



Heathcote Primary School

Newsletter

Telephone: (03) 5433 3090

heathcote.ps@education.vic.gov.au

Issue No. 10

24th April 2026

At Heathcote PS we value... Respect Learning Teamwork Responsibility

We acknowledge that we are on the traditional lands of the Taungurung people and we pay our respects to their Elders, past, present and emerging.

What's Happening in Term 2?

Week 2	Mon. 27th April—Fri. 1st May	Swimming lessons—5/6F & 5/6MG
Weeks 2-8	Thursdays	Bendigo Community Health Friends Program (weekly) (3/4N & 3/4HP)
Week 3	Monday 4th May	Whole School Athletics Carnival (with Holy Rosary PS)
	Thursday 7th May	Library visits (Foundation, 1/2JS, 1/2M)
	Friday 8th May	Mother's Day Morning Tea (details coming) Do It For Dolly Day (details coming)
Week 4	Monday 11th May	Curriculum Day—no school for students
	Wednesday 13th May	School Council meeting @ 5:30pm
	Thursday 14th May	Student Leadership Conference (details coming) Library visits (3/4HP, 3/4N, 5/6F, 5/6MG)
Week 5	Wednesday 20th May	Foundation 2027 School Tour @ 4pm Foundation Information Evening @ 4:30pm
Week 8	Monday 8th June	King's Birthday—public holiday—no school
	Tuesday 9th June	Curriculum Day—no school for students

2026 - What's Due?

Friday 8th May

Year 7 placement application form (sent home via email 17/4/26)

What's Happening in 2026?

Term 2	Tuesday 16th June	School photos
continued	Wednesday 17th June	School Council @ 5:30pm
Week 9	Thursday 18th June	Junior Unit Fun Night
Week 10	Friday 26th June	End of Term 2 (early dismissal @ 2pm)
Term 3	Monday 13th July	Start of Term 3
Week 1		
Week 10	Friday 18th September	End of Term 3 (early dismissal @ 2pm)
Term 4	Monday 5th October	Start of Term 4
Week 1		
Week 4	Mon 26th—Fri 30th Oct.	Swimming lessons—Foundation, 1/2JS & 1/2M
Week 7	Tues. 17th—Thurs. 19th Nov	Energy Breakthrough Camp (pushcarts)
Week 8	Mon. 23rd—Wed. 25th Nov.	Grade 5/6 Camp
Week 10	Thursday 10th December	Grade 6 Graduation
Week 11	Friday 18th December	End of Term 4 (early dismissal @ 1:30pm)

Whole School Assembly

Fridays, 9:05am—9:25am, astroturf area

Please join us to celebrate achievements and milestones from the 'week that was'

In the event of inclement weather, assembly will be online (meeting link will be sent)

Please note that more dates will be added to the above list throughout the year



Heathcote Primary School

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VALUES AWARDS

SWPBS FOCUS: We follow classroom expectations.

	Student	Reason
F	Cameron	For consistently following classroom expectations and being a great role model. Well done Cameron!
1/2JS	Ben	For consistently demonstrating our classroom expectations by being kind, respectful, and always making positive choices in the classroom.
1/2M	Cierra	For always following our classroom expectations and having a fantastic attitude. Awesome job Cierra!
3/4HP	Sammy	For taking responsibility and following all our classroom expectations. Well done!
3/4N	Ashley	For always following classroom expectations and being a role model to those around her! Well done!
5/6F	Ben	For always following classroom expectations and showing dedication by consistently completing classwork.
5/6MG	Jeerapatra	For following classroom expectations and for encouraging your peers to do the same.

KINDNESS AWARDS

Students who consistently demonstrate acts of kindness, compassion and empathy towards others, promoting a positive and inclusive school environment.

	Student	Reason
Junior Unit	Oscar	You are our Junior Unit Kindness Ambassador for consistently showing kindness to everyone, for always considering the feelings of others, and for being a wonderful friend and a great role model proudly representing HPS. Well done!
Middle Unit	Jayden	For being a thoughtful and polite person who always treats others with kindness and respect. Jayden is always representing HPS in a positive light! Well done, Jayden!
Senior Unit	Reynald	For consistently demonstrating kindness and politeness to all members of the Heathcote Primary School community. Thank you for being an awesome role model, Reynald.

Congratulations to our award winners!

These awards were presented at our assembly on Friday 24th April.

Congratulations to this week's award recipients!



Principal's Report



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Welcome back to school for Term 2! The first morning of a brand new term is one of my favourite moments—the yard is a hive of cheery greetings and smiles as students and staff catch up with each other after a break. This term was no exception, with many waves, 'hellos!' and stories shared. There was a certain theme when I was catching up with students on the junior playground—lost teeth, wobbly teeth and new teeth!

In [Education Support \(ES\) staffing news](#) for Term 2, we bid a temporary farewell to Miss Hailey for approximately six months whilst she returns to Queensland for 'Part 2' of her cattle station adventure. At the start of the term, Miss Shearer will be completing her final five week teaching placement before graduating as a qualified teacher. We will all miss Hailey and Chloe very much, none more so than the Foundation room where they spend the majority of their time. We look forward to welcoming them both back later in the year. In Week 3 we will welcome Claire and Eliza, two [pre services teachers](#) who will complete a two week placement in 3/4N and Foundation respectively. They arrive just in time for the Athletics Carnival!



[Student voice, agency and leadership](#) is highly valued at Heathcote PS. It is always a joy to see students use their initiative to organise activities at break times. We're proud of their teamwork, problem solving and sense of fun. From organising the equipment to determining warm ups and teams, coaching and umpiring, this group of Grade 1/2s had it all covered!

Classes have been making the most of the beautiful autumnal weather and heading outside for [learning](#). Our 5/6s have been learning about perimeter and area. The yard is adorned with all sorts of shapes. Each shape has been carefully measured with the perimeter calculated.



Having a soft spot for all things numeracy, I couldn't resist the opportunity to join the fun and enjoyed hearing about the use of brackets in equations to calculate the perimeter effectively.



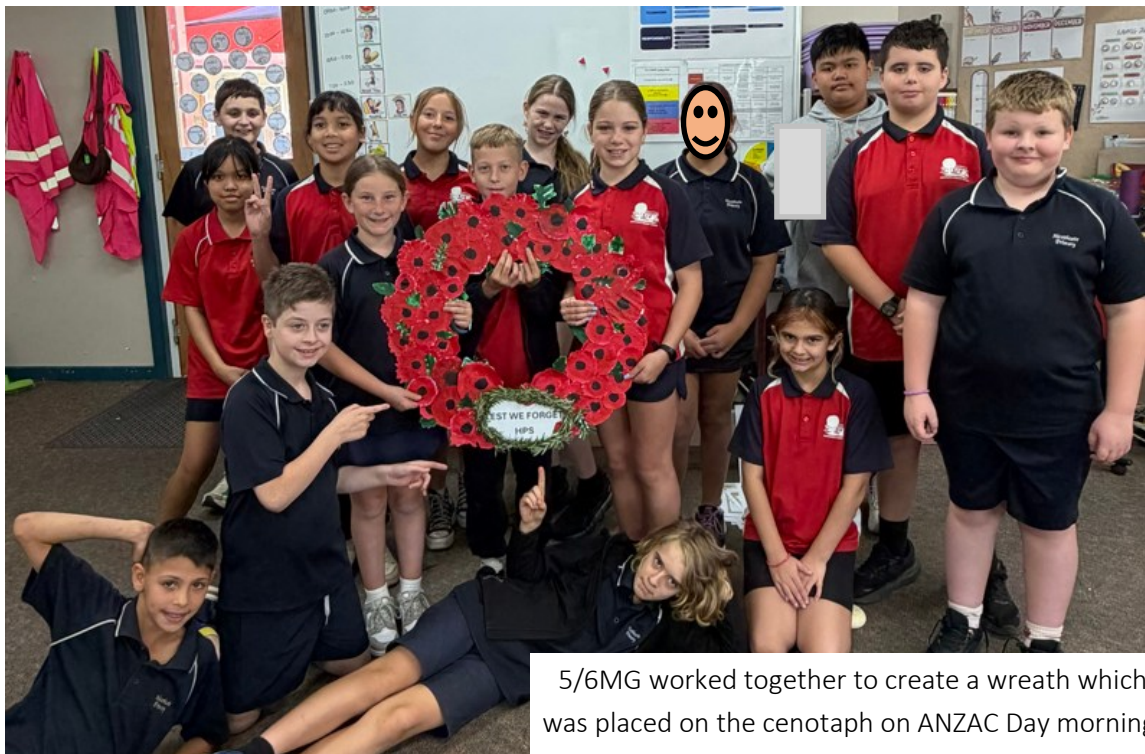
A quick glance at Term 2's calendar tells us it's going to be a busy one. I am looking forward to seeing what we achieve together over the remaining nine weeks.

ANZAC Day



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Students across the school spent time learning about ANZAC Day. Through stories, discussions and creative activities, students reflected on themes such as bravery, mateship and resilience. Artwork was displayed in the foyer of the Heathcote RSL (see next page), guest speakers joined our 1/2 classes and Friday's assembly included The Requiem, Last Post and a minute's silence as we reflected and remembered those who have served our country. Additionally, Heathcote in Harmony performed at the RSL Service, Grade 6 leaders read The Requiem and also laid a wreath on behalf of the Heathcote PS community.



5/6MG worked together to create a wreath which was placed on the cenotaph on ANZAC Day morning.



Learning—Art



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It's been a big fortnight for our amazing artists who have had work on display at the Heathcote RSL ANZAC Day ceremony and the Heathcote Flower Show and Plant Sale.



HEATHCOTE ATHLETICS CARNIVAL

ATHLETICS
EVENTS

HOUSE
SPIRIT
POINTS

SAUSAGE
SIZZLE

MONDAY 4TH OF MAY

| 9AM START | BARRACK RESERVE HEATHCOTE |
MORE INFO TO COME

TEACHER
EVENTS

HOUSE
COLOURS

GO TEAM



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Holy Rosary Heathcote

Heathcote Houses



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With the House Athletics Carnival just over the horizon, we are resharing the history of the House names. In 2025, the first House Captains spent time researching possible names for the Houses. They worked together to decide on criteria and decided all House names must have a connection with Heathcote or Heathcote PS. Other criteria included a combination of being in honour of a person, including males and females along with having a connection to the traditional owners of the land. After researching, including meeting with Elizabeth from the Heathcote Historical Society and visiting the 'Old Lock Up' museum, the House names were finalised...

Blue House - Hannon

Blue House is called Hannon in honour of James Hannon.

James Hannon was the first head teacher when Heathcote Primary School opened in 1853. The term 'head teacher' is what we now call a principal.

There were 60 students, and they learned in a tent with teacher Mr. Hannon.

As Hannon was the first principal and teacher of Heathcote Primary School, we used his name for Blue House since our uniforms have blue on them.

Hannon represents our school value of learning.

Green House - Chauncey

Green House is called Chauncey in honour of Phillip Chauncey.

Phillip Chauncey is the original surveyor of the town of Heathcote. He mapped the location of everything in the town.

Heathcote Primary School opened in 1853, the same year Chauncey arrived to survey the new town. People think that this means his surveying work facilitated the formal establishment of community buildings like schools.

We made Chauncey Green House because it made us think of the green paddocks and trees and the landscape of Heathcote before the town had lots of buildings.

Chauncey represents our school value of responsibility.

Red House—Von der Luft

Red House is called Von der Luft in honour of Matilda (Lottie) Von der Luft.

Lottie opened a school in the former shire hall in 1896. She was also a private tutor from 1891 to 1940.

Lottie and her husband William were on the Heathcote Hospital Committee. She worked with lots of people to help make Heathcote the best place possible.

Von der Luft represents our school value of teamwork.

Yellow House—Padgham

Yellow House is called Padgham in honour of Loraine Padgham.

Loraine Padgham was the original Taungurung flag designer. Taungurung is the name of the First Nations people who are the traditional owners of the land on which Heathcote is located.

Loraine won a competition to design the flag. She designed it to reflect the rivers, mountains and the culture of the Taungurung country.

We think Padgham should be Yellow House because the flag includes ochre, black and yellow. People think the yellow reflects the mountains and rivers.

Padgham reflects our school value of respect.

2026 GRADE 6 INFORMATION EVENING

MONDAY 4TH MAY

Grade 6 Information Sessions at the following
Bendigo Secondary Colleges



6.00pm - 7.30pm
Location: College Gymnasium

5447 7722
crusoecollege.vic.edu.au



6.00pm - 7.30pm
Location: Global Learning Centre

5443 2133
weeroona.vic.edu.au



6.00pm - 7.30pm
Location: Grieve Building

5446 8099
eaglehawksc.vic.edu.au



6.00pm - 7.30pm
Location: BSE Gymnasium

5443 4522
bse.vic.edu.au



Department
of Education

Wellbeing



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Did you know that we have a **provisional psychologist** at school once a week? In the same way that Izzy worked with us in 2025, we have Matisse working with us in 2026 as part of our wellbeing team.

From Matisse:

My name is Matisse, and I am a Provisional Psychologist completing my placement at the school while completing my clinical psychology studies at Federation University. I'm passionate about supporting children's wellbeing and helping them feel safe, confident, and understood in their school environment. My approach focuses on recognising each child's strengths, while also supporting them through challenges that may arise as they grow and learn. I aim to create a warm, welcoming space where students feel comfortable being themselves, and where families feel supported in nurturing their child's wellbeing, confidence, and development.

Another key member of our wellbeing team is Cett Sergi who is our **Mental Health and Wellbeing Leader** as part of the Mental Health in Primary Schools initiative. The Mental Health in Primary Schools initiative is funded by the Victorian Government. The Department of Education are working in partnership with Murdoch Children's Research Institute and the University of Melbourne. The image below shows the different parts that make up Cett's role.



© Murdoch Children's Research Institute and the University of Melbourne 2025



Friendships are at the heart of childhood. From the earliest playground connections to the more complex social bonds of adolescence, these relationships shape how children see themselves and their place in the world. A close friend offers more than just someone to play with—they provide a sense of belonging, a feeling that someone *gets* them. That security can be a powerful anchor, especially as kids navigate the uncertainties of growing up.

Beyond belonging, friendships are where children practice skills they'll carry for life: resolving disagreements, expressing empathy, setting boundaries, and learning to trust. These lessons don't come from a textbook—they emerge through the messy, joyful, sometimes painful reality of caring about another person. When friendships hit rough patches, it can feel overwhelming for kids (and for the adults watching from the sidelines). But these moments are also opportunities. With the right support, children can learn that conflict doesn't have to mean the end of a relationship, and that working through difficulties can make bonds even stronger.

Some advice around this is in the article below, *3 Ways to Help Children Navigate Friendship Challenges*, from the Big Life Journal website. For more information about friendships have a look at the [Raising Children Network website](#).

As always, please get in touch if you have any questions.

Cett Sergi, Mental Health and Wellbeing Leader.

Email: concetta.sergi2@education.vic.gov.au

3 Ways to Help Children Navigate Friendship Challenges

By Ashley Cullins, <https://biglifejournal.com/>

"I don't want to go to school. The other kids are being mean to me."

"Morgan isn't my friend anymore."

"What if the kids laugh at my hair again like they did yesterday?"

"Christopher said I'm weird."

For parents, it's heartbreaking to hear statements like these from our children. We would all like to rush in and defend them from every hurt and rejection. Instead, we can help them manage difficult feelings, cope with the complexities of relationships, and grow from these experiences.

Here are some helpful tips for guiding your child through **common friendship challenges** like **bossiness, exclusion, and disagreements**. In the process, your child will learn valuable lifelong skills that include empathy, assertiveness, and conflict resolution.

continued next page...



3 Ways to Help Children Navigate Friendship Challenges continued

By Ashley Cullins, <https://biglifejournal.com/>

First, Teach What it Means to Be a Good Friend

Teach children values they should look for in others and strive to embody in their own relationships.

1. **With good friends, they can be themselves.** True friends will embrace them for who they really are, will be honest, and won't pressure them to do anything that makes them uncomfortable. In healthy friendships, children support friendships with other peers and celebrate one another's successes.
2. **Good friends greet each other, take turns, say please and thank you, etc.** Remember to model the behaviours and social skills you would like to see. It is also helpful to teach these skills in context. As your children play together (or, for an only child, as your child plays with a friend you've invited over), observe your child's interactions. When needed, step in to remind your child of polite and respectful behaviour.
3. **Good friends have empathy.** Children need to understand that others may think and feel differently than they do, and that's OK. *Perspective-taking* is a new skill for young children, and it's one that you can help your child develop. Simple ways to practice empathy include pointing out the emotions of others (e.g., "See his face? He's sad because he was hoping to have a turn with the blocks"), discussing the emotions of characters in stories, and talking about your own feelings.

Help Them Overcome These Three Common Friendship Challenges

The following are challenges children regularly face as they navigate friendships with others and tips on how to help your child manage these difficult situations.

1. Bossiness

Bossiness is a frequent issue in childhood friendships, especially with younger children. This is partly because children are still learning to express their wants and needs.

If your child is being bossy...

- **Remind them to ask for what they want respectfully, rather than demanding it.** Explain that although they can ask people for something, people have the right to say no. In the same way, they have the right to say no to others.
- **Give them the words to say instead.** Simply saying, "Be nice" is not specific enough to be helpful to young children. For instance, if your child says, "I want the orange ball! You play with the red ball!" tell them "Instead, say, 'I would like to play with the orange ball. Will you play with the red ball?'" The more you can provide children with respectful phrasing in context, the more they'll learn important social-emotional skills.
- **Provide your child with choices.** Sometimes children who are bossy are simply trying to have some degree of control over their lives. For younger children, offer only two choices to keep it simple. For older children, you may offer 3-5 choices. For instance, you might ask your child whether they would like to wear a blue shirt or red shirt to school. Would they like toast or cereal? Even if the choices are small, giving your child more autonomy may reduce the urge to boss others around.

Recognize and encourage the improvement as your child begins using manners and making requests more politely (e.g., "You did it! You were kind and respectful.").



3 Ways to Help Children Navigate Friendship Challenges continued

By Ashley Cullins, <https://biglifejournal.com/>

If your child is being bossed around...

What if your child is the one being bossed around by others?

- **Role-play.** Practice scenarios in which a child is behaving bossily, then have your child practice responding politely, but assertively.

Give them the words to say. For instance, you might practice saying, "I don't want to play with the blocks right now. Maybe I will play with the blocks later."

If the bossy child responds by insulting your child, have your child practice saying, "I don't like it when you call me names. Please call me by name instead." Assertiveness is a difficult skill even for adults, so children often need lots of practice.

2. Exclusion

Talk to your child about the importance of including others. Teach kindness and empathy. Encourage your child to talk to others who may not have many friends. Model kindness and acceptance of others in your daily life.

If your child is being excluded...

If your child is being excluded by others, your natural tendency is to rush in and protect them. You may want to say mean things about the other children, try to solve the problem for your child, or shield your child from the hurt and rejection they are feeling. We all understand the natural human desire to be liked and accepted. Still, we can't save our children from these difficult experiences. Instead, we should teach them how to cope with and manage them. If the situation occurs again, your child will have the skills to handle it, whether you are there or not.

- **When your child talks to you about being excluded by others, listen.** Don't rush in with solutions or anger toward the other children, and do not overreact. Simply listen and help your child process the emotions she is feeling.
- **Instil confidence and the understanding that what others think about them does not define them or change who they are.** In fact, what others think about them is shaped by their own life experiences, beliefs, and preferences. It has everything to do with the other person and nothing to do with them
- **Use analogies.** If a group of people watches a movie together, *any* movie, some will love it, and some will hate it. Some will think it's OK. Yet everyone watched the same movie.
- **Encourage your child to celebrate who they are, rather than fearing what others will think of them.** The people who enjoy their genuine personality are the people they should call friends.
- **Ask them to list her positive qualities.** Remind them of the things that make them unique and wonderful.
- **Make a friendship tree, listing all the friends they know in all areas of life.** Who are their friends at school, on sports teams, in the neighbourhood etc.? This activity can remind your child of all the positive friendships they have, rather than focusing on a few children who exclude them.

continued next page...



3 Ways to Help Children Navigate Friendship Challenges continued

By Ashley Cullins, <https://biglifejournal.com/>

Cast a wide net. Involve your child in extracurricular activities and help them expand their social circle. If exclusion is happening in one place, like school, they will still have a positive support system on their soccer team or karate class.

Talk with your child about how to cope with situations that make them feel left out or hurt. Different children may cope in different ways, so discuss and experiment with different strategies. It may help your child to take deep breaths, to write or draw, to silently recite positive affirmations, or to remember that they will spend time with their soccer friends after school. For some children, “*coping cards*” that list helpful strategies are a useful portable tool.

Unfortunately, exclusion and rejection are part of life. Although you can’t eliminate them from your child’s life entirely, you *can* provide them with strategies to navigate these experiences.

3. Arguments

Friendships inevitably involve disagreements from time to time. It’s important to teach children how to handle these disagreements in a healthy manner. The following steps can help:

- **Model peaceful conflict resolution.** Demonstrate taking deep breaths to remain calm, using “I feel” statements rather than attacking statements, listening to both sides of an issue, and then trying to solve the problem and/or come to a compromise.
- **Set clear rules against unhealthy behaviours** like a door slamming, sarcasm, ridicule, name-calling, and physical harm.

When your child has disagreements, remind them of the peaceful conflict resolution strategies you use in your home. It’s okay to walk away and take a few deep breaths to collect yourself. When you’re ready, share your point of view using respectful language, such as, “I felt hurt when you laughed at me.” Next, listen to the other person’s point of view without interrupting. Assume that the person is doing their best and did not do anything intentionally malicious. If necessary, make amends with a hug or a handshake and come up with a mutual resolution.

Explain to your child that in a friendship, they shouldn’t be trying to “win” arguments. Instead, they should work together to find a solution that satisfies both people. And although it’s okay to feel sad or mad, and it’s okay to disagree, it is *not* okay to be disrespectful or cruel to others, and it is not okay for others to be disrespectful or cruel to them.

Seeing your child struggle with friendships doesn’t get easier, but these tools could give you positive, productive responses that allow your child to move forward with new coping strategies and friendship skills.

Community Reminders



Heathcote Primary School
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Annual Privacy Reminder for our School Community

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' privacy policy](#) and the [Schools' privacy collection notice](#).

Our [Photographing, Filming and Recording Students policy](#) describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn.

We ask parents to also review the guidance we provide on how we use [[Microsoft 365/Google Workspace for Education](#)] safely at the school and what parents can do to further protect their child's information. If after reviewing the guidance, you have any questions or concerns regarding your child using [Microsoft 365/Google Workspace for Education], please contact the school.

For more information about privacy, refer to: [Schools' privacy policy: information for parents](#). This information is also available in eleven community languages:

Amharic
Arabic
Chinese
Dari
Gujarati
Mandarin
Somali
Sudanese
Turkish
Urdu
Vietnamese

Late Arrivals & Early Departures

If students arrive after 9am or need to leave before 3pm, they need to sign in or sign out at the office. This is done using the Compass portal. 5/6MG visited the office to practise the process.



Mobile Phone Policy (student use)

Department policy requires that students who choose to bring mobile phones to school must have them switched off and securely stored during school hours, including break times.

All schools are required to have a local school policy on mobile phones that reflects this requirement and which provides details for the implementation of the policy at their school.

Our school's mobile phone policy (student use) is available on the school website [HERE](#).

In a nutshell, mobile phones and smart watches with mobile phone capabilities are to be:

- switched off during school hours
- dropped off at the office for secure storage upon arrival. Eg. Not kept in school bags.
- collected at the end of the school day.



Community Reminders



Heathcote Primary School
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Yard Supervision

The school yard is supervised from 8:45am until 9am. There is an announcement at 8:45am to signal classroom doors are open. Students are able to put their bags in their room, complete any before school routines and monitor jobs before heading back outside to play. The hospital end of the oval and playground are out of bounds before school.

After school, staff are on bus and crossing duty (which includes carpark duty in the main carpark). The main yard is not supervised. Any students who have not been collected by 3:15pm are taken to the office.

After school care is available through Trinity Academy. A bus from Heathcote PS drops after school care passengers at Trinity. For bookings, please contact Trinity Academy on [\(03\) 4411 6803](tel:0344116803)

Main Car Park

The pick up/drop off zone is not a parking space. Please keep the engine running, drop off or collect your passenger/s and continue on your way so the traffic keeps flowing (and does not bank up onto the road).

When parking in the other section of the car park, please pull all the way into the car park spaces – as close as you safely can to the bollard marking the front of the car park.

Please travel slowly through the car park and check for students crossing between the sections/bays.



Personal Accident & Property Insurance

The Department (which includes our school) does not have personal accident insurance for students.

If a student is injured at school or while participating in a school activity (including offsite) and requires medical treatment, parents/carers are responsible for all of their child's medical expenses. This includes transport costs such as ambulance costs (which may include an air ambulance if considered necessary)

The Department (which includes our school) does not have personal property insurance for staff and/or students.

Items of personal property that are lost, stolen or damaged at school or during school excursions are not the responsibility of Heathcote Primary School or the Department. Staff and students are reminded not to bring items of value to school or on school excursions.

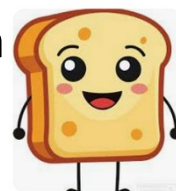
Heathcote Primary School encourages parents/carers to consider obtaining their own accident insurance for students and property of value that may be brought to school.

Breakfast Club*

Tuesday & Thursday

8:40am—8:55am

HPS Kitchen



Toast, cereal, milk, fruit available

**Starts in Week 2*

Community Happenings—Wellbeing

PARENT SUPPORT AND EDUCATION SESSIONS TERM 2, 2026



The Loddon Children's Health & Wellbeing Local offers free weekly education sessions that address mental health and wellbeing. The sessions are run by a mental health or allied health clinician at the Local.

Sessions are open to any parents or carers of children aged 0-11.

Why join in?

- Talk to Local staff about your child.
- Ask any practical questions you have about parenting now.
- Gain support for yourself as a parent.

Where: The Loddon Child and Health Wellbeing Local, 19 Helm St, Kangaroo Flat 3555. Enter via the green porch at the back of the site.

Dates and topics: Wednesdays (face to face)

WHEN	TIME	TOPIC
Apr 22	9.30am	ADHD What is it and How Can I Help?
Apr 29	9.30am	What Is Autism and How Can I Help?
May 6th	9.30am	Parent Wellbeing
May 13	9.30am	All About Anger
May 20	9.30am	Managing Big Feelings
May 27	9.30am	Tech Troubles
Jun 3	9.30am	Anxiety in kids
Jun 10	9.30am	Family rules and consequences
Jun 17	9.30am	Sleep

If you have any questions, please contact Annette Clemments on 1800 433 977.

Book in via email icfhwlocals@bchs.com.au. Please state your name, your child's name and the session you wish to attend.



The Children's Health and Wellbeing Local is jointly funded by the Victorian Government and the Australian Government through the Head to Health Kids Initiative.

In partnership with Bendigo Health, Bendigo and District Aboriginal Cooperative, Njernda Aboriginal Corporation, Echuca Regional Health, North Central LLEN, Maryborough District Health, Dhekaya Health and Sunbury and Cobaw Community Health





PARENT AND CARER VOLUNTEERS NEEDED FOR THE ATHLETICS CARNIVAL



We Need Help With

- Helping set up sports equipment
- Leading groups to events
- Helping run small tuckshop
- And much more

**VOLUNTEERS
NEEDED**
**MONDAY 4TH OF
MAY**



The two primary schools in our Heathcote community will be coming together in Term 2 to hold a combined Athletics Carnival. As this is a wonderful community event, we would love the support of parent and carer volunteers to help us prepare and run the day.

If you are interested in volunteering, we will be holding a short after-school meeting to provide more information and delegate roles to help get this exciting primary school event underway. We look forward to working together to make this a fantastic day for our students in our Heathcote Community.

Please email Kirsty or Larissa if you can help on the day.

Kirsty.Hamilton@education.vic.gov.au
Larissa.Skipper@education.vic.gov.au

Community Happenings



Heathcote Primary School
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JOIN THE TEAM!
UNDER 12's FOOTBALL

MPFC WE WANT YOU!

✓ GET FIT!
✓ MAKE FRIENDS!
✓ HAVE FUN!

BOYS & GIRLS WELCOME!

SIGN UP NOW!
CALL SONYA FOR INFO ON 0438 904 611
TRAINING IS AT CMC JUNORTOWN

START PLAYING

LEARN THE BASICS, FIND YOUR FEET AND MAKE A BUNCH OF NEW FRIENDS AT YOUR LOCAL WOOLWORTHS NETSETGO CENTRE.

PLAY NETBALL

Woolworths net set go

Come join us! Thursdays, 4pm - 5pm
Heathcote Tennis courts Starting Week 1, Term 2
(Thursday 23rd April)

FREE PLAY GROUP

10am-12pm
Every Wednesday
165 High Street Bunbunarik

St John's Anglican Church Heathcote

TRINITY ACADEMY

HEATHCOTE PANTHERS WINTER SEASON

Term 2 & Term 3 2026

We are now seeking expressions of interest for our Junior Basketball Winter Season

- Under 10 Boys born 2017-2018
- Under 12 Boys born 2015-2016
- Under 14 Boys born 2013-2014
- Under 16 Boys born 2011-2012

TRAINING SCHEDULE:

- Under 10 & Under 12 - Monday 4pm - 5pm
- Under 14 - Monday 5pm - 6pm
- Under 16 - Monday 5:30pm - 6:30pm

**Training times may vary depending on participant numbers **

- All welcome. Training is free of charge.
- Competition games are played at Red Energy Arena, Bendigo.
- Please contact Alan 0418 589 020 or Kristyn 0418 852 339

www.facebook.com/HeathcotePanthersBasketball

LOCATION: Barrack Reserve Stadium, Heathcote.

FINANCIAL ASSISTANCE

INFORMATION FOR FAMILIES

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's financial circumstances and their outcomes.

CAMPS, SPORTS and EXCURSIONS FUND (CSEF)

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

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

If you hold a valid means-tested concession card or support an out of home care student you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid directly 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 is \$400 for all school students.

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments:** your child has started or changed schools this year.
- **changed family circumstances:** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.

MORE INFORMATION

For more information about CSEF visit:

<https://www.vic.gov.au/camps-sports-and-excursions-fund>

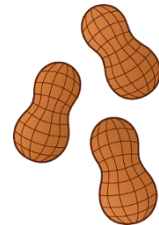
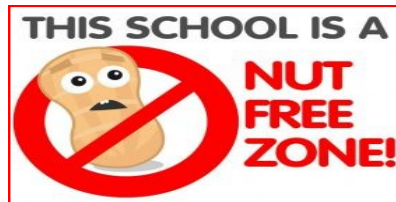
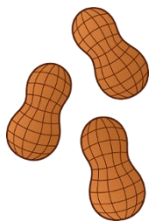


School Bank Details

Account Name: Heathcote Primary School Official Account

BSB: 083 001

ACCOUNT: 71 938 5618



School and Department policies
are available on the
[school website.](#)

School Sports and Excursion Fund (CSEF)

If you hold a current Healthcare card or a Centrelink pensioner card you may be eligible to apply for CSEF. CSEF provides financial assistance for families to use for camps, excursions and school sports.

If you think you may be eligible, please contact the school office.



**Remember,
only WATER
in your**

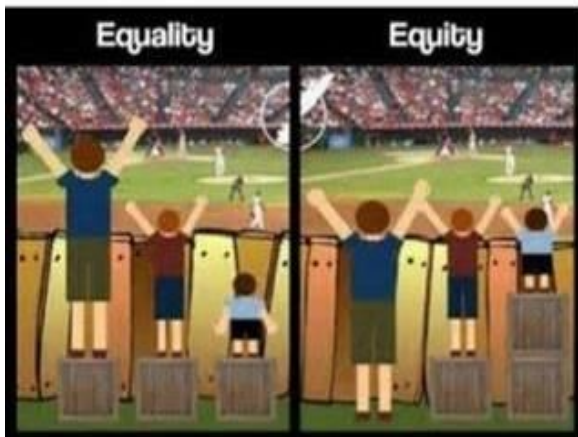


drink bottle at school.

SCHOLASTIC
Book Club LOOP
for Parents

LOOP is the Scholastic Book Club
Linked Online Ordering & Payment platform for parents.
To order and pay for Scholastic Book Club by credit card visit:
www.scholastic.com.au/LOOP

GET IT ON Google play Download on the App Store



PROTECT

Everyone has the right to be safe and be protected from abuse. No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community. Tell a teacher or any adult at your school if you feel unsafe.



Please check your child's hair for any unwelcome visitors. If hair is shoulder length, please be sure to tie it up as a preventative strategy.



FOUR STEPS TO LICE-FREE LIFE:

- 1: INSPECT**
If you suspect head lice, check
- 2: TREAT**
Use lice treatment product as directed.
- 3: REMOVE**
lice into by combing the hair with the comb provided.
- 4: CLEAN**
rooms and personal items.