



St Elizabeth's School Newsletter

Term 1 - Friday 4th April 2025

Principal News



As we end the the term it is a nice time to pause and reflect on all that has been accomplished. Yes, there are still things we would like to have progressed a little further on but that is due to the incredibly high standards we all set for ourselves, students included.

We must take heed on the things we have accomplished, so please celebrate the big and little wins with your children as the term draws to a close.

A big congratulations is to be shared with our Prep students (and parents) who have not just survived their first term, but flourished and glowed in their own very special way. We are so lucky that you have all joined our community.

As you enter the Easter break, please enjoy the time with your families and by staying safe. Even though this is a solemn time in our religious calendar, appreciating the sacrifice that Jesus made for us, Easter is still an incredibly special time to be together with your loved ones.

Year 7 Transitions

Time has come again where we must begin to think about Year 7 transitions for a number of our year levels. Please see below for information relating to your child's level.

Current Year 6 Students 2025 for Year 7 in 2026

At the beginning of Term 2, applications will open for all Government Secondary schools. We have a copy of the transition packs which include all enrollment details and processes.

These forms will be sent home to the families who require one during the first week of Term 2. We will go by the Operoo from 2024 that indicated the school you had chosen. If this has changed, please call the office and let us know so we can make sure you receive the pack in Term 2.

Current Year 5 Students 2025 - For Year 7 in 2027

There are now two important dates which relate to the setting you are considering for your child.

For Catholic Secondary schools, now is the time to apply if you have not already. These applications are made directly with the school you wish to enrol in. Please make contact with their office and they will be able to assist you.

Please note that the closing date is Friday 29th August 2025.

The Government Secondary process is slightly different. It takes place the year your child is in Grade 6. We will provide transition forms and send them to your child's school when the time comes.

Government Secondary applications will open at the beginning of



Term 2 2025. these forms need to be returned to St Elizabeth's by Friday 9th May 2025.

If you have any questions, please send Mr Farrelly an email @ lfarrelly@sedandenongnth.catholic.edu.au

What another great Colour Fun Run!!

This is one on the most anticipated events of the school calendar, where our children brace their fears on being sprayed with powder and water! It was another great day, where we raised over \$1900 to go towards the replacement on the back playground equipment.

A BIG thank you to Lisa and our parent volunteers for setting up and helping on the day.







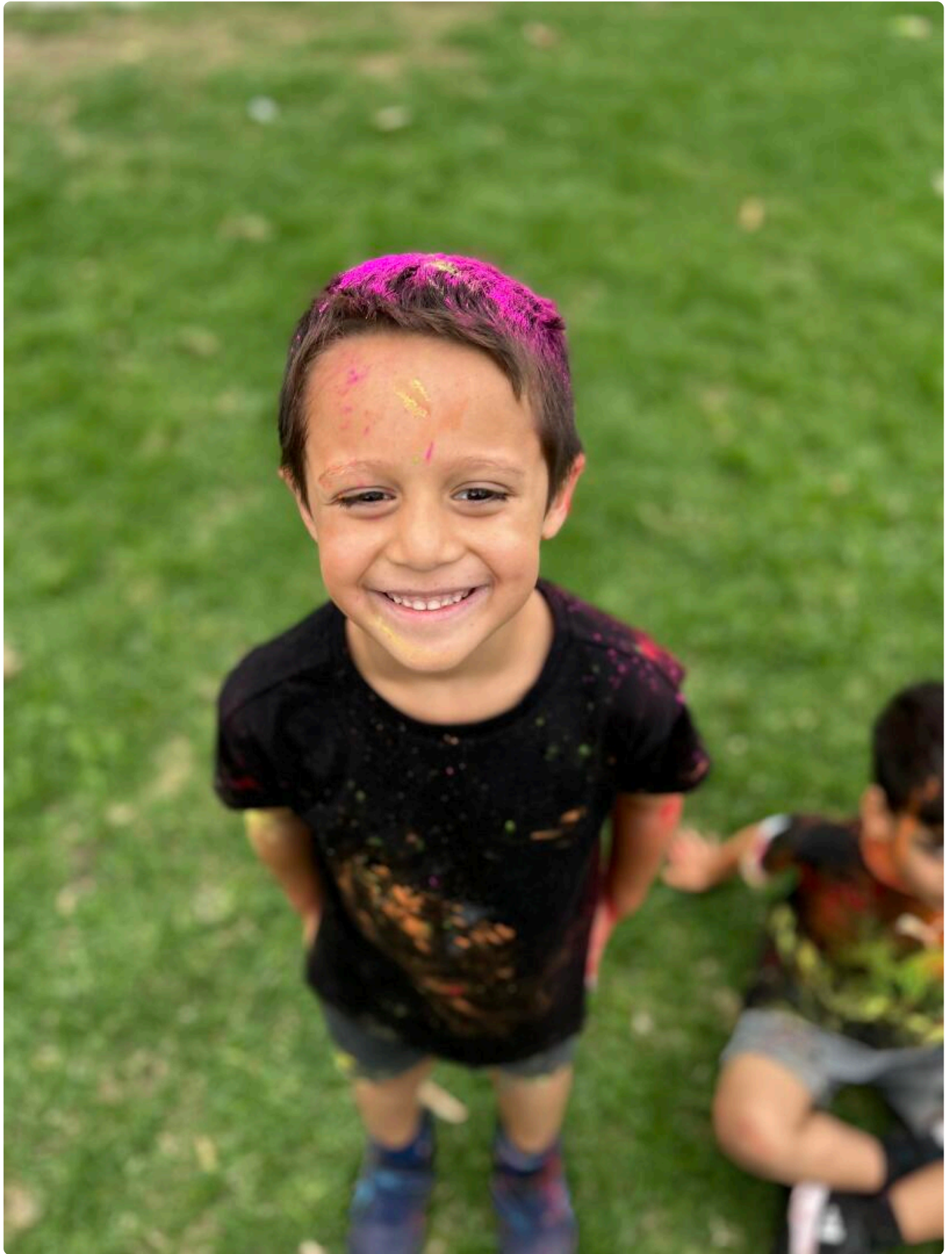














On Tuesday we had our annual school athletics carnival, where it was wonderful to see all our children having a go at all their events and having a great time. We were blessed with beautiful weather and were happy to see our children enjoying themselves. Congratulations to Polding (green house) on an outstanding win!























Important Dates

Term 2

Friday 18 April - Good Friday

Sunday 20 April - Easter Sunday

Monday 21 April - Easter Monday

Tuesday 22 April - Term 2 begins

Friday 25 April - ANZAC Day Public Holiday

Education in Faith News



A very big thank you to all those families who donated money to Project Compassion this year. Your donations have been given to our Parish to be added to their funds.

The theme, Unite Against Poverty, resonates deeply with the teachings of Jesus, who showed great care for the poor and marginalised.

Holy Week



During the second week of the school holidays, we mark Holy Week.

- It is the week that begins with Palm Sunday when Jesus enters the city of Jerusalem and the crowd throws palm branches at his feet.
- On Holy Thursday, Jesus and His disciples shared the Last supper where the bread broken and the wine shared represented the body and blood of Christ.
- Good Friday was the last day of Jesus' life on earth before His resurrection. He was condemned, beaten, mocked, and required to carry His own cross to the place where He was crucified and died.
- On Easter Sunday, Jesus rose from the dead, fulfilling the prophecy.

May you and your family have a happy and holy Easter filled with God's blessings.

Learning and Teaching News

A note on explicit teaching

Explicit teaching is not a new concept, it is something you would have experienced during your own time at school and most likely, your parent did as well. What has



changed is our understanding of 'what' and 'when'. As there are times in which students need to dive in, be curious and inquire about a range of topics, concepts and interests. Complimentary to that, is the need for explicitly taught lessons, covering concepts, skills and content that provide the knowledge base students require to inquire, explore and dive deeper.

Without this knowledge, the cognitive demand increases exponentially on students and they can easily lose the benefit of exploring and researching as they do not have the knowledge required to understand what they are covering.

Below is a nice visual from *Raising Stars* that gives a simple view of what explicate teaching involves. As part of our journey, working with the Vision for Instruction we will continue to define what explicit instructions looks like at our school. As well as our staff considering the balance between explicit teaching and finding time and opportunities for our children to be curious and find the love of learning through success and exploration.



Explicit Teaching Framework

To support achievement and ensure proper delivery, a step-by-step framework for explicit teaching. The framework closely follows a six step procedure, these being:

1. Identify the learning objective
2. Scaffold information into manageable chunks
3. Clear explanations that are supported with modelling
4. Verbalising thought processes
5. Provide opportunities for practice
6. Give Feedback

Child Safety News



Changes to Social Media Law

What does it mean for young people?

Most social media services currently have a minimum age requirement of 13 for account holders. However, current measures to enforce the minimum age are often absent or ineffective. There are also community concerns that young people who are 13 to 15 years old are too young to be exposed to the types of harms and deceptive design features that can be experienced on social media.

The new law puts the onus on social media platforms, not parents or young people, to take reasonable steps to ensure fundamental protections for under 16s are in place.

eSafety is mindful of the need to balance the safety of young people with a broader range of digital rights, including those that enable online exploration and expression and reinforce privacy protections (fuller analysis of this issue is available in our age verification background report). With this in mind, we will consult with young people – and their parents, carers and educators – about the implementation of the law, its impacts and the best way to support them through the change.

This also includes building a robust evidence base to measure the impacts when the law is reviewed after two years.

More information below or
at: <https://www.esafety.gov.au/about-us/industry-regulation/social-media-age-restrictions>



Online Safety Amendment (Social Media Minimum Age) Bill 2024 – Fact sheet

On 10 September 2024, the Hon Anthony Albanese MP, Prime Minister, [announced](#) that the Australian Government would introduce legislation to enforce a minimum age for access to social media as a handbrake on harms.

The Online Safety Amendment (Social Media Minimum Age) Bill 2024 (the Bill), which was passed by Parliament on 29 November 2024, gives effect to this commitment. It puts the onus on social media platforms, not parents or young people, to take steps to ensure fundamental protections are in place. This is about protecting young people – not punishing or isolating them – and supporting parents when it comes to overseeing their children’s health and wellbeing.

The Bill will amend the *Online Safety Act 2021* (the Act) to:

- Require age-restricted social media platforms to take reasonable steps to prevent Australians under 16 years old from having accounts (the minimum age obligation),
- Introduce a new definition for ‘age-restricted social media platform’ to which the minimum age obligation applies, alongside rule-making powers for the Minister for Communications to narrow or further target the definition,
- Provide for the delayed effect of the minimum age obligation of no later than 12 months after Royal Assent,
- Specify that no Australian will be compelled to use government identification (including Digital ID) for age assurance purposes, and platforms must offer reasonable alternatives to users,
- Establish robust privacy protections, placing limitations on the use of information collected by platforms for the purposes of satisfying the minimum age obligation, and requiring the destruction of information following its use,
- Provide powers to the eSafety Commissioner and Information Commissioner to seek information relevant to monitoring compliance, and issue and publish notices regarding non-compliance,
- Impose maximum penalties of up to 150,000 penalty units (currently equivalent to \$49.5 million) for a breach of the minimum age obligation by corporate actors,
- Increase maximum penalties of up to 150,000 penalty units for corporate actors for breaches of industry codes and standards, to reflect the seriousness of the contravention, consistent with community expectations, and
- Incorporate a range of other minor measures and consequential amendments to give effect to this.



Setting a minimum age for social media

The Bill specifies a minimum age of 16 years for access to age-restricted social media platforms – there is a growing body of evidence to suggest that by 16, young Australians are beyond the most vulnerable stage of adolescence.

Noting variation exists across individuals, a UK study published in 2022¹, which examined longitudinal data from more than 17,400 participants, found adolescent social media use is predictive of a subsequent decrease in life satisfaction for certain developmental stages including for girls aged 11 to 13 years old and boys 14 to 15 years old.

Regulated entities and regulated activity

The Bill introduces an obligation on 'age-restricted social media platforms' to which the minimum age obligation applies. The definition casts a wide net to ensure the minimum age obligation applies broadly to the range of services commonly understood to be social media. At the same time, there is flexibility to reduce the scope, or further target the definition through legislative rules. In the first instance, the Government proposes to use the rule-making power to exclude messaging, online games, services that primarily function to support the education and health of end-users, and YouTube.

Under the Bill, a platform is an 'age-restricted social media platform' if (section 63C):

- the sole purpose, or a significant purpose, of the service is to enable online social interaction between 2 or more end-users,
- the service allows end-users to link to, or interact with, some or all of the other end-users,
- the service allows end-users to post material on the service, and
- it meets such other conditions (if any) as are set out in the legislative rules.

However, the legislative rules can also specify that a platform, or class or platforms are *not* in scope.

Age-restricted social media platforms must be able to demonstrate having taken 'reasonable steps' to prevent age-restricted users from 'having an account'. At a minimum, this will likely require platforms to introduce some form of age assurance.

Age Assurance Technology Trial

The Australian Government announced \$6.5 million in the 2024-25 Budget for the development of a technical trial of age assurance technologies to determine effectiveness, maturity, and readiness for use in the Australian context.

The outcomes of the trial will provide advice to Government, the eSafety Commissioner and industry to inform what reasonable steps are with the current market. The trial outcomes are likely to be instructive for regulated entities, and will form the basis of regulatory guidance issued by the Commissioner.

The trial is being conducted by the Age Check Certification Scheme and is independent of Government – for more information on the technology trial, please visit www.ageassurance.com.au.

Australians under the age of 16 will be unable to have an account with an age-restricted social media platform in their own right. This also applies to existing account holders under the minimum age. However, they will not be prevented from accessing content on an age-restricted social media service in a 'logged out' state (i.e. without logging into an account or profile).

¹ [Windows of developmental sensitivity to social media | Nature Communications](#)



Example scenario 1

Sally, who is 14 years old, currently has a TikTok account. On the commencement of the minimum age obligation, TikTok will be required to deactivate Sally's account if she is still under the age of 16 years.

Example scenario 2

Waheed is 15 years old and regularly uses YouTube for leisure and for research on school projects. On the commencement of the minimum age obligation, Waheed will still be able to use YouTube, both logged out and through his own account.

Example scenario 3

Isobel is an adult who owns a small business, selling boutique crocheted goods. She uses Facebook as her business landing page. As Facebook allows viewers to access business information without first requiring them to log in, it is unlikely the business's online 'foot traffic' would be affected.

Privacy safeguards

In practice, satisfying the minimum age obligation will require platforms to undertake some form of age assurance on account holders. While assurance techniques vary, and for many will involve use of data that has already been provided to the platform, some involve the capture of new information or data for the purposes of age assessment.

The Bill incorporates strong protections for personal information collected by platforms for age assurance purposes. These privacy safeguards impose obligations on platforms to ringfence and destroy any information collected, with serious penalties applicable for breach of these requirements. Platforms must not use information collected through age assurance methods for any other purpose, unless explicitly agreed by the user. This agreement must be voluntary, informed, current, specific and unambiguous.

The Bill also includes two information protecting provisions, that:

- empower the Minister to exclude specified types of information being collected and used by platforms for the purposes of meeting the minimum age obligation, and
- specify that platforms must not collect government-issued identification or require the use of Digital ID (provided by an accredited service, within the meaning of the *Digital ID Act 2024*), unless a reasonable alternate means is also offered.

In effect, this means that no Australian will be compelled to use government identification (including Digital ID) for age assurance on social media. Collectively, these measures minimise the impact of the minimum age framework on Australians' privacy. They place the power squarely in the hands of users, allowing them to minimise data handling (only 'assure once'), and ensure they are well-placed to make informed decisions about what information platforms can ask for and how it is used.

Example scenario 4

Upon signing up for an account with Discovery² (an age-restricted social media platform), Rebecca was prompted to provide details about her age. The platform did not seek Rebecca's consent to use that personal information for any other purpose, but has since used it to curate advertising content to Rebecca. This use of the personal information is not permissible and would be considered an interference with Rebecca's privacy for the purposes of the *Privacy Act 1988*. As a result, Discovery could face serious penalties.

Example scenario 5

² A fictional social media service for the purposes of this scenario.



To address the above situation, Discovery introduces new terms of service, setting out that they can use any information supplied by account holders for targeted advertising. This approach is still unlikely to meet the threshold of consent being voluntary, informed, current, specific and unambiguous. The use of the information would still be an interference of privacy, and could give rise to penalties.

Example scenario 6

Raj also decides to sign up for Discovery. In setting up his account, he is directed towards using Digital ID and not given any other option for demonstrating he is over 16. This would constitute a breach of the information protection under section 63DB and be subject to significant penalties.

Penalties

The Bill imposes significant penalties for breaching the minimum age obligation. A breach by a provider will be subject to a maximum penalty of 30,000 penalty units (currently equivalent to \$9.9 million). This increases to 150,000 penalty units (currently equivalent to \$49.5 million) if the provider is a body corporate, due to the application of section 82 of the *Regulatory Powers (Standard Provisions) Act 2014* (Regulatory Powers Act).

Equivalent penalties apply for breaches of the information protection provisions.

The Bill will also increase maximum civil penalties in the Online Safety Act for:

- non-compliance with a direction to comply with industry codes; and
- non-compliance with industry standards.

Penalties will rise from 500 to 30,000 civil penalty units. For bodies corporate, this increases to 150,000 penalty units.

The penalty amounts are intentionally large, which reflects the significance of the harms the Bill is intended to safeguard against. Maximum civil penalties equivalent to \$49.5 million for bodies corporate also brings Australia in line with the online safety maximum civil penalties in Ireland, the European Union and the UK.

Commencement

All provisions of the Bill commence the day after Royal Assent. However, the new section 63E of Part 4A provides for the delayed effect of no later than 12 months for the minimum age obligation. Deferred effect is intended to provide industry and the eSafety Commissioner with sufficient time to develop and implement appropriate systems, to ensure both the regulator and the regulated sector are set up for success.

Review

The Bill incorporates a review of the legislation within two years of effective commencement. The review provides the Government with an opportunity to recalibrate policies, if required, to be proportionate to changed behaviours – of both social media platforms and young people.

It will allow time to recognise any technological advancements since commencement, consider privacy provisions, the definition of an age-restricted social media platform, and whether other digital platforms such as online games or additional social media platforms that can be viewed without an account, should be captured within scope.

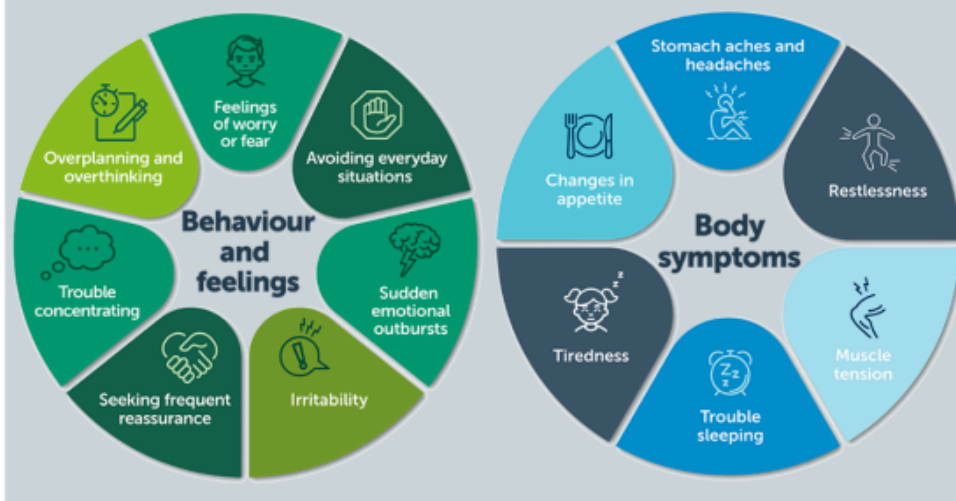
Wellbeing

ANXIETY IN PRIMARY SCHOOL STUDENTS...

According to Emerging Minds Australia, experiencing anxiety every now and then is a normal part of growing up as children develop and learn about the world around them. It's quite common for primary school-aged children (around 5- to 12-years-old) to feel anxious about a variety of situations and objects, especially as they face new experiences. For most children in this age group, anxiety comes and goes, and doesn't last long.



Signs of Anxiety



Children experience anxiety in lots of different ways and it can be hard to identify.

Causes of Anxiety in Children:

- feeling anxious about the dark, monsters or ghosts
- leaving a parent or caregiver
- starting school or a new school year
- changes in friendships
- changes in bodies when beginning puberty





As we begin the Easter school holidays some students will have some worries about returning in Term 2. Some students will experience separation anxiety and will feel uneasy when saying goodbye.

The good news is, there are lots of things that we can do to help manage this anxiety and reduce the impact on a child's learning and wellbeing.

Strategies to Support Your Child...

- Practise short separations such as, play dates and family visits
- Create a goodbye routine e.g., a hug or special phrase or handshake
- Stay calm and positive - reassure your child they are safe at school and their teachers will look after them
- Be organised and punctual - have everything ready the night before
- Discuss regulation strategies with your child and practise them regularly
- Find ways to help your child feel excited about going to school.
- Acknowledge your child's feelings but don't reinforce their fears
- Don't avoid things just because they make your child anxious



When a child's anxious thoughts and feelings have an ongoing impact on their ability to enjoy and participate in aspects of their daily lives it is important to seek further support.

More Information on Anxiety:

- Emerging Minds: <https://emergingminds.com.au>
- Be You: www.beyou.com.au
- The BRAVE Project: <https://brave4you.psy.uq.edu.au/>
- www.maggiedent.com
- Royal Children's Hospital:
<https://www.rch.org.au/kidsinfo/anxiety/>



Digital Technologies News



5/6 STEM Learning - Term 1

This term our 5/6s had their Sustainability term. Each class was split up into 3 groups; cooking, gardening and STEM. The STEM group took part in the classroom, led by Mrs. Coelho and/or their classroom teacher.

STEM is the learning of **S**cience, **T**echnology, **E**ngineering and **M**athematics. These learning areas could be put altogether in 1 project or taught separately.

This term, the 5/6s were challenged with a task that incorporated all 4 areas. This challenge was to create an all weather surviving house out of simple materials that we had in the school. Materials like cardboard, cling wrap, straws and much more.

The groups worked together, planning out what materials they were going to use, what their house was going to look like and whether it was going to be successful.

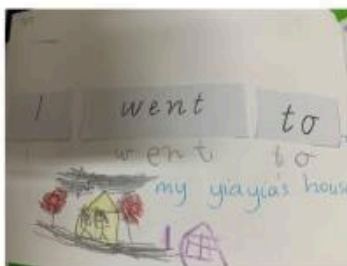
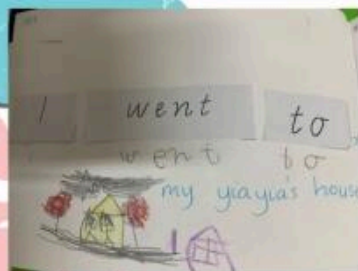
We were able to test out 'severe wind' or 'severe rain'. After trialing some of the house creations, students found that their house either survived the wind conditions or the rain conditions. They then evaluated with their group how they were could improve their creation for another trial.

We're looking forward to what STEM challenges our Year 3/4s come up with next term.

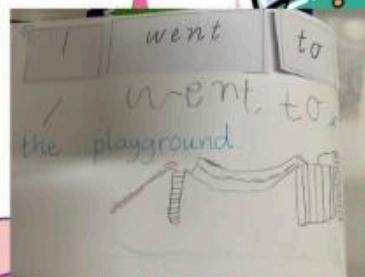
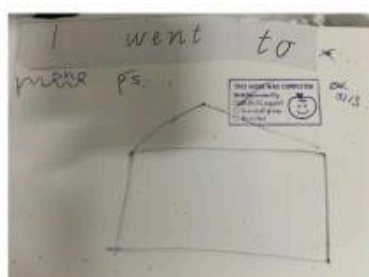
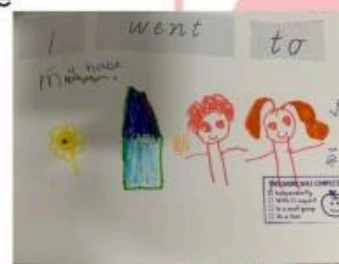
Prep News

What an amazing, funfilled term we have had!
We are so proud of the way the Preps (and their parents) have settled into the St Elizabeth's family!

Have a restful holiday, and a Happy Easter!



We are cutting and pasting our sentence starter I went to... and we are beginning to write the sounds we can hear in the other words. We also draw an accompanying picture about our sentence.



Year 1/2 News



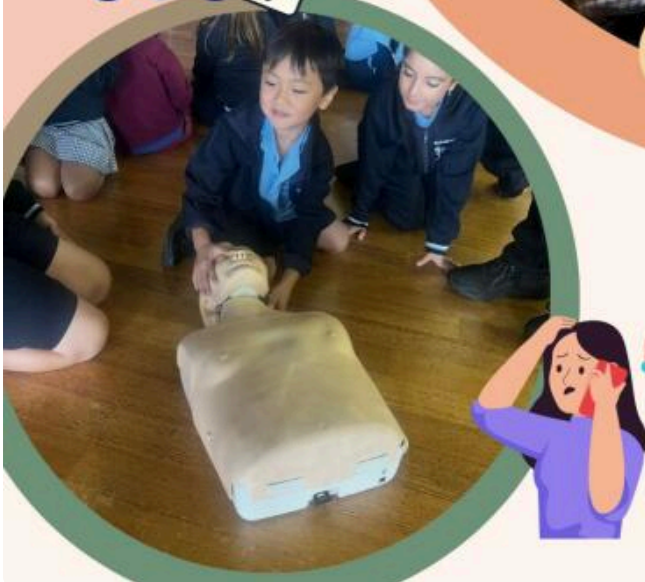
1/2 NEWS

FIRST AID

ST JOHNS AMBLUANCE
CAME TO VISIT US!



CHECK FOR
HAZARDS



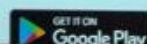
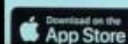
PLAY A GAME TO PRACTISE
FOR EMERGENCIES

Thank you for
attending



Put your
First Aid
skills to
the test!

Download the First Aid Action Hero Game



**FIRST AID
ACTION HERO**

Year 3/4 News

HARMONY day

WE ALL HAVE A ROLE TO PLAY
TERM 1, WEEK 10

ON HARMONY DAY WE HAD A PARADE.

IN THE PARADE WE WENT IN CIRCLES WHEN YOUR COUNTRY'S NAME GOT CALLED YOU WILL RUN IN THE CIRCLE. IT WAS REALLY FUN!

WE ALSO HAD AN ACTIVITY WITH OUR BUDDIES. WE MADE SOME HEARTS AND DREW SOME PICTURES, WORDS ON THE HEARTS THAT WAS ALSO FUN.

BY: JOHAN J

HARMONY DAY IS ABOUT LEARNING OTHER PEOPLE'S CULTURE AND RESPECT THAT NOT EVERYONE IS THE SAME.

WE WEAR ORANGE AS IT IS THE COLOUR FOR HARMONY DAY.

ON HARMONY DAY YOU CAN DO THINGS LIKE LEARNING A BIT OF OTHER CULTURES AND WEAR YOUR CULTURE'S TRADITIONAL CLOTHES.

BY: ASTA C



Year 5/6 News

SUSTAINABILITY

COOKING



STEM



GARDENING

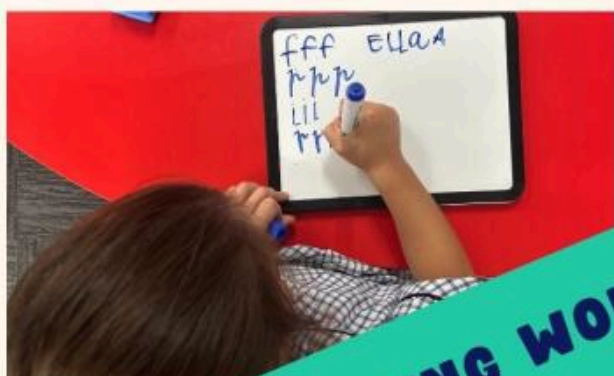


Literacy Intervention News



HAVE A LOOK

AT WHAT WE'VE BEEN UP TO...



OUR AMAZING WORK



**IN
MINILIT**

SKILLS WE HAVE BEEN LEARNING

Matching letters & sounds

Writing letters

Oral segmenting

Building words

Numeracy Intervention News

**Well Numeracy Intervention
is back and our focus is on
Place Value.**

**Here are some examples
of what we have been doing.**



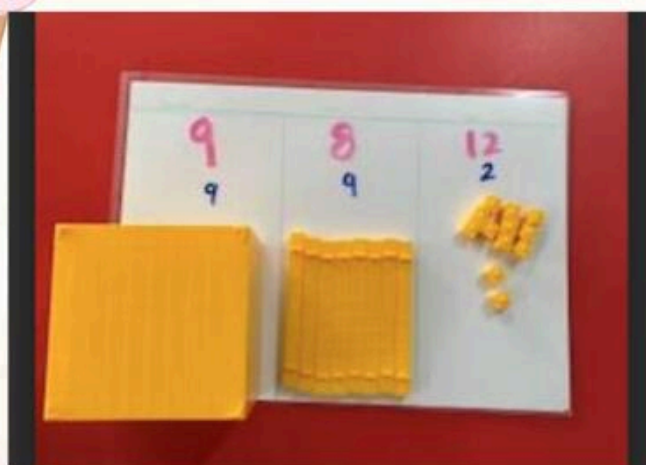
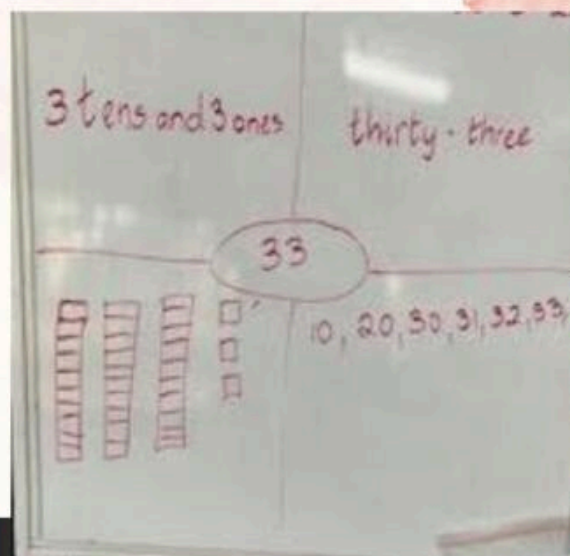
Is the best way
to count a larger
collection by 1s,
2s or 10s?



By 10s is quicker and
more efficient as our
number system is base 10



Renaming



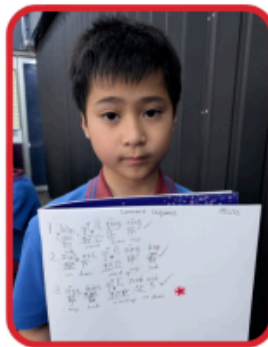
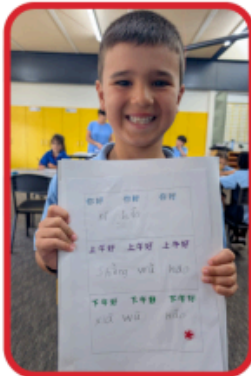
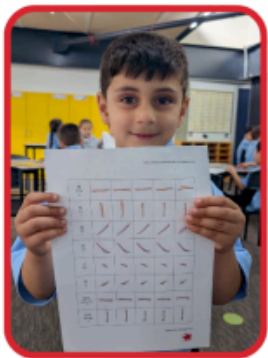
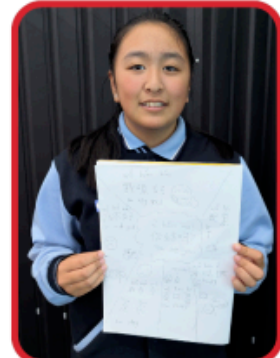
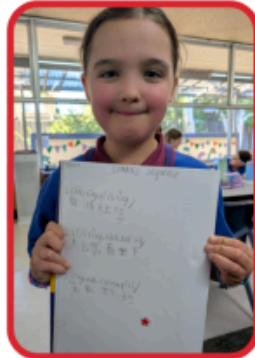
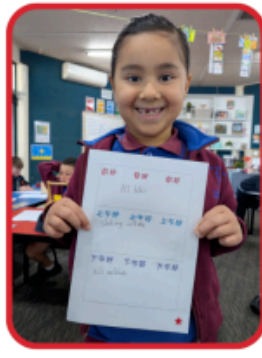
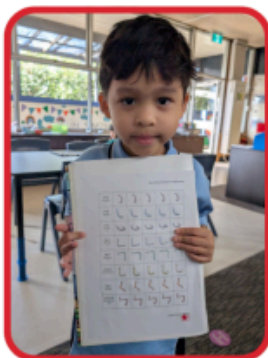
Thinking of other ways
to say, make
or
write a number
without changing the
value of it.



Chinese News

Chinese

We have been practising how to write Chinese strokes and characters from Prep to Year 6!



POLDING WIN AGAIN!

What a great day we had on Tuesday for our Athletics Day. All of the kids had a great time and are already looking forward to next year.

Congratulations to Ava and Levi on leading Polding for their win. That is 2 years in a row for them!



Grade 6 Champions

Congratulations to Ruby and Miguel on winning the Grade 6, 400m Championship race. They both paced themselves perfectly and had that amazing kick finish to come through with the win!





Congratulations Miguel

This little superstar continues to impress. Miguel backed up his amazing effort at Athletics by taking 2 bronze medals at Regional Swimming on Wednesday. This was an amazing effort Miguel and we are all so proud of you. Well done!



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Instantly translate this newsletter to 100+ languages

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