HPPS SCHOOL CAPTAINS 2016
Kayla, Amali, Lachlan and Andrew
From the Principal’s desk -

**Student Learning**

**How we express ourselves:**

A very successful Art Show displaying the work of the Middle school students in years 3 and 4 was held last Friday. The students have been learning that Art comes in many forms, for example photography, sculpture, dance, music etc. They have developed understandings that Art can reflect past and present values and issues and that when appreciating art everyone is entitled to their opinions.

![Jackson Pollock inspired work](image)

**Where we are in place and time:**

Senior students shared their learning with their parents by presenting small group plays and scenarios that demonstrated their understanding of the central idea:

![Andy Warhol](image)
The history we are currently creating will inform the decision makers of the future. Students have been examining significant historical events and decisions and how they are bound with culture and values and affect the future. Some events and issues discussed through role plays were the development of penicillin, the vote for women, the Black Saturday bushfires, Eureka Stockade, google and lots more. Parents were very appreciative as shown on our school’s new face book page.

World Teacher’s Day – 28 October

World Teachers’ Day is celebrated in Australia on the last Friday of October each year and is a chance to support our teachers and the crucial work they do. World Teachers’ Day acknowledges the valuable role that teachers play in lives of students of all ages. Great teaching takes place across our school, you may want to help your child make a card or write a letter to their teacher.

Sports Grant

Mrs Ryan and Mrs Cunningham have been successful in attaining a grant to fund a new element to our PE program. Year 5 and 6 will be engaging in some exciting and fun orienteering activities this term. We have had professional map makers/ orienteering experts at school to prepare this.

Planning for 2017

Please can you let us know asap if your child will not be attending Heany Park PS in 2017. If you have a child beginning Foundation in 2017 please make sure you have enrolled them at the office.

Class Formations for 2017

During term 4 we plan and prepare staffing and grades for 2017. An enormous amount of time is devoted to ensuring students are placed with at least one requested friend and that grades are balanced academically and socially. Soon staff will be seeking input from students about their friendships and people they learn well with. Students will complete this wheel where they are asked to record six people who are their friend and they work well with.
If you believe you have additional information that we do not already know and should consider when planning class groupings please write a letter or email addressed to ‘The Principal re: Class grouping for 2017’. Any additional information will be considered as part of the process. This communication must be received by Friday 28 Oct 15 strictly. Grade planning commences at this time.

Please remember: A new school year is an invitation for growth and development academically, socially and emotionally. Thank you for your care and support, we really appreciate it. Please also see Heany Park Primary School’s ‘Class Formation Policy’ on our website.

Performing Arts Concert – Foundation to Year 2 10 November – Thursday 2:30 – 3:30pm

Please keep this date free for the upcoming concert showcasing the musical talents of our Foundation and Junior School students.

Melbourne Cup Day:

Please note that Tuesday 1 November is a public holiday and children are not required to attend school. We have had a number of phone enquiries asking if Monday 31 October is also a public holiday. The answer to this is – it is not. Children are expected at school on 31 October.

School Council:

The next meetings are:
School Council: 19 October at 7:00pm
Education and Policy: 7 November 7:00pm – moved from 8/11
Buildings, Grounds & Facilities: 9 Nov 9:00am
Community Relations and PFA: 9 Nov 7:00pm  
OSHC 14 November: 7:30pm  
Promotions and Marketing: TBA

Policies

- Assessment and Reporting Policy
- Child Safety Policy

These two policies were ratified at School Council last night and will be available for viewing on our school website. School Policies approved at our last Council are also attached.

The Child Safety Policy is a requirement of DET. We are currently adding in to our curriculum for next year a program to empower students to be safe. More information about this will be sent to you early next year.

Electronic Parent Payments

We are embarking on a new additional option for payments called QKR. This is a simple, quick and easy way to manage payments and also give permission for events by signing on your mobile device.

Permission Slips

Please note you are sent two permission slips for events and must sign both currently in order to have one stored by the teacher and one by admin in the office.

If you have any questions or concerns please always know that I am available to speak with you. Do not hesitate to contact me by phone or make an appointment via the office.

Kind regards

Janet Evison
Principal
HEANY PARK PRIMARY SCHOOL

CHILD SAFETY POLICY

Introduction
The protection of children is the responsibility of everyone who works at Heany Park Primary School (HPPS), including its staff, contractors, parents and volunteers. We all share responsibility for promoting the wellbeing and safety of children. Heany Park Primary School has zero tolerance for child abuse and is committed to acting in the best interests of children and to keeping them safe at all times.

Commitment
• HPPS and its School Council are committed to:
  o promoting child safety in its school environment
  o ensuring the safety and best interests of the children in its care, taking into account children of cultural and linguistic diversity and those with disabilities
  o a zero tolerance to child abuse
  o actively working to empower the students in our care
  o implementing and continuously improving procedures and systems that promote and influence an organisational culture of child safety that provides a safe environment for our students

• Ensuring child safety is about balancing expectations and complying with legal obligations. It is not about creating an atmosphere of suspicion.

• It is the role of the School Council and the Principal to monitor HPPS’s adherence to this policy. This will be done by:
  o ensuring that child safety is reflected in all School Council discussions and policy development.
  o consideration by the Principal, responsible staff members and the School Council, of areas for continual improvement.

Roles and Responsibilities
• The Principal and the School Council are responsible for developing strategies that embed an organisational culture of child safety at HPPS. These strategies will give the highest priority to the promotion and protection of a child's safety, health, development, education and wellbeing.

• Everyone involved in the school has a role to play and is responsible for protecting children and upholding the duty of care that HPPS owes to all of its students.

• The school’s policies and procedures will provide the names and contact details of staff who have specific responsibilities in relation to child safety and for receiving reports of suspicion of child abuse.

Values and Principles
• The following values and principles will guide HPPS in implementing consistent policies and influence an organisational culture of child safety:
  o Child safety policies and procedures will support ongoing assessment and identification and minimisation of the risk of child abuse in the school environment.
  o Our culture will foster openness so that all persons, and particularly children, may feel safe to disclose concerns or risks of harm to children.
Appropriate conduct and behaviour towards children will be expected at all times.

Policies will support the processes that assist the school to engage the most appropriate personnel to work with children.

Annual staff training will occur to ensure there is a full awareness and understanding of policies and processes.

Suspected or actual abuse of children will be reported promptly to the appropriate authorities.

Support and assistance will be provided to children who have suffered abuse and to their families.

**Recruitment**

- HPPS will implement recruitment processes that will assist in the effective selection of suitable personnel, including staff, volunteers and contractors.

These processes will ensure:

- new and existing staff, volunteers and contractors understand the importance of child safety and are aware of the school's policies and procedures
- each job or category of job for school staff that involves child-connected work has a clear statement, which includes the job's requirements, duties and responsibilities regarding child safety and the essential or relevant qualifications, experience and attributes in relation to child safety
- compliance with school policy for recruitment and selection of staff for obtaining, verifying and recording information about a person whom it proposes to engage to perform child-connected work, including processes for screening and background checks
- induction of new staff, volunteers and contractors into the school's policies, codes, practices and procedures governing child safety and child-connected work
- that a staff member's continuing suitability for child-connected work is monitored and assessed

- All applicants for jobs that involve child-connected work for HPPS must be informed about the school's Child Safety Policy and its Child Safety Code of Conduct.

- HPPS will implement practices that enable the Principal and the School Council to be satisfied that people engaged in child-connected work for the school perform appropriately in relation to child safety.

**Procedures for responding to and reporting suspected child abuse**

- The school will implement and continually improve its procedures for responding to and reporting suspected abuse of a child. The school will also implement practices and programmes that will support, encourage and enable school staff, parents and children to understand, identify, discuss and report child safety matters.

- Our procedures will be based on the following:
  - compliance with mandatory reporting laws and obligations imposed by the criminal law to report a belief that child abuse may have occurred
  - ensuring any situation is handled appropriately
  - concerns of child abuse are reported to the Victoria Police and relevant authorities
  - HPPS provides support to the person/s making allegations of child abuse
  - all parties involved in an allegation of child abuse are treated fairly and consistently
  - clarity as to who should notify any concerns and who to notify within HPPS
  - what processes should be followed during and after an investigation
  - they will be easily accessible for all persons within the school and they will be simple and easy to understand for children.
The school will support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse, by:
- ensuring they have access to school support personnel, such as counsellors and school psychologists
- ensuring their situation is treated confidentially and with sensitivity
- ensuring they have all the necessary staff support around them and are given due consideration for and necessary adjustments in the curriculum and co-curriculum programmes
- providing such other support or assistance as may be reasonable

Reducing or removing risks of child abuse
- HPPS will implement appropriate policies and practices for the early identification and response to risks of abuse in its physical and online environment. Such policies and practices will:
  - promote understanding by all school personnel of its expectations in relation to behaviour and conduct when interacting with children and the consequences of failing to abide by those expectations
  - seek to achieve ongoing risk assessment to identify and mitigate risk in the school's physical and online environment, taking into account the age and needs of the students, the nature of the activities undertaken at HPPS and the particular risks they might present
  - provide for ongoing training, education and support for all school personnel in relation to understanding child abuse, identifying risks and areas for improvement, the school's policies and practices for reporting concerns of child abuse and how to respond
- HPPS will implement practices that increase the awareness within the school of the need for our internal systems to protect children.

Promoting child empowerment and participation
- The Principal and the School Council are responsible for developing strategies to deliver appropriate education about:
  - standards of behaviour for students attending HPPS
  - healthy and respectful relationships (including sexuality)
  - resilience
  - child abuse awareness and prevention
- The school will ensure that the prevention approaches it adopts for its students will be focused on initiatives that build their awareness and encourage them to disclose behaviour that makes them feel unsafe.

Communication
- The school community will be informed about this policy. It will be publicly available. It will be available on the school's website and communicated in the school's newsletters, personnel induction programmes and during recruitment and enrolment processes for staff, contractors and volunteers.
- All School Council members, staff, volunteers and contractors of HPPS will be made aware of this policy and the school's commitment to child safety.

Definitions

<table>
<thead>
<tr>
<th>Child</th>
<th>An individual who is under the age of 18 years or who is enrolled as a student at HPPS</th>
</tr>
</thead>
</table>
| Child abuse | Child abuse includes-
(a) any act committed against a child involving-
(i) a sexual offence; or |
(ii) the offence of grooming; and  
the infliction, on a child, of-  
(i) physical violence; or  
(ii) serious emotional or psychological harm; and  
(c) serious neglect of a child

**Child-connected work**  
This is work that is authorised by HPPS that is performed by an adult in the school environment while children are present or reasonably expected to be present

**Child safety**  
Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse

**School environment**  
The Heany Park school environment is any physical or virtual place made available or authorised by Heany Park for use by a child during or outside school hours, and includes:  
(a) online school environments including email and intranet systems  
(b) other locations used for school camps, sporting events, tours, excursions, competitions and other events

**Related Documents**  
- Child Safety Code of Conduct  
- Camp  
- Duty of Care and Procedures  
- Excursions and Incursions  
- eSmart Policy: Acceptable Use of Technologies Appendix  
- Information Privacy  
- Mandatory Reporting Policy  
- Responsible Online Behaviour Policy  
- School Induction Manual  
- Student Wellbeing  
- Visitors to School  
- Working With Children

**EVALUATION**  
Evaluation of this policy will be carried out by the Principal Team and School Council School as part of the Education and Policy Committee’s cyclic review process in four years time, or beforehand if a significant issue arises.

Prepared by: Janet Evison and Adriana Dickinson  
Approval Date: 19th October 2016  
Review Date: October 2020

Signed:  
Janet Evison  
(Principal)  
Chris Parker  
(School Council President)
PHILOSOPHY
At Heany Park Primary School (HPPS), we believe that assessment is integral to all teaching and learning. Assessment connects learning with knowledge, understanding, skills, attitudes and action. It guides planning, practice and instruction, which leads to improved student outcomes.

This philosophy aligns to our Mission Statement that:
HPPS is a child centred community, empowering students to be inquiring, responsible, compassionate and global minded citizens.
Our teaching and learning embodies our school values and drives the development of challenging and engaging programmes.
This enables our students to become lifelong learners, who take action to promote a peaceful and sustainable world through respect and understanding.

PURPOSE
Assessment demonstrates progress, whether that be teaching, learning, school or personal growth to ensure challenging, inquiry-based teaching and learning programmes. It is central to the International Baccalaureate (IB) Primary Years Programme (PYP) goal of thoughtfully and effectively guiding students through the five essential elements of learning:
- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

Heany Park Primary School’s approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment at HPPS is to provide feedback on the learning process and the development of the five essential elements to inform future learning. Students and teachers are actively engaged in assessing the students’ progress as part of the development of their wider critical thinking and self-assessment skills.

DEFINITION OF ASSESSMENT
Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. Student learning is promoted through planning and refining the learning and teaching process to meet individual or group needs. Assessing student’s prior knowledge and experience as well as monitoring their achievement during the teaching period enables teachers to plan and refine their teaching accordingly. (Making The PYP Happen 2009 p44)
GUIDELINES FOR IMPLEMENTATION

TYPES OF ASSESSMENT

1. **Formative assessment** (assessment for learning) helps teachers and students find out what the students already know and can do, and identifies prior knowledge and misconceptions to inform planning for instruction.

2. **Formative assessment** (assessment as learning) informs daily planning for instruction and promotes learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognise the criteria for success. Increased use of formative assessment by making learning visible particularly helps student who are low achievers to make significant improvements in their understanding.

3. **Summative assessment** (assessment of learning) gives teachers and students a clear insight into students’ understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

WHAT IS ASSESSED

Knowledge, understandings and skills are all assessed in line with Departmental policy and (IB) requirements including the following areas:

- Language – English and Languages (Indonesian)
- Mathematics
- Visual Arts
- Performing Arts
- Physical Education
- Science, Humanities, Health – specifically through the Programme of Inquiry
- Transdisciplinary Skills - Thinking Skills, Social Skills, Communication Skills, Self Management Skills, Research Skills
- Learner Profile / Attitudes

CHARACTERISTICS OF EFFECTIVE ASSESSMENTS

Effective assessment ensures that:

- ongoing opportunities are provided to allow students to reflect on learning, ascertain what they have learnt and to identify future learning goals.
- thoughtful and constructive guidance is provided to students by making learning visible.
- feedback is provided that is task-specific, timely, is in a form that guides student action and builds confidence that further learning is possible.
- students are given opportunities to demonstrate their learning in different ways.
- robust discussion and rigorous moderation takes place to enable consistency of evaluative judgements.
- teachers gather evidence of what students’ can do, know, understand and how they feel in order to identify growth and inform planning.
- whole school curriculum is evaluated and curriculum improvement is continued.
- the school has information on the achievement of different groups of students and individual students.
- parents/guardians are provided with accurate, organised information about their child’s progress.
- a sense of partnership and responsibility for learning is developed between parents/guardians, teachers and students.
HOW WILL WE ASSESS?
Teachers will utilise the following 5 core assessment strategies from Making the PYP Happen, 2009 p 48.

<table>
<thead>
<tr>
<th>Assessment Strategies and Tools</th>
<th>Rubrics</th>
<th>Exemplars</th>
<th>Checklists</th>
<th>Anecdotal Records</th>
<th>Continuums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Performance assessments</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Process-focused assessment</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Selected responses</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Open-ended tasks</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

STANDARDISED ASSESSMENTS
Standardised assessments are used as a part of the whole school assessment schedule (see Appendix A) in an effort to gain as much information as possible about the student as a learner.

MANDATED STANDARDISED ASSESSMENTS
- NAPLAN
- Foundation Entry Assessment: English Online Interview
- Victorian Curriculum Standards
- Attitudes to School Survey

SCHOOL – WIDE STANDARDISED ASSESSMENTS
- PAT Tests (Reading, Maths, Spelling)
- Fountas & Pinnell
- On Demand Testing (Adaptive)
- Mathematics Online Interview

DATA COLLECTION
Data is collected and recorded formally for reporting purposes at the end of Terms 2 and 4. A student Summary Results Sheet for each class is collated with relevant data and provided to the Principal Team.

REPORTING
Reporting will be conducted in line with Departmental policy and IB requirements. Reporting on assessment at HPPS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is accurate, comprehensive and informative to all parties. Our reporting process is supported by:
- Conferences
- Student Portfolios
- The Written Report
Conferences

Teacher – Student
Frequent feedback from teacher to student enables reflection, further refinement of skills and understandings by making learning visible.

Teacher – Parent(s)
These conferences occur formally at the start of each year in the form of a “Getting to Know You Interview” and then as required. They are designed to provide information about the student’s individual needs and answer parent questions. They provide parents with the opportunity to share information about the cultural context of the student’s learning.

Three-Way Conference
Three Way Conferences are held at the end of Term 2 and involves the student leading a discussion about their learning and understanding with their parents and teacher. Students reflect upon work samples, products and performances they have chosen with support from their teacher. Student, teacher and parents collaborate to establish and identify the student’s strengths and areas for improvement.

Student Support Groups (SSG) / Program for Students with Disabilities (PSD)
Student Support Groups for students on the program for Students with Disabilities, or those requiring significant adjustments, meet on a regular basis to monitor and assess individual student progress and set future goals.

Individual Learning Plans (ILPs)
Individual Learning Plans (ILPs) are developed for identified students in partnership with teachers, students and parents. (see ILP Protocols and Appendix B)

Student Portfolios
- Student portfolios provide a picture of each student’s growth and development over a period of time. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.
- An essential agreement on Student Portfolios further informs requirements at this school (see Appendix C)

The Written Report
- A formal report is written by teachers and provided to parents/guardians at the end of Terms 2 and 4. Grading levels reflect student performance against Departmental Curriculum Standards. Teachers work collaboratively to ensure consistency of evaluative judgements.

Language Background Other Than English (LBOTE) Report
Students who have been identified as meeting the following criteria, will be provided with a report that reflects their performance against the Primary English as an Additional Language (EAL) Developmental Continuum.

Students may be identified as LBOTE if they:
- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years
- attract Student Resource Package (SRP) funding.
**Evaluation:**
The School Council review its policies every four years to ensure the needs of the School Community are met. The review process will be informed by any new knowledge to hand and feedback from all stakeholders. Any common or recurring issues will be addressed and information provided to the school through the Parent Opinion Survey will be taken into account.

HPPS has developed this Assessment and Reporting Policy in collaboration with staff, parents and the school community. This whole school Assessment and Reporting Policy addresses how information is recruited, analysed, used and stored in relation to student learning.

This policy should be read in conjunction with the Assessment Schedule (Appendix A) and the Essential Agreement on Student Portfolios (Appendix C)

Prepared by: Janet Evison (Principal), Kym Ryan (PYP Co-ordinator) and staff at HPPS

Approval Date: 19th October 2016

Review Date: October 2020

Signed:

Janet Evison  
(Principal)

Chris Parker  
(School Council President)
TERM DATES

TERM 3
Mon. 11th July to Friday 16th September

TERM 4
Mon. 3rd October to Tues. 20th December
Tues. 1st November - Melbourne Cup Day

Linen Roster

Term 4

<table>
<thead>
<tr>
<th>October 7</th>
<th>October 14</th>
<th>October 21</th>
<th>October 28</th>
<th>November 4</th>
<th>November 11</th>
<th>November 18</th>
<th>November 25</th>
<th>December 2</th>
<th>December 9</th>
<th>December 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rebecca Neill</td>
<td></td>
<td></td>
<td>Lynette Clarke</td>
<td>Tracie Cole</td>
<td>Anna Hardy</td>
</tr>
</tbody>
</table>

2nd Hand Uniform Shop

Open every Monday from 3.15pm - 3.45pm.

Heany Park Primary School does not endorse the products or services of any private advertiser. No responsibility is accepted by the school for accuracy of information contained in advertisements or claims made by them.

Student of the week

Congratulations to:

Week 1
Poppy S, Fraser C

Week 2
Front Row: Lauren, Amali, Amaani, Mitchell P
Back Row: Lexie, Nicola F, Zak M, Makayla, Cooper
Week 3

**Front Row:** Max B, Keeley, Hannah B, Tommy R  

---

**Gold Class Writers Week 3**  
Andre, Salma, Joel

---

**Heany Park Dance Club**
Congratulations to the Footy Walkathon Winners

1st Place: Indi
2nd Place: Claire
3rd Place: Madison

Regional Athletics

On Thursday the 13th of October, 16 students from Grades 4-6 represented Heany Park at the Eastern Metropolitan Track and Field Championships in Burwood East. All students showed an amazing effort, grit and determination on the day and should be very proud of their accomplishments. It was fantastic to be a part of the day and cheer on the students in their events. Every student should be so proud to have reached Regional Athletics. They all had a great day and hopefully it motivates them to strive to do their best in all areas of schooling as well as showing other students in the school what you can accomplish if you put your mind to it and have a go!

Congratulations to:
Natasha 3/4GW represented the school in the 100m and 80m Hurdles
Bianca 3/4GW represented the school in Shot Put
Lachlan H 4AB represented the school in 9/10yr Boys 4x100m Relay
Mitchell G 4RW represented the school in 100m, 200m and 9/10yr Boys 4x100m Relay
Darcy S 4RW represented the school in 9/10yr Boys 4x100m Relay
Jai T 4RW represented the school in 9/10yr Boys 4x100m Relay
Kade 5DW represented the school in 11yr Boys 4x100m Relay
Declan S 5DW represented the school in 11yr Boys 4x100m Relay
Joel S 5DW represented the school in 11yr Boys 4x100m Relay
Trent S 5DW represented the school in Triple Jump, Long Jump and 11yr Boys 4x100m Relay
Jack G 6CV represented the school in 12/13yr Boys 4x100m Relay
Jack H represented the school in 12/13yr Boys 4x100m Relay
Josh J represented the school in 12/13yr Boys 4x100m Relay
Noah Q represented the school in 11yr Boys 800m
Liam A 6KB represented the school in 12/13yr Boys Discus
William C 6KB represented the school in 12/13yr Boys 80m Hurdle and 12/13yr Boys 4x100m Relay

2017 Parent Payments

The information regarding the 2017 parent payments has been sent out to all families. Could you please contact the office if you did not receive your letter?
Register for our after school computer coding class at

When and where?
Every Wednesday after school at
Heany Park Primary

Term Details
Cost = $210 (10 classes)
Class duration: 3:45-5:15pm
12th October - 14th December

Have a question?
admin@noahcode.com.au
or call Rodney on 0413434496

Actual Class Activity
1 Build
2 Style
3 Program

Heany Park Primary School - The Weekly Well
www.heanyparkps.vic.edu.au
HEANY PARK OUT OF SCHOOL HOURS CARE  
(Approved Service SE-00005406)  
Heany Park Primary School, Buckingham Drive, Rowville 3178  
Contact:- Sue Houghten 0418 587 460

GOING BACK TO WORK?  

STUDYING?

INCREASING YOUR WORKING HOURS?

NEED TIME FOR YOURSELF, OR ADDITIONAL SOCIAL INTERACTION FOR YOUR CHILD?

Then you may need care for your child Before and After school hours.  We offer high quality care with qualified staff members.

At the end of last year our OSHC service received an overall rating of “Exceeding” during the assessment process run by the Department of Education and Training.

Our program offers stimulating activities and focuses on children’s health and well-being.

We provide a healthy and nutritious breakfast and afternoon tea. Many parents comment that their child/ren won't eat certain vegetables, etc. at home but eat them at After School Care. Many parents request our recipes, which we are happy to give to them.

Often in the afternoon children negotiate with their parents to stay longer because they are having so much fun. Many parents now deliberately leave their children longer in the hope their children will be happy to leave and go home.

If you are interested in booking your child/ren into the OSHC service, there are vacancies in both the Before School Care and After School service.

For further enquiries or questions please contact the Co-ordinator, Sue Houghten, on 0418 587 460.
2017 OSHC ENROLMENTS

Dear Parents,

Enrolment Forms for Out of School Hours Care 2017 will be available from Wednesday, 5th October.

Everybody who requires care for their child in 2017 will need to enrol their child. This includes those children who are enrolled this year, as they are required to re-enrol.

It is preferable that you hand your completed forms in during Out of School Hours Care program hours (7am to 9am or 3.30pm to 6.30pm) directly to an Out of School Hours Care educator. If this is not possible you may hand them in at the School Office.

New families into the program will be offered the opportunity to meet with the Out of School Hours Care Co-ordinator and to discuss the individual needs of your child.

Enrolment forms are available from the Out of School Hours Care program or from the School Office.

For administrative reasons we ask that you return your form by Friday, 20th November.

Confirmation will be sent to you, after 20th November, and you will be required to make a deposit of $25.00 per family. If you do not make this payment you will have relinquished your position. The $25.00 deposit is non-refundable but will be deducted from your fees in 2017.

We would like to take this opportunity to thank you for enrolling in our Out of School Hours Care program and look forward to caring for your child in 2017.

With regards,

Sue Houghten
(Educational Leader,
Nominated Supervisor,
OSHC Co-ordinator)
<table>
<thead>
<tr>
<th>YUMMY TUMMY HOT FOOD</th>
<th>SUPER SANDWICHES, ROLLS &amp; WRAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasagna 97% fat free</td>
<td>Vegemite</td>
</tr>
<tr>
<td>Macaroni/Cheese 97% fat free</td>
<td>Cheese (Lite)</td>
</tr>
<tr>
<td>Fried Rice</td>
<td>Egg &amp; Lettuce</td>
</tr>
<tr>
<td>Dim Sims Steamed</td>
<td>Ham (97% fat free)</td>
</tr>
<tr>
<td>Potato Scallop (Term 2 &amp; 3 Recess Only)</td>
<td>Ham (97% fat free) &amp; Salad</td>
</tr>
<tr>
<td>Chicken crumbed tender</td>
<td>Tuna &amp; Salad</td>
</tr>
<tr>
<td>Pizza Slab (Ham&amp;Pine or Margherita)</td>
<td>Roast Chicken</td>
</tr>
<tr>
<td>Hot Dog Lite</td>
<td>Roast Chicken &amp; Salad</td>
</tr>
<tr>
<td>Beef Burger with Lettuce and Sauce</td>
<td>Salad (Lettuce, Cheese, Tomato, Beetroot, Carrot &amp; Cucumber)</td>
</tr>
<tr>
<td>Chicken Burger with Lettuce &amp; Low Fat</td>
<td></td>
</tr>
<tr>
<td>Mayonnaise</td>
<td></td>
</tr>
<tr>
<td>Gluten Free Hot Dog (no roll)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOT N TASTY JAFFLES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baked Bean &amp; Cheese</td>
<td>JUMBO Chicken Wrap - 2 Chicken Tenders, Lettuce Lite Slice Cheese &amp; Salsa</td>
</tr>
<tr>
<td>Spaghetti</td>
<td>Sweet Chilli Twister Wrap- 2 Chicken Tenders, Lettuce, Tomato, Sweet Chilli Sauce &amp; Lite Mayo</td>
</tr>
<tr>
<td>Cheese (Lite)</td>
<td></td>
</tr>
<tr>
<td>Ham (97% Fat Free &amp; Cheese)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MRS MACS GOOD EATING RANGE</th>
<th>SALAD PACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Vegetable Pastie</td>
<td>Salad Box (Standard) Lettuce, Cucumber, Tomato, Cheese, Carrot, Avocado, Beetroot and Egg</td>
</tr>
<tr>
<td>Beef Pie</td>
<td>Salad Box (Deluxe)</td>
</tr>
<tr>
<td>Sausage Roll</td>
<td>All Of The Above + Ham, Chicken or Tuna</td>
</tr>
<tr>
<td>Potato Top Pie</td>
<td></td>
</tr>
<tr>
<td>Tomato Sauce</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SNACKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobs Popcorn Sea Salt or Slightly Sweet</td>
<td></td>
</tr>
<tr>
<td>JJs Chicken Crackers</td>
<td></td>
</tr>
<tr>
<td>Red Rock Chips Honey/Soy</td>
<td></td>
</tr>
<tr>
<td>Red Rock Chips Sea Salt</td>
<td></td>
</tr>
<tr>
<td>Home Style Cookies</td>
<td></td>
</tr>
<tr>
<td>Yoghurt Frogs (5 for $1.00)</td>
<td></td>
</tr>
<tr>
<td>Gingerbread</td>
<td></td>
</tr>
<tr>
<td>Ovateenities</td>
<td></td>
</tr>
<tr>
<td>Fruit Jelly In Slime</td>
<td></td>
</tr>
<tr>
<td>Strawberry/Sultana Snaps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTRAS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Bags</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 1 &amp; 4 ONLY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Salad Tub</td>
<td></td>
</tr>
<tr>
<td>Frozen Watermelon Wedge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FROZEN TREATS AND SNACKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen 100% Juice Tubes</td>
<td></td>
</tr>
<tr>
<td>Frozen Skim Milk Tubes Chocolate or Blue</td>
<td></td>
</tr>
<tr>
<td>Frozen Pineapple UFO's</td>
<td></td>
</tr>
<tr>
<td>Frozen Yoghurt Tubs Strawberry</td>
<td></td>
</tr>
<tr>
<td>Streets Paddle Pops</td>
<td></td>
</tr>
<tr>
<td>Streets Choc Shake Cup</td>
<td></td>
</tr>
</tbody>
</table>

**Each item on menu has been categorised by Nutrition Australia as a guide to encourage healthy choices**

**OPEN**

**WED, THURS & FRI**

**EFFECTIVE TERM 1 2016**
HEANY PARK PRIMARY SCHOOL  
UNIFORM PRICE LIST  

KLAD SPORT  8 Macro Court Rowville Vic 3178  
Phone  9763 0266  

Mon-Thurs: 8.30am - 5.00pm  Fri: 8.30am - 4.30pm  Sat: 10.00am - 1.00pm

Prices as at 1/9/2015

<table>
<thead>
<tr>
<th>GARMENT</th>
<th>COLOUR</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Sleeve Polo Shirt</td>
<td>White with embroidered logo</td>
<td>$25.00</td>
</tr>
<tr>
<td>Long Sleeve Polo Shirt</td>
<td>White with embroidered logo</td>
<td>$26.00</td>
</tr>
<tr>
<td>Skorts</td>
<td>Navy</td>
<td>$29.00</td>
</tr>
<tr>
<td>Gaberdine pants with double knee</td>
<td>Navy elastic waist</td>
<td>$29.00</td>
</tr>
<tr>
<td>Rugby Shorts</td>
<td>Navy with zip side pocket</td>
<td>$19.00</td>
</tr>
<tr>
<td>Shorts Gaberdine</td>
<td>Navy with zip side pocket</td>
<td>$24.00</td>
</tr>
<tr>
<td>Summer Dress</td>
<td>Navy/White/Red check</td>
<td>$42.00</td>
</tr>
<tr>
<td>Waterproof Jacket</td>
<td>Navy/Red/White with embroidered logo</td>
<td>$53.00</td>
</tr>
<tr>
<td>Bomber Jacket</td>
<td>Red/Navy with embroidered logo</td>
<td>$45.00</td>
</tr>
<tr>
<td>Winter Skirt pleated</td>
<td>Navy with elastic back</td>
<td>$36.00</td>
</tr>
<tr>
<td>Tracksuit Pants Straight Leg</td>
<td>Navy</td>
<td>$24.00</td>
</tr>
<tr>
<td>Girls Bootleg Pants</td>
<td>Navy</td>
<td>$28.00</td>
</tr>
<tr>
<td>Tunic</td>
<td>Navy/Red/White check</td>
<td>$55.00</td>
</tr>
<tr>
<td>Tights</td>
<td>Navy</td>
<td>$13.00</td>
</tr>
<tr>
<td>Beanie</td>
<td>Navy</td>
<td>$9.00</td>
</tr>
<tr>
<td>Legionaire Hat</td>
<td>Navy/Red with logo</td>
<td>$14.00</td>
</tr>
<tr>
<td>Slouch Hat S,M,L</td>
<td>Navy or Red with logo</td>
<td>$16.00</td>
</tr>
<tr>
<td>Bucket Hat</td>
<td>Navy/Red with logo</td>
<td>$16.00</td>
</tr>
<tr>
<td>Library Bag</td>
<td>Navy with logo</td>
<td>$13.00</td>
</tr>
<tr>
<td>Book Bag</td>
<td>Navy</td>
<td>$13.00</td>
</tr>
<tr>
<td>School Bag Spartan with warranty</td>
<td>Navy/Red with logo</td>
<td>$53.00</td>
</tr>
<tr>
<td>Art Smock</td>
<td>Navy</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

EFTPOS transactions must be over $20  
ALL PRICES ARE GST INCLUSIVE
Heany Park Primary School is pleased to be selling the 16|17 Entertainment™ Memberships as a fundraiser in 2016! We only have a few books left at the school for collection! Memberships are available in every state, so they are great for saving money over the holidays!

You can choose between the traditional Entertainment™ Book or you can purchase the Digital Membership, which puts the value of the Entertainment™ Book into your iPhone or Android smartphone, all for just $65!

The Entertainment™ Memberships contain over 800 valuable up to 50% off and 2-for-1 offers for many of the best restaurants, attractions, hotels and retailers in Melbourne. Each Membership sold raises $13 for Heany Park Primary School to help us raise much needed funds.

Please show your support by visiting the link below and purchase your Membership today:


For any enquiries please contact: Juanita on juanita@iprimus.com.au
Your children are amazing. We help them prove it.

Maths & English Free Assessment

Glen Waverley 9574 9964
Balwyn 9888 4396
numberworksnwords.com

Meditation

Classes

Come meditate at Heany Park, Rowville Term 4 Thursday nights

Come and join a welcoming and supportive meditation group.
Bookings essential as spaces are limited!
When: Thursday evening 7:30pm – 8:30pm
Where: @ Heany Park Primary School, Rowville
Contact Jacqui on: 0468 945 948 or
Email: shinemeditation@outlook.com
Investment: $104 for term 4, or $15 per night (casual)
Term 4 dates 6th October – 24th November (8 weeks)
Visit: www.shinemeditation.com.au

2017 Junior Registration Day

When: Sunday 20th November 2016
Time: 10.00 a.m. to 2.00 p.m.
Where: Scoresby Football Club
Exner Reserve, 752 Stud Road, Scoresby
Fees: $180 = Under 11 to Under 17
$120 = Under 8 to Under 10
Payment: Fees can be paid by cash or credit card on the day, either in full or a $50 deposit.

BONUS: Bring a friend! If you both register on this day and pay in full, the Club will provide both players with a 50% discount off their fees! LIMITED OFFER.

Come join our family club who puts everything back into the kids
FREE sausage sizzle & soft drink.

Registrations for Scoresby Auskick will also be taken so come down and secure your spot for season 2017.

Email: info@scoresbymagpiesjuniors.org.au
Mobile: 0432 485 492
Website: www.scoresbymagpiesjuniors.org.au

Blackwood Park Netball Club are seeking players of all ages for Winter 2017

Glen Waverley
9574 9964

Number WorksnWords

Specialist Maths tuition and English tuition

Blackwood Park Netball Club are seeking players of all ages for Winter 2017

info@blackwoodparknetballclub.com

www.blackwoodparknetballclub.com

Heany Park Primary School - The Weekly Well

Meditate at Heany Park, Rowville Term 4 Thursday nights

Come meditate at Heany Park, Rowville Term 4 Thursday nights

Meditation Classes

Come join a welcoming and supportive meditation group.
Bookings essential as spaces are limited!
When: Thursday evening 7:30pm – 8:30pm
Where: @ Heany Park Primary School, Rowville
Contact Jacqui on: 0468 945 948 or
Email: shinemeditation@outlook.com
Investment: $104 for term 4, or $15 per night (casual)
Term 4 dates 6th October – 24th November (8 weeks)
Visit: www.shinemeditation.com.au

www.heanyparkps.vic.edu.au
Working With Children Checks

Dear Heany Park Families,

Below is an extract from our School Newsletter explaining the reasons and implications of the Working With Children Check

Parent volunteers are a valuable asset to our school. Their contributions and support to our staff and students over the years has helped make Heany Park Primary School the wonderful school it is today.

There are many opportunities for parents to become involved with the school such as assisting teachers and students with classroom activities and reading, volunteering to assist at excursions, camps or sporting events, running programs such as our monthly book club, student banking and much more.

In order to ensure we provide a safe and secure environment for our children and all members of our school community, including our parent volunteers, School Council has asked that from the beginning of the 2014 school year all parents volunteering at Heany Park Primary School hold a current Working With Children Check. This requirement is also in line with the Department of Education and Early Childhood Development guidelines and the Working With Children Act 2005. As of Semester 2, the school requires all parent volunteers to have a current Working With Children Check.

Because of this requirement only people who have a current Working With Children Check and who have been asked by a member of our teaching staff are able to attend and participate in school excursions. If you do attend an excursion you will not be able to join the Heany Park Primary School group for the educational activities or to interact with the students.

It also means that all volunteers, whether for classroom activities, camps, sporting events etc, require a current Working With Children Check.

To apply for a Working With Children Check simply follow these steps:
1. Go online to www.workingwithchildren.vic.gov.au
2. Click on the Apply for Check button
3. Scroll to the bottom of the page and click on the Start Application button
4. When you have completed all the questions simply print your application and lodge it with a passport size photo at your Local Post Office.

Please ensure that you list Heany Park Primary School as an organisation at which you are volunteering.

There is no cost to apply for a Working With Children Check for parent volunteers. There may however be a cost involved with obtaining a passport size photo. A card will be issued to you once all checks have been passed and this card will be valid for 5 years and can be used when volunteering at sporting clubs, kindergartens and so on, providing the organisation is listed on your application.

Thank you for your support.
Heany Park Primary School