



Heathcote Primary School

News

Telephone: (03) 5433 3090

heathcote.ps@education.vic.gov.au

Issue No. 26

11th September 2023

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.

IMPORTANT DATES

Friday 15th September	Footy Colours/Casual clothes Last day of Term - early dismissal 2.00pm
Monday 2nd October	First day of Term 4
Friday 3rd November	Kinder transition morning
Friday 17th November	Kinder transition morning
Monday 20th November	Alpha Production
Friday 1st December	Kinder transition morning
Tuesday 12th December	Statewide transition

We've returned over \$1.5 million to the
Heathcote & District community!

www.heathcotenagambie.community

Community Bank
Heathcote & District

 Bendigo Bank

Dear Families,

Our Year 6 students enjoyed presenting their Passions and Pathways (P&P) projects at the Expo in Bendigo last week. Mrs Skipper was very happy with the way our students prepared for the event and spoke to the audience at the Bendigo Library, well done to all students participating. Our involvement in P&P is a great addition to our Year 6 program, it offers our students an interesting insight into the world of work and what educational opportunities are available post secondary school. At this stage the P&P program is unclear if funding will be provided to them to support another year of working with schools. We hope they do as it is a valuable experience for our Year 6 students. As always, participation in activities like this means a great deal of background work. A very big thank you to Mrs Skipper for the work she has put into organising students, writing up risk management plans, supporting students to complete projects. Miss Somerville, Miss Bri and Michele have also supported the program over the year, their time, support and effort has been greatly appreciated, thank you.

School Review – finished!

Last week the review panel, Miss Childs and myself developed the new four year School Strategic Plan (SSP). The future direction of the school was determined by looking at data, speaking with staff/students/families and exploring teacher planning and student outcomes to see what was working well and what could be developed further. The SSP will build on the work we have started in the past four years and look at refining and extending work in aspects of core curriculum. The SSP is broken down into yearly plans, the Annual Implementation Plan (AIP), this supports a staged implementation across the four years. The review panel commended the school on our culture, clear expectations from staff, behaviour management and demonstrated staff teamwork. Students were happy to engage with panel members and clearly responded to questions asked.

Well done to our students and staff! As with all things in education, there is always more work to do and the staff look forward to exploring this work in the next four years.

Hats!

With only one week left of term, a timely reminder that hats will be back from the start of Term 4. It's time to find your child's broad brimmed hat at home, please make sure hats have a name on them and send them back to school. We use broad brimmed hats at our school to ensure the best sun protection for our students, please make sure your child has their hat ready to go. As per our Sun Smart Policy, no hat means no play!

Send your hat to school this week so it is ready for Term 4!



Absences

Thank you to the parents/carers who ring, email or log onto SENTRAL to tell us why their child is not at school. All absences are reported to DET by the school each week, being able to explain why students are away is an important part of our attendance management. Thank you for your ongoing support with this process.

Enjoy the week ahead.

Kate

IN THE CLASSROOM

This week in the F/1 room...

This week our focus word is 'fork'. The 'or' in the word fork is a digraph. Can you think of any words with the 'or' digraph? We will be having a fun week making our own 'Forky' toy, reading and writing about Forky. We will also continue learning about verbs.

In Maths this week we will be revising and extending our knowledge of Subtraction. Students will practice subtracting/taking away using concrete materials such as counters and their fingers. They will also learn how to subtract on a number line. Our second focus this week will be Perimeter and Area. Students will learn about perimeter by designing a dinosaur zoo which needs to have certain sized paddocks for each dinosaur. In Area they will be trying to find the perfect sized picnic mat for a teddy bears picnic, e.g. finding the best picnic mat to fit 10 teddies.

This week in the 1/2M room...

This week in 1/2M we are continuing to work on area and perimeter in Maths. Students have worked hard at understanding perimeter is the outside of the shape and area is the inside. We are going to begin looking at measuring specific objects using informal units of measurement.

In writing students are recapping some different text types, including narratives. Students will be able to choose what they would like to write about, and complete some writing about the upcoming holidays!

We have had a great term, I hope everyone has a wonderful, well-deserved break! See you all next term, ready for a big term 4!

This week in the 1/2MG room...

This week in 1/2MG we will complete our focus of inferring. We will practice thinking about what the author means but doesn't write. In our literacy block we will be focusing on the digraph 'ir' as part of our SMART Spelling and then we will be working on how we can come up with ideas to support our writing.

In Maths we will finish learning about subtraction where we will solve a range of problems. We will explore how we can link both subtraction and addition before completing our other focus of perimeter and length.

This week in the 3/4 room...

This week 3/4 will be continuing to write letters – comparing the difference between formal and informal letters.

In reading, we are focusing on summarising what has happened in the story. The students will find important parts of the text and try to summarise this into a few sentences. They're doing a great job with this!

In Maths, we will move into Volume & Capacity – learning how to read intervals. We will also be doing the last of our presentations for the project the children are completing in Kitchen!

IN THE CLASSROOM

This week in the 4/5 room...

Wow, Term 3 has flown by! In Week 10, we will be completing an open-ended fractions task in Maths. We will also be extending our understanding of Length, Perimeter & Area.

In Reading, we will explore texts relating to letter writing. We will participate in an online session with Andy Griffiths as he launches his new book "The 169-Storey Treehouse".

In Writing we will look at the difference between formal and informal letters. Wishing all of our students a fun-filled break!

This week in the 5/6 room...

This week during reading sessions, the class will be examining a variety of cultural stories from indigenous Literacy books. Students will be learning why these stories are incredibly important to the Communities who created them.

During Writing sessions students will further explore the use of figurative language in texts. Metaphor and writing visual descriptions of landscapes will be our focus.

In Maths, we will focus on revising volume and capacity concepts and explore 24 hour and elapsed time questions in problem solving tasks on Friday.

Following on from Indigenous literacy week, students will create desert stick creatures in Art lessons which are inspired by the fabulous Northern Territory based Tjanpi weavers.

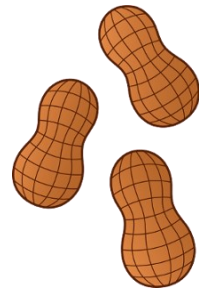
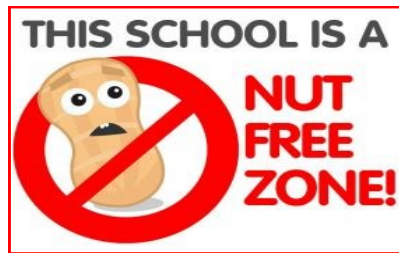
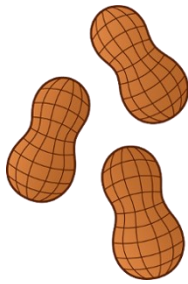
Junior School Council

Junior School Council are having a Footy colours day / casual clothes day on the 15th September, the last day of Term 3. A gold coin donation would be greatly appreciated. All contributions will go towards our "Buddy Chair."

Our "Buddy Chair " is a chair where children can sit during our breaks if they need a buddy to play with, other students will see them and invite them to play.

Kind regards,

Junior School Council



Harry Muscovich

James Davitt

Dorian Macleod

Anthony Guichard

Hanlyn Turner

Charli Jennings

Pippa Anderson

Teddy Thomson



READING AWARDS

50 Nights

Mark Jackowski
Evelyn Organ

125 Nights

Cooper Pavey
Alex Callander
Sammy Reeve

100 Nights

Zelda Pinnington
Amelia Eagle



150 Nights

Timoci Tagiwasa
Jett Thompson



CIVICS AND CITIZENSHIP AWARDS



TEAM-WORK

Noah Barrett
Tori Malaszuk
Jackie Evans
Occy Hicks

RESPECT

Emily Thompson
Riley Hawkins
Savannah Thompson

RESPONSIBILITY

Lachlan Davitt
Xavier Macumber
Ace Casey

LEARNING

Layla Perl
Evelyn Nickels
Charlotte Burt

BRONZE LEVEL

Willow Anderson
Kenzie Merritt
Harry Muscovich

Lilah Moore

Be an Attendance HERO



Total number of students who had 100% attendance this week	78 Students
Total number of students who were unexplained absences this week	33 Students
Number of times students arrived late to school this week	15 Students
Number of times students left early this week	10 Students
School absence rate target for 2023	10 days per student

Child Safe Standards

All Victorian schools follow DET guidelines and policy around the provision of a Child Safe environment. All of the Child Safe policies were updated across Victoria from the 1st July 2022. Heathcote PS and their school community are committed to providing a child safe and friendly environment, where students are safe and feel safe.

Our child safety and wellbeing policies located on our website, based on DET policies, outline the measures and strategies in place to support, promote and maintain the safety and wellbeing of our students in the following areas: Bullying Prevention, Child Safety and Wellbeing, Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedure, Complaints, Digital Learning, Student Wellbeing and Engagement, Volunteers and Visitors Policy

As part of our school community, parents/carers have a role in promoting and maintaining child safety and wellbeing at Heathcote PS, we welcome and encourage your feedback. If you have any comments or questions in relation to our child safe policies and practices, please contact the Office.

Passions and Pathways 2023

The Year six students from Heathcote Primary School have recently been participating in the Passions & Pathways Program. We have travelled around our local area learning about different types of jobs.

We visited Latrobe University, located in Flora Hill, Bendigo. We had toured the campus, visiting the indoor garden, the sound booth and the Latrobe sign. Then we got to program robots called spheros! We also visited TAFE where we were able to see 4 job stations - Hairdressing, Aged Care, Daycare and Cooking.

We visited a Lansell Homes building site and were shown around by Tash. We were provided with a checklist we had to refer to when identifying whether a building had been completed or not. The first house we visited only had the frame built, some of the plumbing had been completed and some wires for the electrical side of things had begun. As we explored more houses, we witnessed progression with their build, so we began ticking off our checklists. We witnessed some builders in action, they were working on small frames.

Tash was a delight to have come and explain her job at Lansell Homes. She informed us of all the brilliant opportunities open to us in the future. It was obvious she thought highly of her job. She explained the importance of being *'prepped for whatever life throws at us'* and to try relentlessly for what we want. At first, she introduced the company and their purpose. Then she discussed the importance of each job at Lansell Homes. She also talked to us about her career journey.

Our project this year was making Street Library boxes for our local community. We were lucky enough to have some professionals from Lansell Homes come to our school to help us build. Tash who is a finance estimator, Elias who is an apprentice and Maddie a builder for Lansell Homes came to work with us on the project. The library boxes were constructed from a flatpack design which was purchased online. With the help from the Lansell Homes workers, who brought tools such as drills, glue and hammers for us to use, we began to assemble the design. Glue, vices and nails were also used to secure the boxes in place. The boxes took about an hour and half to make.

After the libraries were built, they were painted with colourful designs using exterior paint. The first design is painted like a tree with leaves and bark, this library box will be placed in a park setting. The second design is based on our school colours of red and blue. It has a shelf of library books that has positive messages painted on each spine. This library box will be placed outside our school and used by our community. The project was a rewarding experience, when we finished and got to see it all put together. We enjoyed working with people in our building and design teams.

We presented our learnings from the Passions and Pathways program at the Goldfields library this week. We were a little nervous speaking in front of a large audience, but we rose to the occasion and represented our school and ourselves very well.

We loved meeting new people and participating in all the fun activities such as building the mini brick wall and seeing half-built houses, painting the plaster with Tash and building with Elias and Maddie. Building the street libraries was an amazing experience.

Thank you to everyone involved, including Dana who coordinates the P&P project.

Written by

Grade 6 Students



Reduce, Reuse, Recycle

This term our Inquiry topic is 'Reduce, Reuse, Recycle'. We have been learning about rubbish and what happens to it. We learnt how to sort rubbish into the correct bins. We have buried some rubbish to see what happens to it after being buried for a few weeks and we watched a video about a recycling plant and all the things our recycling can be turned into.

Last week our focus was on reducing. We talked about some of the ways that we could make an impact by reducing the amount of rubbish in our lunch boxes. For example, we could buy a big packet of chips or a big tub of yogurt and just bring a small amount in a reusable container each day. We could bring our sandwich in a reusable container each day rather than wrapping it in plastic. The students loved talking about and thinking of ways that they could help to reduce their waste.



Measuring capacity and length



Measuring capacity and length



PARENT'S GUIDE TO A GROWTH MINDSET

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*



PRAISE



FOR

- EFFORT
- STRATEGIES
- PROGRESS
- HARD WORK
- PERSISTENCE
- RISING TO A CHALLENGE
- LEARNING FROM A MISTAKE

NOT FOR

- TALENT
- BEING SMART
- BORN GIFTED
- FIXED ABILITIES
- NOT MAKING MISTAKES

THE POWER OF "YET" SAY

- "YOU CAN'T DO IT YET."
- "YOU DON'T KNOW IT YET."
- "IF YOU LEARN AND PRACTICE, YOU WILL!"

BRAINS can GROW



VS

FAILURES AND MISTAKES = LEARNING

SAY

- "MISTAKES HELP YOU IMPROVE."
- "YOU CAN LEARN FROM YOUR MISTAKES."
- "LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



ASK

- "WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
- "WHAT NEW STRATEGIES DID YOU TRY?"
- "WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
- "WHAT DID YOU TRY THAT WAS HARD TODAY?"

PRINTABLES BY BIG LIFE JOURNAL - BIGLIFEJOURNAL.COM



Saver Plus

Program includes:

- Matched dollar for dollar savings up to \$500
- Money Minded workshops - Financial Education
- Coaching on budgeting and savings



SCAN ME

Eligibility Criteria

- Must be a health/concession card holder;
- Be in receipt of a Centrelink Payment
- Be studying or have a child in school
- Have some regular income from work
- Be 18+ years old



State Schools' Relief

Provides school uniforms and shoes to those that are unable to afford them.



SCAN ME

Eligibility Criteria

- Situations include but not limited to:
- Unemployment
 - Health issues/illness
 - Financial difficulties
 - Independent living and/or homelessness
 - Natural disasters
 - Bereavement
 - Domestic and family violence



Camps, Sports and Education Fund

Funding to attend activities like:

- school camps or trips
- swimming and school-organised sports programs
- outdoor education programs
- excursions and incursions

\$125 per year for eligible primary school students
\$225 per year for eligible secondary school students.



SCAN ME

Eligibility Criteria

- Parent must be a health/concession card holder;
- Or families on protection/bridging visas, or seeking asylum;
- Or children in out of home care



Computerbank

Low cost refurbished computers that include various programs including word processing, Google Chrome and PDF Maker



SCAN ME

Eligibility Criteria

- Concession/Health Care Card holders
- Students
- Asylum seekers

Schools in Category 3 on the Bushfire At-Risk Register and the Category 4 list.

School preparations for the bushfire season

Each year, to prepare for bushfires and grassfires, schools and early childhood services complete a range of activities.

The Department of Education runs an annual fire risk assessment of schools and early childhood services. They are allocated a category of risk (categories 0 to 4) and are published on the Bushfire At-Risk Register (BARR).



All schools and early childhood services listed on the BARR and Category 4 list will also close when a Catastrophic fire danger rating day is forecast in their fire weather district.

When the Bureau of Meteorology provides public fire danger rating forecasts or fire weather warnings, they use fire weather district areas. In Victoria, there are 9 fire weather districts, which are based on Local Government Area boundaries. Our school is in the **Northern Country fire weather district**.

As part of preparing our school for the fire season, we have updated and completed our Emergency Management Plan and complete a bushfire clean up in Term 4 each year to prepare for the threat of fire.

What does this mean for our school?

Our school has been identified as being at risk of bushfire or grassfire and is a Category 3 school.

Our school will **close** on a day forecasted as **Catastrophic fire danger rating in the Northern fire district**.

What is the department's policy?

The department's [Bushfire and Grassfire Preparedness Policy](#) requires all schools and early childhood services on the BARR and the Category 4 list to close when a Catastrophic fire danger rating day is forecast in their fire weather district. All school bus routes which travel in or through a district with Catastrophic fire danger must also be cancelled.

When will our school be closed due to Catastrophic fire danger?

Our school will **close** on a day forecasted as **Catastrophic fire danger rating in the Northern fire district**.

Closure of the school due to a forecast Catastrophic day will be confirmed on the day prior and we will provide you with advice before the end of the school day. Any information regarding potential or confirmed Catastrophic fire danger days will be communicated to you by email.

Once confirmed, the decision to close will not change, even if the weather forecast changes.

This is to avoid confusion and help your family plan alternative care arrangements for your child. It is also important to be aware that:

- No one will be on site on days where the school is closed due to a forecast Catastrophic day.
- All bus routes that travel through the Catastrophic area will be cancelled.
- School camps will be cancelled if a Catastrophic fire danger rating day is forecast for fire weather district in which the camp is located, or if the travel involves passing through areas that have Catastrophic fire danger.

Families are encouraged to action their Bushfire Survival Plan on Catastrophic fire danger rating days. **On such days, children should never be left at home alone or in the care of older children.**

For those of us living in a bushfire prone area, the Country Fire Authority (CFA) advises that when Catastrophic days are forecast, the safest option is to leave the night before or early on the morning of the Catastrophic day.

What can families and the school community do to help us prepare?

- Ensure we have your current contact details, including your mobile phone numbers.
- Keep in touch with us by reading our newsletters and emails, by talking to your child's teacher or any other member of the teaching staff about our emergency management plan.
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is closed due to elevated fire danger or closed due to a Catastrophic fire danger. Further information can be found on the [CFA's website](#).
- Action your family's bushfire survival plan if your own triggers are met. Our school community may be spread out across many areas and some families may be at higher risk than others. Your family's safety is critical, so please let us know if you are actioning your bushfire survival plan and if your children will be absent on these days.
- If your child is old enough, talk to [them about bushfires](#) and your family's bushfire survival plan.

You can find more information on emergencies, warnings and preparedness actions here:

- VicEmergency app – that can be downloaded on your android and iOS mobile devices
- VicEmergency Hotline (1800 226 226)
- Website <https://emergency.vic.gov.au>
- Facebook (<https://www.facebook.com/vicemergency>)
- Twitter (<https://twitter.com/vicemergency>)
- ABC local radio, Sky News and other emergency broadcasters

DRINK BOTTLE



**Remember
WATER**

**only in your drink
bottle at school.**

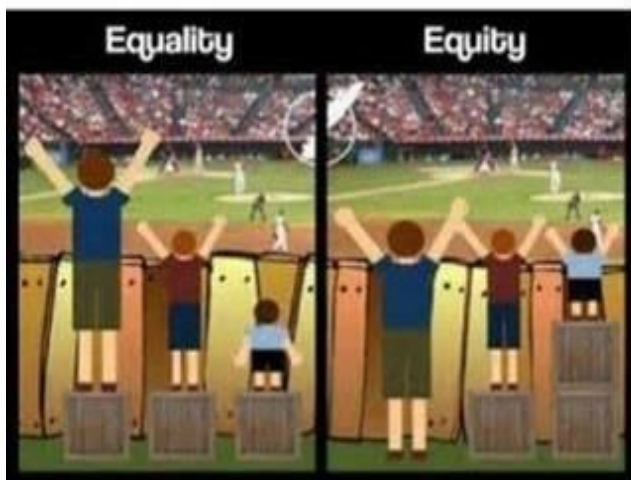


SCHOLASTIC
Book Club LOOP
for Parents

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.



REMEMBER
ONCE A WEEK,
TAKE A PEEK

FOUR STEPS TO LICE-FREE LIFE:

