



Heathcote Primary School

News

Telephone: (03) 5433 3090

heathcote.ps@education.vic.gov.au

Issue No. 24

20th August 2025

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.

2025 - What's Happening?

Week 5	Friday 22nd August	Book Week Dress Up & Activity Day (parade at 9:10am)
Week 6	Thursday 28th August	Dental van onsite (for families who have opted in) Onsite until Monday 1st September
Week 7	Monday 1st September	Hats are back! 
	Friday 5th September	Father's Day Breakfast @ 8:15am—8:45am
Week 9	Monday 15th September	Division Athletics (Grade 3-6 students)
	Friday 19th September	Sports Colours and Hot Pie Day (a JSC led initiative) Last Day of Term 3. Early Dismissal at 2pm.
Term 4 Week 1	Monday 6th October	Term 4 Starts
Week 2	Friday 17th October	Foundation 2026 Transition Session #1 (flyer included in newsletter with additional dates and details)

2025 - What's Due?

Due Now

Updated contact information forms



Heathcote Primary School
Respect ~ Learning ~ Teamwork ~ Responsibility

READING AWARDS

75 Nights

Zoe

100 Nights

Griffin

Bryce

175 Nights

Yahya



*Students have the option of wearing casual clothes to school on their birthday
(or the closest school day to their birthday if their birthday falls on the weekend or in the school holidays)*



Kaylee

Jax



Principal's Report

On Wednesday, we hosted Sheila Bollard as part of our Real Schools partnership work. Sheila spent time in all classrooms modelling practices that we had explored at one of our curriculum days. A key focus throughout the day was using circles to strengthen engagement and learning. Our classrooms are set up to allow circles to be created quickly, minimising transition time between the circle conversation and independent learning time.



THE CHEAT SHEET

1. Circles must serve a learning purpose.
2. Engagement students maximised in listening, speaking or doing.
3. Less is more - short frequent circles.
4. Scheduled and flexible.
5. Positioning is important - circles only work because of the absence of powerful positions.



Prior to Sheila working with staff and students on Wednesday, she spent time with families on Tuesday evening. Thank you to our families who were able to join us either onsite or online for our Real Schools family information session on Tuesday evening. Sheila spoke about the different parts of our brain, focusing on two key parts—the part that relates to how we think and reason (the neo cortex) and the limbic system, the part responsible for our emotional regulation. Sheila discussed how the use of carefully chosen language sets us (students and adult alike) up for success along with approaches that are not as effective. We have included an article on the brain and behaviour along with affective statements in this week's newsletter for more information.

Each week, all students participate in art, STEM, performing arts and PE lessons as part of our specialist subject program. Our senior students also attend Garden and Kitchen sessions. I was lucky enough to spend time in the art room whilst the 1/2s were creating rainbow serpents and exploring the use of colour, shape and line to bring their creations to life.





The Brain and Behaviour

QUICK TIPS

1. Try to stay calm and composed. Our emotional state can influence our children's emotions too.
2. Provide comfort to let your child know you are there to support them.
3. Listen actively and validate their emotions, even if you don't agree with them.
4. Set limits. While validating emotions, it is important to set appropriate boundaries to ensure safety and respect ie "It's okay to be angry, it's not okay to hit your brother when you are angry."
5. Wait until the emotion has passed, and you and your child are both engaging your neocortex to problem solve and find solutions to what triggered the limbic response.



REAL
SCHOOLS

The human brain is a complex organ that controls our thoughts, feelings and behaviour.

Two important parts of the brain to understand in relation to your child's behaviour are the neo cortex and the limbic system.

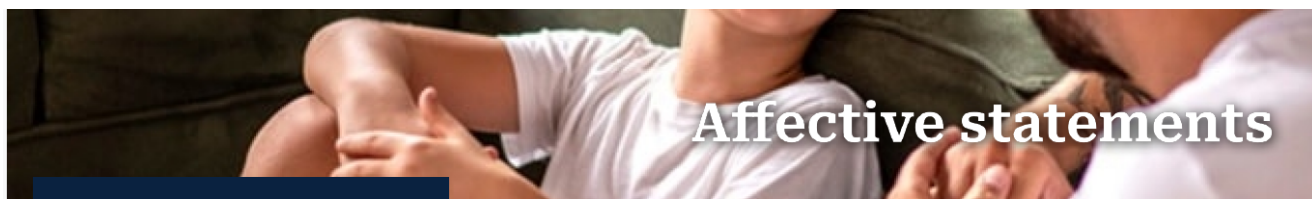
The neo cortex is the thinking and reasoning centre of the brain- it helps us to process information, solve problems and make decisions. It can be considered the logical part of the brain, and all of our language is stored here.

The limbic system on the other hand, is the feeling part of the brain. It's responsible for our emotions, such as happiness, fear and anger.

The thing is, that as humans, we aren't very good at using both regions of the brain at the same time—we tend to either be thinking or feeling.

Understanding these parts of the brain can help us to make sense of a child's behaviour. When our kids are having an emotional response to something and are displaying behaviours such as crying, yelling, throwing a tantrum or ignoring us, this means their limbic system is engaged. During these emotional outbursts, they will find it almost impossible to be reasonable and logical, and to access their language.

As parents, understanding that behaviours such as these come from a brain that is still developing logical thinking and emotional regulation can help us to respond in the moment, and to support our children after these outbursts.



Affective statements

THE CHEAT SHEET

1. I statement– talk about how the behaviour makes you feel
2. Awareness– let the person know their behaviour impacts you
3. Empathy– helps create an understanding the behaviour has an effect on everyone



REAL
SCHOOLS

Affective statements express personal feelings, both negative and positive, to communicate how a child's behaviour makes them feel.

How do I create them?

You simply throw in a feelings word to a comment or request you normally use. For example, "Put your towel on the rack" becomes "It upsets me that you leave your towel on the floor, can you please hang it up". And a positive example "I am really pleased that you hung up your towel."

Why do we use them?

We use them to develop empathy and to build an understanding of how their actions influence other people. In time children will think about their actions and adjust their behaviour .

HOME Default statement	HOME Restorative Statement	SCHOOL Default Statement	SCHOOL Restorative Statement
"Please set the table for dinner"	"I would be really pleased if you set the table for dinner"	"Please put your hat on"	"I'd really love to see you wear your hat properly"
"Don't leave your shoes in the hallway"	"I'd like to see your shoes put away, so no one trips on them"	"Thanks for lining up"	"It makes me so proud to see you lining up properly"

School Wide Positive Behaviour Support

Our expected behaviours matrix has been finalised and published. A giant version makes its way to assembly where school leaders share an expected behaviour/s they have noticed as a strength within the school during the week and also set the school a challenge for the coming week. For example, strengths identified included 'We are inclusive', 'We walk' and 'We arrive on time'. The challenge for the week ahead is to 'return our sports equipment' and 'place rubbish in the correct bin'.



HEATHCOTE PRIMARY SCHOOL RESPECT • LEARNING • TEAMWORK • RESPONSIBILITY

LEARNING

ALWAYS

INSIDE

OUTSIDE

RESPECT

We use an appropriate voice

We follow classroom expectations

We leave nature in nature

We use manners and kind words

We walk

We share our spaces

We follow instructions

We keep our hands and feet to ourselves

TEAMWORK

We are inclusive

We pack up

We choose teams fairly

We share

We determine and play by the rules

We wait our turn

RESPONSIBILITY

We use equipment for its intended purpose

We use materials for their intended purpose

We return our sports equipment

We arrive on time

We participate

We look after school property

We place rubbish in the correct bin

We use our 'calm down' strategies

As part of our SWPBS work, students are explicitly taught what the expected behaviour looks like at school. Our values cards can be earned by students when they demonstrate expected behaviours.



Thank you for demonstrating our school values!

Front of values card

Name: _____

Grade: _____ Date: _____

Value demonstrated (circle)

Respect

Learning

Teamwork

Responsibility

Issuing adult: _____

Back of values card

Each week, school leaders calculate the total values cards earned by the school. We will be setting a target amount of values cards to earn a whole school reward / celebration.

Will you be at HPS in 2026?

It might only be Term 3 but planning for Term 4 2026 has already started.

Term 3 is when schools must submit their projected enrolment numbers for the following year to the Department of Education. It is also the term when we receive our indicative budget for the year ahead. We use these pieces of information to inform our planning, including how many classes we will run and how many staff we can employ for the following year.

If you, or someone you know, is planning to enrol at Heathcote PS in 2026 and have not yet completed an enrolment form, please do so as soon as possible. Forms are available from the office.

If your child*/ren will not be returning to Heathcote PS in 2026 please inform the school as soon as possible

(*excluding Grade 6 students).

A difference of as little as five children across the school has a huge impact on what is possible and the more informed we are, the better decisions we can make.

PS: We understand plans can change at the last minute and there is always flexibility in our planning.



Heathcote Primary School Foundation 2026 Transition Program

Inviting all 2026 Foundation students to join us for a series of transition visits as part of preparing for future school life.

Friday 17th October, 9:15am – 10:30am

Thursday 30th October, 9:15am – 11am

Friday 14th November, 9:15am – 11am

Tuesday 25th November, 9:15am – 11am

Tuesday 9th December, 9:15am – 12pm*

Please bring a fruit snack, drink bottle (with water) and broad brimmed hat.

*Lunch required for the longer day



Heathcote Primary School
Respect – Learning – Teamwork – Responsibility

Phone: (03) 5433 3090

Email: heathcote.ps@education.vic.gov.au



HEATHCOTE PANTHERS SUMMER SEASON

Term 4 2025 -Term 1 2026

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

- Under 8 Boys born 2019
- 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 8, Under 10 & Under 12
Monday 4pm - 5pm
- Under 14 & Under 16
Monday 5pm - 6pm

**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
- Expressions close Sept 20th 2025

www.facebook.com/HeathcotePanthersBasketball

LOCATION: Barrack Reserve Stadium, Heathcote.

Heathcote Contemporary Art

at Heathcote Community House

After School Art Program

Wednesdays 5.30-6.30pm
23 July-10 September

All materials included

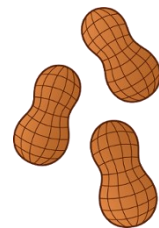
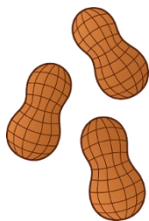
Term bookings essential
03 5433 2820 or
0409 100 071

School Bank Details

Account Name: Heathcote Primary School Official Account

BSB: 083 001

ACCOUNT: 71 938 5618



Peter from St Vincent de Paul would like to remind our community that Vinnies can provide food vouchers and help with school costs for uniforms and excursions.

Heathcote Vinnies

155 High Street, Heathcote

Open Wednesday and Friday

10am to 12:30pm

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.

DRINK BOTTLE



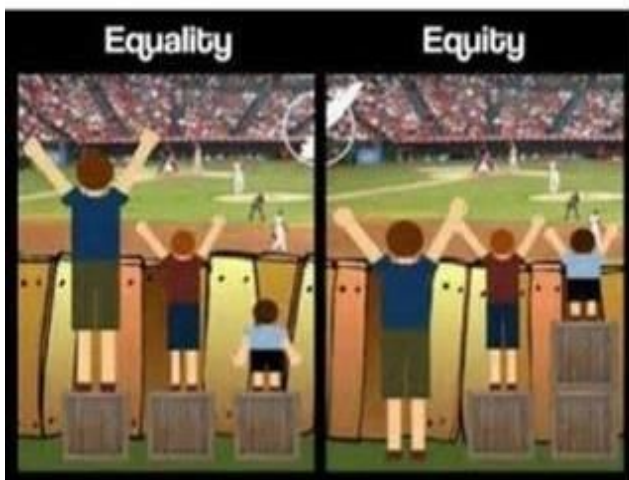
**Remember,
only WATER
in your drink
bottle at school.**



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



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:

