Dear Parents and Guardians and other members of the Parish Community,

In the next few weeks, the school will take part in the ‘Catholic Identity Project’. The Catholic Identity Project is the joint initiative of the four Victorian Dioceses under the umbrella of the Catholic Education Commission of Victoria and the four Diocesan Education Offices of Melbourne, Ballarat, Sale and Sandhurst (Bendigo area) and the Catholic University in Leuven, Belgium. The project uses surveys to collect information about the beliefs of the students, parents and staff and seeks to explore the perception of the Catholic Identity of the School from all members of the School Community. The data gathered from the surveys is analysed and used by the school to address any concerns that parents and staff and students might have about the way the school lives up to its vision as a Catholic School.

I was fortunate to have spent a week in Leuven at the Catholic University and I have a strong interest in using the surveys and exploring your perception about the way our school lives up to its mission as a Catholic Community. Analysing the surveys will help us to make sure that we are focused on maintaining our Catholic identity and shaping our children so that they become excellent citizens of this world and the next!

We will contact about 60 families and invite them to participate in the surveys which are on-line. Ms Elisabetta Salerno will offer a session at school to assist those of you who would like support, as it is a fairly complex survey and can only be done on a computer.

The staff have been released from an hour of their regular meetings so they can participate and Ms Salerno will take the Yr. 5 and Yr. 6 students through their surveys in school time. The surveys are designed for the children, they are not expected to use the adult version. So the language and content is appropriate for their age and development. If you do not wish your child to be part of the project, please let Ms Salerno or I know and we will ensure that they are offered alternative work at that time.

The surveys are confidential for the individual taking part in them. The data that comes back is data on the whole project. We have no way of knowing who said what. So be honest if you are taking part!
The main questions explored in the surveys are all about the way in which the school lives its Catholic mission. However, the surveys also ask the person using the survey to express their preferred situation. Do parents, staff, students, want a school where the whole focus of the day is Religious Education, do you want a school where Religion is taught in a contemporary context or do you want a school with no Religious identity?

The questions are asked, not so we can tailor the identity of the school to match a group’s preference but to investigate ways in which the school might make the Catholic identity of the school clearly visible and aligned to the Church and her mission but also in tune with the realities of the times and culture in which she has to work.

According to Archbishop J Michael CSB there are 5 ways in which the Catholic School should be identified:

- **A Catholic School prepares citizens for this world and the next.** The focus on our spiritual life is the key to understanding our existence and purpose in life.
- **A Catholic School encourages the respect for every person as every person is made in the image of God.** We are not educating children just to be part of the workforce but so that they can become the very best person that God calls them to be.
- **A Catholic School is a faith Community.** Catholic schools are an extension of family for young people and the school community reaches beyond the local family embracing the Parish, its priest, the Bishop and the broader community of the faith.
- **The Catholic School helps students to see and understand the world from a Christian viewpoint.** The Catholic school lays the foundation in its teaching so that its students develop the values, morals and code of ethical behavior that will guide their choices through the whole of their life journey.
- **The Catholic School supports the work of teachers recognizing that their task is more vocational than just a career.** As educators, working alongside parents, they witness the faith in action daily. Pope Paul VI said that today people listen more willingly to witnesses than teachers, if people listen to teachers, it is because they are witnesses.

If you are interested in doing the survey, but are not selected, please contact us at the school and we will send the details and the password to you. If you want to have some input but are not prepared to do the survey, you can email me at principal@sedandenongnth.catholic.edu.au or you can contact Ms Salierno at saliel@sedandenongnth.catholic.edu.au.

Your feedback is always welcome and your thoughts are always valued.

**PRINCIPAL’S PROFESSIONAL LEAVE**

On June 2nd, I will be travelling to Israel to do a four week study course at the Eccce Hommo Centre. The course is called ‘Walking in the Footsteps of Jesus’. The study is based on Matthew’s Gospel and combines study with visits to all the places that Jesus travelled to in his teaching life. I am really looking forward to this time of learning and renewal. I will be travelling and working with 2 other Principals of Catholic schools during this time.

As I am already half way around the world, I will spend the school holidays in the UK and Greece. In the first week of Term 3, the Principals of Melbourne’s South Eastern Principal’s Network are attending a Conference in Nottingham at the UK’s School Leaders Centre. The focus of the conference will be the climax to several years of work on school and family partnerships and will be led by Maggie Farr who has been out here working with the Catholic Education Office in Melbourne.

I will be leaving the school in the very capable hands of Ms Nan Perazzo and she will have the support of Ms Elisabetta Salierno and Ms Rebecca Gage. Both those teachers will have some extra time out of their learning Communities, but will be setting the planning for any time they spend in extra administrative duties. I have every confidence that the school will run as effectively as it does when we are all here.

Christine Ash
Principal

**ENROLMENTS FOR LEVEL 1, 2014**

Enrolments for Prep 2014 opened 1st week of term 2. Any existing families with younger siblings due to start next year and wanting an enrolment form, please collect from the School Office, and make an appointment for your interview.

If you know of any children wanting to enrol at St. Elizabeth’s in 2014, could you please let the School Office know.
“As the Father sent me, so I send you: Receive the Holy Spirit.”

John 20: 19-23.

Following Jesus’ crucifixion, the disciples were still uncertain of his message. They lost hope and in fear, locked themselves in a room. Without entering through the door, Jesus appeared before them with a greeting of peace and a mission to spread the Good News. The disciple, Thomas, was not in the room. When he learned of Jesus’ visit, he would not believe it. But about a week later, Jesus appeared in a similar way and Thomas was with the others. Jesus invited Thomas to touch the wounds in his hands and side. Thomas knew immediately that it was Jesus and believed.

Parents are often the source of hope and encouragement for their children. When a child falls repeatedly while learning to walk or ride a bike, it is a parent who coaxes and encourages the child. Parents provide hope and comfort when a child falls short of a goal either in school, relationships, sports, or the arts. Parents can relate to the role of Jesus with his disciples. They were frightened and discouraged but they found hope and relief with the peace and presence of Jesus. During this week we are invited to reflect on the Spirit who comes to us in our weakness. So, when we are lost for words, allow the Spirit himself, to express our plea in a way that could never be put into words.

This weekend we celebrate the Feast of Pentecost, the feast that marks for us, the end of the Easter Season and the beginning of the gift of the Holy Spirit to the gathered community. Through the presence of the Holy Spirit at Pentecost, the gathered community was empowered to give witness to the wider community of the Good News of Jesus Christ. In celebrating this Feast we traditionally move from the gold and white of the Easter season to the colour red, drawn from the Scriptures, that speak to us of the presence of the Spirit through the symbols of wind and fire.

In seeking to affirm who we are in community, as people gifted and challenged by the Spirit, we invite all to wear a red ribbon to mass over this weekend as a visible sign of our own awareness of the presence of God's Spirit in our lives. In particular we ask those preparing to celebrate the Sacrament of Confirmation to wear something red. I remind those preparing to celebrate the Sacrament of Confirmation of their need to be at preferably the Sunday 10.30am Mass where they will be called before the community to lead us in prayer, publicly affirming their commitment to their on-going preparation for the celebration of the sacrament.

Keep smiling!

Elisabetta Salierno
Catholic Identity Coordinator (CIC)
saliel@sedandenongnth.catholic.edu.au
CLASS LITURGIES:

Friday 24th May: Level 3 Learning Community Mass at 9:15am
Friday 31st May: ‘Feast of the Visitation’ Whole School Mass at 9.15am

SACRAMENTAL NEWS:

First Communion:

Last Friday 10th May, Level 3A (Gr 3) and a couple of Level 3B (Gr 4) children gathered together in the PAC to share a day that focused on belonging to a community, sharing activities together, praying and playing together. They also had the opportunity to make and break bread together with our baker Ms. Ash and her apprentice, Mrs Hurren!

Thank you to those parents who were able to be with us over the day and help us in so many ways, particularly in preparing the food for our shared lunch. This activity filled day could not flow so smoothly without your help. You are truly appreciated by the teachers and the children for being there with us. We measured, poured and kneaded our dough to make loaves of bread that became the focus for our final prayer celebration at which the children broke the bread and shared within their group. At other times over the day we listened to and talked about the Gospel stories we hear of Jesus breaking bread with his disciples and others.

We began the day in prayer with the story of “The Road to Emmaus,” a Gospel story the children were familiar with. From this we then talked about how we continue to gather in small communities where we see Fr Tad taking our gifts of bread and wine and then blessing, breaking and sharing them with the community, giving back to us these simple gifts which become the Real Presence of Jesus Christ. It was a lovely day shared together and I thank all those who helped make it possible.

I surveyed the children and it was great to see what they thought of the day. The children were unanimous when it came to enjoying the activity, ‘Church Orienteering’. They enjoyed learning the names of the various items Father Tad uses and exploring his little room, ‘The Sacristy’. Children also enjoyed the bread making. For many, this was a first time experience. What a wonderful time to be involved in the bread making and then sharing together of the ‘meal’. I look forward to next years Activity Day. Most of the children took home some yeast to make bread on the weekend. Bakers of the future. Sharers of Eucharist today!

“The more I wonder, The more I love”

ALICE WALKER
**SEPARATION ANXIETY**

Separation anxiety is the fear children have of being parted from their parents or guardians. It’s common and normal among babies and toddlers. A very small number of preschoolers and school-age children develop a more serious form of the condition, called separation anxiety disorder. There are things you can do if you have a child with either of these issues.

**Identifying Separation Anxiety**
Separation anxiety reaches its peak in babies aged 14-18 months and typically decreases throughout early childhood. Stranger anxiety is similar to separation anxiety and involves wariness and distress in the presence of unfamiliar people. It can occur from 8-10 months and usually decreases after the child’s first birthday.

These anxieties are a normal part of development, and are nothing to be concerned about. After all, these anxieties occur when children are becoming more mobile, so they make sense from a survival point of view – that is, if children could crawl or walk away from their carers but weren't afraid of separation or strangers, they would get lost more easily.

**Separation Anxiety Disorder**
As children reach preschool and school age, they are less likely to experience separation anxiety. Of course, there will always be times when they only want to be with you.

If children in this age group seem particularly and regularly distressed about being separated from their parents, it's possible they might have separation anxiety disorder. According to a 2009 study, 4% of preschoolers and school-age children develop this condition.

Separation anxiety disorder is defined as occurring when the:
- anxiety interferes with the child’s life, and subsequently the parent’s life.
- severity of the anxiety is inappropriate for the child’s developmental level.
- characteristics of separation anxiety have persisted for at least four weeks.

If you’re concerned your child might have separation anxiety disorder, look out for instances when he/she:
- dislikes being separated from you.
- worries that you or he/she might get hurt or have an accident.
- refuses to go to day care, preschool or school.
- refuses to sleep at other people’s places without you.
- complains about feeling sick when separated.

**Helping Children With Separation Anxiety**
If your child is suffering from separation anxiety, there are lots of things you can do to help him/her.
- Tell your child when you’re leaving and when you’ll be back. This is a helpful thing to do, even with babies. Some parents feel it will be easier to sneak out when their child is settled, but this can make things worse – your child might feel confused or upset when he/she realises you’re not around, and might then be more difficult to settle the next time you leave him.
- Say goodbye to your child briefly – don’t drag it out.
- Settle your child in an enjoyable activity before leaving.
- If you’re leaving your child in a new setting (child care centre, preschool, friend’s house, babysitter), spend time at the new place with your child before the separation occurs. He/she needs to know he's/she's being left in a safe place with a person you can both trust, and he'll/she'll be less distressed if she's left in a familiar place with familiar people.
- To increase your child’s feelings of safety, let him/her take something he/she loves from home, such as a teddy bear, pillow or blanket. These objects can be gradually phased out as he becomes more settled.
- Keep a relaxed and happy expression on your face when you’re leaving your child. If you seem worried or sad, your child might think the place isn’t safe and can get upset too.
- It can be useful to tell your child’s child care centre, preschool or school about his/her anxiety, and let them know about anything you’re doing to help your child. This way, other people in your child’s environment can give him/her consistent support.
- Gently encourage your child to separate from you by giving him/her practice. It’s important to give him/her positive experiences of separations and reunions. Avoiding separations from your child can make the problem worse.
- No matter how frustrated you feel, avoid criticising or being negative about your child’s difficulty with separation. For example, avoid saying things like, ‘He's/She's such a mummy’s girl’ or ‘Don’t be such a baby’.
- Read books or make up stories with your child about separation fears. (For example, ‘Once upon a time, there was a little bunny who didn’t want to leave her mummy in the hutch. She was afraid of what she might find outside ...’.) This might help your child feel he’s not alone in being afraid of separating from his parents.
- Make a conscious effort to foster your child’s self-esteem by complimenting his/her and giving her lots of positive attention.

Nan Perazzo
Wellbeing Coordinator
You Can Do It ...

My name is Manya,
I have been persistent with my writing. I always have a go!

My name is Eleni,
I have been persistent with my writing. I always have a go!

My name is Leo,
I am getting along with everyone in my community!

My name is Christian. I am becoming more confident in the classroom. I like to share my thoughts and ideas!
English, my own language or both?

Parents whose background is other than English sometimes question whether they should be reading to their kids in their first language, English or both.

Here's a guide:

♦ The most important thing you can do is read. Read in your home language, read in both languages. Children who know more than one language often have greater mental flexibility, are more creative and are better able to solve problems.

♦ Sing, tell stories, read poems and encourage your child to change them from their first language to English. This is called code-switching and it will help your child's mind to become more agile, and help them fine-tune their use of grammar in both languages.

♦ Talk about what you're reading, how the words appear on the page and the purpose of the text. Get right into it! Analyse the size of the printed words/type and the images, and use your understanding and experience in speaking and reading in a second (or third) language to expose your kids to different writing styles e.g. newspapers, magazines, shopping bags, take-away menus, shopping lists, mobile phone text, advertisements and road signs. Don't just read the key messages together; try to make comparisons and connections with your home language.

♦ Reading to your kids in your home language increases their self-esteem and confidence, helps them to be motivated to learn, increases their ability to think and understand, strengthens family relationships and provides a strong basis for learning. Reading in your first language also allows your kids to develop a sense of identity.

♦ Read with the view that exposing your child to a range of writing styles and reading material educates your child for the future – one where your child can confidently interact with others in their family, their community and as a globally connected citizen.

Rebecca Gage
Learning and Teaching Leader
gagere@sedandenongnth.catholic.edu.au
### AFL FREE TICKET OFFER

The Melbourne Football Club have given our school 24 tickets to an AFL game. The details are as follows:

**AFL Round 10 - Melbourne v Hawthorn**  
Sunday June 2  
MCG, 2.40pm

If your family is interested in going to this game, please email me at dandrew@sedandenongnth.catholic.edu.au. Tickets will be given on a first in, first served basis.

Yours in Sport  
Dean Andrew  
Sports Teacher

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### SCHOOL BANKING

We currently have 112 registered bankers at the school but we are only getting approximately 50 school bankers each week.

The Commonwealth Bank is running a competition in Term 2 for all the consistent Dollarmite bankers in Australia. If you participate in School Banking three or more times this term, you will automatically go into the running for the nationwide competition which first prize is a $5,000 holiday anywhere around Australia. There are also 25 runners up prizes valued at over $700 each.

Don’t forget to bring your bank book in every Thursday morning. It doesn’t matter how much you bank. Even if you bank 50 cents, you will receive a silver token making you a step closer to receiving a Banking Reward and being able to purchase what you are saving for.

If you have collected ten silver tokens, you are able to choose a Dollarmite reward. Please fill out the table below, choosing one of the nine rewards available (the Torch is now available) and return it with your ten silver tokens in your Dollarmite Wallet next time you do school banking.

If you have any questions, pop a note in your deposit book or please come and see me at the office during snack time on a Thursday morning. Keep up the great work!

**From your School Banking Co-ordinator**

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Congratulations to Kim (5/6MP) Emerald (3/4TB) and Nora via Paris (3/4DL) on winning the Mothers Day raffle prizes. We hope that all women who are special in the lives of children had a wonderful day on Sunday.

Thank you for your support with the Mothers Day stall and raffle. We are proud to announce that $1800.00 was raised.

The new playground equipment is due to be installed in the beginning of June, weather permitting.

The next Parents and Friends meeting is Monday 20th May in the staffroom at 2:15pm. Come along and join in. All very welcome.

Don’t forget to ask for your stickers when you shop at Woolies. The offer ends on Sunday June 9th.

We have a designated box at Woolworths Waverley Gardens as well as one in the school foyer and in the church foyer.

Community News:~ St Elizabeth’s Debutante Ball. After organising the Deb ball for over 15 years, the current committee is stepping down. If you would like the Deb ball to continue a new committee is needed. Anyone interested please contact Cheryl at the Parish Office Tuesday—Friday 9am—3pm on 9795 6217

Learn Guitar at St Elizabeth’s

- Small group lessons for 30 minutes during school hours
- $16.50 per lesson (group of 3)
- Enrolment forms at school office or contact Choon

Mobile: 043 1616 364
After hours: 03 9758 0731
Email: choonbaelim@yahoo.com
MENTAL ARITHMETIC WITH ABACUS PROGRAM

An amazing program is now available to interested parents with children from Prep to Year 6 where students can learn mental and manual arithmetic with abacus. Abacus is a “Whole Brain Development” program with a proven concept that can improve arithmetic skills and also enhances the mental abilities like concentration, observation, visualization, imagination and memory.

Tuition Fees: $16.00 per session (1 hour per session)
Abacus set plus 2 exercise books: $30
Venue: Ferntree Gully
Time: After School Hours and Saturday

Please contact Choon Lim at GCM Abacus Method:-
Mobile: 0431 616 364 After hours: 03-97580731
Email: choonbaelim@yahoo.com

Keyboard Kids Music School

0417 390 489
Keyboardkids@bigpond.com

“FREE Trial Lesson”

“Looking for ways to enhance your child’s learning, then music may strike the right chord”.

Keyboard Kids Music School would like to offer your child the opportunity to learn the piano/keyboard. Learning to play a musical instrument has been shown to have great benefits for a child’s development.

COST: Shared Lesson in group of 2 - $18
Private Lesson 20 min - $19
Private lessons 30 min - $28

Lessons are held once a week on a Wednesday. Please email keyboardkids@bigpond.com for an enrolment form or call Shelley for more information on 0417 390 489.
**OSTH Program ...**

**YOUTH LEADERSHIP VICTORIA PRESENTS**  
**ST. ELIZABETH’S OUT OF SCHOOL HOURS CARE PROGRAM**

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<th>Contact Details ...</th>
<th>Weekly Activities ...</th>
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| St. Elizabeth’s Out of School Hours Care Program  
111 Bakers Road, Dandenong North  
Ph: 0422 803 709 | **Beginning:** Monday 20th May, 2013 |
| **Before School Care:**  
7.00am to 8.45am Monday to Friday during school term, excluding all Victorian public holidays.  
Permanent: $11.50  
Casual: $12.50 | Monday  
Mystery Paint, Make Stained Glass Catcher, Kick Ball, Poison Ball |
| **After School Care:**  
3.15pm to 6.15pm Monday to Friday during school term, excluding all Victorian public holidays.  
Permanent: $13.00  
Casual: $14.00 | Tuesday  
String Paint, Sparkling Effects, Footy |
| **Vacation Care / Pupil Free Days:**  
7.00am to 6.00pm Monday to Friday  
Per Day: $45.00 | Wednesday  
Shaving Cream Art, Paper Play Tennis, Magnetic Darts |
| **Late Pick Up Fees:**  
Per minute: $1.00 | Thursday  
Paint/Decorate your salt dough model, Spoon Card Games |
|  
For enquiries or further information, please contact Elarine on 0422 803 709 during session times. | Friday  
Decorative Sponging, Knockout, Tunnel Ball |

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