



Heany Park
PRIMARY SCHOOL



Specialist Information 2026

Physical Education

Welcome to P.E for 2026! My name is Kate Draper, and I am the PE teacher and Sport Coordinator at Heany Park Primary School. I love the active nature of my role, the relationships I build with students, and the opportunity to positively influence their long-term health and wellbeing.



As a Physical Education teacher, I enjoy teaching the skills and tactics of a wide range of sports through engaging, game-based activities. Students will develop their skills and understanding of each sport through a variety of modified game situations. Alongside skill development, students will build teamwork skills and strengthen their problem-solving and communication abilities.

In 2026, all year levels will participate in one 45-minute Physical Education session each week. In addition, Foundation students will take part in the Perceptual Motor Program (PMP), while students in Years 1 to 6 will also participate in a weekly 45-minute Year Level Sport session. From Years 3-6, students may have the opportunity to represent the school at District Level in Swimming, Athletics and Cross Country and our senior students will engage in Winter and Summer Sports which may also lead to competition at higher levels.

During the first weeks of the school year, each class will work together to establish our whole-school Physical Education Essential Agreement. This agreement outlines shared expectations for students and teachers and provides a clear standard for behaviour and participation in PE. Classes will regularly refer to this agreement throughout the year and review or adjust it as needed.

During Term One, **Foundation** students will join in a variety of games and activities which are designed to introduce them to the routines and structure of a PE lesson. They will learn to "Stop, Look and Listen" when the teacher blows the whistle, and will be introduced to the different learning areas for PE, including the gym, oval and basketball courts. We will have A LOT of fun!

Junior School students will participate in a variety of cooperative games, which are designed to develop student's communication, problem solving, team building and sportsmanship. They will continue to work on their Fundamental Movement Skills, such as running, jumping, throwing, and catching.

Middle School students will begin the year by taking part in team building games and exercises. Students will need to solve problems and work cooperatively as a team to succeed in completing a variety of tasks. Students will also explore the Athletics Program where they will learn and develop their relay and hurdles running, throwing and jumping techniques.

Senior School students will participate in a range of cooperative games that will focus on developing their teamwork and communication skills. Seniors will also be attending the Lifesaving Victoria excursion to Seaford Beach on Friday 27th February to improve their water safety and survival skills. Students will also be working on their Athletics skills. They will learn correct running, throwing and jumping techniques for a wider range of events, including discus and high jump.



In **Term One**, all students will be working towards improving their stamina and their long-distance running to help prepare them for our House Cross Country on Wednesday 1st April. A morning Lap club will be offered on Tuesday and Thursday mornings before school to help students to prepare for this event. Students will be able to run laps of the oval and earn House Points from 8.35am. This program will commence on Tuesday 3rd March and will run on Tuesday and Thursday mornings before school from 8.35am.

I'm really looking forward to another fun, active, and rewarding year of Physical Education at Heany Park.

Performing Arts

Welcome back students and families to the 2026 school year! My name is Mr. U., and I am the Performing Arts teacher at Heany Park PS. This year, students will enjoy learning through music, drama, and dance while building their creativity and confidence. I'm looking forward to a great year of Performing Arts together.



To start this term, students will begin their music learning by building confidence and having fun being creative. They will explore exciting skills like listening, improvising, composing, and performing music, as well as sharing their thoughts about what they hear. Students will also discover how music connects to other art forms and learn about music from different cultures and communities around the world.

Foundation students will have fun exploring music by singing, moving, listening, and playing. They will learn about beats, rhythm, high and low sounds, loud and soft, and fast and slow music through hands-on activities. Using their imagination, stories, pictures, and real-life ideas, they will make music on their own and with friends. They will also love sharing their music with their classmates in a fun and relaxed way.

Students in **Junior School** will explore music they hear at home, at school, and at family or community events. They learn about different types of music and the people who create it, including composers and performers from their local area and around the world. Sometimes they get to experience live or online performances, which helps them see how music is made and shared. This gives students ideas and inspiration for their own music-making and helps them connect with the music in their everyday lives.



In **Middle School**, students explore music from different cultures, times, and places by listening to and singing songs, including those from games and stories. They learn how music is used in popular culture and discover local music. Students practice listening, singing, and playing instruments, and use different ways to write music. They create music using their voice, instruments, and body, exploring beat, rhythm, pitch, and expression.

In **Senior School**, students will explore music from different cultures, times, and places. They use ideas from pictures, stories, events, and questions to inspire their own composing and performing. These activities will help them think, listen, feel, and make music in creative ways. Students also learn to appreciate and respect music from many different cultures and communities.

Visual Arts

Welcome back to the 2026 school year! My name is Rose Nunn, and I am the Visual Arts teacher at Heany Park Primary School. I look forward to supporting students in exploring creativity, building skills and confidence, and developing a lifelong appreciation for the arts in a safe and engaging Art Room environment.

All year levels will participate in one one-hour Visual Arts lesson each week.



Victorian Curriculum 2.0 – Visual Arts

The Visual Arts program is aligned with the Victorian Curriculum 2.0, supporting students to:

- **Exploring**

Students look at artworks and learn about artists, ideas and cultures. They explore how art is made and what it can mean using imagination, observation, and personal experiences.

- **Developing Practices**

Students practise using art materials, tools and techniques. They experiment and learn new skills to develop their ideas apply visual conventions such as line, shape, colour, tone, texture, space, and form.

- **Creating**

Students make their own artworks. They use their ideas, skills, and imagination to create art experimenting with materials, techniques, and processes.

- **Presenting**

Students share and display their artworks. They think about how their work is shown and how others might see it respond to artworks, including their own and those of others, with a focus on Aboriginal and Torres Strait Islander perspectives.



In the first week of term, students will co-create and sign a Visual Arts Essential Agreement, outlining shared expectations for safety, respect, and care of materials. Throughout the year, students will contribute to celebrating our diverse community through projects that connect with Units of Inquiry, Indigenous perspectives, Thrive, and cultural celebrations, encouraging reflection on identity, culture, and belonging.

Students in **Foundation** will learn how to discuss ideas and feeling, observation, about artworks identifying what they enjoy and why. They will use play, imagination and experimentation with materials and processes to create artworks. engage in play-based exploration using drawing, painting, collage, and construction using plasticine, clay, and hands on developmental play. They develop an understanding of line, shape, colour, texture, and space, explore artworks and artists, and build confidence in expressing ideas. Students will explore how and why the visual arts are important for people and communities and each student will have a Visual Arts journals to plan, experiment, and acknowledge their development. explore ideas for artworks through play and visual arts processes. create artworks that communicate experiences, ideas and observations and explore meaning.

Students in **Junior School** learn how to describe why and how people across cultures, communities, times, places experience visual arts. They will continue to experiment with visual arts processes, materials, and visual conventions to create artworks to explore and experiment with a variety of art materials and media, including drawing, construction, printmaking, painting, clay, and mixed media. They will look at line, shape, colour, and texture to express ideas, feelings, and imagination in their artworks. Through guided exploration and play, students learn how different materials and techniques can be used to create visual effects. Visual Arts journals are used to plan ideas, experiment with materials, and reflect on their learning as they develop and improve their artworks.

Students in **Middle School** will continue to explore and experiment with visual conventions, materials, and processes to develop their visual arts practice. Students learn how to use visual conventions to create artworks that communicate ideas, perspectives and meaning. their understanding of the visual arts elements and principles by exploring a range of artistic practices, including the study of Aboriginal and Torres Strait Islander artworks, silk painting, and mixed media techniques. Through experimentation with materials and processes, students investigate how visual conventions can be used to communicate ideas, meaning, and cultural perspectives. Visual Arts journals are used to plan, document experimentation, and reflect on learning as ideas are developed, refined, and resolved into finished artworks.

Senior students continue to extend and refine their visual arts skills through the exploration of drawing techniques, with a focus on tone, shading, scale, dimension, and the illusion of form. They experiment with a range of painting and printmaking techniques to explore how materials, processes, and visual conventions can be used to communicate ideas and meaning. Students identify how visual arts are used to study cultures, including the work of Aboriginal and Torres Strait Islander Peoples. Visual Arts journals are used throughout the creative process to support research, planning, experimentation, reflection, and the refinement of ideas, leading to more resolved and considered artworks.

ART Club will run weekly at lunchtime and will be supported by our Art Captains, providing opportunities for creative exploration, collaboration, and leadership.



Art Smocks Reminder

All students must bring a clean, named art smock to wear during visual art lessons.



Chinese/Mandarin

Welcome back students and families to 2026! My name is Xinhua Song, and I am the Chinese teacher at Heany Park Primary School. It is incredibly rewarding to see the students' passion for learning Chinese and their curiosity about different cultures.



At Heany Park, students from Prep to Grade 6 have 45 minutes of language learning each week. During this time, they can explore different languages and experience the beauty of diverse cultures. Through engaging classroom activities, students not only develop their language communication skills but also enhance their teamwork, critical thinking, and problem-solving skills.

I believe that language learning is not just about knowing a new way to communicate; it is an opportunity to understand the world. I look forward to guiding all students on this exciting journey of discovery and helping them embrace new challenges with a positive and inclusive attitude. In 2026, the Chinese learning experience will include the following areas:

Foundation

During Term one, Foundation students will begin their journey of learning Chinese. They will start to have an awareness of communicating in a language other than English. Students will learn how to greet and farewell the teacher and introduce their names using simple Chinese sentences. Through songs, games, and craft activities, they will also be introduced to family members and learn to describe them using simple sentences.

Junior School

Junior School students will begin the term by establishing their Essential Agreements, understanding the expectations for the language classroom, and reviewing the content learned in the previous term. They will then be introduced to words related to feelings and simple instructions in Chinese. Through engaging activities, they will learn to express feelings and explore who they are and how they feel in Chinese.



Middle School

Students will start by establishing the Essential Agreements, focusing on shared expectations and responsibilities during the Chinese lessons. They will learn numbers and explore how to say months and dates in Chinese. Students will practise using simple Chinese to introduce themselves, including their name, birthday, zodiac sign, and age. Through these learning experiences, students will develop confidence in using basic Chinese to communicate personal information in meaningful and familiar contexts.

Senior School

Senior School students will begin the term by revisiting and refining their Essential Agreements, establishing clear expectations for a positive and respectful learning environment during Chinese lessons. They will then explore the topic of fruits, learn the Chinese names of common fruits and practise how to express their preferences using simple Chinese sentence structures. Students will develop their ability to say what they like and do not like, and to give basic reasons for their choices.

This year's Chinese New Year celebrations will take place over a three-week period, allowing students to engage deeply with the significance of Chinese New Year and the meanings behind its traditional celebrations. As a whole-school community, staff will also be actively involved in the celebrations, supporting students and participating alongside them. The celebrations will conclude with a special assembly, where students and staff come together as a school community to celebrate Chinese New Year.



Science

Welcome to another exciting year of science at Heany Park Primary School.

My name is Sarah Nutbean and I am looking forward to seeing students explore, experiment and discover new ideas through hands on science learning. Lessons are designed to spark curiosity and give students many opportunities to test ideas, ask questions, and see science in action.

Each class participates in one 45 minute science lesson per week. In the first week of the year, students work together to create Science Essential Agreements that help build a safe, respectful, and positive learning environment. Throughout the year, science lessons are filled with practical investigations, experiments, and collaborative challenges. Students explore biology, chemistry, physics, and Earth and space science across the year, with learning carefully sequenced to build confidence and deepen understanding.

Below is an overview of what each year level will explore in science this year.



In Term 1, **Foundation** students explore an Earth and space science unit focused on weather and how it affects our world. In Term 2, they investigate a chemical science unit exploring the properties of different materials and how they respond to water, heat, and force. In Term 3, students explore a physical science unit focused on forces and movement through hands on, play based investigations. In Term 4, students explore a biological science unit focused on growing and caring for plants through planting, observing, and gardening experiences.

In Term 1, **Junior students** explore a biological science unit focused on how animals survive in different environments. In Term 2, they investigate a chemical science unit exploring how materials can be changed by bending, stretching, twisting, and mixing. In Term 3, students explore a physical science unit focused on forces and movement, experimenting with pushes, pulls, ramps, and objects. In Term 4, students investigate an Earth and space science unit focused on water, exploring its properties, behaviour, and importance for life through practical investigations.

In Term 1, **Middle students** explore an Earth and space science unit focused on space systems, investigating the Sun, Earth, and Moon and the patterns they create. In Term 2, they take part in a chemical science unit focused on materials and design, investigating how the properties of different materials can be used in hands on engineering challenges. In Term 3, students explore a biological science unit focused on biodiversity and ecosystems, investigating food webs and interdependence. In Term 4, students apply their learning in a physical science unit focused on forces and machines, building and testing simple machines to solve problems.

In Term 1, **Senior students** explore a chemical science unit focused on physical and chemical change, using experiments to identify reversible and irreversible changes. In Term 2, they investigate a biological science unit focused on microorganisms and their impact on health, food, and the environment. In Term 3, students explore a physical science unit focused on light and how we see, experimenting with reflection, shadows, and light behaviour. In Term 4, students investigate an Earth and space science unit focused on powerful Earth processes, exploring volcanoes and how they change the Earth's surface through models and experiments.



Science at Heany Park also plays a key role in our ResourceSmart Schools program, which I coordinate across the school. Alongside learning about sustainability, energy, water, waste, and caring for our environment, students take part in hands on activities and whole school events such as tree planting days, environmental challenges, and science-based action projects. These experiences help students see how science connects to the real world and how their actions can make a positive difference.

Science is active, exciting, and meaningful, and we look forward to another year of experimenting, discovering, and learning together.

**ResourceSmart
Schools**