



HOLY FAMILY SCHOOL NEWSLETTER

Term 1 Week 3 12th February 2024

EVENTS

THIS WEEK

TUESDAY

Shrove Tuesday
(Pancakes at
Canteen for \$1)

WEDNESDAY

Ash Wednesday
Liturgy 12:15pm
(Hall)

FRIDAY

Cluster
Swimming
Carnival (Parkes)
P&F Back to
School Bash 5pm
(Parkes Town
Bowling Club)



Dear Parents and Carers,

We extend our congratulations to all our students for their reverent behaviour and active participation at the Induction of School Leaders Mass, held at the Holy Family Church last Wednesday. It was an important occasion and we are very proud of each and every one of our school leaders who received their badges during this special Mass.

Last Thursday was filled with excitement as our school came together for our annual Swimming Carnival. It was a delight to witness so many of our students dive into the pool, demonstrating sportsmanship and camaraderie as they cheered each other on. A special congratulations to all participants for your enthusiastic involvement.

We are thrilled to announce that a squad of 28 talented students has been selected to represent Holy Family School at the upcoming Cluster Carnival in Parkes this coming Friday. We wish them the best of luck and know they will carry the values of our school with them as they compete.

This week, we mark the solemn occasion of Ash Wednesday with a special Liturgy in our school hall at 12:15 pm. Ash Wednesday holds great significance in the Church calendar as it signifies the beginning of Lent—a period of reflection, repentance, and spiritual growth. We encourage all students and families to join us as we commence this sacred season together.

Looking for a fun-filled evening for the whole family? Look no further than the 'Back to School Bash' hosted by the Parents and Friends Association. Join us at the Town Bowling Club this Friday evening for an enjoyable evening of socialisation and fun for the children. We encourage all families to come along to this event.

Denise Gersbach

Principal

CONTACT US

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FIND US ON FACEBOOK
[Holy Family Parish School Parkes](https://www.facebook.com/HolyFamilyParishSchoolParkes)

★ Star of the Week ★

Star of the Week

Ceinwyn Farrell is the Star of the Week for demonstrating our Core Values (In Praise, Love and Trust) and for always being positive and consistent.

Interview with Ceinwyn



What is your favourite subject?	Mathematics
In your free time, what do you like to do?	I like to draw and colour in pictures. Sometimes I like to play challenging board games.
What is your favourite food?	Sushi
What do you like most about our school?	The students and staff are very kind and respectful.
What are your strengths?	I'm good at creative writing.
What would you like to be when you grow up ?	A dentist

Term 1 Week 3: Manner of the Week (From our Core Value - LOVE)

◆ **Show empathy, tolerance and understanding**

This fortnight's challenge is to conduct some research and fill in the correct answers.

<i>Country</i>	<i>National Animal</i>
Australia	
Germany	
United States	
Canada	
India	
Brazil	
France	
Russia	
Thailand	
China	

If 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

Religious Education

6th Week in Ordinary Time

Ash Wednesday/Thursday & Friday after Ash Wednesday

★ Lent begins on Ash Wednesday- 14th February

There will be a special Ash Wednesday Liturgy in the school hall, organised and led by Stage 2.

Ash Wednesday- *The first day of Lent is Ash Wednesday. It is a special day of reflection, where Catholics wear a marking of the cross in ash on their foreheads. The Ash Wednesday ashes are created by burning palms from the previous year's Palm Sunday celebration. Ash Wednesday begins the 40 days of the Church's liturgical season of Lent, a time when Catholics remember how Jesus spent 40 days in the desert fasting and resisting temptation. Lent is a time of prayer, penance and charitable works.*

Shrove Tuesday (Pancake Tuesday) 13th February

The Tuesday before Ash Wednesday, Catholics celebrate Shrove Tuesday by making and eating pancakes. The tradition of making pancakes began because it was a way to use up rich foods such as eggs, milk, and sugar, before the fasting season of the 40 days of Lent. **Robynne will be selling delicious pancakes at the canteen during Recess on Tuesday at \$1 each.**



Sacrament of Confirmation.

All Catholic students in Year 6, 2024, have the opportunity to make their **Sacrament of Confirmation**. The Sacrament of Confirmation Mass will take place at **Holy Family Parish Church at 6:00pm on Friday, 22nd March, 2024.**

A note with more details will be sent home shortly, along with an enrolment form.

Mass/Liturgy	Date & Time	Church/Chapel/Hall	Class
Ash Wednesday Whole School Liturgy	Wednesday, 14 February, 2024 12:15pm	HF Hall	Stage 2
Sacrament of Confirmation (Year 6)	Friday, 22 March, 2024 6:00pm	HF Church	Stage 3
Holy Thursday School Whole Liturgy	Thursday, 28 March, 2024 12:15 pm	HF Hall	Whole School

We look forward to the Masses/Liturgies in Term 1.

- *Further information regarding the Masses/Liturgies will be sent home closer to their dates.*

I hope everyone has a wonderful week.

Beverly Berger

Notes



Holy Family
P&F proudly
presents

BACK 2 SCHOOL

BASH

FRIDAY 16TH FEBRUARY

5pm Onwards

Parkes Bowling & Sports Club

6 Cecile St, Parkes

RSVP: Click [HERE](#)



Shrove Tuesday

At recess on 13th February 2024

There will be pancakes for sale at the canteen for \$1 per pancake.



Foster Care

WE'LL BE WITH YOU ALL OF THE WAY

Thinking of becoming a foster carer?

There are thousands of children and young people in the NSW out-of-home care system needing a loving home. While there are many caring individuals and families opening up their homes and lives to foster children, there remains an ongoing need for more carers.

We understand the decision to foster is a big one. The next step is to contact the Challenge Foster Care team to discuss your situation and your suitability as a foster carer. Once you become a carer you'll be supported all the way by a dedicated caseworker and the Challenge team.



We urgently need **dedicated people** to provide care to children living in supported crisis accommodation. There are children and young people in our region in need of **safe, loving homes** where they can thrive.

Contact us:
02 5804 6650
8/30 Bueridge Drive, Dubbo NSW

Ready to take the next step? Fill in an enquiry form on our website and we will be in touch to walk you through the process of becoming a carer. Prefer face-to-face? You can meet one of our team at your home or a public space and they can answer any questions you might have, and explain what's involved with becoming and being a carer with Challenge.

Curious about Foster Care? Scan the QR code below to learn more.



YOU ARE STRONG. YOU ARE BRAVE. YOU ARE READY.

Notes

CHILD SAFE SCHOOLS AND SUPPORTIVE ENVIRONMENTS INFORMATION FOR PARENTS

We take our responsibility to protect children seriously. All staff are expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

- Maintain professionalism in our interactions with children at all times by exercising appropriate duty of care and maintaining professional boundaries.
- Follow an established process to address allegations of inappropriate behaviour by staff towards children.
- Ensure all people working in our school who are required to undertake a Working With Children Check have a valid clearance.
- Respond appropriately when we suspect a child is at risk of significant harm due to possible abuse or neglect by a parent/carer or other adult.

RESPONDING TO RISK OF HARM

All school staff are mandatory reporters. This means that if there are reasonable grounds to suspect that a child is at risk of 'significant harm' from abuse or neglect, then a report must be made to the Department of Communities & Justice Child Protection Helpline (CP Helpline).

School staff are to inform the Principal if they are concerned that a child may be at risk. It is the role of the Principal to make the report to the CP Helpline.

In making a report the Principal will consider all of the information and seek appropriate advice from the Catholic Education Office. Any information about a child at risk is kept confidentially by the Principal.

In situations where a child is considered to be at risk, the school will work with the child and family to assist them as much as possible.

If you have any concerns about a child who you consider may be at risk, please discuss your concerns with the Principal as soon as possible and maintain confidentiality.

NAPLAN Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none">Year 3 students do the writing test on paper and on day 1 only.Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a "writing stimulus" or "prompt" and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	<ul style="list-style-type: none">To be completed after the writing test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	<ul style="list-style-type: none">To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">To be completed after the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).



STANDARD COLLECTION NOTICE

1. The School and the Catholic Education Office (CEO) (both independently and through its Schools) collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter/guardian and to enable them to take part in all activities.
2. Some of the information collected is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected and disclosed. These include relevant Education Acts, Crimes Act, Public Health and Child Protection* laws.
4. Health information about pupils is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. The school may ask you to provide medical reports about pupils from time to time.
5. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter or they may not be able to participate in certain events.
6. The school from time to time discloses personal and sensitive information to others for administrative and educational purposes, including to facilitate the transfer of a pupil to another school. This includes other schools, government departments, CEO, Catholic Schools NSW, the school's local diocese and parish, schools within other dioceses, medical practitioners, people providing services to the school including specialist visiting teachers, coaches, volunteers and counsellors, financial and legal advisers of CEO and the school and anyone to whom CEO and the school are required or authorised to disclose the information to by law.
7. CEWF and the school contracts with an external service provider to provide counselling services for students. The school principal and authorised CEO staff may require the counsellor to inform them or other teachers of any issues the counsellor believes may be necessary for the school and CEO to know for the well-being or development of the student who is counselled and other students at the school.
8. The school stores personal information in our Student Information System and Finance Management System which is administered and managed by the owners of these software services. The school may also store other personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia.
9. The School, from time to time, may also collect and disclose personal information about current or prospective students in accordance with the Education Act or child protection legislation. Information may also be collected and exchanged for the purposes of the NSW Education Standards Authority (NESA) and the Australian Curriculum, Assessment and Reporting Authority (ACARA). Information provided to the NESA and ACARA may be published in accordance with government requirements on the MySchool website.
10. Personal information collected from pupils is regularly disclosed to their parents or guardians, unless otherwise permitted under law, for example under child protection legislation or instruction by statutory authorities.
11. On occasions, information such as academic and sporting achievements, pupil activities and similar news is published in school newsletters and magazines and on our website. Photographs of pupil activities such as sporting events, school camps and school excursions may be taken for publication in school newsletters and magazines, newspapers, social media or school apps. The school will obtain separate permission from the pupil's parent or guardian prior to publication if we would like to include photographs or other identifying material in promotional material for the school or otherwise make it available to the public. We may include pupils' and pupils' parents' contact details in a class list and school directory.

12. Catholic Education Wilcannia-Forbes Privacy Policy sets out how parents or pupils may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the school's duty of care to the pupil, or where pupils have provided information in confidence.

13. Catholic Education Wilcannia-Forbes Privacy Policy also sets out how you may complain about a breach of privacy and how the school will deal with such a complaint.

14. The school from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. The School will not disclose your personal information to third parties for their own marketing purposes without your consent.

15. If you provide the school with the personal information of others, such as doctors or emergency contacts, you are encouraged to inform them that you are disclosing that information to the School and that they can access that information if they wish and that the School does not usually disclose the information to third parties.

END OF NOTICE