

3rd April 2020



Heartlinks Highlights Video

[Watch Video](#)

Last Day of Term 1 - Friday 3rd April

Last night, [Catholic schools in NSW](#) were informed that Term 1, 2020 will [conclude today, Friday 3rd April](#). This means that there will be no zoom lessons or requirements for children to complete online learning through Seesaw next week. This also means that offline learning is not required next week. We have been directed to work with teachers on developing online learning programs for Term 2 throughout next week. School will remain open for children of essential workers who have **NO** other options for childcare, however no formal learning will be taking place at school next week.

Please find attached the letter we received last night from Mr Greg Whitby in regards to the decision to cease formal learning today.

MTP Heartlinks Highlights Video

In the video this week is a recording of the Dr Justin Coulson webinar that many of you were able to attend online last Tuesday evening. Thanks so much to those families who were able to join us - a webinar on 'Positive Parenting' was definitely worthwhile in the current global situation.

Online Learning

We have now moved to completely online learning. As advised previously, school remains open for essential workers, if there are NO other options for childcare. Online learning means that we run a skeleton staff at school for students whose parents are required to go out to work in essential services. Several staff are working full time remotely as they are in a vulnerable health category. Remaining staff are rotating attending school for supervision and working from home. We have provided the 'Learning at Home' packs for times of the day when students are not online, as we understand that students may be sharing a device at home, and time away from a screen is also important. We are trying our best to ensure students and staff who are attending school are following the current Government guidelines in regards to social distancing.

Thank you - You are doing enough!

I want to thank parents for your support. I have been amazed and delighted by the many, many emails and phone calls offering appreciation to staff for the hard work they are doing as we engage in online learning. I know this is a very difficult situation for parents. As a staff, we wish life was 'normal' and we would much prefer to have direct contact with the students and staff of our Mother Teresa Primary family but as you all understand, this is just not currently possible. I know for many parents of Primary school age children, you are trying to work from home, do childcare for your Preschoolers and help your MTP children with learning at home - please be kind to yourself: you don't have to do it all. We understand that learning at home is very different to learning at school. The teachers are providing online learning opportunities daily, however we understand that this may not always be possible. Sometimes the internet is not reliable, sometimes there are other technical difficulties, sometimes you're on a work phone call and the baby is crying - we understand. If you're having one of those days it's OK to get the toys out or put 'ABC me' (<https://www.abc.net.au/abcme/watch/>) on to watch some educational programs. If the children do some reading, a little writing and some Maths problem solving every day that's enough. Social isolation and social distancing is really difficult for families but we all know we're doing it to protect the most vulnerable in our community and beyond.

We have listened to parent feedback about the volume of work being supplied for the children, especially in Kindergarten, Year 1 and 2 being too much. As a result, we have designed a timetable of zoom lessons for next term which are shorter in length. We are also aware that the Seesaw resources and ideas for learning may not be completed by every child every day. If the children upload one or two pieces of work each day, that is more than enough. Mrs Dennis is leading the Learning Support team and the Learning Support teachers have been checking in on students requiring additional support several times a week - the Learning Support team will also be available to support students online, in the time following the whole class lesson.



"When suffering comes into our lives, we should accept it with a smile. This is the greatest gift from God: to have the courage to accept everything he gives us and asks of us with a smile."

St Teresa of Kolkata

Important Dates:

- Friday, 3rd April
Last day Term 1

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."

At this time, I was recently reminded about the power of the 'Prayer of Serenity' so I thought I would share.

Prayer for Serenity
God, grant me the serenity
to accept the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference.
Living one day at a time,
enjoying one moment at a time;
accepting hardship as a pathway to peace.
Reinhold Niebuhr

No Power on site - Wednesday

Next Wednesday 8th April, the Darcy Road site on which the school is located, will have no power. Whilst the High Schools, Marist and McAuley will be closed, we will have a skeleton staff to supervise children of essential workers, if no other options for childcare are available. If you need to contact the school on Wednesday you are welcome to send emails with inquiries. The emergency phone number for the school on Wednesday is 0448 423 735.

Vacation Care - COSHC at Mother Teresa Primary

Please find attached a flyer for the COSHC vacation care. Mother Teresa Primary COSHC was one of the schools selected to remain open during the school holidays and care is available for any school age child, not just those attending MTP. If you have family or friends with children at other schools, perhaps working in healthcare, who require a vacation care program, please feel free to hand on the information to them.

A Prayer from Julia, Year 6

This prayer from Julia is both very well written and very timely. Congratulations to Julia and thank you for sharing.

*Dear God our father,
I pray to you in this time of need
To help us through these long lonely corridors of fear.
Help us through a time of loneliness and of the unknown .
Give us strength to carry a cross, that is too heavy for only one.
This time we carry this cross together
As mankind
A weight of worry we share all over the world.
That doesn't discriminate man from woman, rich from poor.
Through this crisis I pray that we see a purer meaning in the blessings we already have , that we've been so blind to see.
In the food we have before us
In the shelter we have around us
In the family we love beside us
Through this crisis let us reset our values,
Our needs
Our priorities
Like a spring clean we do each year.
I pray dear God that we can finally come together , putting differences aside
To love each other
Respect each other
Show a compassion and empathy that only a crisis like this can bring out in all hearts.
This time we can't fight alone.
We can only do this united .
All countries , all people, as God's one child.
This war we fight does not have weapons of mass destruction
It does not have a strong army
It does not steal land and alter borders
Or kill according to religion or race
It is not political
It is not about money.
It's invisible
It's silent
But It can hurt so much more
And it's scary.
I pray that in all this uncertainty and fear
We find that common thread of humanity that binds us together as one army
To save each other
In the big things,
In decision making ,
And in small acts of kindness .
I pray that we can through our fear, appreciate our world of simple beauty.
A beauty we already have, but don't take time to stop and see.
Through this cross we now must carry, let us appreciate
Our health
Our family
Our friends
Our neighbours
The poor and lonely*

*The forgotten
 And those very sick and in need.
 Let us appreciate the food we can now eat,
 The sports we can no longer play,
 The friends we can no longer see,
 The places we can no longer visit.
 And the hugs we can no longer give.
 With your divine love dear God, we will heal this fear
 And you will lead us out of the merky long corridors
 That we now find ourselves in,
 Into a stronger space.
 Of universal respect .
 We may no longer be able to touch each other
 But you can hug us with your Holy Spirit.
 With your unconditional love.
 Embrace us God today, tomorrow and in the months ahead.
 Hug us hard.
 For your love has no limitations
 No social distancing
 No restrictions.
 It never did.
 It never will.
 May your love grow into our hearts at this time of great need.
 Like a seed into a flowering rose.
 I love you so much my Heavenly Father.
 And I thank you for listening to me.
 Amen*

And another beautifully written prayer from Caitlin R from Year 5

Dear God,
 Thank you for the graceful world that we live in. Thank you for nature and the birds that sing. Thank you for the water and the fish that live in it. Thank you for the food that we eat. Thank you for the shelter over my head and thank you for the world that will always be.
 God bless those who have died and those families who are left behind on the face of this earth. Bless those who have welcomed precious babies into their families and may you bless them with ongoing love forever. Protect those who are homeless and lonely. Leave them a space in your heart to live and grow. Please help our world through this time of suffering and hardship. Help us who lay beneath the words of our leaders and may you guide them to lead our world to a better place. In this time of adversity and affliction, hold our world in your hands and guide us O lord to an exceeding place to live and grow as one. Let your presence settle in my bones and allow my soul and my mind to rest in your arms peacefully each night as our world continues to turn. My life on this earth is gracious all the time and thank you God for all that you do.

Amen



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.

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.

Important Dates:

- First day of Term 2 - Monday 27th April

WHS - Safety for all at Mother Teresa Primary

- **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.



Catholic Education
Diocese of Parramatta

3 April 2020

Dear Parents and Carers

Late on Thursday afternoon, Catholic Schools NSW advised that approval has been received for Friday 4 April to be the last day of formal lessons for the term. Though this will effectively bring forward the beginning of the school holidays for students in Catholic Education Diocese of Parramatta schools, supervision of students who require it will continue to be provided as needed.

Catholic Education Diocese of Parramatta has been listening carefully to your concerns as we respond together to COVID-19. I appreciate the challenges that many parents have had in juggling work and family responsibilities while at the same time supervising children's learning.

The work of teachers will continue next week. Bringing forward this student vacation period will also allow staff to work together to review, collaborate and make preparations for what is expected to be the continuation of a model of remote learning in Term 2.

Thank you for all your support particularly across the past month. We look forward to keeping you updated over the holiday period and to working with you in Term 2 which will begin on April 27, 2020.

Yours sincerely

Gregory B Whitby AM KSG
Executive Director
Catholic Education
Diocese of Parramatta

LEARNING FOR TODAY'S WORLD



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catholic out of school hours care

VACATION CARE

*Still working
and need care?*

WE ARE OPEN FOR APRIL 2020!

*Need a day of
respite?*

COST PER DAY: \$55
(Registered Child
Care Provider)

Walk-ins accepted from all schools
(School Aged Children Only)

COSHC Vacation Care will run as normal at the following locations:

Blacktown South - COSHC St Michaels Primary - 0419 554 302
Stanhope Gardens - COSHC John XXIII - 0438 228 271
Wentworthville - COSHC Our Lady of Mount Carmel - 0409 361 929
Plumpton - COSHC Good Shepherd - 0409 121 980
Quakers Hill - COSHC Mary Immaculate - 0417 203 333
Glenwood - COSHC Holy Cross - 0418 115 483
North Parramatta - COSHC St Monica's - 0429 990 179
Westmead - COSHC Mother Teresa - 0418 153 894
Castle Hill - COSHC St Bernadette's - 0408 582 535
Winston Hills - COSHC St Paul the Apostle - 0429 017 382
Glenmore Park - COSHC Bethany - 0409 133 213



COVID-19 Protocols in place
at each service keeping in
close contact with the NSW
Health regarding latest
Government advice.

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>