



# Heathcote Primary School

## Newsletter

Telephone: (03) 5433 3090

[heathcote.ps@education.vic.gov.au](mailto:heathcote.ps@education.vic.gov.au)

Issue No. 14

22nd May 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?

Weeks 2-8	Thursdays	Bendigo Community Health Friends Program (weekly) (3/4N & 3/4HP)
Week 6	Tuesday 26th May	Tennis Coaching #3
	Thursday 28th May	Library visits (Foundation, 1/2JS, 1/2M)
Week 7	Tuesday 2nd June	Tennis Coaching #4 (last session)
	Wednesday 3rd June	Health & Wellbeing Local Parent Program—Managing Big Feelings in Children (2pm, Stephanie Alexander Kitchen)
	Thursday 4th June	Library visits (3/4HP, 3/4N, 5/6F, 5/6MG)
Week 8	Monday 8th June	King's Birthday—public holiday—no school
	Tuesday 9th June	Curriculum Day—no school for students
Week 9	Tuesday 16th June	School Photos
	Wednesday 17th June	Division soccer (Grade 5/6 soccer team, notes coming) School Council @ 5:30pm
	Thursday 18th June	Junior Unit Fun Night (details sent home 15/5/26)
Week 10	Friday 26th June	End of Term 2 (early dismissal @ 2pm)

### 2026 - What's Due?

Friday 12th June	Barerooted tree order form
Friday 31st July	2027 Foundation enrolment forms

## What's Happening in 2026?

<b>Term 3</b> Week 1	Monday 13th July	Learning Conversation Day (alternate timetable, details to come)
Week 2	Wednesday 22nd July* *Potential to be 21/7/26	Division football (Gr 5/6 football team)
Week 3	Wednesday 29th July	Division netball (Gr 5/6 netball team)
Week 5	Wednesday 12th August	Real Schools Parent Information Session (after school)
Week 10	Friday 18th September	End of Term 3 (early dismissal @ 2pm)
<b>Term 4</b> Week 1	Monday 5th October	Start of Term 4
Week 3	Friday 23rd October	Division cricket (interested Gr 5/6 students)
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	Tuesday 8th December	Statewide Transition Day
	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.*

*New dates included in this newsletter for the first time are highlighted in yellow for convenience.*



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## VALUES AWARDS

### SWPBS FOCUS: We walk (inside)

	Student	Reason
F	Emily	For consistently moving responsibly in our classroom and in our school grounds. Well done, Emily!
1/2JS	Isla	Well done for always moving safely within our school and helping to create a safe and respectful environment for everyone.
1/2M	Ally	For showing responsibility by moving calmly and safely throughout the school environment.
3/4HP	Ana	For consistently walking safely and responsibly around the school. Keep up the great work, Ana!
3/4N	Matilda	For moving around the school safely and using responsibility to create a safe and respectful school environment. Well done, Matilda!
5/6F	Jason	For consistently walking safely and responsibly throughout our classroom and the school environment.
5/6MG	Evelyn O	For consistently moving responsibly throughout the school grounds and in the classroom. Great work, Evelyn!

## 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	Ernie	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	Malina	For showing kindness by including others, helping those around her and always being friendly. Well done, Malina!
Senior Unit	Angelo	For being kind and welcoming towards others, especially when including them in day-to-day activities and games. Fantastic work, Angelo!

**Congratulations to our award winners!**

*These awards were presented at our assembly on Friday 22nd May*

*Congratulations to this week's award recipients!*



# READING AWARDS

Foundation	1/2JS	1/2M	3/4HP	3/4N	5/6MG	5/6F
<u>50 Nights</u>	<u>50 Nights</u> Miles Isla	<u>50 Nights</u>	<u>50 Nights</u>	<u>50 Nights</u>	<u>50 Nights</u>	<u>50 Nights</u> Ben Teddy Riley
<u>100 Nights</u> Jaxon Saskia	<u>100 Nights</u> Xavier Heidi	<u>100 Nights</u> Emma Tayte	<u>100 Nights</u>	<u>100 Nights</u>	<u>100 Nights</u> Freddie	<u>100 Nights</u> Jess

*The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.*

Dr Seuss



## Welcome to Heathcote PS!

*Students nominated names, shortlisted and voted for their favourite name.*

*Our chickens now have names!*

*Introducing **Bob, Hei Hei and Nugget**. We're not sure who is who yet!*



# Principal's Report



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It is hard to believe that the **chickens** only moved in one week ago. In egg-citing news, we had our first egg on Monday! The chickens also now have names. Please join me in welcoming Bob, Hei Hei and Nugget. Students shortlisted possible names and voted with the top three names announced by 1/2JS's Junior School Council representatives over the PA on Friday afternoon.

**Student voice, agency and leadership** are highly valued at Heathcote PS. In addition to the chicken naming process, two of our junior students have been busy this past fortnight organising a soil delivery for the garden beds. A couple of phone calls to Mitre10 and three cubic metres of soil soon arrived onsite. The 1/2s were in the garden at the time and enjoyed watching the tip truck dump the soil near the veggie gardens. A little chorus of 'Tip it, tip it, tip it!' before a 'Thank you!' rang out across the yard. Continuing the theme of student voice, this week's newsletter has a 'Heathcote Highlights' page at the suggestion of two Grade 5 students (page 9).

Since 2025, we have been working with our **Schoolwide Positive Behaviour Support** (SWPBS) coach. Kerry visited this week to present the school with the Blue Award in recognition of our early work implementing school wide positive behaviour support across the school. Kerry congratulated all members of our school community (students, staff and families) for their contributions.

**Student reports** will be published in the last week of Term 2, in line with previous years. The reports will continue to provide information in the form of a progression point about student learning achievements in relation to the curriculum. However, descriptive comments will not be included as a result of industrial action taken earlier this term by the Australian Education Union.

An opportunity to discuss your child's progress more broadly than the progression point will be available through the Learning Conversation meetings scheduled for the first day of Term 3.





First up two requests! Do you have any empty shoeboxes laying around that you haven't yet found a use for (it's so hard to throw out a good box!)? If so, we'd love to take them off your hands for our Social Detectives program.

We are also looking for primary-age appropriate music CDs in good working order. Bonus points if you dig up your old Smash Hits compilation CDs!

Boxes and CDs gratefully received at the office, thank you.

This week we're talking about frustration and how, well, frustrating it can be. Frustration tolerance is the ability to manage uncomfortable emotions or setbacks without becoming overwhelmed, acting aggressively, or giving up. It is critical to our psychological wellbeing; it helps our emotional regulation and resilience, and influences how we handle everyday stress, obstacles, and interpersonal challenges. We generally become more able to tolerate frustration as we get older, but it can still be a challenge for many of us even as adults.

Developmental psychology research has demonstrated that emotional regulation, frustration tolerance, and problem-solving skills are not primarily wired in youth, but instead are cultivated via the relationships with primary caregivers and other key adults (<https://www.sciencedirect.com/topics/social-sciences/frustration-tolerance>). This means that we can help the young people in our care to develop these skills, and perhaps learn a bit more about our own emotional wellbeing at the same time.

Below (and over the next page) is an article about helping children to build their frustration tolerance, by Katie Hurley, a child and adolescent psychotherapist and parenting expert. Happy reading!

Cett, Mental Health and Wellbeing Leader

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## How to Help Your Child Manage Frustration

By Katie Hurley, LCSW Feb 1, 2016

A mother of a six-year-old boy called me in tears. After yet another meltdown in his classroom, the teacher requested a meeting with the parents. The mother assured me that her son is sweet, funny and very bright. He's the life of the party at home and has tons of friends. The meltdowns, she thought, paled in comparison to the rest of his personality. The problem, of course, is that the meltdowns affected his ability to learn. When her son encountered something frustrating, he "flipped a switch." He went from happy and engaged to angry and screaming in an instant. This pulled the teacher away from the class, negatively affecting the entire kindergarten classroom. It didn't take long to determine that it wasn't so much that he "flipped a switch" when he encountered something hard, but that the buildup of frustration over time resulted in huge meltdowns when he finally hit his tipping point. He was missing his anger cues throughout the day, and that caused a flood of emotions when he confronted something particularly frustrating.

Many young children struggle with frustration tolerance. Anger and frustration are powerful emotions, and children's reactions can be intense in the moment. As adults, we know when our anger buttons are pushed. We know what we need to do to work through something frustrating in an appropriate manner. Kids, however, don't enter this world with a pocket full of frustration management skills.

Developing coping strategies to deal with frustration requires time and practice.

The good news is that parents can help kids build frustration tolerance skills at home. With a little bit of guidance (and a lot of patience), you can teach your little one how to cope when the going gets tough.



## ***How to Help Your Child Manage Frustration continued...***

**Try a little body mapping.** Young children don't make the connections between their bodies and their emotions. I know, for example, that a sore neck means I'm under stress. Given that knowledge, I can take a moment to figure out what I need to do to decrease my stress level. Children struggle to draw those conclusions. They might experience sore muscles from clenching their fists, but they won't stop to think about how their emotional states contribute to those sore muscles. Body mapping is one of my favourite strategies from "The Happy Kid Handbook" because it helps kids of all ages. Draw the outline of a person (or if you're like me, Google and print). Ask your child to think about all the places on his body that feel sore or different when he's mad. You might point out that your heart races when you're mad, and that makes your head feel dizzy. Doing this exercise with your child is important. Colour all of those places red. Tell your child that when those places start to feel red, his body is signalling him to get help in a frustrating moment.

**Learn what sparks the frustration.** All kids are different and no two will have the exact same points of frustration, but there are a few common ones to watch for: Transitions, negative peer interactions (or perceived negative interactions) challenging academics (yes, even in preschool — cutting with scissors can be very frustrating), feeling misunderstood by adults or peers, lack of control, hunger, exhaustion and unexpected situations. You can help your child understand his specific problems by keeping a tracker. When you talk about a frustrating situation with your child, make a note of what happened just prior to the event, the time of day and what was happening when the meltdown occurred. Create a mad list. When my son was younger, a mad list was the secret to helping him vent his frustration. Young children need to vent (just like adults), but they don't yet know how to do that. Screaming and flailing feels good in the moment, so they go with what works. Ask your child to name all of the things that make him mad. Write down his list on a piece of paper while he vents his emotions. Provide empathy and understanding while you do this. Kids need to feel understood, and a simple, "Ooh, that makes me mad, too!" shows that you get it. Once the list is complete, ask your child to tear it into tiny pieces (this provides a much needed physical release of emotion) and throw them in the air. Then collect the pieces together and throw them out for good.

**Teach the stoplight with deep breathing.** You've probably heard a lot about the power of deep breathing lately, and for good reason. When done properly, deep breathing can calm a child's senses and help that child work through a frustrating event without resorting to screaming. The best time to practice deep breathing is when you're both calm. Until they get the hang of it, kids have a tendency to associate deep breathing with rapid breathing, which has the opposite effect. Ask your child to sit comfortably and relax his muscles. Count to four while your child inhales, count to three while your child holds his breath, and then count to four while your child exhales. Repeat several times and practice regularly (bonus tip: this also works wonders for worriers). I like to have my kids "breathe the rainbow" by picturing one colour with each breath while visualizing their favourite things in that colour (strawberries, cherries and bouncy balls, oh my!) Next, teach the stoplight. All kids know that red means stop, yellow means slow down, and green means go. Take it a step further by teaching them to visualize a red light to stop in a moment of frustration. This is when they can tap into deep breathing to calm their minds and bodies. When they shift to a yellow light, they should think of three possible solutions (Ask the teacher for help? Try again? Ask a friend?). When they visualize the green light, they can pick an option and move forward. Go ahead and create a big stoplight out of construction paper to tape to your fridge for reference. Over time, this process will become second nature, and the meltdowns will fade away.

*Katie Hurley, LCSW, is a child and adolescent psychotherapist, parenting expert, and writer. She is the founder of "Girls Can!" empowerment groups for girls between ages 5-11. Hurley is the author of No More Mean Girls and The Happy Kid Handbook, and her work can be found in The Washington Post, Psychology Today, and US News and World Report. Copyright © 2026 Public Broadcasting Service (PBS), all rights reserved. <https://www.pbs.org/parents/thrive/how-to-teach-frustration-tolerance-to-kids>*

# Heathcote Highlights



In our yard this week we have seen a lot of action and it is looking great!

Some students scraped the moss and dirt out of in between the concrete, swept the concrete and raked the leaves up off the turf. There were also people picking up rubbish!

We were also granted The Blue Award for demonstrating early stages of school-wide positive behaviour support implementation.

Written by Neleyah with photos snapped by Lilah



# Maths Problem of the Week

Put your thinking caps on everyone! It's time to solve some maths problems. This week's problems all have a 'Kilometre Club' focus. **Each problem below has more than one answer.** How many examples can your family find? Be creative!

## Foundation

Miss H ran around the bike track. She ran more than 2 laps and less than 11 laps.

How many laps might she have run?

## Grade 1/2

Arthur ran an even number of laps around the bike track in one week of school. He ran more than 12 laps but less than 28 laps. How many laps might he have run?



## Grade 3/4

Alice ran a total of 23 laps around the bike track in one school week.

How many laps might she have run each day?



## Grade 5/6

At Cross Country, the first three placegetters all finished the 3km race with times between 12 and 14 minutes. There was less than 55 seconds between all times. What might the times have been?



**What type of race is never run?**

A swimming race!

# School Community Kilometre Club



Every Friday from 8:30am, our Kilometre Club will be up and running—rain, hail or shine!

Students can join Kerry, Miss H and others are welcome to complete laps around the bike track, building fitness and having fun along the way. Each lap will be counted towards our whole-school total. Our Term 2 goal is to reach 100 laps—let's see how far we can go together! 🏃♀️ 🏃♂️



Walk, run, jog, crawl all abilities welcome



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**Term 2 Total at Week 5: 161 laps!**



## Heathcote Primary

Admin



Top contributor

· 22 May at 19:55 ·



Congratulations to our cross country team who ran their hearts out today over a 2km or 3km course (distance varied according to age). Thank you for representing Heathcote Primary School with pride and for demonstrating our school values so well throughout the day. Good luck to our third place getter who will now head off to regionals.



Heathcote Primary School has a Private Group page on Facebook. If you would like to become a member of the group, search for Heathcote Primary School and request to join. Please answer the questions.

Each request is approved individually. For the safety of our students, there are three questions to ensure that only people directly connected to HPS become members. If we are unsure of the connection to the school, there may be a delay whilst we do some research. We may also decline the original request and seek further information. Please don't be offended—our intention is to make sure we can identify each person is directly connected to the school.



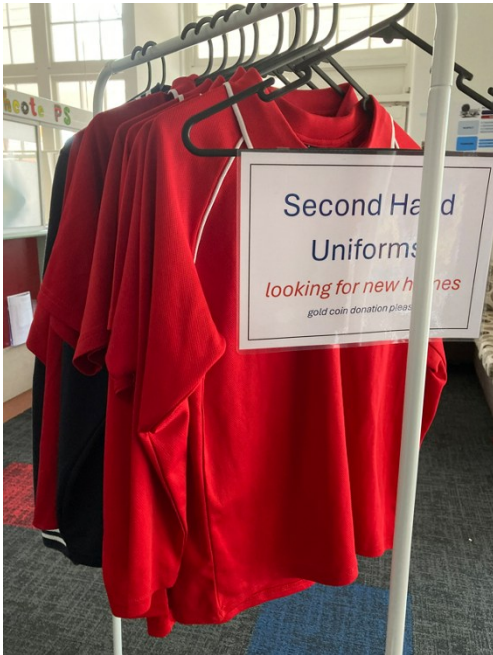
## Heathcote Primary School



Private group · 120 members



# Uniform News



An assortment of second hand:

- T-shirts (short and long sleeved)
- Shorts
- Tracksuit pants
- Jumpers
- Dresses

are available at the office for a gold coin donation



Beanies are available from the school office

# Community Reminders



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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



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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.

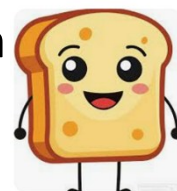
## Breakfast Club

Tuesday & Thursday

8:40am—8:55am

HPS Kitchen

Toast, cereal, milk, fruit available



# 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
<del>Apr 22</del>	<del>9.30am</del>	<del>ADHD What is it and How Can I Help?</del>
<del>Apr 29</del>	<del>9.30am</del>	<del>What Is Autism and How Can I Help?</del>
<del>May 6th</del>	<del>9.30am</del>	<del>Parent Wellbeing</del>
<del>May 13</del>	<del>9.30am</del>	<del>All About Anger</del>
<del>May 20</del>	<del>9.30am</del>	<del>Managing Big Feelings</del>
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](mailto: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



# Community Happenings



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## START PLAYING

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

PLAY NETBALL



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



## 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](http://www.facebook.com/HeathcotePanthersBasketball)

**LOCATION:** Barrack Reserve Stadium, Heathcote.



The grass stains you get playing as a kid stay with you your whole life. So for fun, friendship, and getting your hands dirty, it's gotta be NAB AFL Auskick.

PLAY.AFL/AUSKICK

## HEATHCOTE AUSKICK CENTRE

THURSDAY | 4PM - 5PM  
STARTING 30<sup>TH</sup> APRIL | BARRACK RESERVE

Auskick Coordinator | Jess Day



REGISTER NOW



## SUPPORTING NEURODIVERGENT CHILDREN IN COMMUNITY SPORT

**FREE WORKSHOP FOR SPORTS COACHES & PHYSICAL ACTIVITY PROVIDERS IN GREATER BENDIGO**

Monday 11th May, 6pm-8.30pm  
@ Epsom Huntly Recreation Reserve

or  
Sunday 21st June, 2pm-4.30pm  
@ Lake Weeroona Pavilion

or  
Wednesday 8th July, 6pm-8.30pm  
@ Lake Weeroona Pavilion

Light refreshments provided



Scan the QR code to register for the workshop or visit:  
<https://www.trybooking.com/DKRWV>

This FREE workshop will help community sports clubs and physical activity providers understand neurodiversity and how to implement practical strategies to create inclusive, supportive environments for neurodivergent children. This interactive workshop is a neuro-affirming session developed and facilitated by people with lived experience

Contact Jo at Sports Focus for further information on 5442 3101 or [joc@sportsfocus.com.au](mailto:joc@sportsfocus.com.au)



# Community Happenings



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**FREE PLAYGROUP**

10am-12pm  
Every Wednesday  
165 High Street Bunbunarik

St John's Anglican Church Heathcote

## Baby & Child First Aid + CPR

Heathcote Bowls Club

As parents and carers of children it is vital that you feel confident and competent to identify potential risks and manage childhood accidents, injuries and illnesses. Join one of these free sessions to empower yourself with these skills. **Babies welcome to attend**



Tuesday May 26<sup>th</sup>  
11-2pm



Tuesday September 29<sup>th</sup>  
11-2pm



scan the QR code to book or head to our website [www.thesisterhoodproject.com.au](http://www.thesisterhoodproject.com.au)

Bendigo Bank  
Community Bank  
Heathcote & District  
and Nagambie



*Mariah's Musicians*

facebook.com/mariahsmusicians

## MUSIC LESSONS AVAILABLE WITH MARIAH MCCARTHY

Guitar, piano, ukulele and voice lessons  
Private & shared available

Enquire now -  
[mariahsmccarthy@gmail.com](mailto:mariahsmccarthy@gmail.com)



## 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>

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.

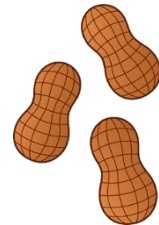
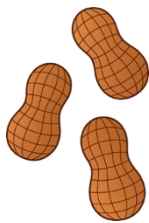


# School Bank Details

Account Name: Heathcote Primary School Official Account

BSB: 083 001

ACCOUNT: 71 938 5618



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

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