Department of Education and Early Childhood Development

CAVENDISH PRIMARY SCHOOL

05/04/2019 **NEWSLETTER ISSUE 10**

Barker St
(PO Box 28)
Cavendish VIC 3314

Ph: (03) 55742282
Fax: (03) 55742353
Email:cavendish.ps@edumail.vic.gov.au
Website:
www.cavendishps.vic.edu.au

Principal's Notes:

Dear parents and friends,

We have reached the end of our first term! It doesn't seem that long ago we were all lining up for our first assembly and welcoming our new prep students. Some of the special events from this term have included:

- Welcome breakfast
- Year 6 transition day at Baimbridge
- GRIP leadership conference
- Picnic sports
- Hot dog treat day
- Balmoral art show entries
- SGSSA athletics
- Easter hats/egg hunt/hot cross buns
- Cross country

Of course, there has been lots of other special things happening every day in our classrooms. We have had a recent splurge of certificates given at assembly for children who are mastering the reading and/or spelling of their coloured words. Also, the senior students have been putting in a lot of home practice to master their multiplication tables for Speedy Maths and to learn their Fry's spelling lists. It is amazing what the extra work at home does!
The approaching school holidays is a time for rest and relaxation, but some time spent on reading, spelling, maths, etc keeps the brain ticking over.

The Eisteddfod is approaching. A number of the children have been given poems and musical pieces by Frau Barber to practice in readiness for their solos and duets.

We are holding our school cross country today. The weather is perfect and the course is always a great challenge and lots of fun. We have been keeping up a regular routine of training in readiness. All results and photos of the event will be in the first newsletter of next term.

Some of our students won prizes in last weekend's Balmoral art show! Well done to all our students for entering the competition and a special congratulations to the award winners: A big thank you to Rachelle and Darren for being our courier service with the art works.

Our thoughts and best wishes go to Justin's grandfather, who has been having a tough time with his health of late. Get well soon George.

CAVENDISH PRIMARY SCHOOL

APRIL 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 School Holidays	9 School Holidays	10 School Holidays	11 School Holidays	12 School Holidays	13
14	15 School Holidays	16 School Holidays	17 School Holidays	18 School Holidays	19 Good Friday School Holidays	20
21	22 Easter Monday No School	23 Term 2 starts Mrs Bell P/1	24 Mrs Bell P/1 School Anzac ceremony	25 Anzac Day No School	26 Mrs Bell P/1	27
28	29 Year 6 Bio Cats Geelong	*30*				

MAY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Parent Teacher Interviews	2	3 Division Aths Warrnambool (selected students)	4
5 Work-ing Bee	6	7	8	9	10 Tarrington Cross Country (selected students)	11
12	13	14	15	16	17 Responsible Pet Ownership visit 9.30—P/2; 10.20 –3/6	18
19	20	21	22 Education Week—open morning at school	23	24	25
26	27 Division Cross Country Warrnambool (selected students)	***28***	29	30	31	

Thank you to all families who have worked with their children supporting a regular routine of home reading. I have attached quite a lengthy document to this week's newsletter about the importance of reading and how it can be supported at home. Please continue to read with your children throughout the holidays and to record it in their journals.

We will hold our parent/teacher interviews on Wednesday, 1st May. A separate note has been sent home for all families to indicate their preferred interview times. We will do our best to accommodate everyone's preferences. The Year 4/6 students are encouraged to attend alongside their parents/guardians, as this has proven very beneficial in past years.

As we look ahead on the school calendar to next term, there are already quite a number of events listed. These include:

- School Anzac ceremony
- BioCats excursion to Geelong (Year 6)
- Parent/teacher interviews
- Division athletics in Warrnambool for those students who made the team.
- Working bee
- Education Week open morning
- SGSSA cross-country
- NAPLAN testing
- Responsible Pet Ownership incursion
- Casual dress day
- Eisteddfod—music
- Eisteddfod—speech and drama
- Golf clinic Years 3/6
- Robot Song performance at the Hamilton PAC
- Somers camp
- First semester reports sent home

School resumes for Term 2 on **TUESDAY, 23rd APRIL.**

DON'T FORGET THAT THE ANZAC DAY. HOLIDAY IS IN THE FIRST WEEK OF THE NEW TERM.

Have a great holiday,

Anthony Hill

Tammy's new office days are full days on Monday and Friday, and a half day on Thursday afternoons.

School Council

Michael Todd: President

Simon Thomas: V/President

Alicia Lewis: Secretary

Lisa Ferrier: V/ Secretary

Sally Purnell: Treasurer

Ben Cross

Karl Price

Cathy Norris

Anthony Hill

Nikaila Glenn

STUDENT LEADERSHIP TEAM

Imogen Thomas & Mia Hutchins-Cross - School Captains

Lincon Baker & Caitlyn Gribbin - Presidents JSC

James Cordy—Music Captain

James, Lincon & Caitlyn - Wannon House Captains

Mia & Imogen - Glenelg House Captains

Kaidyn Roberts, Holly Quinn & Logan Lewis -Bus Captains

Tasha Smee & Samantha Gribbin—Library leaders

PARENTS' CLUB

Presidents Trish Hurley, Kate Thomas & Didi Todd

Secretary Julia Barking

Uniforms Alicia Lewis

2019 Annual Calendar of Events

April:

Tuesday, 23rd	**- Term 2 commences**
Thursday, 25th	**- Anzac Day holiday**
Monday, 29th	**- Year 6 excursion to BioCats—Geelong**

May:

Wednesday, 1st	**-Parent / Teacher Interviews**
Friday, 3rd	**- Division athletics, Warrnambool (selected teams from SGSSA athletics)**
Sunday, 5th	**- Working bee at school**
Friday, 10th	**- SGSSA cross-country, Tarrington (selected team)**
Friday, 17th	**- Responsible Pet Ownership presentation to all classes.**
Wednesday, 22nd	**- Education Week open morning**
Monday, 27th	**- Division cross-country, Warrnambool (selected team)**

June:

Thursday, 6th	**- Eisteddfod performance day (whole school)**
Monday, 10th	**- Queen's Birthday holiday**
Monday, 17th	**- Eisteddfod speech and drama section (selected students)**
Thursday, 18th	**- 'Robot Song' performance at the Hamilton PAC**
18th-26th	**- Somers camp—selected Year 5/6 students**
Friday, 28th	**- End of term. 2.30 dismissal**

July:

Monday, 15th	**- Term 3 commences**
Wednesday, 24th	**- Life Education Van visit**

August:

Monday, 5th	**- Sheepvention. Pupil-free day. Staff PD.**

September:

Wednesday, 18th - Cavendish PS concert

The Student of the Week Award Winners:

Sam Barling - terrific writing in his cold write

Nate Weilbaecher - improving his concentration

Noah Weilbaecher - trying his best

Ctayah Roberts - terrific narrative writing

Lincon Baker - showing persistence with cold write

Holly Quinn - showing determination

Isabel Hurley - dealing with challenging situations

School Captain Awards - Emma Thomas for showing care for others and Pippa Quinn for packing up sports equipment

Notices distributed at school this week:

- **Cross country / chickens**
- **Parents/teacher interview notes**
- **Division athletics note (selected students)**

School Mission Statement: Cavendish Primary School provides a warm, friendly and caring environment that enhances and challenges learning, personal growth and well-being of students. The school has high expectations for staff and students and aims to create a stimulating and supportive environment for all its students to excel in their learning and personal growth.

Easter bonnets

& hot cross buns!

Thank you to our wonderful Parents' Club for organising the hot cross bun treat day. Mmmmmmmmmmmmmm!

Happy Easter everyone.

Easter colouring competition

Thank you to Mr Roger Edwards for judging our colouring competition and to the Parents' Club for organising the prizes!

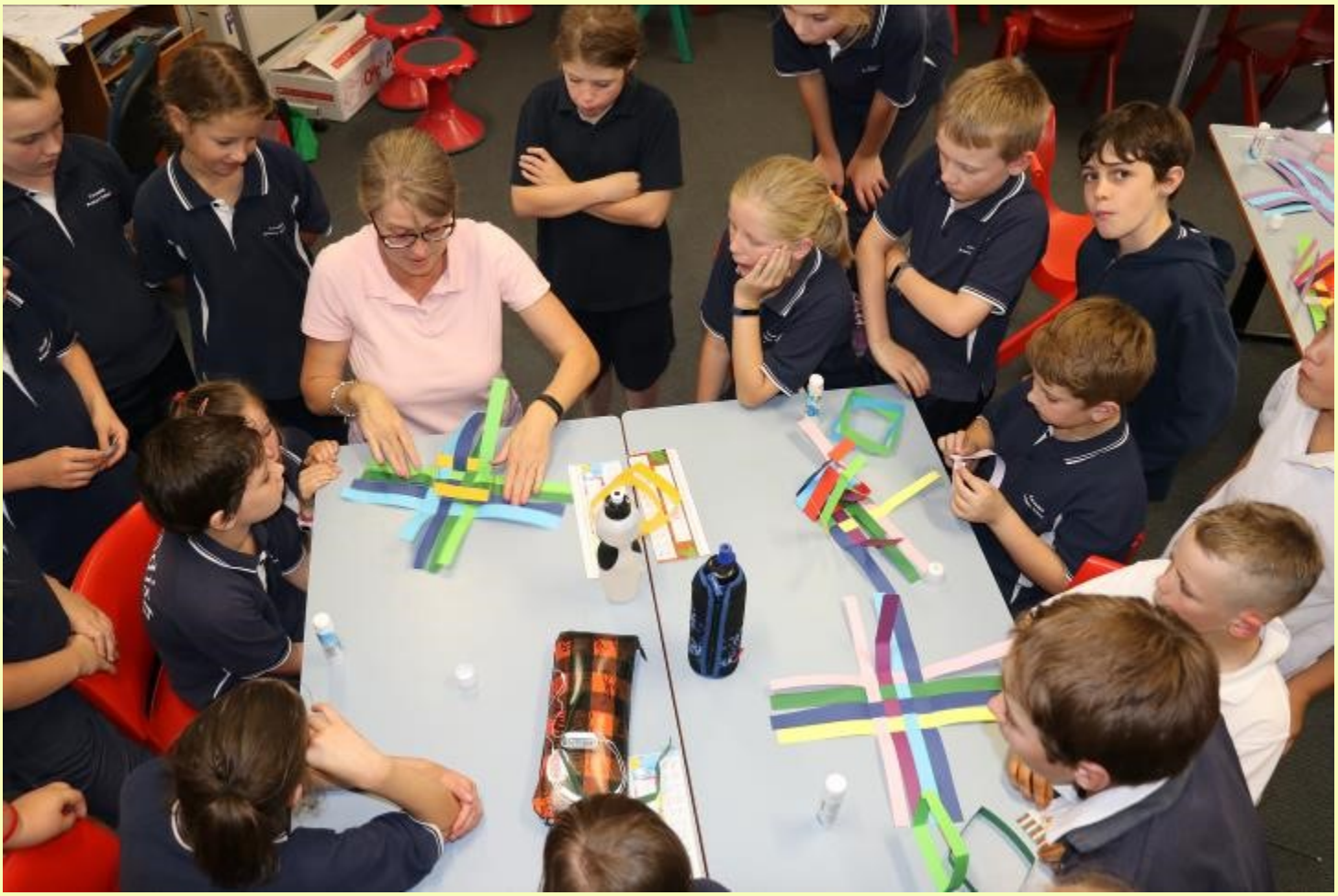
Balmoral art show prize winners

Congratulations to Kaidyn (senior photography), Fletcher (painting), Samantha (junior photography) and Addison (other medium), who won a goody bag for achieving first prizes for their entries.

Congratulations also to Lexi (painting) and Ava (other medium) for receiving highly commended certificates.

Well done to Ruby, Ctayah, Imogen, Logan, Mia HC, Sydney, Gwyn and Justin, who received encouragement certificates.

Easter is almost here!



Put the date in your calendar!

Wednesday, 22nd May is open morning at Cavendish Primary School to celebrate Education Week. Invite your family, friends, neighbours, former pupils, and any others you can think of. We are looking forward to seeing lots of people walking through the school and joining in the lessons. More information will be provided closer to the date.

1st May to 25th June

Cavendish PS will be participating again in the Woolworth's Earn & Learn fund-raiser. If you happen to shop at Woollies, please place your tickets in our box by the exit.

Our weekly blitz is:

Resilience

We can show this by:

- Staying calm.
- Not getting too nervous.
- Not getting too angry.
- Not getting too down in the dumps.
- Bouncing back when things don't go as you expected.
- Getting on with your game or your work.

Parents' guide to helping children with reading and writing at home

Kaye Lowe

PETAA
PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA
CONTINUING PROFESSIONAL GROWTH

To parents and carers

You make a difference to your children's reading journey. Your role as an advocate for your children's reading success cannot be overestimated. It has a direct impact on the ease and confidence with which they pursue their reading and writing. It is the joy and love of sharing a good book on a nightly basis that sets the foundation for their reading success, and ensures that reading is given the priority it deserves. Reading regularly with someone who cares is the inspiration that all readers deserve.

As parents and carers, you create the home context for reading and set the tone for how reading is valued. Fear, anxiety, stress and humiliation have no place in the reading experience. The 'payoff' for reading together has to be worth coming back to night after night after night. When reading together is the best time of your children's day and the best time of your day, it is worth turning up. The right book infused with fun, laughter, and love goes a long way in creating life-long readers who in thirty years' time recall with joy being snuggled on the lounge with you and their favourite book.

Introduction

When it comes to reading and supporting children's literacy development, parents rightly ask a myriad questions. These questions indicate an interest and desire to know more. The vast majority of parents is committed to their children's literacy success and would do whatever it takes to find a solution if and when their children struggle with reading. They know how important it is. Parents want to know, they ask:

- What can I do to help my child learn to read?
- How are children taught to read and write at school?
- How can I avoid feeling frustrated especially when I have told my child the same word five times and he still does not know it?
- How do I eliminate the stress associated with reading at home?
- She wants me to read the same book again and again ... what can I do?
- He says he hates reading ... what can I do about that?
- The only thing I know to say is what I remember from when I was at school ... I say 'Sound it out', but is doesn't seem to work with most words. What else can I say?
- What can I do to help when English is my second language and I cannot read well myself? I worry that it will have a negative impact on my child's reading. Will it?

These are just a few of the many questions that parents ask. Children benefit when parents and teachers collaborate to share information and seek answers to these questions. Fundamental to understanding what is happening in today's classrooms is communication, and this guide informs parents about current, effective literacy practices and why they are important. Often, sensational, misconstrued and ill-informed reports are perpetuated in the media leaving parents confused and worried.

With this guide, PETAA seeks to eliminate some of these fears. Reading and writing together with your child should not be construed as a test. Rather, it is an opportunity for you to get to know your child as a learner — a learner striving to be literate.

The proven benefits of reading with your child

Parents and carers who read aloud with children in a secure, safe and comfortable context motivate their children to read.

Parents' perceptions, values, attitudes, and expectations play an important role in influencing their children's attitudes toward reading, and subsequent literacy development. When children share a book with someone who makes them feel special, the attitude that reading is pleasurable is transferred to other reading encounters.

Relationship building At the core of reading is a relationship and it is the bond between children and parents that is enhanced through reading together. It only takes ten minutes a day to build this relationship.

Children's reading improves The research is conclusive: When parents successfully support their children's literacy learning from an early age, everyone benefits. When teachers and parents work together to support children's reading and academic success, learning outcomes for all children improve.

Children read more Students who read with their parents are better prepared for school. They begin school with knowledge of book language and familiarity with concepts of print. They understand how books work and have many more exposures to text types and vocabulary.

Children's self-esteem improves Knowing someone cares enough to take time out of a busy schedule to give you undivided attention around a book makes a significant difference to how students perceive themselves as learners and readers. When parents show an interest in their children's learning, children respond positively.

Reading unites families through shared stories When a family reads together, stories form a common ground for communicating. Stories bind families and help students makes sense of where they fit in the world. Not only does parent involvement have a specific and profound impact on children's reading, but also on children's language and literacy learning in general. It is through interactions with parents and carers that children learn new vocabulary, seek clarification of new understandings, and learn to comprehend their expanding worlds. Talk is the key to reading and writing success. Talking with children (walking to school, at the table, in the car, bedtime) has a significant effect on literacy learning in general.

Learning to read

What we need to know Reading begins at a very early age when children start to take notice of the print that surrounds them and the talk that includes them. Children begin to engage with reading and writing experiences that attract their attention and interest before they go to school. Children notice street signs and most can recognise a large yellow 'M' sign from a kilometre up the road because it benefits them! They pay attention to books they like and often insist on many re-readings of their favourites. They learn quickly to find aps on mobile phones and electronic devices because it benefits them to do so.

Talk is a key to literacy learning. Children need opportunities to interact. Recent research indicates that children are becoming more adept at communicating in the language of commands and demands rather than being competent in extended conversations. I suspect electronic devices may be inhibiting the time parents spend talking with their children. Children need to be included in interactions with significant others and to ensure that happens, electronic devices need to be turned off. Parents need to talk with their children! It is in the context of engaged conversations that children expand their vocabularies, increase their understandings of the world, learn about themselves, and learn the nuances of the language and effective communication.

Let children make decisions about the books they choose to read. This implies that there is a well-stocked and suitable range of books from which to choose. It is essential that there are lots of books in the home and that they are readily available. Create a book-flood by borrowing weekly from the local library, buying from garage sales, finding supermarket specials, making your own, and sharing books in the community.

Look at how books are stored in the home, for example, bookshelves, book boxes, or shoe boxes. Are the books visible or tucked out of sight? Do the children have a bed light to read at night? Keep introducing children to different kinds of books — humorous books, books with beautiful illustrations, rhyming books, pop-up books, electronic books, graphic novels, and factual texts. With your children, visit places such as the local library, markets and bookstores to find books that are interesting and fun to share. The number of books, the care of books, and the storage of books are all messages regarding how books and reading are valued in this household. What message are you marketing?

Building on the diversity of family literacy practices Families participate in diverse and successful reading and writing practices. The diversity of these practices needs to be recognised and celebrated. For example, when families from different cultural backgrounds share their traditions and passions for storytelling the literacy learning of their children is enhanced. When parents share a book in their first language with their children, they are building the foundations for a positive attitude to reading and expanding on the child's language skills. When parents and carers just take time to talk about a book, the child benefits.

To accommodate the diversity of home literacy practices, it is essential that parents:

- engage children in many and varied types of literacy experiences not just storybook reading, for example, cooking, newspapers, television information, instructions, street signs, brochures, junk mail, electronic communication, notes, singing, talk, and written communication

- appreciate that different family members, not just parents, play a role in literacy learning, for example grandparents, siblings, extended families
- recognise and celebrate the literacy associated with cultural differences and traditions
- locate resources, for example, interpreters and electronic resources that can assist in decreasing the communication divide and strengthen partnerships between homes and schools.

All parents play a crucial role in supporting their children. Sometimes, parents need reassurance and assistance to find ways to use the skills that they do possess. Focus is on what parents can do; not on what they cannot. Spending quality time interacting with children goes a long way to supporting children's literacy development.

The process of learning to read

There is no magical formula for learning to read. Children learn in their own time according to their own pace. There is no critical age when all children should have mastered reading. When children are learning to walk and talk, we accept different levels of progress – it is the same with learning to read and write. This does not imply, that meanwhile, the parent sits back doing nothing. Children need ongoing quality experiences with books. Providing a regular, reading routine at home assists children in their quest for reading success.

The media often overstates the need to teach phonics. Phonics is the relationship between letters and sounds and is not the only strategy children use when reading unfamiliar words. There are other effective ways to assist children identify unfamiliar words, which includes the practice of encouraging children to look for meaning. Prior to saying anything to assist the reader, allow sufficient wait time. Readers need to look around for clues. The aim is to move the reader towards independence as quickly as possible and that does mean getting out of the way. The reader has to look around to locate clues. Too often, their only clue is to look to the parent to fill the gap. Rescuing won't help! Keep your eyes on the book and avoid eye contact. After waiting sufficient time, try saying:

- Read on and collect other clues.
- Go back to the beginning of the sentence and re-read what you read.
- Look at the illustration and see if there are clues there.
- What do you think would make sense here?

Avoid saying 'sound it out', or giving a clue that takes the child away from the text such as '[That word]…it is the colour of the sweater you were wearing last Tuesday'. If the word is an uncommon word or outside of the child's vocabulary such as 'camouflage' drop it in, don't have a vocabulary lesson. Keep the reading flowing because it is paramount that the reader comprehends the text. Keep on reading. The issue was not necessarily a reading issue but a vocabulary problem. If on the other hand, the child fills the gap with a word similar in meaning, for example, 'hide' instead of camouflage, celebrate. The child is telling you that he comprehends what is happening. That is what good readers do! Don't stop and correct it! Avoid poking at words. Struggling readers often think the clue is in the word and fixate. The clue is in looking ahead, re-reading, and making sense of the text. For those words outside the reader's vocabulary, for example, 'camouflage' you can always go back and talk about it at the end.

Some tips for home reading

- Establish a home reading routine. Read aloud with your children everyday. Ten minutes for each child around a book of his/her choice. If English is your second language, read in your home language. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book! There is a lot of power and control in the world of reading. The reader needs to have the power.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do like/ dislike about this book? There is no need to interrogate the reader. Make it a conversation as you would in a book club.
- Encourage your child to read independently. A bedside light is one of the best enticements for your child to read before going to sleep. After the 10 minutes of reading with you, the child can elect to continue reading independently.
- The less you interrupt the 10 minutes of reading, the more you are supporting the readers independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.

- Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Instead say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'
- If you child is reading independently and has reached the level of chapter books, it is not necessary for you to read aloud together any more. Your job is done. That is not to say, you cannot continue to share reading time because it is what you love to do as a family or that you sit and read silently together or that you talk about the books your child is reading because you are interested in his reading choices. Readers read differently in their heads as compared to reading aloud.
- Visit the local library — make it a family ritual on a set day every week. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.
- Model what it means to be an enthusiastic reader. Create a home of readers where everyone reads – It is just what we do in this house! Talk about what you have read. Read aloud what makes you laugh and share it with your child .

Strategies every parent needs to know

The following strategies work for young children through to adults. The only difference is the book choice of the reader.

These strategies are useful when children choose books beyond their instructional levels. They choose books they want to read but as yet, cannot read them independently. Before introducing these strategies, it is always best to allow the reader to read for a few minutes while monitoring the miscues. After a few minutes of reading aloud, and when a pattern in the miscues indicates that meaning is lost and reading is laboured, show the reader any of the following strategies. I usually introduce echo and shared together and then ask the reader to choose. These strategies are not hierarchical. They all offer layers of support to give the reader access to the book of his/her choice. Remember, the reader always holds the book.

Echo reading Echo reading is simply, parent reads a sentence, paragraph or page (depending on the text) and the child repeats it back. Before starting, negotiate with the child to read a sentence, paragraph or page. The parent reads first. The child re-reads (echoes) the sentence, paragraph or page. Continue in this way to complete the book. Echo reading eliminates the frustration and anxiety that is too often associated with reading aloud. It often happens that once the child becomes confident with the book, author's style, and language, he or she does not stop for the parent to take a turn — ultimately, that is the goal — independence. If it does not happen that the child takes over, echo reading is effective. By 'echoing' your reading, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child feels confident, relaxed and enjoys the experience. It is about comprehension and having fun with a good book. During echo reading, parents model good reading. When parents miscue, they share the experience. This allows the child to see that all readers make miscues and self-correct.

Shared reading With shared reading, the parent reads, the child reads. They take turns to read. The parent negotiates with the child to read a sentence, paragraph or page depending on the book. When the parent reads, any loss of meaning, misunderstandings or mispronunciations that have been made by the child are rectified without drawing attention to the child's miscues. When the child comes to unfamiliar words, he/she will hear it read correctly by the parent and will automatically self-correct the next time the word appears. Shared reading ensures that comprehension is maintained. Shared reading eliminates the frustration of reading because the parent is a partner in the reading of the selected text.

Neurological Impress Method (NIM) The child reads aloud 'mimicking' the words of the text as the parent reads aloud. The child reads a couple of words behind the parent. The parent tracks with a finger so the child can keep up. It is important to avoid word pointing – instead, the parent's finger moves across the line in a fluid movement. The only reason, the parent tracks is because children get distracted and when they drop back into the reading, they know where the parent is reading. The parent reads at a normal reading pace. When the child looks away from the book, the parent does not stop reading. Continue with enthusiasm and the child will return to the book. When using NIM, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child sounds like a fluent reader and builds confidence and trust. There is no stress and angst.

Paired reading Paired reading is an effective support for readers who ignore punctuation, read in a monotone, and/or extremely quickly or slowly. It is also a good strategy when children choose to read their favourite book for the 55th time. Just read it together and love it one more time. Paired reading is simply reading together at the same pace and in the same place. The parent reads in a normal reading voice. It usually takes a couple of sentences for both readers to fall into sync. It is like dancing with a partner and it might feel a little awkward until a common rhythm and rhyme are reached. The child holds the book, turns the pages and enjoys the time together.

SAFEWAY DISNEY WORDS

IF ANYONE HAS ANY SPARE LETTERS AT HOME, MISS FERRIER WOULD LOVE THEM FOR THE CLASSROOM

BATTERY DRIVE

Please remember to keep collecting batteries for our Battery Drive. This is a very easy and great fundraiser for our school. If you are in town at a business which could possibly have batteries, please ask if they have any and if they would like to donate some to the school. Batteries can be left at Glenn Barling's workshop.

CAVENDISH COMMUNITY

RAMBLE IN THE RED GUMS

Fun Day for the whole family!

Sunday 7th April

9am: BUS TOURS to significant red gums and local environmental sites:
BOOKINGS ESSENTIAL! Jo Tully on 0407 042 701

12.30 LUNCH & NOVELTY EVENTS on the Wannon (Old Mill Site)
Meat provided by the RGF Committee - BYO drinks and a salad to share.

1.30 RAMBLE with us on a special guided walking tour (suitable for all ages),
including an Easter Egg Hunt and kids activities.

Please RSVP ASAP
cavendishredgumfestival@hotmail.com
Or call / text Kylie on 0438 742 511

Western District Health Service holiday program information

Bookings and information

> In person at: Frances Hewett Community Centre, 2 Roberts Street Hamilton. Monday to Friday 9–5pm
> Phone: 5551 8450 > Email: fhcc@wdhs.net
>NO BOOKINGS AFTER 1 APRIL

*NB limited spaces are available in all activities. BOOK EARLY
*Cash, credit or debit card, cheques accepted. Cheques must be made payable to Western District Health Service.

Discounts Apply For:

Concession card holders
Present your Health Care Card for concession price

Registration online for Skate Park Event
http:/bit.ly/2Q1ED3t
or follow link on the Hamilton Youth Facebook page
Also call 5551 8450 to allow for catering

Cancellation and refund of activities

WDHS reserves the right to cancel any scheduled activity due to poor weather conditions or insufficient enrolments. As much notice as possible will be given. In such circumstances, a full refund will be provided. Only cancellations made a minimum of five working days prior to activity will be eligible for a refund.

Food and drink policy

Ensure that children bring food which does not require refrigeration or heating. Under no circumstance are energy drinks to be consumed or purchased. Children are required to bring a drink bottle with water. Please note: given the location of activity, food options are limited. If your child has specific dietary requirements please make prior arrangements with coordinator or, alternatively, ensure your child has a sufficient amount of food. Western District Health Services endorses healthy eating at all times and where possible follows the principles of the GenR8 change movement.

Gastro and diseases

Communicable diseases include: gastro, chicken pox, conjunctivitis, influenza, measles and shingles. If your child has any communicable diseases they should not attend any activity delivered by WDHS. If your child is identified with a potential communicable disease a parent or guardian will be required to pick your child up from activity location, or arrangements will be made at your cost.

Behaviour, conduct and supervision

WDHS minimum of two staff per activity or ratio 1:10.
Participants demonstrating unsuitable behaviour will be removed from the program and may be denied future access. Nominated parent or guardian will be notified to collect child, or arrangements will be made at your cost.
Unsuitable behaviour includes:
> Refusing to follow instruction about conduct;
> Affecting the health, safety and/or welfare of other participants or staff;
> Causing or likely to cause damage of property
> Bullying and harassment of other participants or staff
> Use of drugs or alcohol
> Personal hygiene is essential

What to bring

> Healthy snacks
> Water in a Refillable drink bottle
> Covered toe shoes such as runners and *casual clothing*
> Hat and sunscreen
> Spending money (spending money is optional. It is up to the individual child to be responsible for their money).

*Please note that limited spaces are available in all activities.

School Holiday Program

APRIL 2019

wdhs Western District Health Service

Family Movie Night

Dumbo – Monday 8 April ~PG

Dumbo a young elephant, whose oversized ears enable him to fly, helps save a struggling circus.

Doors open at 5.00pm for a 5.15pm start.

Tickets only $5 – must be purchased from the FHCC prior to the event
No tickets will be available at the door.

Barista/ Job Ready Training

Wednesday 10 April - Time 10:00am – 3:30pm

The Roxburgh Cafe Ages 15 – 18

Gain Barista and Job Ready skills in a mentoring environment with Bruach Colliton and Tracey McDonnell.

$40 per person ($25 concession) * Lunch & morning tea provided

YMCA – SKATE PARK COMPS

www.skateparkleagues.com

Thursday 11 April **Time 11:000am onwards**

HAMILTON SKATE PARK – Riley Street, Hamilton

EVENTS ~ Scooter 11am, BMX 12.30pm, Skate 1.30pm

Friday 12 April **Time 11:000am onwards**

COLERAINE SKATE PARK – 72 Turnbull Street, Coleraine

EVENTS ~ Scooter 11am, BMX 12.30pm, Skate 1.30pm

Healthy lunch provided by WDHS call 5551 8450 to register

FREE ENTRY All Ages and Abilities Welcome

Bookings and further information phone (03) 5551 8450

This program is brought to you through the generous support of The Geoff Handbury and Helen Handbury Foundation

HELP NEEDED

COULD EVERYONE PLEASE START COLLECTING SHOPPING CATALOGUES FOR US TO USE IN OUR 'SHOPS PROGRAM' NEXT TERM. INCLUDING GROCERY, ELECTRONICS, FURNITURE, PETS, WHITE GOODS, ETC.

THANK YOU, MISS P

Please contact the school on the morning of any absence (phone message, note, personal visit, answering machine, email or text). It is a requirement that we have notification of all absences on the day of the absence.

Greater Hamilton Library School Holiday Program

My Story

Street Art workshop with
Jesse Shannahan

Monday 8th April
@ the Library 10am - 4pm

As part of celebrating YOUTH WEEK 2019 local street artist Jesse Shannahan will be hosting a special Street Art Workshop. Participants will have the opportunity to learn how to design and sketch their story using street art techniques.
Jesse will then pull all the art work together and this will become a permanent installation at the Greater Hamilton Library.

AGES 13+
This event is FREE and morning tea and lunch will be provided. Places are limited.
BOOKINGS ESSENTIAL:
www.trybooking.com/bbjoz

Make it Movie Session

Thursday 11th April
@ 1.45pm
Cinema Foyer

Create this fun Ferris Wheel and start your very own Wonder Park.

PLUS

Special showing of the Movie "Wonder Park"
@ 2.30pm in the Cinema

"Wonder Park tells the story of a magnificent amusement park where the imagination of a wildly creative girl named June comes alive."

COST: $8.50 per person
Limited tickets available.
Purchase at the Library before Wednesday 10th April

Children under the age of 8 must be accompanied by an adult.

Easter Story Fun

Wednesday 17th April
@ 10.30am in the Library

Join us for a special Easter Storytime for all ages followed by a Bunny craft activity.

The Easter Bilby will also visit us with a special little treat for the children.

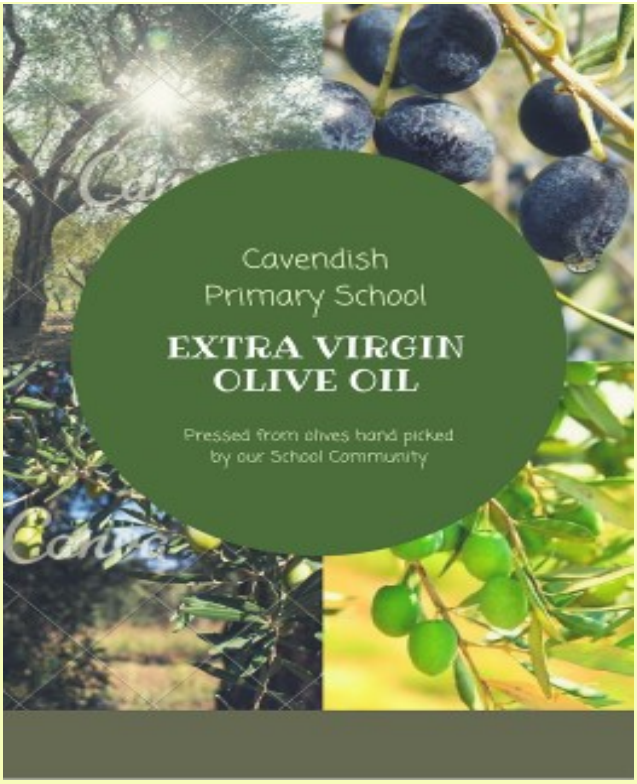
Eggcellent Egg Marbling

Thursday 18th April
@ 2pm

Create these beautiful decorative eggs using a special marbling technique.
Age for this session is 8 +
due to the materials we will by using.
Bookings required as places are limited.

Greater Hamilton Library
105 Brown Street, Hamilton 3300
Phone: 5573 0470
library@sthgrampians.vic.gov.au
www.sthgrampians.vic.gov.au/library

Southern Grampians



Cavendish PS olive oil. Last remaining stocks are now for sale for only $10 per 500ml bottle.

Families are reminded that we have fresh chooks eggs for sale from our school chooks. $3 per dozen or $2 for a 1/2 dozen.

Birthdays for April

Darcy Shipcott

Holly Quinn

Thomas Hurley

Sydney Todd

We thank the following businesses and organisations for their sponsorship and support of the School and we encourage all school families to support the businesses and clubs that support the school.

Coates Electrical, Landmark-Hamilton, Hamilton Produce, LA Walkers Mitre 10, Coles Supermarket, Dunkeld & District Community Bank ®, Lions Club of Cavendish, Bunyip Hotel, Bridge Café, Toyworld, Cavendish Community Service, Tops n Tails and Catch of the Day

If any parents have questions in relation to Parents' Club or school related information Trish Hurley can be contacted on 0411 197 222

A RURAL TRADITION OF EXCELLENCE

Visit our school web page and

Facebook page!!

You can access our newsletters and look for upcoming events on the webpage and see a range of photos of the students on our Facebook page.