Many thanks for your kind thoughts on the death of my lovely Mum, Connie. Her funeral will be on Monday. I was sorry to miss the Cross Arts on Tuesday night but I have heard that our students did a great job. Well done to all involved.

WHEN SHOULD A CHILD STOP READING TO THEIR PARENTS?
This is a question that I am sometimes asked by parents who are looking forward to a time when their children can happily go off and read by themselves. Well, I am not sure that there is a simple answer to this question. My two daughters stopped wanting me to hear them read when they were able to read chapter books. But my son continued to enjoy reading with me for much longer. Was this because he needed more help with his reading? I don’t think so. I always suspected that in a house full of children, he liked to stake his claim to some time with his Mum on his own. Time that was not interrupted by anyone else, time where the focus was just on being close to Mum and an opportunity to enjoy a shared adventure in a book.

What is the reading opportunity in your house like for your children? Do they each have a special time with a parent? Do you only read their readers from school? Do you take it in turns to pick a story? Do you take it in turns to read a paragraph? Do you talk about the characters? Do you get really into it and put on pretend voices? I don’t know a child that doesn’t love to hear their parents pretend to speak like a character. Do you guess what will happen next?
Do you go to the Library together and choose books? Do you show your children the books that you like to read? Do you snuggle up in a beanbag, do you sit on the sofa or do you squash into your favourite armchair together? Do you cuddle and huddle to read?

I have been watching my daughter and my son-in-law read to their daughter, my granddaughter. Molly-Rose is only 5 months old, but she already knows the delights of story time. Unable to follow the text or even the sense of the story, Molly-Rose watches the face of the reader. Checking out every frown or movement of the eyes, intent on catching ever inflections in the voice in sync with the sounds. Looking for smiles.

My son-in-law is reading Jeremy Clarkson’s ‘For Crying Out Loud’. Is she enjoying it? Yes indeed, she is listening to the rhythms of the language, the fullness of vowels, the hard edge of consonants. Does it matter that she isn’t making sense of it? Not really, what it is doing is building great relationships over print, creating a culture of shared reading and developing a sense of intimacy that the secrets of the text can be shared. My bet is that she will soon be telling her Dad what she wants him to read to her and so he should enjoy his choice whilst he has the chance.

My daughter has noticed that even at this very early stage in her reading experience, our baby is entranced by books that have rhyming words in them. Loves the deliciousness of repetitive sounds and is mesmerised by colours in the illustrations. Reading as part of her bedtime routines helps her to stop wriggling, to lie still ready to listen. She loves to hear a voice getting quieter and quieter before a louder surprise ending, or going from a loud and hasty speedy text to a soft and slow one.

I guess children will stop wanting to read to you when they get as much pleasure out of the experience of reading alone as they can when they read with you. The sad thing about the question we started with is that some children never get that experience of reading to another person in an intimate setting and so they grow up thinking reading is a chore or a school based obligation. Then reading is a chore instead of a step into a world of loving surprises and shared pictures that have come from words.

So, please don’t ever discourage your child from reading with you or to you. Once they leave that experience you have lost something very special that you will not get back until you see them reading to their own children. By the way, don’t ever discourage your children reading with their grandparents either! Grandparents are great readers, but they are always great story tellers too.

DATES FOR SECONDARY SCHOOL ENROLMENT 2016

If you are enrolling a Yr6 student next year into Yr7 in 2017 these are critical dates that you need to remember.

26 February 2016
All applications to secondary Colleges close.

22 April 2016
Offers of places to students for Yr7 are posted.

6 May 2016
Final date for acceptance of offers.

ALPHA MOBILE DENTISTRY VAN

I mentioned in last week’s newsletter that you could find all the documentation on the Alpha Mobile Dentistry Van on our website which you could then translate if necessary. There has been a delay in receiving this documentation.

Please keep an eye on our school website www.sedandenongnth.catholic.edu.au under the heading “School Community” / “Alpha Mobile Dentistry”. We will put all the information about Alpha Mobile Dentistry under this tab as soon as possible so you can read it in any language.

Christine Ash
The Principal
PENTECOST

Pentecost brings the Easter season to its conclusion. Jesus had ascended back into the heavens, the Apostles were waiting, scared and confused, and nobody knew what to do. Going out to baptise people and preach about Jesus was the last thing they had in mind because their lives would be in danger.

Pentecost celebrates the coming of the Holy Spirit – the force that turned the frightened, confused apostles and people into a church. There was a rush of wind, tongues of fire, and then suddenly there was courage, knowledge, direction and commitment. Everyone started speaking and was understood, no matter what the language of the listener was! These were saints suddenly on fire with the Holy Spirit. And it all began with the wind and fire of the Spirit.

‘Come, Holy Spirit, fill the hearts of your faithful and kindle in them the fire of your love.’

The Holy Spirit is alive in our Church. It directs us when we seek guidance. It calms us when we face crisis. It strengthens us to be peace amid the world’s pain. In this week’s Gospel, Jesus gives that Spirit to his first followers and the Christian community is still where we find it. We find the Spirit when we get together with other Christians to talk and pray about our joys and fears. The Spirit continually seeks to bring us together to guide us, strengthen. You have encountered this Spirit. Take time this week to think about when and where.

CLASS / SCHOOL LITURGIES
We welcome all families and parishioners to attend school Masses with us.

Friday 22 May:
Foundation, Yr1 & Yr2 Learning Community Mass at 9:15am

Friday 29 May:
‘St Elizabeth’s Feast Day’, whole school Mass at 9.15am

Friday 29 June:
‘Feast of the Sacred Heart’, whole school Giving Mass at 9.15am

Saturday 13 June:
POLDING-GREEN Sports Team Hosting Mass at 6.30pm

Friday 26 June:
Yr3 & Yr4 Learning Community Mass at 9.15am

FIRST COMMUNION: Congratulations
We are more than half way through our First Communion Celebrations. I would like to congratulate Resh G, Simon P, Lillian K, Marli D and Natalija B for receiving their First Communion on the weekend. The ceremonies were very sacred and special as the students and their families came together to celebrate this sacrament.

FIRST COMMUNION: Reminders
Thank you to the many families who have paid their Sacramental levy.

May I remind those families with children celebrating their First Communion of the Sacramental levy of $25.00 cash that does need to be paid through the office.

Families whose children are not receiving their First Eucharist will need to pay $5.00 cash towards the whole level Eucharist Activity Day.

CONFIRMATION CANDIDATES: Confirmation Commitment this Saturday and Sunday

Commitment weekend - Feast of Pentecost: weekend of 23rd and 24th May. We ask the candidates to attend the Sunday 10.30am Mass to formally enroll themselves in their on-going program. If you are unable to attend on Sunday then attend any of the Masses at St Elizabeth’s Parish in the Pentecost weekend (Saturday 8.30am, 10.30am or 5.30pm). A reminder, there is a Mass Attendance Sheet at the back of the church for Confirmation Candidates.

Thank you to the many First Communion and Confirmation candidates with their families who are continuing their commitment to regularly attend Mass here within this parish community. It is an expectation that all families attend Mass regularly as part of their children’s preparation to receive sacraments.

If you are looking for First Eucharist or Confirmation cards, medals, figurines, etc., please come and visit St. Elizabeth’s Piety Store inside our church. Keep smiling!

Maria Popowycz
Religious Education Leader
popoma@sedandenongnth.catholic.edu.au

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www.sedandenongnth.catholic.edu.au
Tel: (03) 9795 5258 Fax: (03) 9790 0933
admin@sedandenongnth.catholic.edu.au
Parish Priest: Rev. Tadeusz Ziolkowski SC
School Principal: Mrs Christine Ash
What is the National Data Collection?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

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

What is the benefit for my child?
The aim of the national data collection is to collect better information about school students with disability in Australia.

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

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

Why is this data being collected?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

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

The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

What are schools required to do for students with disability?
All students are entitled to a quality learning experience at school.

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

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

What is a reasonable adjustment?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).
What information will be collected?
Every year your child’s school will collect the following information for each student with a disability:

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

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

Who will be included in the National Data Collection?
The definition of disability for the national data collection is based on the broad definition under the DDA.

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

Who will collect information for the national data collection?
Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

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

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

How will my child’s privacy be protected?
Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


Is the national data collection compulsory?
All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

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

Even if your child’s information is not included in the national data collection, the school is still required to provide support to your child with education needs.

Further Information
Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may involve your child.


Nan Perazzo
Wellbeing Coordinator
Learning and Teaching …

GROWTH MINDSET

What we say to ourselves has an impact on how we perform. Here are some ways we can change our unhelpful self-talk and help set ourselves onto a path for success and growth in our learning. They can also be useful questions or statements to make in reply to our children when we hear them use some of the unhelpful statements.

Rebecca Gage
Learning and Teaching Leader
gagere@sedandenongnth.catholic.edu.au
Children learn when they play. They can learn about length and area through trial and error playing with things such as blocks, ribbon, modelling clay and construction toys. As they play, children begin to take notice of the size and shape of objects; how things fit together, how they can be stacked, the length and width of objects. Children need to be encouraged to explore and manipulate objects and talk about the things they are discovering.

How do children learn to measure length and area?
Children initially develop an understanding of measurement through comparing objects. They may hold up two blocks and say one is longer or shorter than the other. Soon after, they begin to compare more than two objects. Children need to play and experiment with a variety of materials and objects to measure things with, before they can move to using formal units such as metres or centimetres. They need to measure the length of a table for example, using pegs, spoons or books or hand spans before using a ruler.

What can you do at home?
- Use modelling dough to roll out two “snakes” of different length. Talk about one snake being “shorter” and the other “longer”. Roll two snakes that are the same length from modelling dough. Turn one into a zig-zag or curved snake. Ask your child, “Which snake is longer?”
- Trace around your child’s hand or foot onto a piece of card and cut it out. Use this to measure the length of things such as a table or his or her bed. Before you measure, encourage your child to guess how many “hands” long the bed is.
- Walk around objects and talk about how many steps it takes.
- Record your child’s growth on a height chart. Compare the height of family members and talk about who is “taller” and “shorter”.
- Use a stick to measure distances between seedlings when planting.
- Measure the area of a patio or tabletop using sheets of newspaper. Count how many sheets of paper were needed to completely cover the area. Helping your child with – Measuring length and area.
- Spread out a sheet of newspaper on the floor. Count how many books will fit on top of it.
- When wrapping presents talk about the size of the paper and if the paper will be wide and long enough.
- Collect coloured scrap paper and some empty cans or small cartons such as cereal boxes. Your child can create a colourful model by gluing paper to completely cover the carton or can.

Lyn Dennett
Numeracy Leader / F-4 Number Intervention Leader
Idennett@sedandenongnth.catholic.edu.au
Hi all

The interschool winter sports program is now at the midway point of the season. The growth in the students physical abilities and the way they are developing and executing game strategies is already evident. Many students start a sport with no knowledge of the most basic of rules, such as, how do you score? With the guidance of the teachers and knowing peers they soon get the grasp of the rules. Once the knowledge of the rules is grasped the students soon work towards strategizing and working with others to achieve team goals. And all of this is occurring whilst the kids are having a great time doing so!

Yours in Sport
Dean Andrew
Sports Coordinator

INTER SCHOOL SPORT NEWS

On the 21st of May the T-ball teams played against, Mt Hira for inter school sports. The girls won and the score was 17-15. The boys won and the score was 12-6. All the T-ballers played with team work! The captain for the girls was Pia and for the boys Anthony L. It was a cold day but that didn't stop them from playing. They played with excitement! Well done to all the T-ballers.

👍 :) Zoe Adamopoulos
School News ...

The next Parents and Friends meeting is on Monday 1st June 2:20pm in The Nook (Library).

All very welcome.

Reminder:

Families have the opportunity to purchase a **fundraising coupon booklet** which has great savings ranging from AFL tickets, 2 for the price of 1, Village Cinema tickets, 2 for the price of 1 and many more fabulous savings. Each booklet costs $20.00.

If you are interested in purchasing a booklet please let Trixie or Lisa know so we can order them.

There is a Booklet on display at the school office for you to have a look at.
**Victorian Premier Reading Challenge**

Isn’t it wonderful, we have 217 students enrolled in the Challenge this year and 5 have already completed it!

Parents, please remember that I encourage you to become members of our school library, so that you can borrow books to read with, read to or have as extras for your child to read.

It is a free service.

Come along and see me in The Nook Monday—Thursday.

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**Parish Dinner Dance 20th June**

The Parish Dinner Dance tickets are nearly all sold. If you wish to come along to this great night, please come and see Trixie in The Nook.

Tickets:  
- Adults $40
- Children under 12 $25

Banquet Dinner  
BYO Drinks

Band:  
Next Generation

Dress:  
Smart Casual.

---

**House Colour Sport Tops Update**

The House Colour Sport Tops are now available for purchase at the Uniform Shop on Tuesdays or Fridays between 8.45am and 9.15am.
Percentage of all admission sold goes directly to The Cancer Council.

**Two Hours For The Price of One**

**Monday 1st June - 6.00p.m.-8.00p.m.**

(Please arrive at 5.30pm to organise wristbands and socks)

1 Fiveways Boulevard, Keysborough, VIC, 3173
Ph: 03 8769 6900    www.xtremeair.com.au

Contact Lina Argentaro to
Purchase tickets: 0410668854
### Contact Details ...

St Elizabeth’s Out of School Hours Care Program  
111 Bakers Road, Dandenong North  
Ph: 0422 803 709 / 0426 282 721

**Before School Care**  
Permanent: $12.00 / Casual: $13.00  
7.00am to 8.55am Monday to Friday during school term, excluding all Victorian public holidays.

**After School Care:**  
Permanent: $13.50 / Casual: $14.50  
3.15pm to 6.15pm Monday to Friday during school term, excluding all Victorian public holidays.

**Vacation Care / Pupil Free Days:**  
Per Day: $45.00  
7.00am to 6.00pm Monday to Friday. (No vacation care available in January.)

**Late Pick Up Fees:** Per minute: $1.00

For enquiries or further information, please contact Elarine on 0422 803 709 or 0426 282 721 during session times.

### Weekly Activities ...

**Beginning:** Monday 25 May 2015

<table>
<thead>
<tr>
<th><strong>Monday</strong></th>
<th>Stencil painting</th>
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<tr>
<td><strong>Tuesday</strong></td>
<td>The four season painting</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Fantastic flowers / a pretty bouquet</td>
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<tr>
<td><strong>Thursday</strong></td>
<td>Plain or stripy, a gathering storm</td>
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<tr>
<td><strong>Friday</strong></td>
<td>Handprint turkey or finger painting</td>
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