School Vision: Our vision is to be a connected community learning, growing and achieving together.

Purpose: To maximise student learning through building a desire for personal excellence, a high sense of self-worth and a love of learning.

Where Legends Begin

Our School Values:
- Resilience,
- Responsibility,
- Respect
- Optimism

Our School Commandments:
- Be your best
- Believe in yourself
- Love learning
- Care for yourself, others & the environment
- Always stay positive and never give up

Assessment and Reporting
Ms Thomas and I are busily reading through student mid-year reports. It is really a lovely way to catch up on where the children are up to in all of their learning areas.

We are using the COMPASS platform this year to communicate student outcomes. The format of the reports themselves will be very similar to previous years, but there are a few minor changes but also a number of similarities.

Things that are the same:
- The A, B, C, D, E system, please remember that we should Celebrate the C as this is where your child is expected to be.
- Tracking of progress shown over the last twelve months, this is indicated by the movement of the dot. The example bellows shows a white dot, the child’s progression point 12 months ago, and a black dot, the child’s current progression point.
- It still highlights your child’s learning goals, what the school will do to support these and how the family can help at home.
Things that have changed:

- There is a ‘Generalist’ section, with the focus of this being how children are progressing on a Personal, Interpersonal and Intrapersonal level.
- The specialist teachers now have individual effort and behaviour ratings for each subject area.
- Music and Art have now been created as separate subjects, therefore the progression points for these are also separate – this may impact on the overall progression put received in the last report as the progression point for each Art and Music area had been consolidated in a progression point for ‘The Arts’.

School Council

Last night the last School Council meeting for the term was held. In addition to important and general business, we have four sub-committees who report to council (Education, Finance, Buildings and Grounds, Community Engagement), as well as the fact that we read and discuss items from the Junior School Council, Parents Club and uniform shop/canteen/OSHC at each meeting.

Some of the key items for discussion at last night’s meeting were:
- James B. from Grade 3 did a great job sharing and relaying information from Junior School Council, the School Council then discussed what to do with the issues raised.
- Consideration of new uniform items and a submission from the Uniform Shop.
- Ms Thomas presented a report regarding the Noumea trip, written and audio-visual.
- The approval of a date for the 2016 Camelot Rise Primary School 40th birthday celebration.

School Uniform

Our wonderful Uniform shop ladies have been working extra hard throughout 2015 and the uniform shop will soon be refurbished. They are also looking at ensuring there is new stock available once the refurbishment is complete. A big thank you to the team, Parents Club and School Council for all the work they have been doing behind the scenes on this.

Please remember that the school uniform is compulsory at Camelot Rise Primary School. Here are a few reminders about the uniform:
- Red and blue are the school’s colours so these need to be kept in mind when purchasing items to be worn to school.
- There should be no black leggings, tights or pants worn to school; these should be navy blue.
- All shoes purchased should be in keeping with our colours, these have been stipulated as black, dark blue or white.
- If your child requires an extra warm jacket at this time of the year, it should be navy blue or as a second choice, red. Bright pink and rainbow coloured jackets are not part of the school uniform.

Yu-Gi-Oh cards

A number of issues have arisen over time as a result of the children playing with and trading Yu-Gi-Oh cards. So across the school we will be having a break from bringing such cards to school, for the remainder of the term. We are looking at having a Card Club next term so that children who are keen to play with cards can come along and be supervised doing so.

Road Rule reminders

Drop-off time is always busy. There are a few rules which are important to remember in order to maximise the safety of the children:
- When dropping your children off please ensure they exit via the kerb side of the car. DO NOT have them getting out of the car on the road side.
- Please queue in readiness for the drop-off zone, this may require a short wait but it ensures order and makes the process more safe.
- If your child rides a bike to school, please discuss appropriate expectations with them. Please remember that if your child has not participated in Bike Education at school they should not be riding their bikes
- Galahad Crescent is a no U-turn zone, for you to be able to access the Drop-off zone you will need to come from the King Arthur Road end of Galahad Crescent

Open Door Policy
Helen Thomas (Assistant Principal) and myself have an open door policy which means we are more than happy to talk with you about any concern you have or to hear wonderful things about the school or your teachers. Please remember also that the classroom teacher should be your first point of call if your query is regarding the classroom program. You can catch us in the yard before or after school, pop in or make an appointment with the office.

Foundation Enrolments
If you are a current family of the school and have another child starting Foundation in 2016, please don't forget to get your enrolment form in. We start planning very early for our 2016 Foundation students and to help us with consideration of numbers, early receipt of enrolment forms is incredibly helpful. So if you haven’t already done so, download an enrolment from the website or pick up a form up from the office. Confirmation letters are being sent out this week and we have a high level of interest to date.

Dogs on School Grounds
Please be aware that dogs are not able to be on school grounds. I am a dog person myself yet it only takes a dog to be started by the quick and unexpected movement of a child for them to react with a bark, bite or scratch.
So please do not bring dogs onto the school grounds. There are some groups of dogs who have permission to be on school grounds – these are guide dogs, assistance dogs, hearing dogs and generally dogs which provide vital assistance to humans. These dogs are indicated by wearing specific and visible coats. At Camelot we also have a very small number of dogs in training to be working dogs, who have gained specific permission to be on school grounds – these are again visible by wearing a specific ‘in-training’ coat. We hold specific paperwork at the office to enable this to happen.
When it comes to domestic dogs however, they should not be on school grounds. Thank you for your understanding with this.

Kirrily George
Principal
George.kirrily.j@edumail.vic.gov.au

FROM THE ASSISTANT PRINCIPAL

Spotlight on Learning Year 1
1G- Mr Stephen Gleeson (23 students) 1P- Mrs Wendy Punay (23 students) 1A- Mrs Rosemary Arney/ Miss Peta Harrington (22 students)

In Level 1, Reading and Spelling takes place in the 1P and 1A classrooms every day. The students are organised into groups and teaching groups where students are working on particular areas in Reading and Spelling. The teaching group will be led by the teacher with pre-planned areas to focus the instruction which regularly changes depending on the individual goals for each student. Whilst the teaching groups take place other students spend time working on their individual goals for Reading and Spelling independently or with the assistance of parent helpers. Parent helpers are an integral part of the classroom literacy program and we welcome and encourage this assistance across the school.
Semester One Reports
This semester’s individual student report will go live on COMPASS next Wednesday. There will be more information about how to access these reports in next week’s newsletter.
For some students who are in the early stages of learning English or known as English as an Additional Language (EAL) student there is a different format for reporting.

The teachers at Camelot Rise Primary School utilise the EAL Developmental Continuum which provides evidence based indicators of progress, linked to practical teaching strategies; this also supports the planning of programs and the assessment of EAL students. Indicators of progress are points on the continuum that highlight understandings required by students in order to progress through the EAL standards.
Lower primary EAL learners are assessed against the A1 and A2 stages of the EAL Developmental Continuum and Middle and upper primary EAL learners are assessed against the BL, B1, B2 and B3 stages of the EAL Developmental Continuum.

Indicators of progress in the Speaking and Listening dimension are organised into four aspects:
• Texts and responses to texts focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
• Cultural conventions of language use focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
• Linguistic structures and features focuses on control over the structures and features of spoken English.
Maintaining and negotiating communication focuses on the strategies students at this stage typically use to speak in and learn English.

Indicators of progress in the Reading and viewing dimension are organised into four aspects:

- Texts and responses to texts focuses on reading and responding to written English texts used for social and academic purposes.
- Cultural conventions of language use focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
- Linguistic structures and features focuses on control over the structures and features of written English.
- Maintaining and negotiating communication focuses on the strategies employed to read and respond to written English.

Indicators of progress in the Writing dimension are organised into four aspects:

- Texts and responses to texts focuses on communicating in written English for social and academic purposes.
- Cultural conventions of language use focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
- Linguistic structures and features focuses on the control over the structures and features of written English.
- Maintaining and negotiating communication focuses on the strategies employed to produce written English.

More information about the expectations required at the various levels of the continuum can be found at http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealreport.aspx

Please don’t hesitate to ask if you would like more information about EAL Assessment and Reporting. We can also assist with support from interpreters at the Term 3 Student Led Conferences to explain where a student is placed with their EAL learning. Student Led Conferences will take place in Week 2, from Monday 20th July. The conferences will be Tuesday 21st July 3:45-5:00pm, Wednesday 22nd July 3:45-8:15pm and Thursday 23rd July 3:45-5:00pm. More information about booking for Student Led Conferences will be available in next week’s newsletter.

Weekly Challenge

Last month’s weekly challenge contributors were Junho and Amber from 2N. Thank you for entering. This week’s challenge has a numeracy focus.

The local bike shop has a number of bicycles, scooters and tricycles for sale. I counted a total of 60 wheels. How many bikes, scooters and trikes were for sale? Show how you got your answer in more than one way.

Please enter by Monday 22nd June, all entries dropped at the office with you name and grade.

School Leaders Luncheon with Mr Neil Angus

Our school captains and vice captains have been invited to attend an informal lunch with our State Member for Forest Hill Mr Neil Angus. The luncheon will be held at Weeden Heights Primary School, Weeden Drive, Vermont South on Thursday 18th June at 12.30pm. This will be an opportunity to meet and discuss our leadership responsibilities, projects and initiatives with Mr Angus and student leaders from other schools.

School Disco

Thank you to the Parents Club; Belinda and her team of helpers who hosted a great night last Friday night in the Multi-Purpose Room. A particular thanks to Mr Irvine who did a stellar job as DJ of both the Junior and Senior disco. A great range of music and games, together with some light snacks made for a great night. Thanks to the staff who attended the night and for getting into the spirit of the event.

Ms Helen Thomas
Assistant Principal
thomas.helen.h@edumail.vic.gov.au
The Nationally Consistent Collection of Data on School Students with Disability (NCCD)
The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a ‘point in time’ annual count of the number of students with disability receiving educational adjustments to allow them to participate in education on the same basis as students without disability. The Data Collection Model uses a broad definition of disability, as defined by the Disability Discrimination Act 1992, which includes a range of health and learning conditions for which schools are required to provide reasonable adjustments to support students. The collection is not limited to students with diagnosed disabilities or students who receive targeted supplementary funding. The collection relies on the professional judgements of teachers about their students, and requires them to make evidence-based decisions about adjustments, consistent with obligations under the Standards.

Schools will collect and report on:
- a student’s level of education (i.e. primary or secondary)
- a student’s level of adjustment; and
- a student’s broad type of disability.

No personal or identifying details are collected and the data collected by schools is aggregated. The names of students and any student identification numbers are not transmitted to the Australian Government Department of Education and Training as part of the reporting.

The NCCD will provide the Commonwealth and State governments and all schools with a better understanding of their student population and how students with disability are supported. The data collected by schools will inform future policy and program planning in relation to students with disability and support principals, teachers and other school staff to assist students with a range of complex needs, and their families. The Education Council of Education Ministers has also indicated that it believes the collection may inform future funding arrangements.

If you do not wish for your child to be included please contact the Principal (in writing) by the end of Term 2.

Zonal Interschool Chess Tournament

On Thursday the 11th of June, a group of 12 students went to Wantirna Primary School to compete in an inter-school chess tournament run by Chess Kids. Everyone had a great time and played like grandmasters! Our Camelot team came second in the tournament and received silver medals, we were incredibly happy! Individually, Paula C (5Y) came second in the whole tournament and received a silver medal. I received a special medal for having my ranking increased the most out of all the competing students.

Brodie B
5Y
Thank you to all the parents who have volunteered to be their child’s class representative.

I would like to invite the class representatives to a brief meeting at 9:30am -10:00am on Monday 22nd June in the Tydeman Arts Centre to discuss what being a class representative involves and any questions there may be about the role. Below is a description of the Class Representative role.

The **Class Representative** role involves:

- Supporting the class teacher when and if required.
- Providing administrative support through co-ordination, facilitation and communication to the class parent group.
- Preparing and distributing a class contact list.
- Organising social functions e.g. morning teas and dinners for the parents, class play dates for the children.
- Where requested by teachers, organising parent helpers for class activities and programs like swimming, reading, sports events etc.
- Encouraging and supporting the members of the class group to get involved in school community activities and events.
- Welcoming new families to the class and arranging appropriate introductions with other parents of the class.

*Class reps, and other classroom helpers, are respectful of everyone’s privacy and ensure that the confidentiality of teachers, students, and parents is maintained at all times.*

**This role does not encompass dealing with concerns of other parents. Any concerns parents have regarding school organisation or their child, should be made by them, directly to the Classroom Teacher, Assistant Principal or Principal.**

---

**FROM THE OFFICE**

- **CSEF**

  **DO YOU HOLD A VALID HEALTH CARE CARD? - PLEASE SEE BELOW INFORMATION**

The Camps, Sports and Excursions Fund have been provided by the Victorian Government to assist eligible families to cover the costs of camps, excursions and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per primary school student is $125. Please contact the school office to obtain a CSEF application form or visit our school website. **The closing date for submission of the CSEF form to the College is June 26.**

Funds will be sent to schools during Term 3.

Please see flyer below for further information.
Camps, Sports & Excursions Fund (CSEF)

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund will ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities.

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be:

- $125 for primary school students
- $225 for secondary school students.

How to Apply
Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

Closing Date
You should lodge a CSEF application form at the school by 26 June 2015.

For more information about the CSEF visit www.education.vic.gov.au/csef
Banking Day is every Tuesday

No Student Banking will be processed on the first week in Term 3

Rewarding regular savers with amazing prizes.

We're bringing the exciting news that an intergalactic prize portal has appeared on Planet Savings, giving students who demonstrate good savings behaviour the chance to win amazing prizes.

- 75 x iPod mini Wi-Fi 16G GB
- 125 x Beats by Dr. Dre Solo2 Headphones
- 200 x $30 Booktopia Gift Certificates

Help the Dottarmites activate the prize portal for a chance to win

To activate the Prize Portal, students must simply make three or more School Banking deposits during Term 3 and they will automatically be entered into the competition for a chance to win one of hundreds of prizes. Students can also complete a Money Mission at sommbank.com.au/prizemission to double their chance of winning a prize. (Please note, students can start the Money Mission at any time, but are required to make three deposits by the end of Term 3 to double their chance of winning).

Win books for your school library

We're also giving schools participating in the School Banking program a chance to win one of 15 sets of children's books for their school library, valued at $200 each.

For more information, visit sommbank.com.au/prizemission

Things to know before you CAn:

Conditions apply, visit sommbank.com.au/priemission. The promotion starts 6-February-2023 and ends 30-June-2023. Student Banking deposits at participating Queensland, Victoria, South Australia, Western Australia, Tasmania, Northern Territory and the Australian Capital Territory schools are grouped into one competition. The possible prizes are gift cards, with values up to $200 each, and School Library books. The winners of the Sommbank Money Mission competition will be determined amongst the Victorian Territory groups. The winners' names will be published in the public notice section of The Australian. Sommbank Group Pty Ltd is a subsidiary of CBA, which is subject to the CBA Group Code of Conduct. The Code is available at sommbank.com.au/privacy. The terms and conditions are available at sommbank.com.au/legal. CBA is a registered trade mark of CBA, which is owned by CBA. The Code is available at sommbank.com.au/legal. CBA is a registered trade mark of CBA, which is owned by CBA. The terms and conditions are available at sommbank.com.au/legal.
Values certificates will now be awarded to students. This will involve students from each class nominating fellow class-mates who have displayed one of our 4 school values of responsibility, respect, optimism and resilience, followed by a student vote to elect one class winner. The Specialist Team will also be selecting a student who has displayed a value during a specialist class. All winners will receive a value certificate from their teacher. At Monday morning assembly winners names will be called out and they will stand up as an acknowledgment.

<table>
<thead>
<tr>
<th>Class</th>
<th>Student</th>
<th>Achievement</th>
<th>Values Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC</td>
<td>Sanvi S</td>
<td>In recognition of the positive attitude she has towards her learning. Your smile light up the room and helps make our classroom a happy place.</td>
<td>Respect, Resilience,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Optimism, Responsibility</td>
</tr>
<tr>
<td>FN</td>
<td>Josh H</td>
<td>In recognition of the effort he makes in reading punctuation and using expression when reading aloud. Well done!</td>
<td></td>
</tr>
<tr>
<td>FS</td>
<td>Pierson H</td>
<td>In recognition of his wonderful improvement in reading. Keep up the great work!</td>
<td></td>
</tr>
<tr>
<td>1G</td>
<td>Zoey H-W</td>
<td>In recognition of using her strategies when reading. You are doing a sensational job when reading independently.</td>
<td></td>
</tr>
<tr>
<td>1P</td>
<td>Stella C</td>
<td>In recognition of the co-operative speaking and listening they showed when combining their pictures for ‘Talk, Listen and Learn.’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hannah A-H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Zac E</td>
<td>Zac - In recognition of his wonderful work problem solving with division. Great work Zac!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Noah K</td>
<td>Noah - In recognition of his work on interesting sentence starters. Keep up the great standard of work Noah!</td>
<td></td>
</tr>
<tr>
<td>2N</td>
<td>Emily Z</td>
<td>In recognition of the amazing ‘Sizzling Starts” she used in her writing last week. Great job, Emily!</td>
<td></td>
</tr>
<tr>
<td>2 H</td>
<td>Kiara H</td>
<td>In recognition of not giving up when problem solving in Maths. Well done Kiara!</td>
<td>Savindu J</td>
</tr>
<tr>
<td>3I</td>
<td>Alize Le M-R</td>
<td>In recognition of the effort you put in to presenting all of your work to the best of your ability. Keep it up!</td>
<td>Sophie A</td>
</tr>
<tr>
<td>3/4S</td>
<td>Ally C</td>
<td>In recognition of her excellent attitude to learning and for completing her Literacy work to a very good standard.</td>
<td></td>
</tr>
<tr>
<td>4M</td>
<td>Paige D</td>
<td>In recognition of doing a great job with her beautiful handwriting.</td>
<td></td>
</tr>
<tr>
<td>4A</td>
<td>Mitchell D</td>
<td>In recognition of the fantastic work he has completed for his Financial Maths project. Great calculations, Mitch!</td>
<td>Arun S</td>
</tr>
<tr>
<td>5Y</td>
<td>Anjana N</td>
<td>In recognition of her caring and helpful attitude towards others. You are much appreciated!</td>
<td></td>
</tr>
<tr>
<td>5C</td>
<td>Tiarn M</td>
<td>In recognition of her fantastic, well written persuasive writing piece. Your showing big improvements Tiarn! Well done.</td>
<td></td>
</tr>
<tr>
<td>5/6H</td>
<td>Lukas Z</td>
<td>In recognition of his optimistic approach to all areas of his learning. You are an asset to the class, Lukas.</td>
<td></td>
</tr>
<tr>
<td>6BM</td>
<td>Gayathri E</td>
<td>In recognition of the fantastic portrait of Eddie and his thoughts you described in your Open Minded Portrait.</td>
<td>Aaren C</td>
</tr>
<tr>
<td>6S</td>
<td>Caleb W</td>
<td>In recognition of his positive attitude to all aspects of his learning and for going above and beyond when completing homework tasks.</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT AWARDS CONTINUED

<table>
<thead>
<tr>
<th>Art</th>
<th>Annabelle D 5H</th>
<th>In recognition of her intricate detailing in her quilling project. Excellent techniques applied Annabelle!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Ritvik S 4M</td>
<td>In recognition of trying his best when sharing his ukulele song about orangutans with the class.</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>Brinthan S 5Y</td>
<td>In recognition of the leadership skills he showed as a captain of the football team.</td>
</tr>
</tbody>
</table>

SPECIALIST TROPHY: FS

**Uniform Shop News**

Uniform Shop opening hours are 8:30am to 9:00am (2nd Bell) and 3:15pm to 3:45 pm Mondays.

As we are currently in the process of renovating our uniform shop we will not have a dedicated changing area. If you would like to arrange a time to have your child try on uniforms, please feel free to use our trybooking facility. This will give families, 15 minutes of uninterrupted time for your child to try on clothes with the assistance from a Uniform Shop volunteer!

The website to book an appointment is: [www.trybooking.com/hlhs](http://www.trybooking.com/hlhs)

Out of stock uniform items:
- Hoodies - sizes 8, 10 and 12
- Bomber jackets - size 10

We apologise for the inconvenience, these items will be available in term 3!

Thank you,
Sam and Rumaana

Reminder that any refunds or exchanges need to be done within 30 days of purchase.

I just wanted to add a quick thank you to the Uniform Shop volunteers who make efforts to assist the parents and children of the school. Your help is certainly appreciated!

Thank you!
Rumaana and Sam
Roster for Term 2
You can help out fortnightly, monthly, once a term or be on call.
Below is the roster for term 2. You can help out fortnightly, monthly, once a term or be on call.
Please contact Belinda Foster (djabf@tpg.com.au or 0413 308 978) if you can help.

<table>
<thead>
<tr>
<th>Tuesday 16/6</th>
<th>Wednesday 17/6</th>
<th>Thursday 18/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie G and Lisa</td>
<td>Help Needed x2</td>
<td>Belinda and Michelle</td>
</tr>
<tr>
<td>Tuesday 23/6</td>
<td>Wednesday 24/6</td>
<td>Thursday 25/6</td>
</tr>
<tr>
<td>Help Needed x2</td>
<td>Nicole and Donyael</td>
<td>Belinda and Michelle</td>
</tr>
</tbody>
</table>

★ PARENTS CLUB NEWS ★

Next Parents Club meeting - TBA

The Parents’ Club would like to thank all the parents who volunteered at the school disco both on the night and in preparation for the night.
Also a big thank you to Craig Irvine for being the MC.

Airstream Café 285/287 Springvale Road Glen Waverly have kindly offered all families at Camelot Rise Primary school 5% of the total bill when dining in their restaurant. Also, along with your 5% discount they will donate a further 5% to our school fundraising. If you require another discount card please contact the office.
Dear Parents and families

End of Term 2
Friday June 26th is the end of Term 2. School will dismiss at 2:30 and OSHClub will be open from 2:30 – 6 pm. Book in early.

OSHClub Holiday Program
School holidays are nearly here. They begin on Monday June 29th.
We do not have a holiday program at Camelot Rise but have others in the area. Our Educators work at Knox Gardens Holiday Program and another close one is Jells Park.
If you have never used these services before you will need to enrol for that service online. You will then be able to book for the days your child needs care.
Information is available at www.oshclub.com.au

My child is sick or has gone home from school early- what do I do?
Please contact OSHClub by phoning and leaving a message or sending an SMS. We must follow up on any booking. We will contact parents if their child is booked in and doesn’t arrive. Phone: 0407 342 157

Bookings and cancellations
Parents are reminded to book and cancel online but if you need a booking/cancellation please contact the service on 0407342157.

What’s Up at OSHClub
We have been incorporating children’s ideas and suggestions into our programming. Girls are enjoying finger knitting in the mornings. We have played different types of tag games including flip tag and chain tag. This encouraged physical play, team work, listening to and understanding rules and most of all fun.
Children got to cook easy chocolate muffins, After School Care children got to eat these the next day.

<table>
<thead>
<tr>
<th>22/6/15</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School Care</td>
<td>leadership development games</td>
<td>fruit salad game with Michael</td>
<td>knitting club</td>
<td>Red Hot letter</td>
<td>Free time to do your own thing</td>
</tr>
<tr>
<td>After School Care</td>
<td>make a big farm scene</td>
<td>Camelot Bear’s Birthday picnic octopus</td>
<td>Spinning windmills</td>
<td>Ocean collage</td>
<td>Kids Trivia</td>
</tr>
<tr>
<td></td>
<td>corner game</td>
<td></td>
<td>capture the flag</td>
<td>dodge ball</td>
<td>free play</td>
</tr>
</tbody>
</table>

OSHClub Information
OSHClub program phone: 0407342157 (leave an sms or voice message)
Coordinator: Denise
Assistants: Mia, Marni, Diana and Shazan
OSHClub Head Office: 03 85649000
All families must be enrolled to attend the program, remember this is Free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.
Vermont South Club’s Tennis Trivia Night

You have been invited to come to VSC famous trivia night. You are guaranteed a wonderful night of fun with friends, family and community. People are still raving on about last year’s wonderful Trivia Night. This is not a night to miss so register now.

There are plenty of prizes to be won, lots of questions to be answered, supper will be provided, drinks at Bar prices and raffles to be drawn.

There are 8 people per table so please let us know how many are coming.

**When:** Friday 19th June

**Time:** 7pm arrival for 7:30pm start.

**Cost:** $15 per person, pay on night at door

**Where:** Lower clubroom (bowls clubroom) 30A Livingstone Road, Vermont South

Email Jess to Register
jess@5ets.com.au
or call 0421805696
Irabina Autism Services Presents

**Autism and Sensory Processing (SPD): A New Approach to Occupational Therapy Assessment, Treatment & Research**

This seminar is for Occupational Therapists who are interested in upgrading their skills in assessment, research and treatment of children with Autism Spectrum Disorders and Sensory Processing Disorder. It will focus on relationship and sensory aspects of function.

---

**Dr. Lucy Jane Miller**

**Date:** Tuesday 1st & Wednesday 2nd September, 2015
**Time:** 9am - 5pm (each day)
**Location:** William Angliss Institute, Angliss Conference Centre
Building A, Level 5, 555 La Trobe Street
Melbourne, VIC 3000

**Cost:**
- Professional Ticket $795
- Early Bird Ticket $725
- Irabina Consortium Member Ticket $715.50
Includes catering (Lunch and Morning/Afternoon Tea)

**Register:** http://irabina.com/?page_id=67 or www.irabina.com

---

Dr. Miller has been investigating, analysing, and explaining Sensory Processing Disorder (SPD) to other scientists, professionals, and parents since she studied under Sensory Integration pioneer A. Jean Ayres, Ph.D., more than thirty years ago. Since then, studies by Dr. Miller and her colleagues have helped bring SPD widespread recognition, and her work with families has improved countless lives.

Thanks specifically to Dr. Miller’s mobilisation of the research community, SPD now appears in two diagnostic manuals: the ICDL’s Diagnostic Manual for Infancy and Early Childhood and The Diagnostic Classification: Zero to Three.

Dr. Miller has also developed seven nationally standardised tests including the M-FUN for use worldwide to assess and diagnose SPD and other developmental disorders and delays. Dr. Miller’s widespread recognition and enormous credibility within the professional community are part of the reason that advanced clinicians travel from all over the United States and other countries to be mentored by Dr. Miller and her team at the SPD Foundation.

---

**Day 1: Assessment and what research is telling us**
- Introduction to SPD Subtypes and Autism.
- Assessment of Functional Needs of Children.
- Research: Is SPD a valid, separate syndrome? What is the prevalence of SPD? What brain mechanisms are implicated in SPD?
- Autism and Sensory Processing
- Questions and Answers

**Day 2: Treatment: The STAR Model of interventions**
- General and Logistic Principles
- Treatment Principles using the STAR Model
- Characteristics of Therapists using the STAR Model
- Case Studies using the STAR Model

---

Benefits from attending this conference
- Learn directly from world renowned Occupational Therapist, Dr. Lucy Jane Miller, founder of the first comprehensive SPD research program.
- Advance your Occupational Therapy skills in assessment, research and treatment of children with Autism Spectrum Disorder and Sensory Processing Disorder.
- Develop knowledge of the practical application of the STAR Treatment Model and principles that you can apply within your clinical practices.
- Receive a Certificate of Attendance.

For further information call Louise on (03) 9720 1118 or email louise@irabina.com

Sponsorship opportunities and stalls available check at www.irabina.com
DC HOOPS ACADEMY

Do you want to take your first basketball steps and learn the fundamentals of the game of basketball in a fun, safe and professional environment?
Do you play at Domestic level and want to work on your skills?
Do you play Representative basketball and are looking for Elite training sessions to be challenged and bring your game to the next level?
The DC Hoops Academy can help you achieve all this and reach your own basketball goals!

Term 3 Dates: 14th July- 15th September 2015

Times:
Tuesday's 5.30-6.30pm 5-11 years
Tuesday’s 6.30-7.30pm 12+ years

Price: $190 for 10 weeks

Gender: Boys and Girls

Contact: Deb Carr Ph 0433820088
dchoopsacademy@hotmail.com

Venue: Wesley College Glen Waverley

Wesley College (620 High Street Road, Glen Waverley 3150)
The sessions are in the Games Hall which is directly opposite the entrance to the pool. Enter from High Street Road and drive down the main road going straight ahead until you get to the roundabout where you can park.