



# Heathcote Primary School News

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Issue No. 25

27th 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 6                  | Thursday 28th August     | Dental van onsite (for families who have opted in)<br>Onsite until Monday 1st September                           |  |
| Week 7                  | Monday 1st September     | <b>Hats are back!</b><br>Week 7: Students encouraged to wear hats<br>Week 8: Students must wear hats when outside |  |
|                         | Friday 5th September     | Father's Day Breakfast @ 8:15am—8:45am  |  |
| Week 9                  | Monday 15th September    | Division Athletics (Grade 4-6 students)   |  |
|                         | Wednesday 17th September | Boys to the Bush Community Engagement Day<br>(Grade 6s, details coming soon)                                      |  |
|                         | Friday 19th September    | Sports Colours and Hot Pie Day (a JSC led initiative)<br>Last Day of Term 3. Early Dismissal at 2pm.              |  |
| <b>Term 4</b><br>Week 1 | Monday 6th October       | Term 4 Starts   |  |
| Week 2                  | Friday 17th October      | Foundation 2026 Transition Session #1<br>(flyer included in newsletter with additional dates and details)         |  |

## 2025 - What's Due?



Heathcote Primary School  
Respect ~ Learning ~ Teamwork ~ Responsibility

# CIVICS AND CITIZENSHIP AWARDS

| <u>TEAMWORK</u>            | <u>RESPECT</u> | <u>RESPONSIBILITY</u> | <u>LEARNING</u>           |
|----------------------------|----------------|-----------------------|---------------------------|
| Angelo<br>Heidi<br>Charlie | Lucas<br>Mark  | Zayden<br>George J    | Ruby<br>Amelia H<br>Creed |

**Ruby - Learning Award for showing great improvement.**

**Lucas - Respect Award for showing respect to others.**

**Amelia H - Learning Award for showing great improvement.**

**George J - Responsibility Award for demonstrating responsible behaviours.**

**Creed - Learning Award for trying your best.**

**Zayden - Responsibility Award for demonstrating responsible behaviours.**

**Angelo - Teamwork Award for working positively with others.**

**Charlie - Teamwork Award for encouraging others.**

**Mark - Respect Award for waiting respectfully for your turn to speak.**

**Heidi - Teamwork Award for encouraging others.**

**Awards are presented at our weekly whole school assembly on Friday.**

**\*\*Assembly has returned to a 2:30pm start\*\***



*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)*



**Jack H**  
**Jackson A**



# AWARDS

## TEAMWORK

## RESPECT

## RESPONSIBILITY

## LEARNING

### BRONZE LEVEL

Lina

Sophia

Zayden

### SILVER LEVEL

Harry

Ben J

Noah Ba

### GOLD LEVEL

Lincoln J

# READING AWARDS

## 50 Nights

Occy

## 75 Nights

Sammy

## 100 Nights

Jayden

Lucas

## 125 Nights

Evie

Luna

Pippa



## 175 Nights

Liam B

Jaimee

## Principal's Report



We celebrated **Book Week** with a parade, staff performance of The Wizard of Oz, shared reading with families and friends and a variety of activities in multi age groups. One of Book Week's key goals is to promote a love of literacy and discussions about books. Mission accomplished as students shared their favourite books with each other, read together and spent time exploring this year's Book Council of Australia's shortlisted books. One of my favourite moments from the day was watching students greet each other in the yard before school, marvelling at each other's costumes. There was certainly a buzz and plenty of excitement. Another of my highlights was watching our students encourage younger siblings not yet at school who also joined in the dress up fun and parade. Thank you to our families for joining us for the parade and shared reading. Photos are on page 9 of this week's newsletter.

**Break times** bring with them a variety of games and activities — everything from riding a bike around the track to ball games, quieter games in the wellbeing room or digging for treasure. We have two 'excavation' areas in the yard where students are enjoying digging. A variety of treasures have been discovered hiding deep in the dirt, including a small plastic 'Yowie' which was located approximately 30cm underground. It sparked many wonderings...and a quick Google search to find out the year of manufacture. We wondered who the original owner was and for how long the Yowie has been trapped. I thoroughly enjoyed seeing the enthusiasm and natural curiosity demonstrated by those who found the Yowie. We wonder what else may be unearthed next!



**Hats** are back from Monday 1st September. In Week 7, students will be encouraged to wear a plain broadbrimmed hat when outside. In Week 8, all students will need to wear a hat when outside. We hope the 'soft start' to wearing hats provides time to find and organise a hat. For anyone needing a broadbrimmed hat, please visit the office—hats are available for \$10.





# REAL SCHOOLS

Real Schools currently partners with over 300 schools across Australia and Heathcote PS is one of them. Sheila sent us the message below following her time at HPS. Please see last week's newsletter for more information about Sheila's visit.

## *Reflecting on a Wonderful Week at Heathcote PS*

*Hello Heathcote community,*

*It was an absolute privilege to spend last week with you, diving deeper into the powerful world of Restorative Practices. I left feeling incredibly inspired by the commitment I witnessed from everyone—your staff, your parents, and most importantly, your brilliant students.*

*The week began with an evening connecting with parents and caregivers, both in-person and online. We explored the next evolution of this work, my **Restorative Practices 2.0** framework, which provides practical tools for nurturing relationships and resolving conflict constructively. I was so impressed by your thoughtful questions and engagement. For those who were unable to attend, a recording of our session will be available shortly.*

*The real highlight for me, as always, was my time in the classrooms. I had the pleasure of visiting **every single class** to demonstrate these practices in action alongside your students. We practiced **learning circles, response circles, and the use of affective and priming language**. I was amazed by the students' openness, empathy, and curiosity—they are a testament to the positive culture you are building here.*

*None of this is possible without a dedicated staff, and the team at Heathcote PS is truly exceptional. Their willingness to learn, reflect, and embrace new strategies for the benefit of their students was a joy to witness.*

*Thank you for your warm welcome and for sharing your week with me. You have a very special school community here.*





# Restorative Practices: What is in it for my child?

## QUICK SUMMARY

1. Restorative practices are an alternate approach to discipline and fostering relationships.
2. They encourage empathy, accountability and constructive problem-solving.

**REAL  
SCHOOLS**

**R**estorative practices are an approach to discipline and community building that focuses on repairing harm, restoring relationships, and fostering a positive school environment.

This method shifts away from punitive measures and instead encourages accountability, empathy, and constructive problem-solving. Here are several ways restorative practices can benefit your child.

| Benefit                                      | Description   | How to Support at Home  |
|--|---|---|
| Promotes Emotional Intelligence              | Helps children express and understand emotions, and develop empathy.                                      | Model empathy and active listening; encourage sharing of feelings.  |
| Encourages Responsibility and Accountability | Children take responsibility for their actions and understand their impact.                               | Help children reflect on their actions and discuss ways to make amends.   |
| Improves Conflict Resolution Skills          | Provides tools for constructive conflict resolution through active listening and effective communication. | Teach and practice conflict resolution strategies; guide them in finding mutually agreeable solutions.            |
| Strengthens Relationships                    | Builds a sense of belonging and trust through community-building activities.                              | Foster positive interactions and relationships at home; engage in family activities that build trust and support. |
| Creates a Positive Learning Environment      | Contributes to a supportive and inclusive school climate, reducing bullying and improving behaviour.      | Promote respect and inclusivity; create a safe space for open communication.                                      |
| Reduces Recurrence of Negative Behaviour     | Addresses the root causes of negative behaviour, leading to lasting behavioural changes.                  | Discuss underlying reasons for behaviour; work on long-term solutions rather than immediate punishment.           |
| Builds Resilience                            | Teaches children to handle setbacks, learn from mistakes, and develop coping strategies.                  | Encourage reflective thinking; support your child in learning from mistakes and overcoming challenges.            |

Research shows that implementing restorative practices in schools improves school climate, strengthens student-teacher relationships, increases social-emotional skills, and reduces inappropriate behaviours.

## Helping every child succeed: VTLM 2.0

The new Victorian Teaching and Learning Model (VTLM) 2.0 enhances the work of teachers, and the changes will help every child succeed on their learning journey.



### Elements of learning: how students learn

The elements of learning are based on research into how the brain learns:

1. **Attention and focus** – learning starts when students are engaged and focused. Teachers create environments that reduce distractions and help students pay attention.
2. **Knowledge and memory** – new learning builds on what we already know. Teachers help students remember previous lessons and link them to new ideas.
3. **Retention and recall** – practice makes permanent, but only when done correctly. Teachers use strategies like spacing, quizzing, and revisiting key concepts to help students remember more over time.
4. **Mastery and application** – students learn best when they can apply knowledge in real-world ways. Teachers ask open-ended questions, problem solving, and peer collaboration to help students apply learning.

### Why are things changing?

Schools are updating their teaching practices to align with the best evidence about how students learn.

The VTLM 2.0 is based on years of research and experience about the most effective teaching strategies.

The new model focuses on 2 components

Elements of learning

Elements of teaching

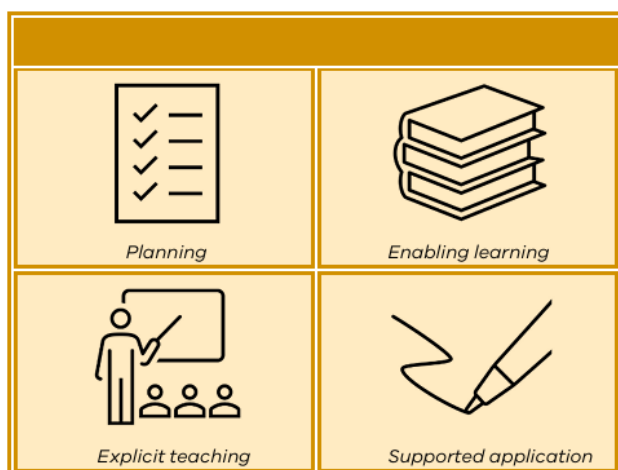
#### Learn more:

[Victorian teaching and learning information for parents and carers](#)





## Elements of teaching: how teachers teach



Schools are focusing on step-by-step or explicit teaching and apply this approach to help students understand, use and remember what they learn.

This means teachers generally start each lesson by clearly explaining what students will learn and why it matters. They break content into smaller steps and actively check for understanding.

Students then practice what they have learnt using different ways over time. This helps them retain information in the long term and apply it with confidence.

## How can families support their children's learning?

Schools are investing in proven strategies that support all learners. As a parent or carer, you can play a key role by asking some questions at home.

| 10 Questions to ask your child about their learning: |  |
|--|--|
| 1  | What was a learning goal in class today?                 |
| 2  | Can you explain it to me in your own words?              |
| 3  | What helped you understand it better?                    |
| 4  | What examples were shared with the class?                |
| 5  | What's one mistake you fixed today?                      |
| 6  | How did you practice what you learned?                   |
| 7  | How would you explain your learning to others?           |
| 8  | What did you review or remember from earlier lessons?    |
| 9  | How do you know if you're getting better at something?   |
| 10   | What's a question you still have about today's learning? |



The Academy is grateful to Parents Victoria for their expert advice in producing this guide.

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# Celebrating Book Week





# Cooking - Year 5/6





## 5/6SB Passions & Pathways





## 5/6SB Passions & Pathways





## 5/6MG Passions & Pathways





# 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. Our current goal is to arrive on time at classrooms after each break. We have been successful using our manners, saying please and thank you.



## 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.

# Community Events



## HEATHCOTE PANTHERS SUMMER SEASON

Term 4 2025 -Term 1 2026

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

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

**TRAINING SCHEDULE:**

Under 10 Monday 4pm - 5pm  
Under 12 Monday 4pm - 5pm  
Under 14 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 20<sup>th</sup> 2025

[www.facebook.com/HeathcotePanthersBasketball](http://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

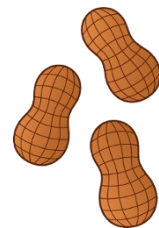
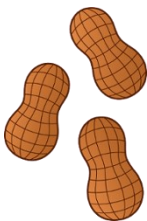
03 5433 2820 or  
0409 100 071

## 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



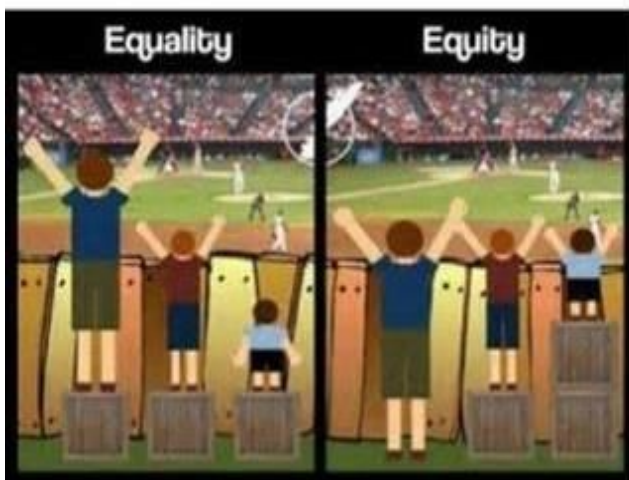
**Remember,  
only WATER  
in your drink  
bottle at school.**



## 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](http://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:

