Dear School Community and Other Parishioners,

Last week, 3 of us on staff at St Elizabeth’s, attended a day of Professional learning which was the joint initiative of the Principals’ Networks and Catholic Education Staff. The day was called ‘Leading a Personalised Approach to Learning’. At first glance, you might think that the focus was on making learning meet the needs of each individual student. It was certainly about meeting individual needs of each child, but it also focused on more than that. In fact it was the beginning of a 4 day program looking at meeting the needs of the individual schools across our system so that together we can improve the learning for all children enrolled at Catholic schools.

We have, for a very long time, been working to personalize our curriculum so that children are taught by identifying their strengths and weaknesses and making sure we provide programs that build on their strengths and provide support to move them on in their development. We know that you can’t teach all the children in a class the same things just because they are similar in age. We have to build on what they know and create learning pathways to take them from where they are in their development to where they need to go next.

This year at St Elizabeth’s, we have also applied the same principles to our staff professional development. Teachers are also on a learning curve. Some are what we call ‘pioneers’. They see a new idea, they understand how it will make a difference to their students and they bring it into their toolkit as a teacher. Others are able to watch the development of new ideas and will slowly build it into their teaching practice as they see it modeled by the ‘pioneers’ and as they are convinced of the power of the new practice to improve student learning. Then there are teachers who are slow to take on any learning and who do not want to deal with change as they are too comfortable in their old ways of working. This means that
students in their care miss out on new and powerful ways to learn. Thankfully, we do not have any teachers like that at our school.

Our system has recognized that each school has a different culture of learning. However, we all have common goals and that is to educate the students in our care to their highest potential and to do this in a very Christian context. Our system is driving this professional learning so that all our schools can improve their aim to meet this goal. In personalising the learning offered by each school to meet the diverse nature of the students, the whole system is also recognizing that individual schools also have to meet the particular needs of their staff. So the Catholic Education system has designed a framework where every school can identify its needs at both the student and staff level. Personalising the learning for staff is a key to personalizing the learning for our students.

Within this new system framework, our school has identified an area of learning and teaching that we think we need to work on right now. The three choices of focus that we had are based on the mega research of John Hattie. He says all the world’s research tells us that there are three powerful drivers for effective teaching and learning.

The three drivers he identifies are:

- **Learning intentions** - What am I learning?
- **Success indicators** - How well am I doing?
- **Feedback** - What do I need to learn next?

At St Elizabeth’s, we have done a great deal of work establishing a school wide framework that collects evidence of learning and we are used to interpreting data to see where to plan for individual students in our group work. So we think we have some control over our use of Success Indicators. We have also done a lot of work on giving and collecting students feedback. So Feedback is not our urgent need.

The area that we need to focus on this year is helping our students to understand what it is that they are learning in their school work. We need to look at clearly identifying for our students their learning intentions. This is not the same as understanding what they need to be doing. What we are focusing on is the actual learning intention. If I do this activity, what am I learning? Our staff know what they want the students to learn and record it in their weekly/termly/annual documents but if we really want our students to be independent and responsible learners then they too must be able to say what their learning intention is.

It sounds simple but it isn’t. If you ask children at the moment what they are learning they are very likely to tell you what they are doing. I saw some boys doing some writing the other morning and they could tell me what they were writing about and they knew that they were writing but they could not tell me what they were learning. Was the purpose of the activity to communicate a new idea? Was it to focus on learning or how to write a letter? Was it a lesson to help them learn joined up writing? They didn’t know. All those learning intentions are important but which one was the focus of the activity? Without a clear and shared understanding of the focus, everyone loses sight of the learning target. So from now on we are going to be working to help teachers articulate their learning intentions to the students.

For example, a learning intention might be that today we are learning about the way to create a letter. A letter has a particular way of giving a message to someone. It has an address and date space at the top, a greeting, a message, and a signing off section. The learning intention is to learn that a letter usually has this pattern.

We would like to invite you to help us with this significant shift in thinking about learning. When the children come home from school, you are likely to ask, ‘What did you do at school today’. Children might say that they ‘wrote letters’. If you asked the child to tell you what they have learned today, the response has to be different. ‘I learned that a letter always has this particular pattern, an address, a date, a greeting, a message and a signing off’. Now the child has actually repeated the learning and so the lesson has been pushed even further into their long term memory.
All of us, from the Catholic Education Office to the parents and teachers and staff in every school want our children to experience greater success in their learning. Stating the Learning Intention of every lesson has a powerful influence on improving student outcomes. Research actually shows that when children are told what the learning outcome is, they are more likely to be successful. This will be a major focus for us at St Elizabeth’s this year and we invite you to walk on this journey with us. So try to ask the children what they learned at school when you are talking to them at home instead of asking them what they did!

A FEW REMINDERS
Success at school is more likely if your child is here well before the bell! Too many children are getting here late. Latecomers are not getting value for their money! What is annoying is that latecomers interrupt the learning for everyone else - and that is not fair!

Get your school routine set up. Habits of emptying the school bag every night means that you get notices on time! Your child’s bag is not full of rotting fruit and sandwiches! If you are organized the night before, you will be on time. Children who are independent carry their own school bags. A parent’s job in life is to help their children become independent! Teach them to pack and carry their own things.

We have children in our school who could experience an anaphylactic reaction if they touch nuts or nut products. We ask that you DO NOT send foodstuff to school containing nuts. eg peanut butter or Nutella sandwiches. Staff receive training in prevention and treatment and we ask for parents assistance in this preventative step.

A FEW THANK YOU’S
Thank you for coming to Goal Setting Sessions. Your child/children knows that you value their learning!

Thank you for not parking on school grounds when children are here for any activities. You are keeping everyone’s children safe.

Thank you for sending the tissues, wipes, tennis balls etc. You work in partnership with the school to provide a clean and healthy environment!

AN APOLOGY!
We have just been informed that as a result of human error at the beginning of the year some confidential family details were given to the wrong children in 2JL. We apologise for this mistake and will take steps next year to make sure it is not repeated.

Christine Ash
Principal
This week’s gospel looks at Peter, James and John praying on a mountain top with Jesus. The disciples witnessed what we call the transfiguration where Jesus’ face became radiant and his clothes dazzling white. Along with Jesus, stood Moses and Elijah. The disciples had no idea what was happening and Peter, in his ignorance, suggested that they erect three tents to commemorate the event. As though to correct Peter’s misunderstanding, a voice came from the cloud naming Jesus as his son and telling the disciples to listen to him. There was not to be confusion about Moses or Elijah being equal to Jesus nor should Peter have tried to assume control of a holy happening, but rather listen to this holy one.

Teachers, parents and older siblings are often in a privileged situation to see a radiant look on a joyful child’s face. Maybe it’s how they light up when special company arrives, or maybe the look of delight at a special gift or surprise. What kind of transfigurations have you seen this week either in the faces of children, friends, co-workers, or even in yourself?

During this week, share places where you have seen change, perhaps in your family and home, school, work place, neighborhood or community. Suggest ways that these changes are transforming for you and others. Jesus marked the end of an ancient age and the beginning of something new. How are the changes you see like the end of something old and the beginning of something new? How are you involved in that change? How are you part of the change Jesus brings?

**PROJECT COMPASSION** is a wonderful organisation run by Caritas Australia. Through giving during this Lenten season, we are thinking of other’s before ourselves. Each Level has a Project Compassion box that we can contribute to, should you wish to raise money as a family. I am more than happy to supply your family with a small box. Please see Lisa, Vivienne or myself for a small family box. Thanking you for your continuous support. Please note that these boxes will need to be returned before the end of the term.

Keep smiling!

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

Friday 1\textsuperscript{st} March: \textbf{Level 4} learning community will prepare and lead the 9:15am mass.

Friday 8\textsuperscript{th} March: \textbf{Level 3} learning community will prepare and lead the 9:15am mass.

SACRAMENTAL NEWS:

**Reconciliation:**
Thank you to all the families who attended the Reconciliation Parent Meeting and Interactive evening on Wednesday night. A reminder to please send all forms back as soon as possible. This allows me to complete the calendar for your child’s celebration. Places are filling quickly! A gentle reminder about the $25.00 levy for this Sacrament. The levy covers the cost of their books, “Preparing to make Peace,” as well as their certificate and other key resources used within the classrooms. 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.

**Confirmation Candidates:**
Those students in level 4B looking to celebrate the sacrament of Confirmation this year should have all received a notice regarding their participation in the Lenten masses over this term. I ask if all the Mass forms could be returned as soon as possible. The children will be invited to stand with Fr Tad for the final Blessing and then process out with him. Children will then sign their name on the sheet located in the foyer of the Church for me to keep as a record.

“\textit{For where your treasure is, there will your heart be also.}”
\textbf{MATTHEW 6: 21}

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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 call the below number

Phone Choon on
Mobile: 043 1616 364
After hours: 03 9756 0731
Email: choonbaelim@yahoo.com

MENTAL ARITHMETIC
WITH ABACUS

A program available to interested parents with children from Prep to Year 6 where students can learn mental and manual arithmetic with abacus. A proven concept that can improve arithmetic skills and also enhances the mental abilities like concentration, observation, visualization, imagination and memory.

Tuition Fees: $175 per term (1 hour per session)
Abacus set plus 2 exercise books: $30

Contact Details
Choon Lim
Mobile: 0431 616 364 After hours: 03 9758 0731
Email: choonbaelim@yahoo.com
Understanding St Elizabeth’s Parish School Wellbeing & Discipline Policy

At St. Elizabeth’s School we are committed to the development of the whole person and to the provision of a school environment that nurtures the growth of all individuals towards full maturity as participating members of the community.

We recognize the innate goodness of every individual and our policies and practice embrace this belief and aim to assist students in growth towards healthy autonomy. At all times the valuable partnership which exists between home and school is valued and promoted and we recognize that parents play a vital role in the education of their children.

Our Wellbeing & Discipline policy is based on psychology of Alfred Adler which is founded on a value system based upon social democracy with equality of people at the core and which recognizes that the basic motivation of all human beings is to belong. Adlerian Psychology also recognizes that we are social beings whose behavior is purposeful, that we are active decision makers and that our behavior is influenced by our environment.

Our Wellbeing & Discipline Policy aims to support our students to become responsible, resourceful, respectful and responsive human beings. We believe that by promoting the establishment of appropriate values and the development of appropriate understandings about life, people and relationships we assist our students to look forward to, with optimism and hope, a bright, positive and successful future.

Our school environment is committed to the establishment of the following values:

- **Cooperation** - fostering cooperative relationships and decision making processes.
- **Self Discipline** - recognizing the primary responsibility for behavior belongs to the individual.
- **Shared Responsibility** - valuing participatory decision making.
- **Mutual Respect** - understanding the right of individuals to self determination, to make decisions concerning their own values, behaviors and attitudes and to experience the consequences of those decisions.
- **Social Equality** - recognizing those parents, teachers and other significant others have the responsibility to guide, to stimulate, to motivate, to encourage and to model appropriate behavior.

We aim:

- To provide our students with the opportunities to develop the skills, knowledge, values and attitudes that will enable them to participate fully and effectively in society and the workplace.
- To support our students to appreciate individual difference and develop an understanding and appreciation of different cultures and lifestyles which exist in the community and the wider Australian society.
- To provide an environment that promotes a healthy self esteem, confidence and a sense of responsibility for self.
- To provide experiences whereby students gain a feeling of self worth, develop confidence in their individual identity and grow toward self discipline.
- To provide a school environment in which all students are able to participate and feel safe, welcome and valued for their contribution and effort.
- To develop practices which enable every individual to develop to his/her full potential.

We believe our goals are best achieved through the establishment of a school climate that promotes the development of 4Rs in students:

- **RESPECT** - Believing that all people have equal worth and equal claim to being treated with dignity and kindness. Our students are encouraged to have consideration for the feelings of others. They are expected to treat others fairly and to expect respect in return. We believe that students become respectful when treated with respect.

- **RESPONSIBILITY** - Accepting one’s accountability, not blaming others, becoming reliable and trustworthy and seeing themselves as a primary cause of their own decisions and actions. Our students are encouraged to develop self control and self dependability. They are encouraged to contribute to the well being of the school, to be helpful and to participate willingly in the life of the school. We believe that students become responsible when given responsibility.

- **RESPONSIVENESS** - Having concern and caring for others and cooperating with them, evoking a strong sensitivity to the feelings of self and others as well as an empathetic awareness of family, school, community, nation and world. Our students are encouraged to be friendly, cooperative, loving and affirming. We believe that students become responsive when treated fairly with love and respect.

- **RESOURCEFULNESS** - Making use of one’s talents and skills, fostering the ability to devise innovative ways of meeting new situations, seeing these as a positive challenge and using internal resources as well as the assistance of others to solve problems. Our students are encouraged to take care of themselves, to develop independence and self reliance, to develop their relationships across a broad range of people and to meet the challenges which confront them with confidence. We believe that students become resourceful when permitted to solve life’s challenges.

Nan Perazzo
Wellbeing Coordinator
School Sport News ...

Have you ever considered participating in the Premier’s Active Families Challenge?
Registrations are now open for 2013!
This year’s Challenge runs from 4 March to 14 April.

Last year more than 80,000 Victorians registered to participate, improving not only their personal fitness but also helping to make their community stronger and healthier.

Registration is free and there are plenty of great prizes and incentives to encourage you along the way.

Current school students can nominate their school when registering for the Premier’s Active Families Challenge and increase the school’s chance of winning great prizes! The more students who register their school, the more chances the school has to win. For more information, check out http://www.betterhealth.vic.gov.au/

All Victorian primary and secondary schools have a chance to win between $350 and $1000 worth of Rebel Sports Gift Cards and be involved in a range of sports clinics with high-profile athletes.

Yours in sport
Dean Andrew
Sports Teacher

You Can Do It ...

You can do it :)  

In Level 4 all students have had a lot of fun participating in FOOTSTEPS DANCE PROGRAM. They have all been GETTING ALONG with each other learning a new dance each week. Level 4 students have had lots of laughter and smiles while they work together to learn the dances. This week’s dance is the TANGO!!!!!!! They all look fabulous!
Learning and Teaching...

ABSENCE NOTIFICATION

You may have noticed some media coverage last week about parents being fined if they do not send their children to school. Headlines such as: “$70 slug for parents whose kids miss school without good reason” Herald Sun, 11th February and “$70 fine if a child misses school” The Age, 11th February were certainly designed to grab your attention. These articles were written in response to the Victorian Government releasing the School Attendance Bill: Exposure Draft for Consultation (available at: http://www.education.vic.gov.au/about/programs/reform/Pages/attendance.aspx)

The Government recognises that daily school attendance is important to ensure that our students succeed and reach their full potential through a successful education.

Reading through both articles in the Herald Sun and The Age, together with the information provided by the Victorian Government it becomes clear that with good communication between home and school, it is unlikely that many, if in fact any, parents in our school community would face the prospect of being fined. There are reasonable excuses for a child not attending school on occasion. They include: illness, medical or dental appointments if they cannot be scheduled outside school hours and cultural observance.

We understand that for many of our families travelling overseas to visit family is very important and provides rich learning opportunities.

It is the responsibility of the parent to provide the school with an explanation of every absence a student has from school. Where possible, it is helpful if this explanation is provided in advance. To assist parents with providing this notification we have developed an “Absence Note” proforma. You will find one copy in this newsletter with more available on the school website or the school office.

Rebecca Gage
Learning & Teaching Leader
gagere@sedandenongnorth.catholic.edu.au

EMAS FORMS

Please don’t forget to return all EMA forms and copy Healthcare Card to the office by no later than Wednesday the 27th of February 2012.

Thank You
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.

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**Exciting news:~**

**We have raised enough for new playground equipment! Designs are being investigated and plans will be up on display shortly.**

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**Parents and Friends:**

**Easter Raffle.**

We are asking our school families to donate Easter items eg Easter Eggs, Easter Bunny’s, box of chocolates etc for the raffle. The more donations we have the more prizes can be won by the children and families. 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.

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**St. Elizabeth’s School Banking**

School Banking has now commenced. Before you hand in your bank book next Thursday, please make sure that you remember to put your new classroom on the front cover.

Thank You.

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**Community News ...**

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**PARISH DINNER DANCE**

- 7pm onwards ~ Saturday 20th April, in the Performing Arts Centre
- Dress is smart casual.
- Tickets: ~ $35 Adults $20 Children under 12.
- Banquet dinner included.
- Band: Next Generation. DJ: Tyronne.
- Tables of 10 ~ If you do not wish to have an entire table, we are happy to create one for you.

*As we sold out fast last year we recommend that to avoid disappointment, get your tickets early.*

Contact Janine after weekend masses or Trixie on 9795 5258 or email marttr@sedandenongnth.catholic.edu.au to pre-book your tickets.

Payment due from 2nd March when tickets go on sale.
St. Elizabeth’s .......

No. 1 Working Bee
Friday, 1st March 2013
3.30pm to 5.00pm

If you are able to spare some time on Friday, 1st of March, 2013 - we need you! Our First Working Bee for the year involves: general tidy up, sweeping pathways, cleaning drains, tidying up gardens and trimming trees as well as spreading tanbark under play equipment.

Refreshments will be provided afterwards. If you can spare some time, please come along and assist. A full attendance at this Working Bee or one in Term 2, Term 3 or Term 4 sees your Working Bee Levy of $60 credited to your account.

OH&S - please make sure you wear appropriate clothing; shoes that completely cover your feet, a hat and gloves.

Please return reply slip by Wednesday, 27th of February. Thank you.

WORKING BEE NO. 1 2013 —REPLY FORM

Family Name: ____________________________________________
Child/ren Name/s: _______________________________________

No. of Adults Attending Working Bee: _______ No. of Children Attending Working Bee: _______