Dear Parents

School Council Elections 2015
Our School Council is comprised of parents, DET employees and community members who meet monthly to partner together to ensure our school provides a quality education for all students. Parents on School Council do not need to have special skills, just a commitment to work in partnership with others to help shape the school’s future.

As a parent you can stand for School Council yourself or nominate or second other parents to a position for the next two years.

Please collect a nomination form and return it to the office before 4.00pm Friday 27 February. It is a fantastic way to be deeply involved in the school.

The following parents have completed their two year term and can choose to retire or renominate for school council: John Richardson, Kirsty Cleland, Ralf Huempel, Gary March and Anna Marinovich.

If there are more than five nominations an election will also need to be held in this category.

Time line for School Council Elections
Thursday 12 February: Nominations called for School Council
Friday 27 February: Nominations close.
A list of candidates, nominator and seconder will be displayed (if there are more nominations than vacancies)
Monday 2 March: Distribute ballot papers if required
Tuesday 10 March: Ballot closes at 4:00pm
Tuesday 17 March: Count votes and declare the poll
Thursday 19 March: New Council to meet

Please do not hesitate to contact me to discuss anything regarding nominations for School Council.

Information Nights
Information Nights are being held:
- Prep : Tuesday 17 February 6:30pm
- Grade 1 & 2 Tuesday 17 Feb 7:45pm
- Grade 3 & 4 Wed 18 Feb 7:00pm
- Grade 5 & 6 Thursday 19 Feb 7:00pm

Information booklet will be sent home the day after each information night to ensure all families receive their booklet.

The following staff members have completed their terms: Nicole Richards and Thess Lohman. If there are more than two staff nominations an election will also need to be held in this category.

<table>
<thead>
<tr>
<th>18 February 2015 No. 2</th>
<th>CALENDAR</th>
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<tr>
<td>Thursday 19 February:</td>
<td>Prep Buddy Picnic</td>
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<td>Prep Buddy Picnic.</td>
<td>7.00pm Grade 5 &amp; 6 Information Night in JLC</td>
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<td>Friday 20 February:</td>
<td>Weekly Sport - Grade 5 &amp; 6</td>
</tr>
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<td>Monday 23 February:</td>
<td>Learning by Doing - Grade 1</td>
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<td>Tuesday 24 February:</td>
<td>Curriculum Day</td>
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<td>Wednesday 25 February:</td>
<td>Prep Gap</td>
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<td>Friday 27 February:</td>
<td>School Photos : Gr 3 - 6</td>
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<tr>
<td>Thursday 26 February:</td>
<td>Shrine of Remembrance - Grades 4E, 4N &amp; 4T</td>
</tr>
<tr>
<td>Friday 27 February:</td>
<td>Weekly Sport - Grade 5 &amp; 6</td>
</tr>
<tr>
<td>Tuesday  3 March:</td>
<td>District Swimming for qualifying students</td>
</tr>
<tr>
<td>Tuesday 24 February:</td>
<td>Linked Training &amp; Nutrition - Gr 3</td>
</tr>
<tr>
<td>Wednesday 4 March:</td>
<td>Parents &amp; Friends Meeting</td>
</tr>
<tr>
<td>Thursday 5 March:</td>
<td>Shrine of Remembrance - Grades 4A &amp; 4J</td>
</tr>
<tr>
<td>Tuesday 24 February:</td>
<td>Grade 5 Bike Ed</td>
</tr>
</tbody>
</table>

Website: www.elwoodprimary.vic.edu.au

18 February 2015

No. 2

Newsletter

SCHOOL PHOTOS

Wednesday 25 February
Grade 3 to 6 + rest of Families
School uniform must be worn

Family and extra Student Envelopes are available from the school office

Curriculum Day
Tuesday 24 February
Student Free Day
Student Welfare at Elwood PS

Students, teachers and parents work together to make Elwood Primary School a lovely place to be. We want students to be the best they can and be ‘Organised, Persistent, Confident’ and able to ‘Get Along’ with others. To do this, we must respect each other’s differences, treat each other kindly and listen to each other.

We all need to remember that we have rights and responsibilities to make Elwood Primary work well, and must follow some simple safety rules.

These ideas and rules help with the safe running of the school and make sure students can enjoy their time here and develop as co-operative individuals.

Each class teacher and specialist teacher develops a set of Rules, Consequences and Rewards which the class work by and are on display in the classroom. A short description of what may occur in each classroom follows:

**Rules**

Each classroom develops a set of rules/expectations/values that the class work to. These will generally be set up to cover respect for others, safety, social expectations, responsibilities and desired behaviours.

**Rewards**

Our school believes that children respond to positive reinforcement.

Notes of praise are sent to parents. Children’s efforts are recognised by verbal praise and awards in class and whole school assembly.

Good behaviour by individuals and the whole class may accrue points towards a reward. This reward is negotiated between the children and the teacher. It does not devalue any area of the curriculum and should not incur any cost for the parent.

A typical reward may be a class party or extra time provided for a favourite activity. Accrued points are not taken away for misbehaviour.

**Consequences**

For those children who choose not to comply with our school rules and behavioural expectations there is a sequence of consequences.

Just as points accruing towards a reward for good behaviour cannot be deducted, so consequences or punishments for misbehaviour are always carried out.

All students will bring home a copy of their classroom agreements which we ask you to sign and return.

**Parking**

Please obey all parking restrictions around our school when dropping off or picking up students. Poets Grove Kindergarten has asked me to remind parents that their carpark is for Poets Grove staff and visitors only. Local by-laws officers have informed us they will be in attendance to enforce all parking restrictions around Poets Grove and Elwood PS.

**Curriculum Day**

Next Tuesday is a curriculum day for all Elwood PS students. All staff will be spending the day receiving professional development around the VCOP Big Write program.

Big Write and VCOP (Vocabulary, Connectives, Openers and Punctuation) is a literacy program that provides immediate results, whilst addressing the need for long term strategies in delivering a successful writing program across all age and ability levels.

VCOP and Big Write will provide us with more differentiated lessons and activities to help increase the current enthusiasm and raise standards in writing, particularly in boys. This program provides a simple, sequential approach that supports teachers and students in developing higher level writing skills.

On the curriculum day, our staff will be working with the presenters to help us and our students create specific and meaningful writing goals. The VCOP and Big Write PD will also support our teachers and school in monitoring progress towards attainment of targets by providing a criterion-referenced framework for the assessment of writing, in line with the Australian National Curriculum.

It will be a huge day of learning and setting targets across Prep – Grade 6 for all staff. We are very excited by this program and the results we have seen from other schools.

We also believe this program will fit perfectly with our current writing program of the Writer’s Workshop and Writer’s Notebook.

**Cairns Visits**

I have been asked by the Queensland Education Department to spend four days (Monday 23 to Thursday 26) in Cairns working with Principals from remote communities from Cape York. Our visitors last year were extremely impressed with our curriculum programs, parent engagement and community involvement. This trip has been endorsed by our Education Department and provides me with an opportunity to further connect our school with indigenous communities as well as further developing my own leadership skills. I will be conducting a number of workshops to principals, regional directors and regional staff.

**Staff News**

Suzie Knorr PS and her partner Jay, and Brooke Crawford 5B and her partner Tim are very excited to announce that they are expecting babies in 2015.
Special Religious Instruction
Please find attached to this newsletter a Special Religious Instruction - Parent Consent Form (CFMD141) for Judaism run by the United Jewish Education Board. Schools are obliged to send out the form when approached by an accredited provider. As per the Education Department guidelines: “Once forms have been returned and assessed by the school the Principal will decide whether SRI will be scheduled at the school”.

Rob Csoti

You Can Do It!
Term 1: Getting Along
Getting along means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment.

This fortnight we will focus on: Playing Fairly

Whatever age you are, playing games is a great pastime. There are a whole range of games we play, from footy to cards and other ball games to games in the sandpit or with POD scrap and while it is always good to do your best, it should always be done in a fair and friendly way.

Playing fairly means not just following the rules of the game but following the spirit of the game. By all means, try your hardest, use the best strategies and support your team mates but always do this in a fair and reasonable way.

Start every game in a friendly manner. Encourage those on your team and give them opportunities to participate and respect your opposition and all their hard work as well.

Help pack up at the end if there is equipment involved and look forward to the next day. You will earn much more respect by being a fair player then you ever will by being a proud winner or bad loser.

At all times, play fairly. Give others a go and stick to the spirit of the rules. In the end, the game should be fun for all, win, lose or draw.

DO:
Keep smiles and celebrations low key
Comment on good players
Try hard, even if you are winning
Thank others for the game
Give others a go

DON’T:
Don’t boast about your ability or victory
Don’t comment on how far behind the others are
Don’t point out where others are going wrong
Don’t cheat or manipulate
Don’t act happy about others’ mistakes

Hi EPS Community,

We are entering a team called Elwood Primary School in this year’s ‘Run for the Kids.’ We would like to open this up to as many students, teachers and parents as possible. All money raised will go towards The Royal Children’s Hospital; what a great cause!

You can choose the long or short course. We will choose a meeting point on the day of the race for a team photo and then all runners can run their race how they want. Please note, all students will need to be supervised by parents. We will celebrate our efforts at a nominated school assembly.

Please find below information on how to register and fundraise if you wish. Please remember to join the Elwood Primary School team when you register. For any questions, please contact Jay through the office.

Stay tuned for any relevant details.

Team Entry Password: EPS
Payment Option: Payment by Entrant


Jay Tucker … Senior School Assistant Principal
**Manners Matter**

**Please and Thank You**

There are opportunities everyday to say Please and Thank You. At home, in the classroom, visiting the office, in the yard, at a friend’s home – there are people who help us and all of them need to be treated courteously.

One great way we can do this is by saying Please and Thank You.

You will be surprised how much people value Please and Thank You. These simple words let people know you do appreciate what they do for you and also let them know you are a friendly kid.

So this fortnight – let’s hear lots of please and thank yous! Remember, Manners Matter.

**Our Global Calendar**

Our Global calendar is a way to celebrate significant cultural and environmental events and is a terrific springboard for conversations at home! What’s on in the coming weeks?

**18th February: International Asperger's Day**

International Asperger's Day aims to highlight the significance of Asperger syndrome for both society and individuals, also illustrates one of the many challenges to the newcomer trying to understand the autism spectrum.

**19th February: Chinese New Year**

Chinese New Year is the longest and most important celebration in the Chinese calendar. The new year begins on the first day of the Chinese calendar, which usually falls in February, and the festivities continue for 15 days.

**20th February: World Harmony Day**

World Harmony Day is a non-denominational spiritual movement that embraces Peace, Harmony and Unity as its core beliefs.

**21st February: International Mother Language Day**

International Mother Language Day is a day of multilingualism and multiculturalism. It is a chance to promote the preservation and protection of all languages.

**22nd February: World Thinking Day**

World Thinking Day is a day of friendship, advocacy and fundraising for 10 million Girl Guides and Girl Scouts around the world.

**28th February: Summer's Day**

Summer's Day is a National day to remember all the children who have lost their lives as the result of preventable injury and to assist those children and family members who are still struggling with the consequences of preventable injuries (accidents). Summer's Day is named in honour of 4 year old Summer Steer who swallowed a button battery.

**28th February: Rare Diseases Day**

Rare Disease Day is an annual, awareness-raising event. The main objective is to raise awareness amongst the general public and decision-makers about rare diseases and their impact on patients' lives.

**1st March: World Compliment Day**

Give someone a genuine compliment today!

**3rd March: World Wildlife Day**

On 20 December 2013, the Sixty-eighth session of the United Nations General Assembly decided to proclaim 3 March, the day of the adoption of the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), as World Wildlife Day, to celebrate and raise awareness of the world's wild fauna and flora.

Enjoy your upcoming weeks and whatever you may be celebrating! Work on the World Compliment Day!

Nicole Richards … Assistant Principal

**Personal Goods**

The Department of Education and Early Childhood Development does not hold insurance nor does it accept responsibility for private property brought to school by students, staff and visitors. It is not advisable to bring any unnecessary or particularly valuable items to school.

**Library and I.C.T.**

I am very excited to be a part of our new Information Learning Hub this year and together with Debbie Packham (Library Tech) and Daniel (Library Tech), we have a number of exciting opportunities in store for your children this year. All classes will be visiting the Information Learning Hub for an hour a fortnight, which will consist of both library and I.C.T. focused sessions.

If you would like to volunteer to help in the library or I.C.T. area, please come in and see me or send an email … we’d love to have you! We have a number of things that you can help out with, what a fantastic way to get to know the new books in our collection! We really appreciate any assistance also, if you are able to cover books for us but are busy during the day and would prefer to do it at home, let me know as we would still love to have your help.

Happy reading and computing!

Angela Daws

Library and I.C.T. Teacher

**Attachments:**

Inner South Community South
What’s happening during Weeks 4 & 5 at Elwood Primary School?

Level 1 (Prep)

Literacy: During literacy this fortnight we will be exploring the letters n, l, r and m and discussing the dominant sounds that they each produce. We will be reading a number of wonderful picture story books related to these sounds/letters and will be practising writing these letters. During reading we will be continuing to explore various print concepts and making predictions about text relating to the title, pictures and or previous experience with the text. We will be using the ‘snake’ reading strategy to help us stretch out words as we read them.

Maths: During maths this fortnight we will be continuing to explore number in particular ordinal numbers. We will be looking at the ordinal placing of various people and things e.g. the teddy is 3rd in line. We will also begin to explore shape, sorting and patterns. Where we will be going on a shape hunt around our school, creating various patterns and sorting objects based on various characteristics.

Investigations:
During Investigations, we will be continuing to practise group work skills such as sharing materials, negotiating idea and taking turns. We are also working towards establishing routines for composting and recycling in our classrooms. We will be talking about and answering the questions: What happens to food in the compost? Where does the recycling go? Where does rubbish go? What difference does recycling and composting make?

Other:
We are very much looking forward to our Buddy Picnic coming up on the 19th of February (there is no need to send any additional food on this day just your child’s normal snack and lunch)

Well done on a wonderful start to Prep!

Level 2

Literacy:
The Grade 1 and 2 students are planning and drafting their recounts while working through the writing cycle. Their recounts will include the 5w’s, who what where when why. Our punctuation focus is upper and lowercase letters and our grammar focus is recognising the difference between a question and a statement. We will be using a photo of our 2015 class as a seed for our ‘just write’ session coming up next week. As our reading groups begin, our initial focus is Decoding. This will involve recognising words quickly with the help of the first letter, meaning and pictures in the book and recognise high frequency words. Each class will have their own spelling focus and in handwriting we will look carefully at the c o d e g family with letters that include: a c o d e g.

Maths:
Our Numeracy focus this fortnight is Time. We will be investigating that time can be measured and that there are a number of different tools we can use to keep, measure and tell the time e.g. calendars for dates and stopwatches for duration. We will be learning how to tell the time at hours and half hours using an analogue clock, and to hours and minutes using a digital clock.

Investigations:
We are using a positive attitude about being back at school and showing interest in other people in our grade through developing our questioning skills.

Environment:
We are setting up and using our classroom recycling and composting stations responsibly and during Investigations we are thinking about only taking what we need in regards to collage materials, box construction and coloured paper.

Excursions:
The Grade 1 students will be participating in a Woodwork incursion on Monday the 23rd of February.
<table>
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<tr>
<th>Level 3</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td><strong>Literacy:</strong> During the next two weeks students in Year 3 are going to be reading and deconstructing narratives. They will be searching for powerful words and images and interesting sentence openers. They will then use this knowledge to help them to write ‘snapshots’ of events; really focusing on using descriptive language and interesting sentence openers to paint a picture in the readers’ mind. Students will be encouraged to edit their own writing for correct punctuation.</td>
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<td><strong>Maths:</strong> In maths students are setting their own personal maths goals which they will have opportunities to work on each week. During the remainder of maths sessions students will be focusing on reading, writing, partitioning, renaming and sequencing numbers up to 10,000.</td>
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<td><strong>Inquiry:</strong> This fortnight students will begin their ‘exploration’ sessions focusing on our Health Unit. These hands on learning experiences will help the students transition from Investigations into our Senior School Inquiry model.</td>
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<td><strong>Literacy:</strong> During the next two weeks students in Year 4 are going to be reading and deconstructing narratives. They will be focusing on thinking about the effects that a writer’s word choice and order has on the reader and will be collecting some excellent examples of descriptions. Students will then have opportunities to practice writing their own powerful character descriptions, story openers etc.</td>
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<tr>
<td><strong>Maths:</strong> During maths sessions students will be focusing on reading, writing, partitioning, renaming and sequencing numbers up to 99,000. Students in Year 4 have also set their own personal maths goals, most of which currently relate to the rapid recall of multiplication facts (the expectation being that students can recall all times table facts up to 10x10 by the end of Year 4).</td>
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<td><strong>Inquiry:</strong> This fortnight we will begin unpacking our learning intentions for our inquiry unit which focuses on the subject Civics and Citizenship. As part of this unit students will be visiting the Shrine of Remembrance (more information to follow) during weeks 5 or 6.</td>
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<th>Level 4 (Year 5 &amp; 6)</th>
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<td><strong>Literacy:</strong> In reading, grade 5 and 6 classes are continuing to set up their independent reading and book club/literature circle routines and expectations. This fortnight we are beginning to explore persuasive texts. We will be reading and analysing a variety of persuasive texts to develop a deeper understanding of what the main features are and the different persuasive techniques that authors use.</td>
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<tr>
<td><strong>In writing,</strong> grade 5 and 6 classes are continuing to set up their Writer’s Workshop routines and encouraging students to work through the Writing Cycle. We are collecting ideas for persuasive texts in our Writer’s Notebook.</td>
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<tr>
<td><strong>Maths:</strong> Grade 5 and 6 classes are beginning a unit on Place Value. Students will develop their ability to read, record and order numbers beyond the millions and decimals into the thousandths. We will also be looking at how we can round whole numbers and decimals.</td>
</tr>
<tr>
<td><strong>Inquiry:</strong> Grade 5 classes are beginning their Health inquiry unit. Students will identify factors which affect physical, social and emotional health, both positively and negatively, and to use this knowledge to analyse and explore strategies to promote their own physical, social and emotional health.</td>
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<tr>
<td>Grade 6 classes are beginning their Australian History inquiry unit. We will be revising what we learnt last year about colonial life and this fortnight we will be learning about Federation and the development of Australia’s system of law and government.</td>
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<td><strong>Other:</strong> Grade 6 students were thrilled to meet their prep buddies last week and are very much looking forward to our buddy picnic on the 19th of February (students are not required to bring any extra food, just their normal morning snack).</td>
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Special Religious Instruction – Parent Consent Form
(CFMD141)

School Name: **ELWOOD PRIMARY SCHOOL**

Date form issued: **18/12/2015**

This form is for students in years: **P - 6**

Please Return By: **4/3/2015**

This form provides parents the opportunity to indicate whether or not they wish to enrol their child/children in Special Religious Instruction (SRI). Once forms have been returned and assessed by the school the principal will decide whether SRI will be scheduled at the school.

The school has been approached by a Special Religious Instruction volunteer(s) offering SRI in the following religion(s):

<table>
<thead>
<tr>
<th>Religion</th>
<th>Agency/Provider</th>
<th>Further Info (volunteer name, religious affiliation/auspicing church)</th>
<th>Minutes/ hours per week, (fortnight/month)</th>
<th>Program Length (for example: one month, term 2 or one year)</th>
<th>Expected Maximum Fees</th>
</tr>
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<tbody>
<tr>
<td>Judaism</td>
<td>United Jewish Education Board</td>
<td></td>
<td>30</td>
<td>one year</td>
<td>$36</td>
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</tbody>
</table>

If details of individual volunteers (their name, accrediting provider and religious organisation) are not available at the time that this form has been issued, they will be provided to parents prior to the commencement of the program either through the school newsletter, information which can be collected from reception or by other appropriate means as designated by the school. On receipt of this information, parents will be able to withdraw their child/children from SRI if they wish. Parents can withdraw their child/children from SRI at any time by notifying the school principal in writing.

I confirm that I have read and understand the Parent Consent information about SRI on page 2

☐ (please tick)

Do you consent to your child/children to participate in SRI should it be scheduled at the school?

YES ☐

☐ (please tick one)

NO ☐

If you have indicated yes, please list your child/children's details:

<table>
<thead>
<tr>
<th>Student’s Family Name</th>
<th>Student’s First Name</th>
<th>Year Level</th>
<th>Which above offered Religion is SRI participation consented for?</th>
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</table>

I understand that there may be an associated fee to purchase materials for my child's use in SRI, and that this will be collected once it is determined whether SRI will be scheduled in the school

☐ (please tick)

Parent/Guardian’s Name:

_________________________________________________________

Address: _______________________________________________

________________________________________________________

Signature: ___________________________________________________________________________________

Date: ________________________________

If you would like your child/children to participate in SRI, tick yes and please return this form by the date specified above. **Please note that if you do not return this form you are indicating that you do not consent for your child/children to participate in SRI should it be scheduled by the school.**

Department of Education and Early Childhood Development Special Religious Instruction Policy can be accessed at:


V5 CFMD141 January 2015
Special Religious Instruction – Parent Consent Information

The provision of Special Religious Instruction (SRI), delivered by churches and other religious groups, in government schools is authorised under section 2.2.21 of the Education and Training Reform Act 2006.

Special Religious Instruction Policy

SRI can only be offered and delivered in accordance with Department policy and Ministerial Direction MD141. SRI can be offered where an accredited and approved volunteer religious instructor(s) has approached a school and where a school has the resources to comply with legal requirements and ensure that duty of care obligations are met to all students during SRI. SRI may be offered for no more than an average of 30 minutes per week.

Schools provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents, and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.


What is Special Religious Instruction?

SRI is instruction in the specific religious beliefs and tenets of a religion, and is not to be confused with General Religious Education (GRE). GRE is education about religions (which may or may not include using representatives of a particular faith to explain the workings and belief structure of their religion), whereas SRI programs are instruction in a particular religion and may include scriptural studies, and instruction in how to live and behave according to the tenets of the particular faith.

SRI does not provide an overview of all faiths or religions. Each particular SRI offering is instruction in one faith only, provided by a church or other religious group. Given the religious nature of the program, the Department of Education and Early Childhood Development does not endorse program content used to deliver SRI by accredited volunteer instructors.

Who delivers Special Religious Instruction?

Special Religious Instruction is available to schools in a range of faiths including Christianity, Catholicism, Orthodox Christianity, Judaism, Buddhism, Hinduism, Islam, Bahá'í, and Sikhism. The religions available to schools will vary depending on whether any instructors approach the school. Currently the providers accrediting the volunteer Special Religious Instructors are:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Agency/Provider</th>
<th>Provider website for further information</th>
<th>Provider phone number</th>
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</thead>
<tbody>
<tr>
<td>Christianity</td>
<td>ACCESS Ministries</td>
<td><a href="http://www.accessministries.org.au/">http://www.accessministries.org.au/</a></td>
<td>1800 663 341</td>
</tr>
<tr>
<td>Catholicism</td>
<td>Catholic Education Office</td>
<td><a href="http://www.ceomelb.catholic.edu.au/">http://www.ceomelb.catholic.edu.au/</a></td>
<td>9267 0228</td>
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<tr>
<td>Buddhism</td>
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<td><a href="http://religionsforpeaceaustralia.org.au/">http://religionsforpeaceaustralia.org.au/</a></td>
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<tr>
<td>Orthodox Christianity</td>
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<tr>
<td>Bahá'í Faith</td>
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<tr>
<td>Sikhism</td>
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<tr>
<td>Hinduism</td>
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Volunteer instructors are associated with a church or religious organisation. Their role is not that of a teacher. To obtain accreditation, they must have undertaken training through one of the providers listed above, and signed up to a code of conduct which outlines how they are to conduct themselves in a government school. It is a requirement of accreditation that volunteers have a valid Working With Children Check.

Participation in Special Religious Instruction

Participation in Special Religious Instruction is voluntary. Schools cannot place children in SRI unless parental consent is provided for a child to participate (opt-in). SRI materials are generally available online and via the agency delivering SRI for parents to review.

Parents are requested to complete and return this form to the school if they wish their child to participate in SRI, should it be offered at the school. If this form is not returned, the child will not participate in SRI, should it be offered. Students not participating in SRI will be engaged in educationally valuable activities that are outside the core curriculum in a separate classroom or learning space to the students participating in SRI.

You may withdraw your child/children from Special Religious Instruction at any time by notifying the school principal in writing.

Further information

Free Dental Treatment for eligible children aged 2—17

- Bulked billed, No Gap
- No wait list. Your child will have the next available appointment
- Children are eligible if they receive Family Tax Benefit A

Inner South Community Health is a Nationally Accredited Community Health Service providing dental care to the communities of Port Phillip and Stonnington.

SERVICE AVAILABLE AT:

240 Malvern Rd 341 Coventry St
Prahran, 3181 South Melbourne 3205
Victoria, Australia Victoria, Australia

P: (03) 9525 1300
F: (03) 9521 2474
www.ischs.org.au
ELWOOD OSHC HIGHLIGHTS

We are back into the full swing of things here at Elwood OSHC. We have all been having a great time getting to know all the new faces and their families. It’s been great to see the Preps/Foundation kids settling in so well at OSHC, we are even more impressed with our older children; showing them around and helping them feel welcome. Well-done!

The fun activities that have been taking place the last fortnight have been under the sea themed crafts – using recycled materials to make sea creatures, beautiful fish drawings and sea creature sculptures from clay. We have made friendship bracelets, “Shopkins” from plasticine, chocolate turtle eggs in cooking class and encouraged creative and imaginative play by allowing children access to resources to create their own masterpieces.

This week, our “Guidelines to fun” poster, which our fantastic Friday kids helped make, will be displayed in the hall. It’s a great visual reminder of what we all need to do to ensure we have a fun and safe time at OSHC!

Outside play has involved our favourite fun team games – Capture the flag, dodge ball, soccer and cricket.

Better Buddies Welcome tCAF program

Over the next couple of weeks we will be continuing to welcome new children and their families. Working with our charity partner – The Alannah Madeline Foundation, we will be participating in activities to further assist the new children in feeling connected and welcome to OSHC. This week we will focus on making a Better Buddies Welcome banner and sending welcome notes to the new families.

Tuesday - Footsteps Dance Class

It’s been so fantastic to see the children enjoying the Tuesday Hip-Hop dance class! The session runs 4pm-4.45pm and is run by a specialist hip-hop teacher. The children have the option to participate. If you would like to book, simply enrol your child into after school care on this day. There are limited places remaining.

Tuesday February 24th - Curriculum Day

The curriculum day roll, via the parent console, will be opened this week for parents to book this day. For the program to run, over 15 children need to be booked. The service operates 7.15am – 6pm. Students should bring morning tea and lunch. Appropriate casual dress.

If you have any questions about the program – please feel free to drop by, meet the team and see what happens in after school care first hand.

We look forward to seeing you soon.

Sharlene Phillips and the Camp Australia Team.