham "The Writing Thief")

At school, we talk about our students 'stealing' the traits of great writers. Can you describe a character with amazing **word choice** like Roald Dahl does in 'The Twits'? Can you use the **voice** trait to build a connection with the audience like Mem Fox does in 'Where is the green sheep?' Can you be clever with **sentence fluency** like Nick Bland does in "The Very Cranky Bear?" All students are given feedback about their writing according to the traits, these traits are outlined in the table below.

Writing Trait	Key Qualities
IDEAS The piece's content	<ul style="list-style-type: none">• Finding a topic• Focussing the topic• Developing the topic• Using details
ORGANISATION The internal structure of the piece	<ul style="list-style-type: none">• Creating the lead• Using sequence and transition words• Developing the body• Ending with a sense of resolution
VOICE The tone and tenor of the piece	<ul style="list-style-type: none">• Establishing a tone• Conveying the purpose• Creating a connection to the audience• Taking risks to create voice
WORD CHOICE The vocabulary the writer uses to convey meaning	<ul style="list-style-type: none">• Using strong verbs• Using striking words and phrases• Using words that are specific and accurate• Using language effectively
SENTENCE FLUENCY The ways words and phrases flow through the piece	<ul style="list-style-type: none">• Capturing smooth and rhythmic flow• Crafting well-built sentences• Varying sentence patterns• Breaking the "rules" to create fluency
CONVENTIONS The mechanical correctness of the piece	<ul style="list-style-type: none">• Checking spelling• Using punctuation and indenting paragraphs• Inserting capitalisation• Applying grammar and usage
PRESENTATION The physical appearance of the piece	<ul style="list-style-type: none">• Applying handwriting skills• Using digital text production (e.g. google docs)• Using white spaces - using margins• Incorporating text features - e.g. diagrams, images

**Please note that students will not receive feedback on EVERY key quality but the traits provide a good way to focus on what each child is doing well and their next step.*

What is expected at school for my child in ...	MATHEMATICS overview - focus on number (Adapted from the NESA Guide for parents)
Kindergarten	<ul style="list-style-type: none"> Counting a collection of objects to at least 30, knowing one more and one less without recounting Write numerals to at least 20 and match with pictures Divide an object OR a collection of objects into two equal parts and describe them as halves Recognise coins and notes Manipulate objects to model addition, subtraction. Multiplication and division.
Year 1 and Year 2	<ul style="list-style-type: none"> Count, read, write and <u>manipulate</u> numbers to at least 3 digits (999) identify one more/less, 10 more/less, 100 more/less, e.g know that 10 less than 504 is 494, on an empty number line between 0 and 600 could identify where 450 would be. Use a range of mental strategies, informal recording methods and materials to add, subtract, multiply and divide (N.B. formal recording of algorithms is not part of the Year 1 & 2 syllabus). Divide an object OR a collection of objects into two equal parts and describe them as halves and quarters, e.g. in a collection of 12 dogs a quarter of the dogs are black, so there are 3 black dogs. Sort, order and count money
Year 3 and 4	<ul style="list-style-type: none"> Count, read, write and <u>manipulate</u> numbers to at least 4 digits (9999) identify one more/less, 10 more/less, 100 more/less, e.g know that 100 less than 4072 is 3972, or on an empty number line between 2000 and 6000 could identify where 4500 would be? Use a range of mental and written strategies, including the introduction of formal written algorithms to solve addition and subtraction problems involving numbers to at least 4 digits. Use mental strategies to recall multiplication facts up to 10×10 <u>and</u> related division facts Use informal written strategies for multiplication and division of 2 digit numbers by 1 digit numbers Model, compare and represent simple fractions and recognise percentages in everyday situations Model, compare, represent, add and subtract decimals to two decimal places Perform simple calculations with money
Years 5 and 6	<ul style="list-style-type: none"> Read, write, order and <u>manipulate</u> numbers of any size (see examples above) Select and apply appropriate mental, written and calculator strategies for $+$, $-$, \times and division. Compare, order and perform calculations with simple fractions, decimals and percentages. Apply the four operations to money in real life situations

Please note this overview is for the number strand only - further details on other strands like patterns and algebra, data, measurement, space and geometry can be found at
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>



14 March 2019

Dear Parents and Guardians,

Keeping with the policies of the Diocese of Parramatta the Parish's Sacramental Programme is a **parish based, family centred, school supported** programme. This means the programme is run through the parish and is not conducted by the schools. Students enrolled in the programme will have their learning during the preparation sessions supported in their RE and SRE classes at school.

The Sacramental Programme is open to all children baptised in the Catholic Church and whose family have made Sacred Heart Parish their primary place of worship. The school a child attends does not have a bearing on eligibility for participation in the programme. Children baptised in a Protestant, Anglican or Orthodox tradition ought to approach their own denomination for sacramental preparation.

Children who received Eucharist when they were baptised, for example within the Melkite or Coptic Rites, are welcome to participate in the Sacramental Programme as a form of catechesis. They are welcome to attend the First Eucharist Mass but as one who has already received Eucharist, therefore they will not be celebrating their First Eucharist.

Baptised Catholics who have celebrated the sacrament of Penance (Reconciliation) are eligible to prepare for First Eucharist. **Enrolment forms for First Eucharist can be collected from the Parish Church while attending Mass during the period 23 March – 12 May 2019.** Enrolment forms are not available from the schools or the Parish Office.

Important information about the Sacramental Programme is contained in a letter accompanying the enrolment form. This information includes relevant dates that you need to be aware of and to place in your diary.

If you require any further information, please contact the Parish Office during office hours (10am-4pm Tuesday – Friday).

Yours in Christ,

A handwritten signature in black ink, appearing to read "Walter J. Fogarty".

Fr Walter J Fogarty
Parish Priest

NESA – NAPLAN Parent Information 2020

Dear Parents and Carers,

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a point in time assessment of literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

Our school will be participating in NAPLAN Online between **12 and 22 May 2020**.

Excessive preparation for NAPLAN Online is not recommended. Students do not need to be able to touch type to complete NAPLAN Online as the tests are not about keyboard skills (just as the paper test is not about handwriting skills). Students can use the [public demonstration site](https://www.nap.edu.au/online-assessment/public-demonstration-site) to familiarise themselves with the functionalities of the online assessment platform and the types of questions they will experience in NAPLAN Online.

Please see the attached *NAPLAN Online – Information for parents and carers sheet* for further information.

If you have any questions about NAPLAN Online, please contact your child's teacher.

Additional resources:

- [Public demonstration site](https://www.nap.edu.au/online-assessment/public-demonstration-site)
- [NESA NAPLAN website](https://www.nap.edu.au)
- [NAP Parent/carers support page](#)
- [Watch a video that explains NAPLAN Online](#)
- [Watch a video that explains tailored testing](#)

NAPLAN Online

Information for Year 3 & 5
students



How can I get ready for NAPLAN Online?

To access demonstration tests and practice using the tools, visit the public demonstration site.
www.nap.edu.au/online-assessment/public-demonstration-site

Do I need to touch type?

No. You do not need to be able to touch type to complete the tests.



What is tailored testing?

The test changes depending on your performance in the test. Questions will adapt to get easier (or harder) based on your answers.

Any questions?

Speak to your teacher or visit
www.nap.edu.au/online-assessment



NSW Education Standards Authority