



# HOLY FAMILY SCHOOL NEWSLETTER

Term 2 Week 5 27th May 2024

## EVENTS

### THIS WEEK 5

#### Monday

**WF Rugby Trials  
(Forbes)**

**School Sorry Day  
Activities**

#### Friday

**Assembly 2.45pm  
(Hall)**

### Important Term 2 Dates

**Parent/Teacher  
Interviews K-6**

**Monday, 3rd June**

**Pupil Free Day**

**Monday, 24th June**

**[Link to HFS  
Google Calendar](#)**

Dear Parents and Carers,

What a wonderful week we had for Catholic Schools Week last week! It was lovely to see so many families present at our Mass, morning tea, and open classrooms. The sense of community and support was truly palpable. I am sure everyone was thoroughly impressed with the quality of work on display in the classrooms. The children were thrilled to share their achievements with those closest to them and your presence made these moments even more special.

A special congratulations to Ashton McQuie, Joey Hazelton, and Ruby Smith, who were outstanding representatives of our school at the CWA Public Speaking Competition last week in Condobolin. Their confidence and eloquence were a testament to their hard work preparing for this competition.

Yesterday marked National Sorry Day, a significant day for reflection and acknowledgment. Today at school, students are participating in Sorry Day activities. Mrs. Payne has been busy producing a beautiful artwork utilising every child's handprint in the school, symbolising our commitment to reconciliation and unity.

A reminder to book your parent/teacher interview via the Compass portal for your child. These interviews provide an excellent avenue for communication between teachers and parents and I encourage everyone to book an interview. Your involvement is crucial to your child's success.

All classes will be participating in some athletics coaching this week with a representative from Athletics Australia. This opportunity has been made possible through the Sporting Schools grant program and we are excited for our students to benefit from expert coaching.

A reminder that our weekly assembly will be held on Friday at 2.45pm in the school hall. All parents and friends are invited to attend. It's a wonderful opportunity to come together and celebrate the achievements and progress of our students.

*Denise Gersbach*  
Principal



### CONTACT US

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**FIND US ON FACEBOOK**  
[Holy Family Parish School Parkes](#)

## ★ Star of the Week ★

Evie Clarke is the Star of the Week for demonstrating our Core Values (In Praise, Love and Trust) and for always being kind and generous.

### Interview with Evie



What is your favourite subject?	Religion
In your free time, what do you like to do?	Draw
What is your favourite food?	Happy Meal from McDonalds
What do you like most about our school?	The teachers
What are your strengths?	Singing
What would you like to be when you grow up ?	Hairdresser

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

### □ Congratulate victors

This fortnight's challenge is to conduct some research and fill in the correct answers. Olympics- Please **highlight** the correct answer

1. What sport involves sliding down a track of ice headfirst on a small sled?	a) Skiing b) Bobsleigh c) Figure Skating
2. What sport involves athletes riding horses and performing predetermined movements in an arena?	a) Dressage b) Show Jumping c) Eventing
3. In which event do athletes perform flips and twists on a trampoline, aiming for the highest degree of difficulty and execution?	a) Trampoline Gymnastics b) Diving c) Acrobatic Trampoline
4. Which event features athletes running around a track, passing a baton to teammates?	a) Sprint b) Hurdles c) Relay
5. Which sport involves hitting a shuttlecock back and forth over a net using racquets?	a) Badminton b) Tennis c) Squash

6. Which event combines skiing and shooting, requiring athletes to ski a certain distance and then shoot at targets?	a) Biathlon b) Nordic Combined c) Ski Jumping
7. What sport involves skiing down a slope with a series of gates to navigate through?	a) Ski Jumping b) Alpine Skiing c) Cross-country Skiing
8. Which event involves gymnasts performing routines on different apparatus such as the balance beam and uneven bars?	a) Gymnastics b) Trampoline c) Rhythmic Gymnastics
9. Which event involves jumping off a platform into a pool and performing acrobatic moves in the air?	a) Synchronized Swimming b) Water Polo c) Diving

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

## STUDENT ATTENDANCE

Student attendance is recorded each day. As a parent or caregiver you are responsible for ensuring your child attends school every day unless your child:

- has an unavoidable medical or dental appointment
- is required to attend a recognised religious holiday
- is required to attend an exceptional or urgent family circumstance (such as attending a funeral)
- is sick, or has an infectious illness.

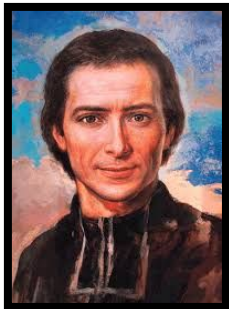
If your child has to be absent from school for any reason, please **update this within 7 days** on the Compass Parent Portal or explain the reason by phone, e-mail or written note as soon as possible. Late arrivals and/or early departures can only be entered via the Compass Kiosk at the office.

**After 7 days, the absence will remain as 'Unexplained' and cannot be changed**  
(NSW Education Act 1990).

# Religious Education

## Eighth Week in Ordinary Time

Thank you to all the teachers and students of Stage 3 for organising a beautiful Catholic Schools Week Mass last Wednesday. The whole school attended with the support of many parents and friends. We are very appreciative of our wonderful parish priest Father Barry Dwyer, who celebrated the Mass and gave us a lovely homily. Catholic schools have contributed towards educating many Australian children and Holy Family Parish School continues to engage in celebrating their significance and legacy.



**Feast of Saint Marcellin Champagnat**  
**6th June, Whole School Mass - 12:00 pm**  
**HFS Hall**  
**All are invited to attend.**

### Upcoming Feast Days:

- 31ST MAY: THE VISITATION OF THE BLESSED VIRGIN MARY**
- 2ND JUNE: THE MOST HOLY BODY AND BLOOD OF CHRIST**
- 6TH JUNE: SAINT MARCELLIN CHAMPAGNAT**
- 7TH JUNE: THE MOST SACRED HEART OF JESUS**
- 8TH JUNE: THE MOST IMMACULATE HEART OF MARY**

I hope everyone has a wonderful week.  
Beverly Berger

# Wiradjuri Lessons

In Wiradjuri Lessons, Stage 3 had the chance to build a humpy/hut outdoors using materials they found in the school surroundings. Working in pairs, they collaborated to create these impressive structures. Working as a group they collaborated to create a living area for a mob. In Indigenous cultures, humpies served as houses and shelters made from natural resources. A 'mob' is a colloquial term identifying a group of Aboriginal people associated with a particular place or country.



# Wiradjuri Lessons





## Holy Family's Got Talent Auditions 2024

Dear Parents and Carers,

Welcome to Holy Family's Got Talent! We're excited to witness the amazing talents your children have to offer. Please carefully read through the following instructions and fill out the audition form for your child.

### Important Dates and Information:

1. **Audition Online Form Submission Deadline:** Monday 29th July (Week 2, Term 3).
2. **Entry Fee:** \$3.00 per student. Please submit to the Office in a labeled envelope or zip lock bag by Monday 29th July (Week 2, Term 3). Late entries cannot be accepted.
3. **One Act Rule:** Your child is allowed to enter only ONE ACT. This means no solo and group performances for a single participant. Due to timetabling complexities, each student can only showcase one talent this year.
4. **Group Performances:** If your child is performing in a group, please organise ONE parent to fill in and submit this audition form for the entire group. Each group member still needs to bring in \$3 entry fee to the front office.
5. **Sibling Coordination:** We'll aim to organise siblings to audition and perform on the same day.
6. **Appropriate Content:** Parents, please ensure that the music and lyrics chosen for the performance are suitable for a younger audience.
7. **Items for Act:** Participants are responsible for bringing all necessary items for their act, including props, costumes, instruments, etc. Music can be downloaded at school. The school sound system and microphones will be available for use.
8. **Audition Dates:** Auditions will be held during Week 6, Term 3 on Wednesday 28th August & Thursday 29th August. The number of days required for auditions will depend on the number of entries received. Participants will be informed in advance of their audition date.
9. **Finalists:** Both Infants and Primary finalists will be selected to compete in the Grand Final.
10. **Grand Final Concert:** The Grand Final Concert will be held in Week 8, Term 3 on Wednesday 11th September.

Please fill out the form accurately and completely. Thank you for your cooperation and we look forward to seeing the incredible talents of our students!

Warm regards,  
Mrs Rachael Jones & Mrs Hayley Wheeler

[Holy Family's Got Talent Registration](#)

# Notes

## 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](http://safetytown.com.au)

## ATHLETICS EVENTS

Please note:

High Jump event to be held Thursday 30 May (at school)  
children in this event need to bring sports clothes

1500m event to be held Friday (at NorthParkes oval)

# Notes

## 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

## 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](http://www.nccd.edu.au).