From the Principal:

Welcome back to Term 2. Thank you to all parents who have their children dressed in the correct winter uniform. I have attached the uniform requirements to this newsletter for your information.

It was with much pride that I walked with our Grade 6 students in the ANZAC Day March. The students all knew the importance of this day as a commemoration of those servicemen and women past and present whose job it was and is to fight for and maintain the peace that we enjoy today. Many of our students wore service medals that create the visible links between today and history. It is the ANZAC Spirit that continues on today in many areas of the world where our current Australian troops serve. We need to remember that peace is something we can practise every day – that of right relationships with each other.

God of love and liberty,
we bring our thanks today or the peace and security we enjoy.
We remember those who in time of war
faithfully served their country.
We pray for their families,
and for ourselves whose freedom was won at such a cost.
Make us a people zealous for peace,
and hasten the day
when nation shall not lift up sword against nation
neither learn war any more.
This we pray in the name of the one who gave his life
for the sake of the world:
Jesus Christ, our Redeemer. Amen.

Carol Seagar
Principal
Prayers of Petition
The Archbishop of Tasmania – Julius Porteous has extended an invitation to all school communities to write prayers of petition in a Book of Life to be sent for the ‘Walk with Christ’ on May 29th in Hobart. These prayers can be sent into the school for collation into the Book. Our students and staff will be contributing their petition prayers.

Prayers of petition are the type of prayer with which we are most familiar. In them, we ask God for things we need—primarily spiritual needs, but physical ones as well. Our prayers of petition should always include a statement of our willingness to accept God's Will, whether He directly answers our prayer or not. The Our Father is a good example of a prayer of petition, and the line "Thy will be done" shows that, in the end, we acknowledge that God’s plans for us are more important.

Emergency Lockdown Practice
We will soon hold an unannounced emergency practice with staff and students, to test our response to a potential scenario that staff identify a threat warranting the school go into lockdown (opposite to evacuation).

Like for fire evacuation drills, we recognised the worth to test this process. We have plans in place to make this practice as least disruptive to students as able.

If you have queries you are welcome to call our Safety Officer Simon Natoli on 0400 105 476

School/Community Communication
The school is aware that many parents on social media are members of private groups involved in discussing aspects of our school. Whilst we see this as having the potential to be a very positive thing, we are aware that at times this is not the case. Therefore, we would ask that social media not be used as a forum to raise concerns and/or make complaints against St Thomas More's, its staff members, its students or other members of the school community. If you have a concern or grievance, it is appropriate to make direct contact with the school. We thank you all in advance for your compliance regarding this matter.

Thank you to the 75% of families who are opening the newsletter on email. It is imperative that all families read the newsletter as there is vital information in it.

Safety Update
The school has an asbestos register that lists all known asbestos containing material on-site. This includes a process for a competent person to regularly check this material is in the expected condition.

As a proactive step we affix labels to these materials, to lessen the potential for inappropriate contact by trades people, etc.

If any queries contact our Safety Officer Simon Natoli on 0400 105 476.
Uniforms

Targetts School Supplies in Wellington St for discount uniform.

Our school uniform is a proud symbol of who we are. It proudly proclaims who we are and what we represent.

I would ask all families to continue to support your child and our school by providing them with the correct uniform to wear to school. This following provides information about the required uniform.

SCHOOL UNIFORM POLICY

Rationale
The St Thomas More’s Catholic Primary School Board of Management has resolved that children attending the school should wear an approved school uniform, unless exempted from doing so by the Principal on designated days and for exceptional reasons. The Board of Management believes that a clearly stated and sensibly implemented uniform policy is important for the following reasons:

• To provide a focus and a sense of identity for students attending the school.

• To provide an opportunity for parents and staff to instil in the children a sense of pride in their appearance.

• To prevent excesses in fashion trends and to eliminate competition among students often based on parent ability to provide suitable clothes.

Upon accepting enrolment, parents agree to provide the correct uniform for their child. A detailed uniform list is available on the school web site.

Uniform changeover dates summer/winter shall be determined by the Principal and shall recognise seasonal factors.

All staff are to ensure that students are wearing the correct uniform. However, the Principal may grant exception to a child from wearing all or part of the uniform for a designated period of time at his/her discretion. (An explanatory note to the Principal is required from the parents/guardian if for some reason the correct uniform cannot be worn.)

The correct uniform is to be worn to and from school and in public, eg, shopping after school. All students should show their belonging and loyalty to their school community by wearing the school uniform fully and with pride.

Hair should be well groomed, neatly cut with no extremes of colour or style.

Shoulder length (or over) must be tied back. Green, gold or blue ribbons and matching hair accessories only to be worn.

Make-up is not to be worn with the school uniform.

No jewellery, other than a wrist watch, one pair only of sleepers or plain gold / silver stud earrings may be worn, in the ear lobe only. No other body piercing is acceptable. Requirements that are culturally/religiously based will be at the discretion of the Principal.

Skirt length should be no higher than 5cm above the knee.

School hat must be worn during recess, lunch and all outdoor activities in Terms 1 and 4.

Coats and scarves must be bottle green or navy in colour and may be worn during recess, lunch and all outdoor activities.

Violation of the uniform policy may be cause for disciplinary action.

Mrs Carol Seagar
Principal
KINDER UNIFORM

Boys
Shorts, knit, navy
Track pants, navy ice piping (winter)
Polo shirt, striped STM
Rugby Jumper STM
Socks, sport white
Runners, predominately white, & white laces,
no fluero
Vest, reversible navy/green (optional)
Hat legionnaires, navy
Backpack, school or personal
Coat (no bright colours or puffer jackets)

Girls
Shorts, knit navy or Skort navy
Track pants, navy ice piping (winter)
Polo shirt, striped STM
Rugby Jumper STM
Socks, sport white
Runners, predominately white, & white laces, no fluero
Vest, reversible navy/green (optional)
Hat legionnaires, navy
Backpack, school or personal
Coat (no bright colours or puffer jackets)

BOYS UNIFORM

Winter
Trousers, long grey
Shirt long sleeve, Green Pinstripe (Midford)
Jumper, bottle green + (school badge)
Tie, green & gold
Socks, short grey
Coat (no bright colours or puffer jackets)
Shoes, school black lace up
Vest, reversible navy/green (optional)
Winter shorts (optional) with long socks

Summer
Shorts, grey (Midford)
Shirt, short sleeve Green Pinstripe
Jumper, bottle green + (school badge)
Socks, grey short
Shoes, school black lace up
Hat green, slouch or legionnaires
Vest, reversible navy/green (optional)

GIRLS UNIFORM

Winter
Tunic or Skirt, green & gold
Shirt, long sleeve, lemon Peter Pan collar
Jumper, bottle green (school badge)
Tights, bottle
Coat (no bright colours or puffer jackets)
Shoes, school black lace up
Vest, reversible navy/green (optional)
Summer
Dress
Jumper, bottle green (school badge)
Socks, short lemon
Shoes, school black lace up
Hat green, slouch or legionnaires
Vest, reversible navy/green (optional)

SPORTS UNIFORM
Shorts knit, navy (boys & girls)
Track pants, navy ice piping (winter)
Rugby Jumper, STM
Runners, predominately white
House polo – Red, Blue, or Yellow

Summer
Skort, navy (girls)
Polo shirt, striped STM
Socks, sport white
Hat navy, legionnaires

EXTRAS
Library bag
Badges for jumpers
Art smock

What’s On outside school

Balfour Burn this Sunday. If families would like to come and support St Giles and watch Joe Murray walk up the hill we would love them to join us. To register please go to www.stgiles.org.au
Online registration closes 28 April or register on the day from 7:30am.
Jo Murray has been supported by St Giles since he was 4 weeks old and he credits his ability to walk to the intervention treatment from St Giles and his specialist. Jo loves the hill climb due to the support he receives and looks forward to seeing you all this Sunday.
Nationally Consistent Collection of Data
School Students with Disability

Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?
The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?
All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?
Every year your child’s school will collect the following information for each student with a disability:

- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and

National Parents/Carers Fact Sheet Version No. 4 as at March 2016
programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?
The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?
Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team’s observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?
Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


IS THE NATIONAL DATA COLLECTION COMPULSORY?
All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority.

FURTHER INFORMATION
Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.


An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at http://resource.dse.thedducationinstitute.edu.au/.

Don’t forget to get your Kinder 2017 application into the office by 27 May if you have a child turning 4 this year.
What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be prioritised for improvement.

NAPLAN tests are one aspect of a school’s assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student’s performance.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. From 2016, NAPLAN content will be aligned with the Australian Curriculum. For more information on this please see the NAP website: www.nap.edu.au. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.
How is NAPLAN performance measured?
NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 13 May 2016.

Will I receive a report on my child’s performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?
For more information about NAPLAN:
- visit the NAP website [www.nap.edu.au](http://www.nap.edu.au)
- contact your child’s school
- contact your state or territory’s education authority (details available on the NAP website)

### NAPLAN 2016 tests timetable

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Tuesday 10 May</th>
<th>Wednesday 11 May</th>
<th>Thursday 12 May</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 45 minutes</td>
<td>numeracy 45 minutes</td>
</tr>
<tr>
<td>Year 5</td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 50 minutes</td>
<td>numeracy 50 minutes</td>
</tr>
<tr>
<td>Year 7</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 66 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
</tbody>
</table>

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number; space; algebra, function and pattern; measurement, chance and data.
- Calculators are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student sits one numeracy test where calculator use is permitted and one where it is not.