

Friday 18th February 2022

Dear Parent/Guardians,

This week all of our families and teachers had the opportunity to meet one another and set some goals for the term. It was lovely to hear from all parties involved that it was a great opportunity to connect and be on the same page about our goals and aspirations for our children. It was also a great opportunity to learn lots of interesting information about our children and who they are outside of school.

As we all know, children can not flourish without the support of many. Parents can not do this by themselves; teachers also can not do this by themselves. We need to work in partnership to help understand and support our children. When we all work together and have a common goal, that is when we see great success, confident young people and most of all joy and contentment.

As we know, these relationships that we form, work on and maintain are the key to raising happy and healthy children. We also know that communication is vital to support our young people. When we communicate with one another, we then have the knowledge and understanding of what is required and can then go about implementing this.



As educators, we believe that this communication has to be a three way partnership between child, teacher and parent/s. We find that when this happens then we have provided a solid foundation for success.

At St Elizabeth's we are very lucky to have extremely dedicated teachers, who thrive on their students flourishing and are more than happy to communicate with their child's parents.

There are three main ways parents can communicate with teachers:

- Email
- Phone call
- Organising an online or onsite meeting

Teachers will use a variety of these ways to communicate, but most often then not, they will begin with an email. To ensure that our teachers are at their best, their wellbeing is just as important as our children's. Therefore, it is a school policy that email communication will only happen between 8am-6pm to ensure this. Like all other adults, they have the right to engage in lots of other activities outside of school, especially being there for their own families. As parents yourselves, I know you can understand and respect this. Please know that our teachers endeavour to respond within a 48 hour time frame.

All email addresses were provided via the Level Newsletters last Monday on Skoolbag. Please check for this post or please don't hesitate to contact Lisa to find out your child's email address.

Term 1 Dates

March

Wednesday 2nd March
Ash Wednesday

Friday 11th March
School Closure Day

Monday 14th March
Labour Day Public Holiday

Friday 25th March
Feast of the Annunciation

Monday 28th March
PSG meetings

Tuesday 29th March
PSG meetings

Wednesday 30 March
Year 5/6 Urban camp

Thursday 31st March
Year 5/6 Urban camp

April

Friday 1st April
Year 5/6 Urban camp

Sunday 3rd April
Daylight savings ends

Friday 8th April
End Term One

Term 2 Dates

Friday 15th April
Good Friday

Sunday 17th April
Easter Sunday

Monday 25th April
ANZAC Day Public holiday

Tuesday 26th April
Term 2 begins

As a staff we are really looking forward to a great year, where we will see all our children flourish.

COVID-19 update

Yesterday the Department of Education and MACS (Melbourne Archdiocese Catholic Schools) confirmed that **the current COVID restrictions in place for schools will continue until the end of the term**, even though some things have been eased in the community.

This means that the following will continue until we are otherwise notified:

Rapid Antigen Testing

Rapid antigen testing will be **voluntary** for all primary school students.

The recommendation for primary school staff and students is to be tested twice weekly on school days only.

As school we recommend that families test their child on **Tuesdays and Thursdays** or if their child shows any symptoms.

Tests will be provided in packs of five individual tests per student.

Our third set of testing kits will be available within the next week and be sent home with each child.

What do I do if my child tests POSITIVE?

- Parents are required to report positive test results to:
 - Department of Health system ([Rapid antigen tests](#) | [Coronavirus Victoria](#)) or via the coronavirus hotline at 1800 675 398.
 - St Elizabeth's school - principal@sedandenongnth.catholic.edu.au or 9795 5258 on the day they receive the positive test.
 -
- Positive cases will be required to **quarantine at home for 7 days and cannot attend school** until Day 8 if they are well enough to return.

What do I do if my child is a close household contact?

- Where a student is a household contact of a positive case (that is, they have spent more than four hours with someone who has COVID-19 inside a house, accommodation, or care facility) they must inform the school and isolate for seven days and not attend school during that period
- The school will organise a hard copy learning pack for this time. There will be no remote learning available.

Parent access to the school

Parents onsite

To reduce the risk of transmission, parents unfortunately will have limited access to the school for the first four weeks, which is not ideal considering many like to come see their child's classroom and meet their child's teacher.

As we did at the end of last year, parents will only be allowed onsite at the end of the school day.

Parents unfortunately will have limited access inside school buildings.

The only time parents will be allowed into buildings is if they need to attend the school office or have an important meeting with a staff member that cannot be done remotely. These parents will have to be fully vaccinated, to attend these meetings.

Parents are able to contact their child's teacher by:

- Talking to them at the end of the day at pick up time (outside)
- Phone call
- Email

Morning Drop off Procedures

- Both school gates will open at 8.35am, which will be supervised by 2 teachers
- ONLY children will be allowed to enter - No parents or cars will be allowed onsite
- ALL children should arrive by 8.45am to be on time for their learning day

Pick up Procedures

There will be two dismissal times to ease the congestion of families leaving the school grounds

- A-K surname families will be dismissed at 3.05pm from the BASKETBALL COURTS
- L-Z surname families will be dismissed at 3.15pm from the BASKETBALL COURTS
- Parents MAY come onsite to their designated pick up area to collect their child
- Parents adhere to the 1.5m social distance protocol
- Children MUST be collected from their designated area of the basketball courts and leave the school grounds as quickly as possible, using the closest possible exit gate

If your child is in Year 3-6 and is able to make their own way out of the school grounds without being collected by a parent, this would be greatly appreciated. Please organise a designated pickup spot outside the school that you are both familiar with.

Face masks

Face masks are compulsory for all Year 3-6 students, which need to be provided from home, as the school only has enough for emergencies e.g. elastic on a face mask breaks.

Foundation-Year 2 students are strongly encouraged to wear them as well.

Face masks only need to be worn inside not outdoors.

Student illness

If your child has a sore throat, runny nose, is coughing or sneezing they **CAN NOT** come to school. They are required to stay at home until they are better.

Any child who shows these symptoms at school will be asked to be collected immediately.

Stay home when unwell and test

The most important action school communities can take to reduce the risk of transmission of COVID-19 is to ensure that any unwell staff and students remain at home and get tested, even with the mildest symptoms.

Everyone should consider their health before they start work or attend school.

Currently we are seeing a rise in positive cases, therefore it is VERY important for everyone in our community to follow these protocols to ensure the safety and wellbeing of all.

Operoo

Operoo is the secure online platform that St Elizabeth's uses to obtain important information and permission on each of our students that is required when attending an excursion.

It is important that each time parents receive an email or notification from Operoo that they attend to it as soon as possible to ensure that their child does not miss out on an important learning experience. We ask that each time parents are requested to sign a permission form, **that they quickly check that ALL details on their child's profile is up to date and correct.**

ALL families are required to update/check that the following details are up to date:

- Parent contact details (must list both parents, where appropriate)
- Emergency contact details (must list two emergency contacts)
- Medical conditions



- Asthma, anaphylaxis or allergic reaction plans are current and uploaded onto child's profile as an attachment

Thank you for your continued support during this difficult time. As a school community we achieve great things when we work together.

Christina Ferguson
Principal

Education in Faith



A very warm welcome to 2022.

May this year bring each of you a sense of wellness and a renewed happiness for all the things that bring you joy. It was so lovely to see all the children and family members during the past few weeks. We extend an extra welcome to our new families who have joined our school community.

Dear Lord,

Use my eyes to see new friends.
Open my ears to hear my teacher.
Open my mind to learn new things.

Let my heart remember You are near when I am afraid.
Help me to love others like you do.
I want to shine your light so bright in my school.



R.E. Calendar

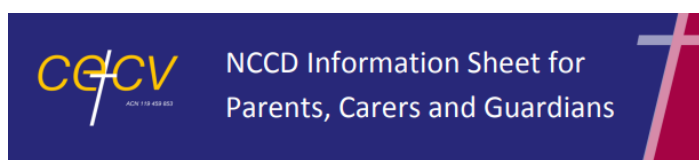
Please find below our calendar of important religious events within our school. At this stage some of these events will be dependent on COVID restrictions. As we near closer to these dates, we will let parents know if they will proceed and how.

EVENT	DATE	TIME
Season of Lent begins	Ash Wednesday 2nd March	
Reconciliation and Eucharist Parent Information Evening (TBC)	23rd March	7:00pm
Reconciliation Commitment Mass	Saturday 2nd April Sunday 3rd April	6:30pm 10:30am
Sacrament of Reconciliation	Wednesday 6th April	6:30pm
First Eucharist Commitment Mass	Sunday 15th May	10:30am
Confirmation Parent Information	Thursday 19th May	7:00pm

Sacrament of First Eucharist	Saturday 21st May	6:30pm
	Sunday 22nd May	10:30am
	Sunday 29th May	10:30am
Pentecost Sunday ~ Confirmation Commitment Mass	Sunday 5th June	10:30am
Sacrament of Confirmation	Sunday 16th October	2:30pm

God bless,
Mrs Lorraine Walker
Religious Education Leader

Teaching and Learning



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

What is the Nationally Consistent Collection of Data?

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

Who is counted in the data collection?

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

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

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

What does the word 'disability' mean in the NCCD?

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

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

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

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

What sort of help does the school give students?

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

How will the NCCD be different this year?

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

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

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

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

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

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

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

Where can I find out more?

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

Our school prides itself on understanding the students in our care, knowing what they need to keep moving forward. We are not all built the same and some of us move at a different pace and even sometimes in a different direction. This is ok! In actual fact we value this highly and understand that the learners in our school may need different supports put in place in order to help them grow and develop. The NCCD is one component to this and through this funding model, we can put programs in place that cater for a diverse range of learning needs. These programs compliment the teaching that takes place in the classroom and aim to add value to the experience our students have at St Elizabeth's.

In saying this, not every child will be a part of the NCCD, however they will see the impact of it in one way or another. Some will feel this impact directly, with extra support offered within programs or on an individual basis, whilst others may have an indirect benefit during times where we can place two adults in the classroom to support the class. This offers great opportunity for classroom teachers to use data and their insights to cater for students at their point of need.

Luke Farrelly
Teaching and Learning/Learning Diversity Leader

Child Safety

We live in a world that not only uses technology, but is becoming increasingly more reliant upon it. We must take time to stop and consider the impact this has for our students. Within our current setting, technology in many ways is our only form of contact, particularly between your child and their teachers.

In our user agreement that students and families sign each year, are two sections that we feel are extremely valuable to refer back to particularly in the current climate where we are relying so heavily on technology.

When I use digital technologies and the internet I communicate respectfully by:

- *always thinking and checking that what I write or post is polite and respectful*
- *being kind to my friends and classmates and thinking about how the things I do or say online might make them think or feel*
- *working to stop bullying. I don't send mean or bullying messages or pass them on to others*
- *creating and presenting my own work and if I do copy something from the internet, letting others know by sharing the website link to acknowledge the creator.*

Another component to this user agreement is direction around the acceptable use of school devices and accounts. We understand that students sometimes will be drawn to new games, websites and apps that are popular amongst their peers. However it is important to remember that these devices and accounts are still managed by the school and therefore have different guidelines for use than the personal devices you have at home.

When I use digital technologies and the internet I will only use my device in the allocated time given to me unless directed to share another device by a teacher. When I use the internet I will:

- *Not use an automatic "save" for sites I access via the schools Chromebooks*
- *Only send emails using my school email account when using school ICT equipment (Chromebooks are school property but we allow students to use them as a personal tool)*
- *Ensure that my screen is visible to school staff at all times when using ICT*
- *NOT download movies, pictures, photos, videos, games etc onto school ICT equipment unless I am directed to do so by a teacher*
- *NOT change my password unless directed by my teacher*
- *NOT use Social Media sites/apps on my school device (e.g Snapchat, Instagram, TikTok, Facebook etc).*

At any time if you have any questions or wish to discuss something that is happening online, we are here to support you where we can. Whilst not all issues that happen online can be managed by the school, we do have a range of services and agencies that we can suggest you contact depending on the nature of your query. Please contact the school on 9795 5258 or send me an email which I have listed below.

Luke Farrelly
Deputy Principal

Student Wellbeing

As the children settle back in, ask them about their day and give them time to share their highlights with you. There are bound to be little bumps and tired days, so try and remain positive when this occurs, and communicate with your child's teacher so that we can work together to support them as needed.

Our Foundation students certainly have fitted in well at school already. The older children always love having younger children to watch out for and take care of.

Keep routines

Children can get very tired at night because they are doing so many new and exciting things. For this reason it helps if you keep routines like bath time, meals and reading routines as regular as possible. It's important to leave time for your child to play and get a good night's sleep each night.

Fixed Mindset v Growth Mindset	
Fixed	Growth
I avoid challenges.	I take on challenges.
I give up easily.	I keep going until I get there.
When I fail, I'm no good.	When I fail, I learn.
I ignore feedback from my teacher because I won't get better anyway.	I take on board feedback from my teacher and use it to improve.
I feel like giving up when others do better than me.	When others do well, it drives me to do my best too.

As educators, we have a strong focus on building relationships and connections. We draw on resources such as 'Berry Street' to assist us in creating new relationships in our school between staff, children and families. Over the next few weeks you will hear a little about the Growth Mindset which teaches children that they can actually train their brains to make new pathways so they can achieve their goals.

I look forward to working with you in my role as Religious Education Leader and Wellbeing Leader.

Please feel free to contact me if you have any concerns about the wellbeing of your child. The days I am in the office are Wednesday and Thursday.

Lorraine Walker
Student Wellbeing Leader

Foundation News



Our Foundation students have been exploring all our investigation areas this past fortnight. Here are all the areas that they can investigate!



INVESTIGATIONS



Year 1/2 News

We have had a busy first few weeks of school. We have been making new friends in our class and creating pieces of work about ourselves.



- Our Promise to each other.
- help each other.
 - is to make better choices.
 - is to clean up.
 - is to share.
 - is to use your manners and be kind.
 - is to listen when others are talking.
 - is to say sorry if I upset someone.
 - is to be kind.

Year 3/ 4 News

*We are Good as Gold in Year
3/4!*

WE HAVE STARTED OUR LITERACY ROTATIONS WHERE WE ARE LEARNING LOTS OF DIFFERENT SKILLS SUCH AS HOW TO USE A DICTIONARY, PRACTISING USING CORRECT PUNCTUATION AND DISCUSSING WHAT WE HAVE BEEN READING!

IN MATHS, WE HAVE BEEN EXPLORING ALL THINGS DATA! WE HAVE BEEN LEARNING HOW TO INTERPRET AND CREATE OUR OWN PICTOGRAPHS AND BAR GRAPHS.



Year 5/6 News

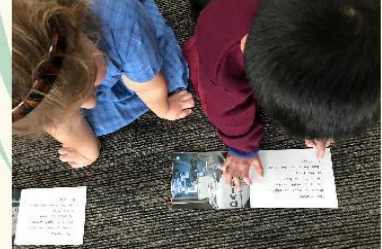
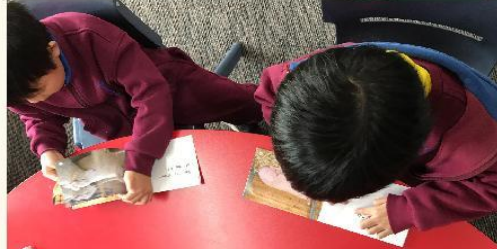
Welcome back to all our amazing families! We have had a great first few weeks getting to know each other and settle back into life at school. The students have already shown great team work, kindness and respect to both each other and their teachers. We have all been working hard and enjoying a range of activities, including art, interschool sport practice, maths, writing and digital technology. Keep an eye on the newsletter for more updates about what's happening in 5/6 this year.



Literacy Intervention

Literacy Intervention

With Mrs Diasi



Reading is a crucial part of everyone's development, particularly your child's as they develop new skills and learn to read. Reading truly opens up a world of opportunities.

Everytime your child reads or hears a book read to them, they learn more about an imaginary world or build on their prior knowledge of topics they enjoy and make new connections.

Often parents are concerned about their child rereading a book and think they are just memorising the words on the pages and not growing as a reader. I'd like to share with you that this is precisely what teachers encourage students to do - rereading a text. Every time your child rereads a book they learn more about the story, gain a deeper understanding of the text through the words and illustrations, prepare them for more complex narratives and lastly, develop their fluency and reading confidence.

Encourage your child's love of rereading their favourite story a million times over.

4 Reasons why rereading books is important

1. Increased Vocabulary

Exposure to books increases your child's vocabulary in the words they choose to express themselves and the words they will then incorporate into their writing.

2. Phonemic Awareness

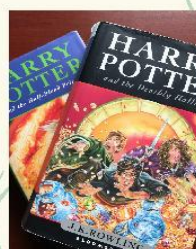
Strengthens an understanding of patterns, rhythm and rhyme. They learn how to read words that have only slight varying differences, as in, the initial phonemes changing and develop confidence as they read along. For example, if they can read 'light' they will find greater success in reading 'might, fight...' Fantastic author to read is Dr Seuss.

3. Comprehension Skills

Provides an opportunity to develop a deeper understanding of a book's plot, author's intent and character development, allowing themselves to become involved in a text.

4. Confidence Building

Infact, memorising the words on a page makes your child feel successful and confident. They have a sense of proficiency, fluency and accuracy which in turn develops their confidence and a lifetime love of reading.



Performing Arts

Performing Arts

In Term One we are very dramatic in Performing Arts. All levels are focusing on Drama, improving their use of facial expressions, movement, voice, character and setting.



We always begin the year remembering St Elizabeth's School Values of Respect, Responsibility, Equality and Cooperation and how we live those values in Performing Arts Classes.



In Choir we love our warm up games. This year we are looking forward to Performing more.



Drama Club has also returned at lunchtime on Wednesdays. We are working towards an end of term performance.

Visual Arts



Welcome back to Term 1! It has been such a pleasure to work alongside all the students so far and I can't wait to see their artistic abilities further develop over the next year!

Foundation:

Students are exploring shapes and lines. They will put this into practice this term when creating their own rainbow self-portraits. Students will also explore colour by identifying both primary and secondary colours within an art piece.

Year 1/2:

This term, students are exploring the theme collage and printmaking. They will use the process of Monoprinting to create a piece of work using a variety of lines, shapes and colours. During collage making, students will discover how different textures can change different parts of an art piece.

Year 3/4:

Students are further developing their skills in painting and drawing. They will be creating their own hot air balloons made up of a range of Zentangle patterns. In the second half of the term, students will be exploring the works of Henry Matisse to create a Fauve Self Portrait.

Year 5/6:

Students will be discussing how powerful their voices are, especially when it comes to kindness. They will be creating a 'Say Something' portrait inspired by the book 'Say Something' by Peter H. Reynolds. They will also be further developing their skills in how to draw specific features of a face and the importance of symmetry when creating their own self-portraits.

Each student within the school has also been given a feather to decorate which will be used to create a beautiful whole school mural. The feathers are looking fantastic and we can't wait to share with you the final product. Stay tuned!

Mrs. Ladson
Visual Arts Teacher



School Community



Instrumental Music Lessons - on school campus
Places available for Term 1, 2022



Small Group & Private Lessons

- Primary Music Institute offer instrumental music lessons right here on school campus!
- To find out all about the music lessons please visit PMI's website. You can check which instruments are available, get up to date program details and apply for lessons online
- Please **ENROL TODAY** via PMI's website
- Lessons are held once per week on school campus – with lessons typically during school hours
- Only \$19.50 per child per small group lesson (2-5 students for 30minutes)
- Private lessons (1-on-1) and pair lessons (max 2 students) are also available
- Online lessons (after hours) are also available direct to your home – contact us to find out more
- Instrumental music can improve your child's school results – including for reading, maths, coordination, IQ, abstract reasoning, performance confidence... and is great fun!

P: 1300 362 824

E: admin@primarymusicinstitute.com.au

www.primarymusicinstitute.com.au

Community




NAZARETH
COLLEGE

ENROL NOW

for 2024 and beyond

Nazareth College is a Catholic Co-educational Secondary School where all students are known and have the opportunity to succeed.



ENROLMENT INFO



BOOK A TOUR

www.nazareth.vic.edu.au/enrolments/enrolment-process



OPEN EVENING

22 MARCH 2022

Session 1

4:00 - 5:30 pm

Session 2

5:30 - 7:00 pm

Session 3

7:00 - 8:30 pm

Explore the difference a Nazareth education provides

The Nazareth College Open Evening is a great opportunity for the whole family to experience all our College has to offer. You will hear from our Principal, Mr Sam Cosentino, view performances and demonstrations from several learning areas as well as have the opportunity to ask questions and discuss important aspects of the College with key members of our staff.

Registrations essential

www.nazareth.vic.edu.au/enrolments/school-tours





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UNITED**
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JOIN YOUR LOCAL FOOTBALL CLUB



WELCOMING BOYS AND GIRLS IN ALL AGE GROUPS

LEARN NEW SKILLS, MAKE NEW FRIENDS

TRAINING STARTS 9TH WEDNESDAY FEB 2022

**- TRAINING NIGHTS - WEDNESDAYS & FRIDAYS @ 6PM
- MATCHES PLAYED SUNDAY MORNINGS - APRIL TO SEPTEMBER**

@LUFC HALTON RD, DANDENONG NORTH

**WWW.LYNDALEUNITEDFC.COM/JUNIOR-EOI
ANY QUESTIONS CALL ANTHONY - 0401 953 460**



@LYNDALEUNITEDFC





DANDENONG BASKETBALL SKILLS ACADEMY

8-WEEK
PROGRAM
\$70

EACH THURSDAY
**4:30-
5:30PM**
STARTS FEB 17

Developing Future Stars At Dandenong Stadium

Our NEW Dandenong Skills Academy is a professionally developed basketball program delivered by highly skilled and experienced coaches, with a focus on skills development, building friendships and team fun!

WHEN: Thursdays, 4:30-5:30pm
WHO: 5-12 yr olds

WHERE: Dandenong Stadium
PRICE: \$70 per participant

REGISTRATIONS
[BITLY.COM/DBASKILLS](https://bitly.com/dbaskills)

More info? Contact us on 9794 7192 or email
kyle.ogden@dandenongbasketball.com.au

DANDENONG BASKETBALL'S GIRLS-ONLY INTRO PROGRAM!



WHO: BEGINNER GIRLS, AGED 5-12

**WHEN: TUESDAY'S 4:30-5:30PMs
STARTING FEBRUARY 15TH**

WHERE: DANDENONG STADIUM

COST: \$70 PER PROGRAM PARTICIPANT

DBA's StartHerUP! Academy is a professionally developed basketball program delivered by highly skilled and experienced coaches, with a focus on skills development, building friendships and team fun with other basketball-loving girls.

Our aim is for the StartHerUP! Academy to boost the confidence of our female players so they are ready and empowered to play basketball!

LEARN MORE AT: [BITLY.COM/DBASTARTHER](https://bitly.com/dbastarther)



GKR KARATE

KARATE FOR EVERYONE



START KARATE NOW!

& RECEIVE A FREE UNIFORM + DISCOUNTED JOINING FEE

CONFIDENCE ■ FOCUS ■ DISCIPLINE ■ FUN

LOCATIONS

- SPRINGVALE
- DANDENONG
- NARRE WARREN
- ROWVILLE

CALL / TEXT

0449 883 431



Out of School Hours Care

[Before School Care](#)

Permanent: \$13.50 /Casual \$16.00 ~ 7am to 8:55am Monday to Friday during school term, excluding all Victorian Public Holidays.

[After School Care](#)

Permanent: \$14.50 /Casual \$17.00 ~ 3:15pm to 6:15pm Monday to Friday during school term, excluding all Victorian Public Holidays.

[Vacation Care / Pupil Free Days](#)

Per Day: \$50.00 7am to 6:00pm Monday to Friday

[Late Pick Up Fees: Per minute: \\$1.00](#)

For enquires or further information, please contact Elarine on 0422 803 709 during session times.