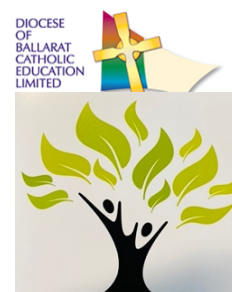


Dear Families,

Welcome back to Term 3. This term is action packed with lots of fantastic learning opportunities for the students ranging from the intensive swimming program, sporting clinics, excursions, Father's Day activities, Foundation students celebrating 100 Days of school, Book Week Parade, Parent/Teacher/Student Learning Conferences, assemblies, whole school prayers, interschool athletics and Footy Colours Day - just to name a few! As a school community, we look forward to celebrating these events together.

FULLNESS OF LIFE FOR ALL

The *Fullness of Life for All* program, that covers Relationships and Sexuality Education, is taught across the whole Diocese has now commenced in all classes. It was fantastic to have families join us at the end of Term 2 for the parent information session where the content of the program was outlined. We hope this program will allow you to begin discussions about Relationships and Sexuality Education with your children at home. Further to the letter sent to families last term the content covered for each year level is added towards the end of this newsletter.



SACRAMENT OF CONFIRMATION

The preparation for the sacrament of Confirmation will commence this term. The sacrament of Confirmation is open to children who have been baptised in the Catholic faith and are in Year 3 and above. Parents who would like their child to undertake this sacrament are asked to complete this form <https://forms.gle/SZdixF2t3ZpxpBXz9> (if you have not already done so) and attend either St Thomas More Catholic Primary School at **9am next Tuesday, 21st July** for a 45 minute information session or to attend the Glowrey Room at the St Patrick's Cathedral on **Thursday 23rd July at 5.30pm**.



COMMUNICATION WITH THE SCHOOL IF YOU HAVE A CONCERN

We would like to remind parents that if your child has a problem at school, it is important that you communicate your concerns, in the first place, with your child's classroom teacher as soon as possible. Dealing with the problem promptly and in a positive manner makes a huge difference to your child's resilience, self-esteem and future relationships with teachers and peers. Please be assured that the staff at St Thomas More Catholic Primary School will always deal with your concerns confidentially and sensitively to ensure concerns are resolved efficiently.

SEEKING IDEAS FOR A PARISH MOTTO AND LOGO DESIGN

The Ballarat Cathedral Parish Pastoral Council invites parishioners and School Communities of St Patrick's Cathedral, St Columba's and St John the Baptist churches to share their creativity. Submit your ideas for a unified parish logo and a motto that captures the spirit of our three communities gathered as one family in Christ. Submissions are open until **August 15th 2026**, and may be submitted online using this link: <https://v0-parish-council-website.vercel.app/> or QR code:



ATTENDANCE MATTERS

As we start a new Semester, I would like to remind families that attendance remains a key factor in academic achievement, wellbeing and social development. Every day counts. Consistent attendance provides students with the best opportunity to engage in learning, build relationships and experience a strong sense of belonging. The Victorian Government recommends that students maintain attendance between 90–94% to maximise their learning potential. By working together to address any barriers to attendance, we can ensure every child has the opportunity to thrive. This infographic provides a powerful reminder of the cumulative impact that missed learning time can have over a student's schooling journey.



TRAFFIC CONGESTION AROUND THE SCHOOL

As all members of our school community know there is a large amount of traffic congestion around the school each afternoon when students have been dismissed. This congestion can often lead to dangerous and illegal driving around the school which endangers the safety of our students, family members, other drivers and nearby residents. To maintain a safe environment for all community members we ask for your assistance in reducing congestion around the school by walking to and from school, riding or scooting to school, and dropping off and collecting your child a short distance from school.

School TV: [Raising Girls](#)

'Raising girls in today's modern world can be a difficult path for parents and carers to navigate. These days, girls are transitioning to puberty a lot earlier than they used to and the physical, psychological and emotional changes they experience are challenging. As a result, by mid-adolescence, girls are twice as likely to develop mood disorders more so than boys.



Some parents and carers may feel uncertain about how best to support their daughter through the ups and downs of adolescence and how to keep the lines of communication open. With the rise of social media and technology, mental health difficulties in girls are increasing as often they are faced with online images that make it difficult to see themselves as acceptable. Ensuring a daughter's opinions are heard and her views listened to, will go a long way towards making her feel loved and supported as she tries to establish her own identity.

SCHOOL CLOSURE DAYS IN 2026 (STUDENT FREE)

Date	Purpose
Friday 31 st July	Religious Education - Staff Professional Development
Tuesday 1 st September	FLARE Literacy - Staff Professional Development
Monday 2 nd November	Curriculum planning and reporting

May God bless you all and keep you safe,

Mr Simon Duffy
Principal

Term 3 Calendar, 2026

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 July	13	14	15	16 <i>Assembly @ 2:55pm presented by 5/6 Davis</i>	17
2 July	20	21 <i>Sacrament of Confirmation Parent info session 9am at St Thomas More</i>	22	23 <i>Whole School Prayer @ 2:55pm led by 1/2 Stacey</i>	24
3 July	27	28	29	30 <i>Assembly @ 2:55pm presented by 5/6 Baker</i>	31 <i>School Closure Day - Staff Religious Education Professional Development Day</i>
4 Aug	3	4 <i>Learning Support Officers Appreciation Day</i>	5	6 <i>Whole School Prayer @ 2:55pm led by 5/6 Dodd</i>	7 <i>Catholic School Athletics for qualifying students</i>
5 Aug	10 <i>School Advisory council meeting 5pm</i>	11	12	13 <i>Assembly @ 2:55pm presented by 5/6 Smith</i>	14 <i>Yr 5/6 Interschool Basketball for selected students</i>
<i>Swimming Program: 11:30-12:15pm Foundation Gannon & 1/2 Hammill 12:15-1:00pm Foundation Edwards and 1/2 Stacey 1:00-1:45pm Foundation Cudia and 1/2 Turkenburg/Bourke</i>					
6 Aug	17	18	19	20 <i>Whole School Prayer @ 2:55pm led by 3/4 Gittings/Willey</i>	21 <i>Year 1/2 Mass 9.15am</i>
<i>Swimming Program: 11:30-12:15pm 1/2 Allan and 1/2 Edmends 12:15-1:00pm 3/4 Hawkes/DeBono and 5/6 Dodd 1:00-1:45pm 3/4 Martin and 5/6 Smith</i>					
7 Sept	24	25	26	27 <i>Assembly @ 2:55pm presented by Foundation Gannon</i>	28
<i>Swimming Program: 11:30-12:15pm 3/4 Calleija and 5/6 Baker 12:15-1:00pm 3/4 Woodhart and 5/6 Larkin 1:00-1:45pm 3/4 Gittings/Willey and 5/6 Davis</i>					
8 Sept	31 <i>Parent/ Teacher Student Learning Conferences 3.00 – 6.45pm</i>	1 <i>School Closure Day- Staff Professional Development in Literacy</i>	2 <i>Parent/ Teacher Student Learning Conferences 3.00 – 6.45pm</i>	3 <i>Father's Day stall Whole School Prayer @ 2:45pm led by 3/4 classes</i>	4 <i>Yr 5/6 interschool sport Father's Day breakfast 7am – 8.30am</i>
9 Sept	7	8	9 <i>Eureka Athletics for qualifying students</i>	10 <i>Assembly @ 2:55pm presented by 1/2 Edmends</i>	11 <i>Book Week Parade 9am</i>
10 September	14	15	16	17 <i>Whole School Prayer @ 2:45pm led by Foundation Edwards</i>	18 <i>Last day of Term 3 -1.45pm dismissal</i>



FULLNESS OF LIFE FOR ALL PROGRAM



The areas of *Relationships and Sexuality Education* are being covered in all classes this term. The below information will provide you with details about what will be covered in each year level.

The Diocese of Ballarat, Catholic Education Limited, (DOBCEL) has developed a curriculum scope and sequence that sets out what is to be taught in catholic primary schools from Foundation to Year 6. The document, titled ***“Fullness of Life for All”*** will be used by our staff, to develop learning experiences for our students in covering the topics of ***My Body*** and ***Life Cycles***. This term the following topics will be covered:

	<i>My Body</i>	<i>Life cycles</i>
Foundation	• Celebrate and explain the wonder and beauty of God’s presence in the whole of creation • Use anatomical names for body parts, including male and female anatomy	• Growth and changes are part of life and are unique to each of us.
Year 1 / 2	• Understand that the human body is sacred • Use anatomical names for body parts, including male and female anatomy	• Identify what is sacred in life and how to care for these things. • Describe physical growth and changes as children grow older and discuss how family and community support this.
Year 3 / 4	• Explore ways in which the human person is sacred • Use anatomical names for internal and external reproductive systems • Introduction to puberty	• Understand that all life grows and changes and is sacred at all stages and ages • A basic understanding of human reproduction.
Year 5 / 6	• Participate in dialogue around, and express an understanding of, “created in the image and likeness of God” • Developing knowledge about, and adjusting to pubertal changes • Naming sexual and reproductive anatomy. • Caring for self and others during puberty.	• Discern the Catholic understanding that life is a gift from God that needs to be nurtured, protected and celebrated over the life span. • Describe the process of human reproduction

The following ‘I Can’ statements summarise the learning for each year level.

FOUNDATION:

MY BODY:

I can describe beauty, wonder and awe and that God is present in creation.

I know that all parts of the body have a name.

I know the names of girls’ body parts and boys’ body parts. It’s good to know so that I can ask questions or tell a trusted adult if a particular part was hurting.

LIFE CYCLES:

I know that everyone has a unique story

I understand I have grown and learnt a lot since I was very young.

I understand that I will keep on growing, learning and changing.

YEAR ONE/TWO

MY BODY:

I can explain what sacred means and that I am sacred.

I know that all parts of the body have a name.

I know the names of girls' body parts and boys' body parts. It's good to know so that I can ask questions or tell a trusted adult if a particular part was hurting.

LIFE CYCLES:

I can name ways of caring for things that are sacred in my life and ways of caring for the sacred gift of me.

I understand that when I was a baby, I needed someone to care for me.

I can name what I can do now that I couldn't do when I was a baby

I understand now that I am older, there are a lot more things I can do for myself, but I also need someone who cares for me.

I can explain that everybody needs someone to care for them, whatever age they are.

YEAR THREE/FOUR

MY BODY:

I can explore what the sacredness of the human person means from a Catholic perspective. I can use anatomical names for internal and external human reproductive systems.

I can describe and talk about similarities and differences in the way people grow.

I know that puberty is the time when my body starts to develop and change.

I know that puberty starts at different times for everyone, between the ages of about 8-14.

I can ask questions about all parts of my body.

I know the right words to use in different situations.

I can seek information from the right places.

I know the right words to use in different situations

I know that growing up many changes will occur both emotionally and physically.

LIFE CYCLES:

I can explain that Catholic Christians understand that all life is a gift from God.

I know how a baby starts to grow.

I can tell you how a baby is born.

YEAR FIVE/SIX

MY BODY:

I can understand what created in the Image of God means for Christians.

I know the physical, social and emotional changes of puberty.

I know that I might experience mood swings during puberty.

I understand that my body may change at a different rate to my friends.

I understand what menstruation is.

I know what sperm production and wet dreams are.

I am learning how to manage puberty and support others to do the same.

I understand that puberty prepares the body for the potential to reproduce.

I can identify internal and external reproductive body parts and describe their functions.

LIFE CYCLES:

I can learn how to manage puberty and support others to do the same.

I understand that girls and boys experience many things that are the same during puberty and some that are different.

I know it is essential to be respectful of others' feelings at all times.

I understand that puberty brings physical changes such as wet dreams, periods, body odour and oilier hair, and I know how to take care of myself.

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their **child's teacher** a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your **child's work and learning plans**) helps the school to understand and meet your **child's needs**.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact **your child's school** if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).



ALFREDTON PRIMARY SCHOOL

OSHC

Outside School Hours Care

Before & After School Care for Our School Community

We are excited to offer a safe, supportive and engaging environment where children can relax, play, connect with friends and take part in fun and enriching experiences before and after school.



OUR PROGRAM TIMES



BEFORE SCHOOL CARE

6:30am – 8:45am
\$30.00 per session

A calm start to the day with breakfast, games and activities to get ready for learning.



AFTER SCHOOL CARE

3:30pm – 6:30pm
\$35.00 per session

A fun afternoon of play, learning experiences, outdoor time and time to relax with friends.
Fruit and a snack will be provided each afternoon.



WHAT WE OFFER



Caring & qualified educators



Safe, inclusive & supportive environment



Fun & engaging activities



Healthy breakfast (BSC) and fruit & snack (ASC)



Strong partnerships with families and our school community

\$ FEES

Before School Care	\$30.00 per session
After School Care	\$35.00 per session

HOURS OF OPERATION

School Days Only



IMPORTANT INFORMATION

- Bookings are essential.
- Child Care Subsidy (CCS) is available.
- All staff hold current WWCC, First Aid, Anaphylaxis & Asthma training.



VACATION CARE

VACATION CARE DETAILS TO COME!

More information about our vacation care program will be shared soon.

Please note: There will be no VAC for Term 2.



ENROL HERE

Scan the QR code to enrol your child in OSHC today!



HAVE QUESTIONS?

We're here to help!



Ph. (03) 5334 1572



oshc.alfredton.ps@education.vic.gov.au



Alfredton Primary School