HPPS SCHOOL CAPTAINS 2016
Kayla, Amali, Lachlan and Andrew
Dear Parents

Gastroenteritis Incident Update

You will be aware that last week the school experienced a gastroenteritis incident which resulted in students being away over the course of the week. The school, in consultation with representatives from the Education Department and Knox City Council, implemented measures to help contain the spread of the virus, which included a thorough clean of the school over Tuesday evening and into the early hours of Wednesday morning. Teachers have been vigilant in reinforcing with students, the importance of good hygiene habits, particularly the washing of hands after going to the bathroom and before eating. It is pleasing to see most of students are back at school this week enjoying their classroom learning. The ongoing safety of our students is our number one priority. We ask for your help in reducing the spread of illness - should your child become ill it is important that that they do not return to school until they have been symptom free for 48 hours.

2017 Foundation Parent Information Evening

We are pleased to advise that the Foundation Parent Information Evening that was postponed last week has now been rescheduled for this coming Tuesday the 8th of November at 6.30pm. We are looking forward to meeting with our 2017 Foundation parents on this evening, in the school's library.

Junior School Dinner Party

This Friday evening, commencing at 5.30pm, students from Years 1 and 2 will be participating in a special dinner party. This popular annual event, gives students the opportunity to experience sharing a meal, games and movie time in the company of their class friends and teachers. It also provides an introduction to the school's camping program which commences in Year 3.

Foundation – Year 2 Performing Arts Concert

A reminder to parents that the Performing Arts concert for students in Foundation and Years 1 and 2 is on this coming Thursday, the 10th of November at 2.30pm in the school gym. Each class has been busy practicing their item and students are very excited to share these with you, so we invite you to keep this date free to join us for an afternoon of musical enjoyment!

Education and Policy Committee

Over the course of this year the school’s Education and Policy Committee has met to discuss a range of educational practices and to review various educational and administrative school policies. Each year, the committee selects a number of policies to include in the school’s newsletter and this week’s policy is the school’s Sun Smart Policy which was reviewed and
endorsed by School Council in May of last year and our recently reviewed and endorsed Language Policy. Please note, the change of date for the committee’s next meeting which will be held this coming Wednesday the 9th November at 7.00pm. Interested parents are welcome to attend.

**Student Wellbeing: Anger Management**

Managing outbursts of anger can be a challenging aspect of parenting. It’s important to the wellbeing of children, that they are able to recognise when they are experiencing anger and to also learn how to manage these feelings. This excerpt taken from an article written by parenting educator Michael Gross provides some suggestions on how to manage anger in healthy ways:

“1. Recognise it: The first step is to help kids recognise that they are angry. What are the signs? What are they thinking? We are all different but tension in the shoulders, restricted breathing and clenched teeth are common signs of anger. The Mood Meter offers a visual way for kids to recognise their emotions.

2. Name it: Developing a vocabulary around anger is important. The more nuanced kids’ language is, the better. Annoyed, angry and enraged are very different emotions but are often described as the same.

3. Choose it: Help children recognise that they have a choice to stay in control or lose control when they get angry.

4. Say it: Encouraging children to express how they feel is okay as long as no one is hurt. The use of ‘I Statements’ is one way of letting others know how they feel. “I feel really mad when you say nasty things about me…“ is one way of being heard.

5. Shift it: Help children shift their anger to a more pleasant and less energised place. Kids can shift their moods by modifying their thinking or altering their physiology. They may go for a run, play a physical game or pour their anger into a protest letter to let their frustrations out.

The maxim of managing anger in healthy ways is: “There’s nothing so bad that we can’t talk about it. However, there are behaviours that we don’t engage in when we are angry.”

© Michael Grose Presentations 2016 - Parentingideas newsletter@parentingideas.com.au

Adriana Dickinson
(Assistant Principal)
HEANY PARK PRIMARY SCHOOL

SUN SMART POLICY

PURPOSE
To ensure that students are made aware of and practise, Sun Smart strategies.

OBJECTIVES
- To provide ongoing education that promotes Sun Smart practices for students.
- To educate students to protect themselves from the effects of ultra violet rays and the heat of the sun, whilst understanding the importance of gaining Vitamin D from sunlight during times of low UV levels.
- To encourage staff, parents and visitors to our school to act as role models for students.
- To provide shaded areas in the school grounds.

GUIDELINES FOR IMPLEMENTATION
- ‘Classroom practices will support this Sun Smart Policy. Ongoing reminders of Sun Smart practices will be incorporated into everyday procedures.
- School broad-brimmed or legionnaire hats are a compulsory part of the school uniform.
- School hats will be worn at all times for outdoor activities, including excursions, from the beginning of September until the end of April.
- Students will be expected to have school hats on all camps, held during Sun Smart months.
- Students who do not have an appropriate hat will not be able to participate in outdoor activities during class instructional times.
- Students who do not have an appropriate school hat will be required to remain under cover near their classroom during recess and lunch times.
- Students will be encouraged to wear wrap around approved sunglasses (Australian Standard 1067) if they are available to them.
- School hats will be provided to staff for all outdoor activities during the Sun Smart months. Staff may opt to wear an alternate Sun Smart compliant hat.
- Shelters and screens will be provided and trees planted in order to ensure adequate shade in the school grounds.
- Activities being conducted outdoors on hot days particularly during the hours of 10am-2pm (11am-3pm Daylight Saving) will be held under shaded areas, where possible.
- When the Principal or member of the Principal Team, deems conditions are unsuitable for outdoor play a school approved hot day timetable will be implemented.
- Students will be encouraged to drink water regularly and play quiet games on very hot days.
- Students will be expected to wear appropriate clothing, which covers their shoulders and necks, for all school occasions, including camps and free dress days.
- Students will be encouraged to wear and reapply SPF 30+ to 50+ broad spectrum, water resistant sunscreen, which has been provided from home.

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

Prepared by: Adriana Dickinson, Heather Brown, Gina Mastromanno, Karen Deed, Wendy Belli
Approval Date: 6th May 2015
Review Date: May 2018
Signed:
Janet Evison (Principal)
Chris Parker (School Council President)
Language Policy

Language Philosophy
Language learning is vital for the construction of meaning. It provides an intellectual framework to enrich thinking and support all learning. At Heany Park Primary School language learning builds upon prior knowledge and holistically explores the needs and interests of our students.

At HPPS our aim is to facilitate the development of language learners who are creative, confident and effective communicators. Language learning is fundamental to all areas in our school and our goal is to promote cultural awareness and build international mindedness through the programme of inquiry and learning of another language as well as supporting the students who have mother-tongue influences.

Language Profile
English is the language of instruction at Heany Park Primary School. As it is a communication skill for all areas of the curriculum it is considered a priority and is the foundation of our curriculum. The fundamental skills of language, as outlined in the Victorian Curriculum and the PYP Language Scope and Sequence, are taught explicitly at all year levels.

Although all students speak English, a significant number of students have parents born overseas and have strong cultural roots from other countries. Approximately 80% of our student population has English as their first language. There are 30 different mother tongues spoken in our school community other than English. These languages and dialects include Afrikaans, Arabic, Armenian, Bahasa Malaysia, Bahasa Indonesia, Cantonese, Croatian, Dari, Farsi, French, Greek, Hindi, Indo-Aryan, Italian, Khmer, Lao, Macedonian, Malayalam, Mandarin, Nepali, Pashto, Persian, Polish, Punjabi, Romanian, Russian, Sinhalese, Tagalog, Tamil and Vietnamese.

Acquisition of more than one language enriches personal growth and helps facilitate international mindedness. Indonesian is learnt at HPPS in addition to the language of instruction. Students from Foundation to Year 6 participate in a weekly lesson with an Indonesian specialist teacher. Learning in the additional language adopts an inquiry approach and is incorporated into the transdisciplinary programme of inquiry where possible. It is supported through a range of resources, including books, online activities, digital resources, musical instruments and cultural games. Lessons include both language learning and cross-cultural awareness. In unique ways, languages require learners to engage in self-reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

English as an Additional Language
It is our goal to help international students integrate into our classroom settings by learning English as quickly as possible. Students are immersed in English but also encouraged to think and explore ideas in their mother tongue. Some new arrival students have the opportunity to attend an English language school.

Individual student needs are met by the classroom teacher. We recognise that students who are learning English as an additional language in Foundation to Year 6, learn English more readily through interaction with their peers. Therefore, we include English language learners in regular classroom activities.

Definition
Language is fundamental to learning, thinking and communicating, and permeates the whole curriculum therefore all teachers are language teachers. It is necessary, not only to learn language, but also learn to about language and through language. Learning best takes place in authentic contexts, and literature plays
a special role in enabling this to happen. The strands of oral, written and visual communication are learned across and throughout the subject areas. Each aspect is only relevant in relation to the whole.

**Purpose**

To provide students with a rich, challenging and transdisciplinary inquiry-based Language Program that transcends all areas of the curriculum and provides students with the opportunity to:-

- listen, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- analyse, understand, communicate by expressing ideas and feelings to build relationships with others and with the world around them
- understand that the formal elements of learning English involve Writing, Reading and Viewing, Speaking and Listening, which are interrelated
- explore language and construct meaning in authentic, relevant, challenging and trans-disciplinary contexts that empowers and enriches their daily lives
- develop international mindedness by exploring the learning of world languages, including the use of mother-tongue and any indigenous languages, as an integral part of becoming a global citizen
- value and respect mother tongue languages within our community to assist in deepening understandings about cultural and personal identity
- share personal stories in order to develop a deep understanding of one’s own culture in order to develop inter-cultural understanding and multiple perspectives
- learn an additional language - Indonesian - enabling students to foster an appreciation and enjoyment of the connection between language and culture

**Guidelines**

1. The learning environment itself is a resource for learning and will be stimulating, provocative and promote learning.

2. Language will be taught through the relevant, authentic context of the Units of Inquiry.

3. Language learning is a developmental process. The starting point will always be the learners’ prior experience and current understandings, skills and attitudes.

4. Learning spaces will be language rich environments, well-resourced with multiple text types and displays, including a wide variety of print.

5. Teachers will strive to develop a caring language community in which all students feel accepted, and confident that they will be supported by others in language learning and in taking risks.

6. Teachers will structure teaching and learning using the Heany Park agreed instructional models so that students have opportunities for explicit teaching, structured feedback, reflection and success within a balanced literacy approach.

7. Teachers will use the Fountas and Pinnell Continuum of Literacy Learning to plan instruction, and the Fountas and Pinnell Benchmark Assessment System as an accurate and reliable tool to identify the instructional and independent reading levels of all students, F-6, and document student progress through one-on-one formative and summative assessments.

8. Feedback will be sourced from peers, teachers and through self-reflection.

**Implementation**

1. The Literacy Team will be responsible for the Language Program, including organisation and resources.
2. Teachers will collaboratively ensure that the Language Program is based on the Victorian Curriculum expectations, IB-PYP Scope and Sequence documents and the school-based IB-PYP Programme of Inquiry.

3. Teachers will collaborate within their Year Level Team to develop and implement the Language Program and ensure that Reading and Viewing, Writing, and Speaking and Listening are incorporated into a balanced Literacy Program.

4. The Literacy Team will liaise with the IB–PYP Co-ordinator and Librarian to ensure that appropriate texts and resources are available within the Library collection, in digital and/or hard copy, as appropriate.

5. A minimum of 10 hours per week of instructional English will be taught through explicit teaching of skills and the six Units of Inquiry.

6. Students will be assessed at regular intervals, and as deemed necessary, throughout the year, as per the Assessment Schedule.

7. Student progress will be reported in mid-year and end of year Student Reports. Teacher judgements and cohort data will be shared via the school’s Student Result Data document.

8. Students will reflect on their learning throughout the year and collate their achievements in their individual Student Portfolio.

9. Students will share their progress in Three Way Conferences held annually.

Components of the Balanced Literacy Program
1. Modelled reading is conducted as a whole group, small-group, or one-on-one activity. Modelled reading involves the teacher reading in a fluent and phrased manner to model effective reading behaviours.

2. Shared reading is conducted as a whole-group, small group, or one-on-one activity. Shared reading involves students reading from an enlarged text or multiple copies of the one text in unison with the teacher.

3. Guided reading is a generally more formal, instructional reading activity conducted one-on-one or with small ability-level or needs based groups. Students may be reading either fictional texts or texts related to their unit of inquiry. Whenever appropriate or possible guided reading activities are linked, either to the unit of inquiry, or the text type being taught during the inquiry.

4. Guided Reciprocal reading is a release of responsibility from teacher to students. Students take on roles - predicting, clarifying, question generating and summarising to facilitate the analysis and discussion of a text.

5. Literature Circles give greater release of responsibility to students and facilitates students working in a group with specific roles to engage in more in-depth analysis of quality literature.

6. Independent reading involves students not only reading fiction books, but using non-fiction texts for research linked to their unit of inquiry.

Writing

1. Modelled Writing involves whole class or a small group. It involves the teacher composing and writing text, making explicit the considerations and thinking behind a piece of text as well as articulating the process. The writing is the teachers and the students are observers. Teachers teach the structure and language features of the particular text type associated with the unit of inquiry.

2. Interactive writing involves the teacher and small groups of students jointly composing a text sharing responsibility for the recording at various points in the writing. Teachers record the words the students
know and engage students in problem solving and recording the words that provide challenges and
opportunities for new learning thus easing transition to independent writing.

3. Shared writing involves the teacher (as scribe) and students collaboratively composing a piece of writing. Meanings, topics, ideas and choices of words are discussed, negotiated and decided by the teacher and students. The approach enables the students to participate in writing experiences, resulting in much richer writing than students would be able to write for themselves. Students can focus on composing and thinking without being encumbered by the complexities of the recording aspects of the writing process.

5. Independent Writing involves students taking responsibility for their own writing. In developing written communication students are expected to read and write for enjoyment, instruction and information, develop an extensive vocabulary, recognise and appreciate the variety of literacy styles, genres and structures and develop competency in grammar, spelling and punctuation.

**Speaking and Listening**
Speaking and listening experiences focus on the explicit teaching of different forms of spoken language, speaking and listening processes, strategies and conventions, and the contextual aspects associated with understanding oral texts. Oral language learning also focuses on expressing ideas and feelings and understanding non-verbal communication. Meaning and new understandings are socially constructed, therefore collaborative group work and dialogic tasks are facilitated frequently across all programs.

**Visual literacy**
Visual literacy involves developing students’ visual language skills so they can read visual texts and understand how images and language are constructed to convey ideas, values and beliefs. Visual texts may include maps, diagrams, timelines, tables, graphs and various other forms of media and are used throughout the Program of Inquiry.

**Support Programs**
Heany Park Primary School has a responsibility to recognise and support language development to ensure that all learners are provided with the environment and the necessary language support to enable them to participate fully in the academic program and in the social life of the school as well as to develop as individuals. Support is provided to students with the greatest need, based on the data collected through our Assessment processes.

**Professional Development**
Administration members, Teachers and ES staff will require ongoing professional development in the fields of language learning and teaching. Vertical and horizontal teams within the school facilitate collaborative professional learning. The Victorian PYP network provide further valuable professional learning for staff.

**Evaluation**
The School Council reviews 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 staff, student and parent opinion surveys will be taken into account.

Heany Park Primary School has developed this Language Policy in collaboration with staff, parents and the school community.

Prepared by: Gail Werrett and English PLT, Janet Evison, Adriana Dickinson
Approval Date : 7 September 2016
Review Date : 2020

Signed :
Janet Evison
*Principal*  
Chris Parker
*School Council President*
Heany Park Mission Statement

Over the last few months, the staff have been working on the development of our school mission statement. As part of the International Baccalaureate Program requirements for authorisation, all schools must develop their own mission statement. This process must involve the staff, students and the school community.

Staff commenced the process by looking at the school purpose statement developed a few years ago, the IB Mission statement and our thoughts as professionals. We talked about what type of students we would like Heany Park students to be, how we would achieve this and why we would like our students to be this type of individual. After the first draft was completed, staff were given time to reflect and we then re-evaluated the statement, making minor changes. The mission statement was then shared with School Council and the students. Each teacher shared the statement with their class, unpacking the words to ensure the student understood the philosophy/meaning behind the statement. Students were happy with the statement, making the following comments.

‘…they believed they were becoming inquirers.’
‘…we are caring students.’
‘…the words need to be changed to simpler language.’
‘Everyone needs to understand so they know HPPS is a nice school.’
‘we cover things that can be used later in life.’
‘… it would be good for perspective parents to see as they (future parents) can see that we will turn their kids into being risk-takers!!’

To complete the final process before the mission statement is published, the school community have the opportunity to provide feedback to the school. If you would like to comment on the Heany Park Mission Statement, please feel free to either contact the school (9764 5533) email (heany.park.ps@edumail.vic.gov.au) or place it in writing to Kym Ryan.

MISSION STATEMENT (DRAFT 3)

*Heany Park Primary School is a child centred community, empowering students to be inquiring, responsible, compassionate and globally 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.*

Kym Ryan
PYP Coordinator
TERM DATES

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

Linen Roster

Term 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 7</td>
<td>Rebecca Neill</td>
</tr>
<tr>
<td>October 14</td>
<td>Susan Kindler</td>
</tr>
<tr>
<td>October 21</td>
<td>Tracy Baulman</td>
</tr>
<tr>
<td>October 28</td>
<td>Melissa Rea</td>
</tr>
<tr>
<td>November 4</td>
<td>Lynette Clarke</td>
</tr>
<tr>
<td>November 11</td>
<td>Tracie Cole</td>
</tr>
<tr>
<td>November 18</td>
<td>Anna Hardy</td>
</tr>
<tr>
<td>November 25</td>
<td>Claire Stafford</td>
</tr>
<tr>
<td>December 2</td>
<td>Rebecca Neill</td>
</tr>
<tr>
<td>December 9</td>
<td>Lisa Bito</td>
</tr>
<tr>
<td>December 20</td>
<td>Lisa Bito/Lia</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.

Week 4
Front Row: Joshua C, Ella T, Ashlea, Ryan W

Week 4 - Preps
All of 0AH and all of 0CW
Senior Years: Wayang Kulit (Indonesian Shadow Puppets)

Traditionally, these puppets are made of buffalo hide and mounted on sticks made from buffalo horn or bamboo sticks. When held behind a screen with a light source, shadows are cast on to the screen, thus the name ‘Shadow Puppets’. Most of the stories narrated by the Dalang are adapted from two of the most famous Indian epics, the Mahabharata and Ramayana. The Year 6 students examined many samples of batik motifs before they painted their own on cotton material, using cold wax and dye. They then used it to drape over the puppets they constructed. The students were asked to pay particular attention to the intricate designs on the puppets’ headgear as well as their sharp and exaggerated facial features. Senior year students are now writing their scripts in their Language class with Ibu Brown and will use these puppets to perform in front of an audience.

~ Sharon Lai. Visual Arts Teacher ~

Hayley Ei 5DW

Taylah M. 6KB

Kiara 6LH

A ‘dalang’ is the puppeteer in an Indonesian shadow puppet performance.

Matthew 6CV

Samantha 5EB
Students listened to different cultural versions of the story 'The Boy Who Cried Wolf' and listed the common as well as different themes that connect these cultures. They then painted their own interpretation of the story, paying particular attention to the traditional clothes worn by shepherds from different countries.

~ Sharon Lai. Visual Arts Teacher~
NoahCode
Learn to Code!
NoahCode.com.au
Register for our after school computer coding class at

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

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

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

Actual Class Activity
1  Build
2  Style
3  Program

Heany Park Primary School - The Weekly Well
www.heanyparkps.vic.edu.au
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.
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)
# Heany Park Primary School Canteen Menu 2016

## Yummy Tummy Hot Food

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasagna 97% fat free</td>
<td>$4.00</td>
</tr>
<tr>
<td>Macaroni/Cheese 97% fat free</td>
<td>$4.00</td>
</tr>
<tr>
<td>Fried Rice</td>
<td>$4.00</td>
</tr>
<tr>
<td>Dim Sims Steamed</td>
<td>$1.00</td>
</tr>
<tr>
<td>Potato Scallop (Term 2 &amp; 3 Recess Only)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Chicken crumbed tender</td>
<td>$1.80</td>
</tr>
<tr>
<td>Pizza Slab (Ham&amp;Pine or Margherita)</td>
<td>$4.20</td>
</tr>
<tr>
<td>Hot Dog Lite</td>
<td>$3.60</td>
</tr>
<tr>
<td>Beef Burger with Lettuce and Sauce</td>
<td>$4.20</td>
</tr>
<tr>
<td>Chicken Burger with Lettuce &amp; Low Fat</td>
<td>$4.20</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td></td>
</tr>
<tr>
<td>Gluten Free Hot Dog (no roll)</td>
<td>$3.00</td>
</tr>
</tbody>
</table>

## Hot n Tasty Jaffles

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baked Bean &amp; Cheese</td>
<td>$3.20</td>
</tr>
<tr>
<td>Spaghetti</td>
<td>$2.80</td>
</tr>
<tr>
<td>Cheese (Lite)</td>
<td>$2.80</td>
</tr>
<tr>
<td>Ham (97% Fat Free &amp; Cheese)</td>
<td>$3.70</td>
</tr>
</tbody>
</table>

## Mrs Macs Good Eating Range

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Vegetable Pastie</td>
<td>$4.00</td>
</tr>
<tr>
<td>Beef Pie</td>
<td>$4.00</td>
</tr>
<tr>
<td>Sausage Roll</td>
<td>$3.00</td>
</tr>
<tr>
<td>Potato Top Pie</td>
<td>$4.00</td>
</tr>
<tr>
<td>Tomato Sauce</td>
<td>$0.30</td>
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</tbody>
</table>

## Snacks

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cobs Popcorn Sea Salt or Slightly Sweet</td>
<td>$1.50</td>
</tr>
<tr>
<td>JF’s Chicken Crackers</td>
<td>$1.50</td>
</tr>
<tr>
<td>Red Rock Chips Honey/Soy</td>
<td>$1.50</td>
</tr>
<tr>
<td>Red Rock Chips Sea Salt</td>
<td>$1.50</td>
</tr>
<tr>
<td>Home Style Cookies</td>
<td>$2.00</td>
</tr>
<tr>
<td>Yoghurt Frogs (5 for $1.00)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Gingerbread</td>
<td>$1.50</td>
</tr>
<tr>
<td>Olaveties</td>
<td>$1.00</td>
</tr>
<tr>
<td>Fruit Jelly In Slime</td>
<td>$1.50</td>
</tr>
<tr>
<td>Strawberry/Sultana Snaps</td>
<td>$0.50</td>
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## Extras

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Salad Dressing</td>
<td>50c</td>
</tr>
<tr>
<td>Lunch Bags</td>
<td>$0.10</td>
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## Wrap Packs Deals

### Value Pack 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium BBQ Chicken Wrap</td>
<td>$7.40</td>
</tr>
<tr>
<td>100% Fruit Juice or Low Fat Milk</td>
<td></td>
</tr>
<tr>
<td>plus a 100% Frozen Fruit Tube</td>
<td></td>
</tr>
</tbody>
</table>

### Value Pack 2

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium Salad Sensation Wrap</td>
<td>$7.40</td>
</tr>
<tr>
<td>100% Fruit Juice or Low Fat Milk</td>
<td></td>
</tr>
<tr>
<td>plus a 100% Frozen Fruit Tube</td>
<td></td>
</tr>
</tbody>
</table>

## Drinks

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>600ml Water</td>
<td>$2.00</td>
</tr>
<tr>
<td>250ml Milk (Low Fat)</td>
<td>$2.50</td>
</tr>
<tr>
<td>Chocolate, Strawberry</td>
<td></td>
</tr>
<tr>
<td>100% Fruit Juice 250ml</td>
<td>$2.50</td>
</tr>
<tr>
<td>Orange, Apple or Tropical</td>
<td></td>
</tr>
<tr>
<td>Aqua Fruits Flavoured Springwater</td>
<td>$2.50</td>
</tr>
<tr>
<td>Cola, Blue Heaven or Apple Raspberry</td>
<td></td>
</tr>
</tbody>
</table>

## Frozen Treats and Snacks

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen 100% Juice Tubes</td>
<td>$1.20</td>
</tr>
<tr>
<td>Frozen Skim Milk Tubes Chocolate or Blue</td>
<td>$1.50</td>
</tr>
<tr>
<td>Frozen Pineapple UFO’s</td>
<td>$0.60</td>
</tr>
<tr>
<td>Frozen Yoghurt Tubs Strawberry</td>
<td>$2.20</td>
</tr>
<tr>
<td>Streets Paddle Pops</td>
<td>$1.80</td>
</tr>
<tr>
<td>Streets Choc Shake Cup</td>
<td>$2.20</td>
</tr>
</tbody>
</table>

## Mrs Macs Good Eating Range

Heart Foundation Approved, Reduced Fat, Low GI, No Added MSG

No Added Preservatives, or Artificial Colours

100% Vegetable Pastie

Beef Pie

Sausage Roll

Potato Top Pie

Tomato Sauce

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

**Open**

**Wed, Thurs & Fri**

If your child has any food allergies please mark very clearly on lunch bag

<table>
<thead>
<tr>
<th>Denotations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀️</td>
<td>Every Day Foods (eat most)</td>
</tr>
<tr>
<td>☀️</td>
<td>Select Carefully foods (eat moderately)</td>
</tr>
<tr>
<td>V</td>
<td>Denotes Vegetarian</td>
</tr>
<tr>
<td>GF</td>
<td>Denotes Gluten Free.</td>
</tr>
</tbody>
</table>

**Effective Term 1 2016**
**HEANY PARK PRIMARY SCHOOL**
**UNIFORM PRICE LIST**

**KLAD SPORT** 8 Macro Court Rowville Vic 3178
Phone 9763 0266

**Uniform Shop Hours**
**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

KLAD Sport Pty Ltd  ABN 92 191 499 56
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
Introduction to Managing Food Allergies

Does your loved one have severe or multiple food allergies? Do you feel overwhelmed by the challenges ahead? Find practical tips to effectively manage food allergies and enjoy life again.

Proudly brought to you by
Upwey South Primary School
91 Morris Rd, Upwey
Thursday 10 Nov, 10am - 12noon
FREE entry

Grace O’Neill is a qualified counsellor, author and mother of two boys who have food allergies, including anaphylaxis to multiple foods and asthma. Her passion is to provide practical and emotional support for families to thrive again.

If you would like to attend this event, contact the school office on 9757 0200 or Grace O’Neill via mobile or email (0490 513 914/allergyfun@outlook.com)
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