

HFS Newsletter

Term 2 Week 5 22nd May 2023



Week 5 Events

MONDAY

**Kindergarten
Information
Evening - 6pm
(Hall)**

TUESDAY

**CWA Public
Speaking
(Condobolin)**

**Junior AECG
9.30 (Parkes
Public)**

THURSDAY

**Catholic
Schools Week
Mass - 9.45am
(Hall)**

**Family Recess
10:45am - 11:20am**

**Open
Classrooms
11.30am - 12:30pm**

FRIDAY

**National Sorry
Day**

Dear Parents and Carers,

Yesterday 16 students from our school made their First Holy Communion at a special Mass at Holy Family Church celebrated by Fr Barry Dwyer. Congratulations to all students for their reverence whilst receiving this very special sacrament.

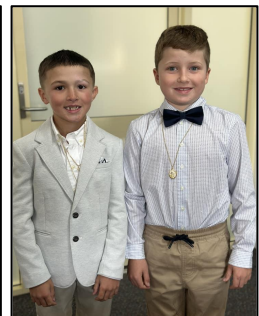
This evening we are holding an Information Night for parents who have children commencing Kindergarten next year. Other families who are interested in finding out more about Holy Family are also welcome to attend. The evening commences at 6pm in our school hall.

This week is Catholic Schools Week. It is an opportunity for Catholic schools to showcase what they do best - high quality learning and teaching within a caring and supportive Catholic community. All families are invited to join us on Thursday for a special Mass in our school hall commencing at 9.45am followed by recess outdoors and open classrooms. We are looking forward to welcoming family and friends to our great school!

Friday is National Sorry Day. It is an opportunity for staff and students to remember and acknowledge the mistreatment of Aboriginal and Torres Strait Islander people known as the Stolen Generations. Students will participate in Sorry Day activities on Friday.

Good luck to Louis Smith, Ashton McQuie and Ceinwyn Farrell who are representing our school at the CWA Public Speaking Competition in Condobolin tomorrow.

Denise Gersbach
Principal



admin.parkes@wf.catholic.edu.au



Find us on Facebook
Holy Family Parish School, Parkes

Contact Details

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Parkes NSW 2870
Phone: 02 68621610

Star of the Week

Jack Burt is the Star of the Week for demonstrating our Core Values (In Praise, Love and Trust) and for always being reliable and compassionate.

Interview with Harvey



Favourite subject	Sport
Favourite pastime	Playing footy with my brother
Favourite food	Sushi
What do you like most about our school?	The oval
What would you like to be when you grow up?	Play football for the Bulldogs

Term 2 Week 5: Manner of the Week (From our Core Value - TRUST)

Listen to the opinions of others and act sensitively

I have two challenges for you this week. You can attempt one or both and there will be two prizes.

This fortnight's challenges -



Maths inquiry 4

Times are hard, and even Superheroes have to use public transport. The Number 4 and Number 5 train leave the station at 8am. No.4. leaves every 20 minutes and the No.5. leaves every 24 minutes. When will they next leave together?

The Chocolate Boxes

Jimmy's family received ten boxes of chocolate for Christmas.

When they opened them and counted the contents they found that altogether there were 100 bars of chocolate.

- 2 of the boxes held 10 chocolate bars each
- 3 of the boxes held 7 chocolate bars each
- 4 of the boxes held 10 chocolate bars each

How many chocolate bars were there in the last box?



mathsticks.com

If you solve the problems and there are multiple winning entries, your name will go into a draw. The winners will be drawn out of a hat and receive a prize at our School Assembly. Please write your name and answer on a piece of paper and hand it to me any time this week.

I hope everyone has a great week.

Andrew Berger

Religion

Religious Education

Seventh Week of Easter

MAY – The Month of Mary



Congratulations to the students who received their First Holy Communion on Sunday, 21st May. They all looked wonderful and were very reverent.



Congratulations

Bella Allen, Eli Allen, Daniella Anasta, Ace Byrnes, Nate Calabro, Arlo Cassidy, Max Crowe, Poppy Dswonitzky, Kyan Gee, Lori-Jayde Gee, Harvey Gray, Rhys Hetherington, Hayden Jones, Jonti Lee, Piper Newham and Isaac Siju

➤ **Sacrament of Confirmation:** Date: Friday, 16 June, 6:00pm, Holy Family Church

A reminder to please complete and return the Enrolment Form with details of your child's Confirmation Name and name of their sponsor. The form was sent home a couple of weeks ago but if it has been misplaced please find a copy in the link below-

[CONFIRMATION ENROLMENT FORM](#)

Holy Family Parish Primary School
Celebrates
Catholic Schools Week 2023 (22-26 May).
Learning Together In Faith, Hope & Love

**W
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***Thursday, 25th May, 2023**
⇒ Whole School Mass 9.45am (Hall)
⇒ Recess -Families enjoy Recess together outdoors
10.45am-11.20am
⇒ Open classrooms 11.30am-12.30pm
ALL PARENTS AND FRIENDS ARE INVITED TO ATTEND

I hope everyone has a wonderful week.
Beverly Berger

Wiradjuri

Wiradjuri Lessons



Year 4

Year 4 got together around the Yarning Circle and had the opportunity to speak freely on what they would like to do and achieve.



Assembly Awards

WEEK 4

AWARD	CLASS	STUDENT NAME
Student of the Week	KJC	Elyse Hodges
	1S	Sophie Ross
	2CA	Davyd Mamulashvili
	3H	Nirbik Paudel
	4F	Niamh McTiernan
	5/6B	Georgia Takiari
	5/6H	Gracy Allen
	5/6N	Luca Barnes
Recognition of Learning Award	Infants - 2CA	Kevin Jiang
	Primary - 5/6B	Daisy Rice
Consistently Following School Rules (based on Manner of the Week, Environment and Uniform)	Infants - KJC	Molly McCabe
	Primary - 4F	Addison Murray
Playground Behaviour Award	Infants - 1S	Ezra Sloane
	Primary - 5/6H	Zahli Gillingham
Leadership Award	Infants - 2CA	Curtis Arndell
	Primary - 3H	Nate Calabro
Living the Gospel Values	Infants - KJC	Piper Slaven
	Primary - 5/6N	Alyra Williams



HOLY FAMILY
PARISH SCHOOL

2024 KINDERGARTEN INFORMATION NIGHT



Monday 22nd May at 6pm
In the school Hall

The information session includes a tour of the school and facilities.

ENROLMENT PACKS CAN BE COLLECTED ON THE NIGHT!

For further information contact the school office -
(02) 6862 1610 admin.parkes@wf.catholic.edu.au

There will be opportunities to meet with staff and tour classrooms. Come and see all our extracurricular activity spaces such as MakerSpace, Sensory Room and RE Room.



Parkes Local
Aboriginal Education
Consultative Group

2023 AECG MEETINGS

Term 2 Week 5: Parkes Public School

Junior- 9:30am, Tuesday the 23rd May
Senior- 9:30am, Wednesday the 24th May

Please note ALL community are welcome to attend our Senior meetings. Our Junior meetings are for our Local junior AECG school students only.

2023 AECG Executive Team

President

Skye Harris

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Email- skye.harris@wf.catholic.edu.au

Treasurer

Donna Payne

Email- d.payne@wf.catholic.edu.au

Vice President

Iesha Charlton

Email- iesha.charlton4@det.nsw.au

Secretary

Kyah Turnbull

Email- kyah.turnbull1@det.nsw.au

Helping children on and off the bus safely

Your children are most at risk in the minutes after getting off the bus. Here are some ways you can reduce this risk:

- Always meet your child at the bus stop. Never meet them on the opposite side of the road and call them across.
- Wait until the bus has gone, then choose a safe place to cross the road. Remember to Stop! Look! Listen! Think!
- If you cannot meet your child, organise for another trusted adult to take your place.
- Wait at the bus stop and stand at least one step back from the edge of the road.
- Always wait until the bus has gone, then use a safe place to cross.
- Buckle up if the bus has seat belts.

Model safe pedestrian behaviour. Children learn safe road user habits from you and will continue them later on when they are old enough to travel alone.

Until your child is at least eight years old, hold their hand on the footpath, in the carpark and when crossing the road. Up until at least 10 years old, supervise your child very closely, holding their hand when crossing the road.

For more information on keeping our kids safe around schools visit the parents section on safetytown.com.au

Parents and Carers: What you need to know about curriculum reform

New English and Mathematics Syllabus

What does the English K-2 Syllabus focus on?

The [English K-2](#) syllabus is grounded in research and is focused on building strong foundations in reading and writing. It recognizes that oral language development is crucial for building written language skills and includes outcomes and content that are inclusive of all students.

The syllabus places a strong emphasis on phonics instruction, daily reading practice with decodable texts, and developing fluency to support reading development. Sentence structure is emphasized to build writing skills.

Literature is seen as essential for building core knowledge in English, improving reading ability, and fostering a love of reading. The content is structured to highlight the connections between oral language, reading, and writing.

The overall goal is to provide students with a strong foundation in reading and writing skills while promoting an appreciation for literature.

What does the Mathematics K-2 Syllabus focus on?

The new [Mathematics](#) syllabus clearly shows essential learning and supports students to make connections across concepts as outlined in the research for building foundations in Mathematics.

There is a focus on developing reasoning skills to support a deeper understanding.

Content is structured to highlight the parallel connections across Number and Algebra, Measurement and Space, and Statistics and Probability, underpinned by the latest research.

Teaching advice for Mathematics includes examples to support the development of language and vocabulary. This will be particularly helpful for early-career teachers. Vocabulary knowledge influences the development of reading, writing, oral language and Mathematics skills. The new syllabus affirms the strong evidence base of outcomes and content, with an increased emphasis on place value.

When do the new syllabus commence?

- All schools have access to the new [English](#) and [Mathematics](#) K-2 syllabuses.
- The new English and Mathematics K-2 syllabuses will be taught in all NSW primary schools from 2023

Parents and Carers: What you need to know about curriculum reform

The focus on 'streamlining' the curriculum

Essential facts, concepts and principles

It has been 30 years since the last significant reform of the NSW curriculum. The world has changed and the curriculum has grown over this time. Public consultation confirmed that many syllabuses have too much content, and that contemporary-issues content and compliance paperwork are crowding out teaching and learning time.

Every student prepared and ready for their future

The new curriculum will give students more time to focus on key learning areas so that they can acquire a deeper understanding of central concepts. It will ensure students develop strong foundations for learning, life and work in a complex and fast-changing world.

What does 'building strong foundations' for learning mean in the early years (K-2)?

Years K-2 are sometimes referred to as 'the early years of school'. They are essential to establish foundations for future learning success, particularly the development of oral language, reading and writing skills, and mathematical knowledge and skills. 'Back to basics' is a term sometimes used when referring to building strong foundations.

What does the reform mean in the middle years (Years 2-10) of children's schooling?

In the middle years of school, priority will be given to providing every student with challenging learning material appropriate to their current level of knowledge and skills. This means that students who need more time to master curriculum content will have it; students who are ready to move on more quickly can do so. The new curriculum will set clear standards for achievement in mandated subjects by the completion of schooling. It will provide a better way of monitoring students' long-term progress, which will make it easier for parents/carers to know if their child is on track.

Information for parents & carers



Nationally Consistent Collection of Data *on school students with Disability*

What is the Nationally Consistent Collection of Data?

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must complete on an annual basis. It is designed to count the number of students who receive additional adjustments or “help” at school because of a disability. This national data collection helps federal and state governments plan for the needs of students with disability. It is also the way that schools seek and receive funding to support the learning needs of their students.

Who is included in the data collection?

To include a student in the NCCD data collection, schools must consider some key questions:

1. Is the student receiving adjustments to assist them with their ability to participate in schooling on the same basis as their peers?
2. Does the student meet the NCCD’s broad definition of disability?
3. Has the school discussed the adjustments (help) with the student and/or parent/carer/guardian?
4. Does the school have documentation (assessments, medical reports or other paperwork) about the student’s functional needs, the adjustments (help) that they provided and how the student progressed over time?

Where the school decides that the four steps above are in place (i.e. the student meets the NCCD criteria), the school then decides the best disability category how much help (adjustment level) that student is provided with.

What is the broad definition of disability?

The NCCD definition of disability is based on the [Disability Discrimination Act 1992](#) and there are four categories; sensory (e.g. vision/hearing impairment), cognitive, social-emotional and physical.

The definition of disability is very broad and many students that need help at school can be counted in the NCCD. Students with learning disorders e.g. specific learning disability or reading impairment (sometimes referred to as dyslexia), ADHD or auditory processing disorder, chronic health conditions (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing impairment and social-emotional disorders (e.g. selective mutism, anxiety disorders, Autism Spectrum Disorder) may be included in the data count.

A formal diagnosis by a specialist may be very helpful for the school but is not needed in the NCCD. The NCCD count is based on professional teacher judgement. Schools can consider school based and external documents to decide if a student can be counted.

What are examples of adjustments?

Students need different types of help at school. Some students need a little help sometimes (minor adjustments) but other students need a lot of help nearly all the time (extensive adjustments). The type of help and support that a school provides is also very different depending on the needs of the student. The adjustments can include physical changes to the school buildings or grounds (e.g. ramps or special equipment), extra teacher support in classes, special learning programs, changes to the way the curriculum is presented and delivered or extra adult assistance.

Nationally Consistent Collection of Data on school students with Disability

What information is needed about my child?

Schools work together with parents/guardians/carers to understand the needs of each child. Your knowledge of your child's development and learning needs is important and valuable in this process. It will be very helpful to provide your child's teacher with a copy of any relevant past reports (e.g. from a psychologist, speech pathologist, doctor, Paediatrician, OT etc.). These reports will be used with information from your child's teacher, such as information about your child's reading progress or a Personalised Learning Plan, to build a picture of your child's needs and the help that the school is providing.

How is information collected?

The data collection process involves input from teachers, principals, and other school staff working together to consider the data for students with disability in their school, the category of disability and the level of adjustment that best reflects each student's needs.

As a first step, teachers consult with the student and their parent/guardian/carer, to discuss the student's strengths and the areas where the student needs extra support. The support could be support for their learning, behaviour support, support for medical needs, participation, or other areas where the student needs extra help. Information is collected about the type of adjustments the school is making so that they can participate and learn on the same basis as other students. Documentation, such as diagnostic reports, school reports, parent-teacher interviews, Collaborative Planning Meetings and Personalised Learning Plans, will help to provide evidence of the type support that the school is providing.

What happens to the data? Is it confidential?

All schools must complete the NCCD. Each school principal is required to verify and submit data about students with disability in their school during August of each year. The privacy and confidentiality of all students and their families is respected and handled as per the school's *Privacy Policy and Collection Notice*. Please refer to your school's policies for further information.

Do schools require active consent from parents to include students in NCCD?

Amendments were made to the *Australian Education Act 2013* and subsequent Regulations. As such, schools do not require parents/carers/guardians to provide active consent for students to be included in the NCCD. Nor is there an option for parents/carers/guardians to request their child not be included (opt-out option).

Where can I access more information?

If you have further questions about the NCCD, the following link to the national NCCD Portal may be helpful www.nccd.edu.au.