Dear School Community and Other Parishioners,

Have you ever noticed your reactions to people who only give you a negative perspective and then compare it to people who give you a positive message? I was out with friends the other day and someone greeted me with a comment that I looked tired. The comment was repeated later when the friend said to another friend that she thought I looked tired! I noticed that I began to feel tired, I went to a mirror to see if I looked tired and I began to wonder if I was OK! Talk about the power of suggestion!

I began to wonder just what power we have in our normal day to day comments to influence the moods and beliefs of other people. Then yesterday, I was on duty after school, and I noticed a conversation between a parent and a child. The child had come out happily from school and was met with a big hug and a hello. However the next comment went straight to the child’s behaviour at school that day. “Did you get a warning today?” “Were you in trouble?”

I wondered if the child felt, as I did, that all the good things that the child might have been learnt, all the kind and caring actions of the day were less significant than perhaps one mistake that had been made.

What a difference it would have made if the first question had been about the positive things that had happened during the day. Every child without exception does great things at some time during the day. They share their tools, they encourage each other, they answer questions willingly, they do some if not most of their work quickly and efficiently, they talk to each other about their interests and their lives and they listen to each other’s concerns. They help problem solve with friends and they care for their environment. Yet we as adults focus on the one or two minor mistakes that they have made and forget the wonderful day to day things.

Would the child have felt more positive about themselves if the first thing a parent had said
was, “Tell me about the great things you did today”, or “Help me to understand something you learned today”. So often we don’t give the child a chance to reflect on the day, we hone in on the negative before they have absorbed the good.

If we came home from work to someone who asked us to focus on our mistakes or the things we had not done well, would we feel good about ourselves?

You know that St Elizabeth’s staff use an Adlerian approach to support our students social and emotional growth. One of the key ideas that Adler teaches is that children need to be encouraged. Encouragement has its roots in the French word for heart, Coeur. We have to reach the hearts as well as the minds of our students. You understand that your work as parents and guardians is also to reach the hearts and minds of your own children. When you encourage someone, you touch the heart, you give them affirmation that they are capable of doing their best. You give them hope as well as love.

When a child does not get encouragement, they feel they can’t reach their full potential, they feel discouraged, they think they are hopeless and they feel unlovable. When a child feels any of these things, they are not able to focus on their learning, they are overwhelmed with anxiety about themselves. So it becomes a downward spiral. They don’t focus on learning, they go to timeout to think about how they need to change, they can’t see how to change for the better because they are already worrying about how Mum or Dad will react when they find they have been in time-out and so they are distracted and get into more trouble and so on and so on …

Teachers use many strategies to help children make good choices after a mistake or poor choice. We remind our students that they have a chance to begin again after every setback. We are ready to work with them when they make good choices and we understand that everyone makes mistakes. We keep anxiety and fear as low as possible. We try to keep our voices as calm as possible. Fear and anxiety do not help children feel encouraged to make new choices.

If you have concerns about your child’s behavior at school, please come in and talk to the teacher. Make a time to meet and unpack what is going on for your child. If your child comes home with a time-out sheet, trust that we have dealt with the matter. It is over. The note is to keep you informed, not to add more woes to the child’s load. Sure, you can express your disappointment but keep it in perspective. Help the child to understand that one day of poor choices is an opportunity to work out what they are thinking about, identify concerns, sort it out and move on. Each day is a chance to start again. Show them that you are happy to listen to their concerns and help them to choose behaviours that will help their learning. Then let it go!

Celebrate all the great choices your child makes, encourage them to be the best person they can be on a daily basis.

SCHOOL EDUCATION BOARD

The nominations for parent representative places for 2013-2014 have now closed and I received 2 nominations. Mr Patrick Ferdinands has accepted nomination to serve another 2 years and Ms Maria Pizzarusso has been nominated to serve for a two year position too. It will be a first time as parent representative for Maria. We will not need to have an election at the AGM as there were 2 positions and we have 2 nominations. I would like to thank Maria and Patrick for taking on this valuable work. The AGM will be in the staffroom on Tuesday 19th March at 6pm. All are welcome. A light supper will be served after the meeting.

Christine Ash
Principal
“Let the one without sin cast the first stone ...”
John 8: 1-11

This week’s gospel is an excellent example of Jesus’ style. It confronts our willingness to judge others by our own standards and to condemn them as inferior. It tells the story of the woman caught in adultery. First of all, some of the religious leaders tried to trick Jesus into going against the law of Moses by not having the woman stoned or going against the Roman law that did not allow the Jewish people to impose the death sentence. Again, Jesus seemed trapped, but drew in the sand with his finger until he presented his answer. In an effort to demonstrate the forgiveness God had for his people, Jesus challenged the Pharisees to throw a stone if they were without sin. Of course, none could throw a stone and slowly the crowd drifted away. When only the woman remained, Jesus showed mercy toward her and told her to resist further sin.

Of course we will never fully know what Jesus drew in the sand. Whether his drawing was with purpose or not has been lost to history and most likely would not change the story. An important lesson we can gain from his action is that he took the time to gather his thoughts before speaking. How often do we say the first thing that comes to mind and end up regretting it? Thinking first helps us present a Christ-like presence to others even if we are dealing with a serious conflict.

Over the next week, ask each family member to help create a list of ‘pet peeves’ or annoying habits in others. Give each member a chance to consider the list and see if they claim ownership of any of the actions listed. Ask one another how this exercise is like the woman and the Pharisees in this week’s Gospel. What will you do to ‘throw a stone’ at the guilty person? What action can you take that resembles the action of Jesus? Pray for support to accomplish this action.

Keep Smiling!

Elisabetta Salierno
Catholic Identity Coordinator (CIC)
saliel@sedandenongnth.catholic.edu.au
CLASS LITURGIES:
Friday 22\textsuperscript{nd} March: Level 1 learning community will prepare and lead the 9:15am mass.

SACRAMENTAL NEWS:

Confirmation:
Thank you to the many candidates who are regularly attending mass during this Lenten Season. It is great to hear that you turning up and being prepared to publicly stand and come forward as a Confirmation candidate ready to take on your preparation for this sacrament. I ask if for any reason you are unable to attend the mass you nominated to please let me know and organize another mass time so I can add your name to the roster sheet.

Reconciliation:
Level 3A students will be celebrating the sacrament of Reconciliation in two weeks. We keep these children in our minds as they prepare to formally seek forgiveness and healing from a loving Father. They present themselves to be tenderly welcomed by the Father and welcomed back into the community which celebrates with them, their coming home.

There is a $25.00 Sacramental levy for this Sacrament. The levy covers the cost of their books and ALL resources needed to prepare your child. The levy must be paid through the office as soon as possible and I will then be able to send home the book for you to use at home with your child.

PROJECT COMPASSION:
A reminder that the Project Compassion boxes can start being returned to school. Thank you to the many families who have been focusing on the needs of others during this Lenten Season.

PRAYERS AND PJ NIGHT FOR PREPS:
Due to the long period of hot weather, we decided to postpone this experience until Term 2. The children have coped well with the heat but adding an extra activity to a school day may have been a bit too much for them.

\begin{quote}
\textquote{There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle”.
\begin{flushright}
ALBERT ENSTEIN
\end{flushright}
}\end{quote}

\textbf{St. Elizabeth's Netball Team}
If you are interested in joining the St. Elizabeth’s Netball Club or if you have any questions please don’t hesitate to contact: Melinda Ware-Drakeford on 0459 444 463 or Jackie McCarthy on 0419 867 296.

Netball training is held every Wednesday after school at the St Elizabeth’s courts (PAC if raining).

The new season commences on Saturday 23\textsuperscript{rd} March at Greaves Reserve, Bennett St, Dandenong.
(There are no games or training over the school holidays).

The netball uniform consists of a maroon netball skirt, navy blue polo shirt or t-shirt and runners.
THE LANGUAGE OF ENCOURAGEMENT

Self esteem is a quiet sense of self respect, a feeling of self worth. With high self esteem one does not waste their time and energy impressing others because they know that they already have value. Briggs 1970

Healthy people see themselves as liked, wanted, accepted, able and worthy. Not only do they feel they are people of dignity and worth, but they behave as though they are. Encouragement means ‘to put heart into the person’.

Courage is the quality that all people need if they are going to be able to meet life’s challenges. Courage helps people pick themselves up and try again even though they have failed and may do so again. It is courage that motivates individuals to try new things and to enter new situations. One person’s discouragement is costly to others … discouraged people either refuse to handle their share of responsibility (which others must handle for them) or they interfere with the work that others are doing.

’Kids hear what we say and watch what we do and come to conclusions about what they should be like and how they really are. The difference between this is self ideal and the self concept determines the level of self esteem. If the gap between the self ideal and the self concept is too great, the self esteem is low.’ Bettner 1990

The 4 R’s of Relationship Building

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>Observable Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting one's accountability, not blaming others</td>
<td>Owning the problem, Independent behavior, Sharing and turn taking</td>
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<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Observable Behaviors</th>
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<tbody>
<tr>
<td>Believing that all people have equal worth and equal claim to being treated with dignity and kindness</td>
<td>Mutual respect, Mutual support, Open communication, Development of trust</td>
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<tr>
<th>RESOURCEFULNESS</th>
<th>Observable Behaviors</th>
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<tbody>
<tr>
<td>Making creative use of one's talents and skills</td>
<td>Initiative, Looking at alternatives, Problem solving / Decision making, Goal setting, Personal growth, Realization of one's potential</td>
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</table>

<table>
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<tr>
<th>RESPONSIVENESS</th>
<th>Observable Behaviors</th>
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<tbody>
<tr>
<td>Having concern and caring for others and being able to co operate with them</td>
<td>Caring for the common good, Acting voluntarily and co-operatively</td>
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Differences between Praise and Encouragement

<table>
<thead>
<tr>
<th>Focus</th>
<th>PRAISE</th>
<th>Message</th>
<th>Focus</th>
<th>ENOURAGEMENT</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>External control</td>
<td>You are worthwhile only when you do what I want</td>
<td>Person’s ability to manage life constructively</td>
<td>I trust you to become responsible and independent</td>
<td>You don’t have to be perfect. Effort and improvement are important. Your contribution counts. We function better with you. We appreciate what you have done.</td>
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<tr>
<td>External Evaluation</td>
<td>To be worthwhile you must please me</td>
<td>Internal evaluation</td>
<td>How you feel about yourself and your own efforts is most important.</td>
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<tr>
<td>Reward is only for well done competent tasks</td>
<td>To be worthwhile you must meet my standards</td>
<td>Effort and improvement</td>
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</tr>
<tr>
<td>Self elevation and personal gain</td>
<td>You’re the best. You must remain superior to others to be worthwhile.</td>
<td>Assets, contributions and appreciation</td>
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Sources of discouragement for children

Mistake centered approaches - Pointing out children’s errors and fault finding.
Conditional Acceptance - Refusal to accept children as they are and only conditionally on them being better.
Competition - Competition damages more children than it stimulates. For every child who seems to progress under the stimulus of winning, hundreds give up. Competition fosters the idea that one must excel and be better than others and leads to self elevation.

The 3 C’s of the Language of Encouragement

Capable: Specify what the child did.
Connected: Reflect on how the child must have felt.
Contribution: Indicate how this has helped the family, group / team.

It is courage that motivates children to believe in themselves and to try new things, enter new situations and make new friends. Encouragement fosters courage within a child and helps shape his/her perceived self image and self esteem. Children develop a positive self image and esteem when they believe the adults in their lives have confidence in them and believe they have what it takes to be successful human beings.’ Bettner & Lew 1990

Nan Perazzo - Wellbeing Coordinator
On Tuesday we had Olympian Rowie Webster visit St. Elizabeth's to talk to some of our level 4 students. Rowie won a silver medal at the 2012 London Olympics in women's water polo. She spoke to our children about perseverance, application and the opportunities sport can give to people.

Rowie also spoke about the Premier's Active Families Challenge and left with us hats and water bottles to those students who have signed up. For those students that are involved here are some free events in the City of Greater Dandenong

22 March - Ride2School Day
Ride, skate or walk to school or work.

27 March - Evening In The Park
Take a guided walking tour to learn about the local fauna including birds and frogs in Dandenong Wetlands.

6 April - Aerobics Bear Style
Tall Ted will be visiting Springvale Library to get families on their feet.

2-12 April - Heritage Hill School Holiday Activities
Get involved in a range of school holiday activities from old fashioned games to circus workshops.

Every Monday - Game On
Basketball, beat making and rapping for young people aged 12 - 24 years at Noble Park Community Centre at 4pm every Monday

2 - 13 April - Youth Services school holiday activities
Young people aged 12 - 24 years can get active with City of Greater Dandenong Youth Services activities including surfing, kayaking, BMX, basketball and breakdancing.

Yours in Sport
Dean Andrew
Sports Teacher

Holy Week Timetable
Parish Reconciliation 7pm—8pm
Tuesday 19th March, Wednesday 20th March and Thursday 21st March.

Holy Week.
Palm Sunday : 24th March
Saturday 6:30pm, Sunday 8:30am, 10:30am and 5:30pm
Holy Thursday: 28th March
No morning Mass. Evening Mass of the Lord’s Supper 7:30pm
Good Friday: 29th March - Stations of the Cross 10am (St. Mary’s Seminary in Jacksons Road Mulgrave)
Following the Stations of the Cross; Reconciliation will be available.
The Celebration of the Lord’s Passion and Death 3:00pm (St. Elizabeth’s Church)
The Easter Vigil 30th March: 8:00pm
Easter Sunday 31st March: 8:30am and 10:30am

Please note there will be no Evening Mass on Easter Sunday.
Show your child that you value reading by reading whenever you can.
Encourage a positive attitude to books.
Provide a variety of texts for your child to read to you, e.g. stories, comics, poems, plays, cartoons, reference books, magazines, children’s recipe books.
Encourage your child to borrow books from the library.
Point out words on street signs, packets and labels.
Encourage your child to predict what a book is about from the cover and illustrations.
Talk about illustrations and diagrams in books and discuss how they add meaning to text.
Reread favourite books.
Talk about the different purposes for reading a picture book, a novel, a television guide, a newspaper, a telephone directory, a recipe book, an encyclopaedia.
Point out the different size and shape of words.
Point out the first sound of a word and encourage your child to think of other words that begin with the same sound.
Encourage your child to read books for enjoyment as well as for information.
Encourage your child to talk about characters and events in texts.
Encourage your child to make sound effects for the characters and events.
Ask your child to think of possible beginnings and endings for stories read and heard.
‘Sound out’ difficult words and/or give clues to the meaning of difficult words.
Praise your child when they are reading, e.g. ‘well done — that was a difficult word’.
Encourage your child to have a go at reading words that are unfamiliar.
Ask your child to read on past the unknown word to gain clues from the rest of the sentence.
Show your child how to find the meanings of unfamiliar words in dictionaries.
Encourage your child to watch films and videos of books they have read.
Talk about the ways in which a film version of a book compares with the print version.
If your child is having difficulty with reading, or not enjoying reading, ask your child’s teacher for help.

Rebecca Gage
Learning & Teaching Leader
gagere@sedandenongnth.catholic.edu.au
Do you shop at Waverley Gardens? When shopping at Bakers Delight mention our school name, and they will donate a percentage of your purchase back to the school through their Dough Raiser Program.

Parents and Friends:
The first event we are organising this year is the annual Easter Raffle.

We are asking our school families to donate Easter items e.g. Easter Eggs, Easter Bunny’s, box of chocolates etc., for the raffle.

Donations can be left with your child’s classroom teacher or at the school office.

We thank you for your support in helping us raise funds for our school.

Raffle tickets are going home today.

The next Parents and Friends meeting will be held on Monday 18th March at 2.20pm until 3.10pm in the staffroom. All very welcome. Come along, join in and meet the friendly parents who make up the Parents and Friends Association.

The Victorian Premier’s Reading Challenge is now open for 2013.

The Challenge is a positive way of encouraging children to read books.

What do you have to do to be in it?
Children in Foundation (Prep), Grades 1 and 2 are asked to read 30 books, 20 of these need to be from the Challenge List. Children in Grades 3 to 6 are required to read 15 books, 10 of which need to be from the Challenge List.

The list can be accessed via www.eduweb.vic.gov.au/prc. Books in our school library have a coloured dot on the spine to help children in selecting books.

To register your child for the Victorian Premiers’ Reading Challenge please complete the consent form attached to this week’s newsletter and return it to the school. Once I receive the completed consent form, I will issue your child with a username and password, enabling you and them to register their books online.

Children who have completed the Challenge will be issued with a certificate towards the end of the year. Should you need any help with this process, please come and see me in the LRC.

Trixie Martin
Parents and Friends Hot Cross Bun Orders

Orders need to be back Thursday 21st March.

Sorry late orders can NOT be accepted

Order your Hot Cross buns through Parents and Friends. Buns are baked fresh daily.

Please place your order and correct money in an envelope, marked **HOT CROSS BUNS**, buns will be sent home with children on Wednesday 27th March.

### 2013 Hot Cross Bun Order Form

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<th>Child’s Name:</th>
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<tr>
<td>Child’s Grade:</td>
<td>Parent’s Contact Number:</td>
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<tr>
<th>Traditional</th>
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Dear parent/guardian

Your child has a chance to take part in the Victorian Premiers' Reading Challenge in 2013. Details of the Challenge in 2013 are in this week's newsletter, or go to www.education.vic.gov.au/arc

Children in grades Foundation (Prep), 1 and 2 are required to read (or be read to) 30 books ~ 20 of which need to be from the Challenge List. Children in grades 3, 4, 5, and 6 are required to read 15 books ~ 10 of which need to be from the Challenge List.

Challenge books in our LRC have a coloured dot on the spine!

SECTION 1:
Consent of a parent/guardian to authorise student entry and to authorise awarding of certificates of achievement for students who meet the Challenge in 2013

Please tick □

☐ I consent to my child entering the Challenge and authorise their name on a completion certificate (Certificate of Achievement).

Signed: ____________________ (Parent/guardian) ____________________ (print name)

Date: ____________________ Signed by Student: ____________________

Student name (Print Full Name) ____________________

Class ____________________

Age in years as at 1 February 2013 ____________________

Student's Certificate Name: ____________________ (Only required if different from name given above)

SECTION 2:
Optional- Consent to publish child's name in Achievers Honour Roll in the Age Newspaper

Please tick □ only one of the boxes below.

☐ I consent to publication of my child's name in the Achievers Honour Roll in the Age Newspaper.

☐ I do not give consent for my child's name to be published

I understand that if I wish to withdraw this consent to publication it will be my responsibility to inform the Reading Challenge Coordinator (Mrs Martin) at my child's school on or before 10 September 2013.

Signed: ____________________ (Parent/guardian) ____________________ (print name)

Date: ____________________