Welcome back everyone, I hope you had a lovely holiday….though I must admit holidays feel like a long time ago!

As always, there’s a lot going on at “The Springs”. On the last day of Term 4 2015, Mr Jagoe accepted a Principal position at Koo Wee Rup Primary school. It was a big surprise to us all, and while we are all very happy for Mr Jagoe, he also broke a few hearts, with the kids still asking “When is Mr Jagoe coming back?”

Mr Jagoe has left a huge legacy here, having been at Pakenham Springs since its very beginning. He misses Pakenham Springs too, but is happily getting to know his new community.

This year our new leadership team is as follows:

Vicki Miles—Principal
Jane King—Assistant Principal Yrs Prep and 1
Bec Garrow—Assistant Principal Yrs 2 & 3
John Barkley—Assistant Principal Yrs 4,5 & 6

Rita Luff—Leading Teacher
Renee Cotterell—Leading Teacher
Danny Forster—Leading Teacher

Our team facilitators include:
Natalie Higgins—Prep
Kate Marshall—Yr 1
Kylie Baker—Yr 2
Amy Rewell—Yr 3
Sarah Hains—Yr 4
Megan Ryan—Yr 5
Cameron Sutherland—Yr 6

Linking Learning Project Facilitator—Natalie Alpine
Student Teacher Organisation—Kate Bucknell
Student Engagement—Scott Mckinnon

In our next newsletter I will introduce you to our action teams and the Action team leaders.

But like the good old TV advertisement….wait there’s more!

We have also welcomed seven new staff members this year (and welcome back Mr James Baltas):
NOTICES DISTRIBUTED

The following notices have been distributed over the last fortnight. If you missed them copies are available from the school office or the school’s web site: www.pakenhamsprings.vic.edu.au

Junior School
04/02/16  Prep Photo information
05/02/16  Letter to Parents—J11
05/02/16  Classroom Helpers in the Junior School

Middle School
29/01/16  Letter to Parents—M39
05/02/16  Classroom Helpers in the Middle School

Senior School
29/01/16  Senior School—Interschool Sport (Summer) - Year 6 students
02/02/16  Year 6 Jackets—Final reminder

Whole School
02/02/16  School Emergency Procedures
04/02/16  Camps, Sports & Excursions Fund (CSEF) - Information to families eligible to receive this allowance.
11/02/16  Parent Alert
12/02/16  DET Emergency Management

Other
02/02/16  Anaphylaxis Alert—J08, M23, M24, M39, S28, S29

COMING EVENTS

The following events are scheduled for the next few weeks. Make sure you are aware of the ones which are applicable to you.

Monday 15th February:
• Years 3/5/6 assembly at 2.15pm in the gym

Tuesday 16th February:
• Year 1 and Year 2 assembly at 2.15pm in the gym

Wednesday 17th February:
• Prep and Year 4 assembly at 2.15pm in the gym

Friday 19th February:
• Interschool Sport—Year 6—Away vs Beaconshills (Toomuc Valley Road, Pakenham)
• Applications for the Camps, Sports and Excursions Fund due (Refer to attachment on Page 18)

Monday 22nd February:
• Years 3/5/6 assembly at 2.15pm in the gym

Tuesday 23rd February:
• Year 1 and Year 2 assembly at 2.15pm in the gym

Wednesday 24th February:
• Prep and Year 4 assembly at 2.15pm in the gym

Friday 26th February:
• Interschool Sport—Year 6—Away vs Pakenham Hills Primary School (Cnr Kennedy and Army Road Pakenham)

A special date to mark on your calendar:
The Pakenham Springs Primary School Community Annual Family Picnic Afternoon on Thursday 3rd March from 4:00 - 6:30pm

THOUGHT OF THE WEEK

Don't waste a good mistake... Learn from it.
New Staff

Ms Erin Murray
Year 1

Ms Ellie Johnston
Year 4

Ms Katerina Tsiagalos
Prep

Mr James Baltas
Year 3

New facilities crew!!

You certainly can’t beat the dedication of Mr Barkley and Mr Birnie who valiantly tried to unblock our drains in the first down pour of the year.

Surprisingly when the plumber was called, Mr Birnie and Mr Barkley were working on the wrong drain! A football, toys and a fair amount of sand had blocked the drain near the Prep sandpit, causing subsequent drains to over flow.

We appreciated the effort and the smiles it gave us!
Welcome everybody to 2016!
It has been an amazing experience watching the 152 new Prep students settle so quickly into their primary school routine.

At Pakenham Springs Primary School we know the importance of setting up a safe, friendly and organised learning environment and in these first few weeks, our Junior School has been very focussed on this.

Although a short term, there is lot to get through and I highly advise all parents to use the school’s website, newsletter and classroom communications books to kept up to date and informed.

Community participation and involvement is highly valued and this year there will be plenty of opportunity to join in the fun.

In Year Prep, One and Two - all students will have the following subjects in addition to there general classroom learning
- Indonesian
- Performing Art
- Visual Arts
- Health and Physical Education

I am looking forward to a fabulous year of working together.

Jane King (Assistant Principal Junior Years)

Welcome back to a new school year, what a great start we have had! I hope you all had an enjoyable summer break and are ready for a new year of learning. Over the summer holidays, I was appointed Acting Assistant Principal for the Year 2 and Year 3 area. I’m really excited about taking on this new role and looking forward to working with students, staff and parents in this area.

At the moment we are in a transition period, as I am still teaching my Year 4 class to ensure they have a great start to the year, however shortly I will move into the Assistant Principal role full time.

Throughout the school at the moment there are so many great things going on, with students and teachers establishing the learning climate in their class. This is an extremely important time, as it allows students and teachers to get to know each other, build relationships and set the expectations for the year. There are so many creative, motivating and engaging tasks occurring in every class.

A highlight of my first two weeks back has actually been spending time out in the yard, both on yard duty and just going for a wander. So many excited students have come up to say hello, share their holiday news and what they have been doing in their new classes. It’s great to see them happy, excited and ready to learn!

Looking forward to a great year!

Bec Garrow
Assistant Principal
Welcome to what is sure to be an exciting and productive year of learning for 2016. I hope you all enjoyed spending the Christmas break with your children and have had a smooth start to the new school year.

I am pleased to announce that I will once again be working closely with the Year 4, 5 & 6 students and Professional Learning Teams to ensure all students are supported in their learning and achieve growth and success in all that they do.

As you may have already heard from your child, we have spent the first couple of weeks of school developing our classroom learning climate. This is a crucial part of setting the expectations, tone, and building an environment that the students can expect for the remainder of the year to support their learning growth and development.

During this time, a major component of the work is based around our school’s 4 Basic Beliefs:

Everyone has the right to learn
Everyone has the right to be safe
Everyone has the right to be treated in a caring and friendly manner
Everyone has the right to have their property and belongings treated with respect

The 5 Keys to success are also included heavily in the development of the classroom climate:

Organisation
Confidence
Getting Along
Resilience
Persistence.

I look forward to working with you all again this year.

Kind regards,
John Barkley
Assistant Principal

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**RECIPE OF THE WEEK**

**Chocolate Bliss Balls**

**Ingredients**

- 2 cups of dates
- ¾ cup macadamia nuts
- ¼ cup almonds
- 1 tbsp raw cacao or cocoa powder
- Splash of vanilla essence or paste from ½ vanilla pod
- 1 tbsp of coconut oil
- 1 tbsp of ground flax seed
- 1 tbsp of chia seeds (optional)
- Desiccated coconut

**Method**

Process all the ingredients except the coconut in a food processor until the mixture resembles a fine crumb texture. Shape the mixture into small balls. Roll in coconut and serve. These balls can be stored in the fridge or freezer.

Tip: I do a mixture of larger and smaller balls as younger children find the smaller balls easier to eat.
STUDENT WELLBEING

Over the past two weeks the teachers and the students have been working at establishing our classroom learning climate and our classroom learning plans.

The two weeks is designed for teachers and students to get to know one another and build the positive relationships it takes to support student learning. During this time they have been working together to decide how our school values and the keys to success will be demonstrated in each room.

At assembly this week students were recognised for their contribution to establishing the positive classroom climate. It was pleasing to hear our students articulate the values, the behaviours expected, and their own agreements on these.

Many of the comments on our Pakenham Springs Facebook page have been encouraging, and demonstrate your appreciation of the efforts the teachers have made to engage and connect your children with the school, their new grade group, and to establish the positive relationships with the teacher. I cannot express often enough, how much a little bit of positive support in this way can make a teachers day!

I also want you as parents to know that I see the teachers here go the extra effort in ensuring your children are safe and happy and connected to the school on a daily basis. Together this community is a powerful and positive influence on the lives of our young people.

CAR PARKING

RESTRICTIONS

The large increase in staff (we now have over 80 staff members working at the school on a daily basis, without including the many visitors who also assist on a daily basis), we have two staff only car-parks, one at the front of the school and one at the back of the school, behind the gym.

Both the main car-park and the car-park behind the gym are STAFF CAR PARKS ONLY. In our first year of operation when we had an excess of parking spaces we could tolerate the vacant spaces being used by visitors and parents. Given we are now short on staff car-parks we must be firm in restricting access to the car-parks for staff only.

I cannot stress strongly enough that should you not follow this rule and an accident happens, complicated and potential costly legal issues could arise. Remember this rule is to protect our most valuable asset, our children. As the Department of Education and Early Childhood Development does not provide off street parking for parents, and parents have been formally advised that they must not park in the staff car parks, parent’s insurance cover may not cover the costs should an accident occur.

I would like to thank the parents who have responded positively when staff have reminded them of the need to seek parking elsewhere. Unfortunately several abusive and obnoxious parents have also been reported when a polite request or explanation has been given by a staff member. This is extremely disappointing and demonstrates our difficulty in modelling to students that rules must be followed and obeyed.

The main school car-park gate should not be used as an entrance to the school. This is potentially dangerous as cars enter and leave the car park all though the day. Whilst parents might think it is safe when they accompany their child through this gate, it sets a poor example for other children who suddenly think it’s safe to do so even when unaccompanied.

As mentioned above, due to the increase in staff numbers, in 2011 we opened up the area behind the last portable for additional staff car parking. Again it is stressed that this is not a drop off area for parents and no parent cars or pedestrians should enter the school grounds via this entrance.
PARKING ISSUES

As the school increases in numbers the parking becomes more of an issue. As mentioned previously in “Springers” there are limited spaces parents can park around the school grounds. Unfortunately, some parents have been disregarding the road rules to obtain the closest spots to the school at drop-off and pick-up times.

Most of the issues revolve around the small road between the school and Coles (Heritage Boulevard). The school has received many complaints from shopping centre users and parents of the school regarding the bank up of cars on this road. It has come to our attention that the bank up of cars along this road is now spilling onto Henry Road and causing serious traffic issues to other road users.

Please be aware that we have several signs covering this area. The car bay section outside the portables is 10 minute parking. This parking is open to all road users (not just parents of the school) but a vehicle must not remain here for longer than 10 minutes between the hours marked. Staying longer than the limit is a parking offence. At either end of the bays, no stopping signs are erected. This sign means that you cannot stop here, even briefly. Stopping for any length of time (waiting for a spot to open, picking up a student etc.) is a parking offence. No parking at all is permitted on the other side of this road. The large bay available is a no parking zone and this operates during school hours. Parking/ stopping here during drop-off and pick-up times is a parking offence. Please note that the parking along Livingstone Boulevard is only 2 minutes. Parking offences are open to fines/tickets. We have been advised that the parking officers do not need to place the ticket on your vehicle; a photo is all that is needed to provide a ticket.

Cardinia Council has advised that they will be regularly patrolling the area again. To avoid parking fines, please follow the road rules and abide by the signage around the school. We recommend parking a distance from the school and having your child/ren walk the rest of the way.

ARRIVING TO SCHOOL TOO EARLY

As parents will know Pakenham Springs places a great emphasis on ensuring the safety and wellbeing of all our students. The school has developed a wide range of policies and procedures to maximise student safety at all times.

It has become clear that some students are arriving at school extremely early in the morning. This practice presents a real and significant safety risk for these children. Our school grounds are patrolled by teachers from 8.45am each morning and our rooms are open at 8.45am for Reception Time.

Prior to this time, no yard supervision can be provided. Department of Education and Early Childhood Development regulations stipulate that school grounds must be supervised fifteen minutes prior to the commencement of the first learning session (in our case this supervision starts at 8.45am and concludes at 9.00am). These regulations also require supervision to be provided fifteen minutes at the conclusion of the final learning session of the day (in our case this supervision starts at 3.15pm and concludes at 3.30pm).

School staff, like people employed in other occupations, are required to work a 38 hour week. Whilst our staff work many more hours than this, this is discretionary work our staff put in to ensuring they provide the best educational opportunities for our students. As such, it should not be assumed that because staff are present earlier than the required supervision times, that supervision is being provided. This would be exploiting and certainly infringing upon staff’s employment conditions.

As such, I would like to remind parents that they can minimise the amount of time that their children spend in the unsupervised yard by timing their child’s arrival time as close to 8.45am as possible. As we have mentioned previously in Springers, we are also currently finding that many of the injuries, which cause students to come to our sick bay, are occurring in this unsupervised yard period.

I would like to remind parents that the school does offer a well supervised before school care program (now based on the stage area of the gym), which commences operation at 6.30 am. Should you wish to avail yourself of this service please do not hesitate to contact the Cardinia Shire Council on 1300 787 624.

Whilst we fully appreciate that these regulations may be inconvenient to some parents, it is imperative that the safety of our students is given the highest priority and the generosity of our staff is not exploited in this way. I am sure that all parents will appreciate the safety issues which require us to ensure that these regulations are strictly adhered to at all times.
Senior School Sutherland is sharing the learning taking place in our class…..

Each newsletter we will highlight what a class from the school has been learning.
This week students from SS Sutherland discuss what they have been learning.

What a fantastic start to the year we have had in S31, its set to be an amazing year! We’ve certainly hit the ground running to build our learning climate and set standards for the final year of primary school and the students have had a ball doing so. Everyone has participated in the challenging activities and games (hard not to when chocolate is involved) whole-heartedly and shared deep insight with regards to the 4 Basic Beliefs and 5 Keys to Success. Here are some quotes from the students:

“The enjoyed being involved in The Chocolate activity would have to be my favourite because it involved luck. I really enjoyed the way it helped explain resilience and how to control yourself if you were losing.” Tynan Arnold

“I liked the Getting Along game with the balloon. It taught us to be a team player as we had to make sure everyone was involved.” Tarrant Baker

“I liked filming a movie with the iPad because it is a different way to show what we know about the 5 keys to success.” Amec Bior

“I enjoyed making a film about the Keys to Success as not only were we learning, but we were making new friends at the same time.” Jade Claffey

“What I liked about this week is the 100 ideas in 10 minutes because it shows us that we can make ideas quickly and everyone gets a say.” Noah Collins

“The chocolate challenge taught me to be resilient and realise that it’s not the end of the world when things don’t go your way.” Tyler De Longville

“What I enjoyed about this week is learning about resilience because it will help you in the future if someone doubts you or things don’t turn out right.” Harrison Fothergill

“I liked doing the chocolate game because it taught me to be resilient if I don’t win a game and not to give up, because if you keep trying, eventually you will win.” Jade Gilbert

“I liked the balloon and feather game which was about Getting Along. I liked it because we had to work together and we had to use team work to finish the activity.” Samantha Hopkins

“My favourite activity was creating the personal coat of arms because you can be as creative as you want and I was able to find out things about my friends that they find entertaining.” AJ Hothnyang

“I learnt how to be resilient when we played the chocolate game. My strategy was to eat the chocolate that the other people had cut off. This meant I ate a lot.” William Jones

“My favourite activity was 100 things in 10 minutes. It taught me what a disruptive classroom is like and now I know what is expected of my behaviour.” Jacob Jordan
“My favourite activity was the 50 straws and 1 meter of tape. This game taught me how to be persistent. I really enjoyed this game, even though my team didn’t win but, I was really happy with the result! My team was persistent throughout the activity!” Courtney Molefi

“The 50 straws and 1 meter of tape to build a small structure was fun because it enabled me to put my architectural skills into action whilst practising my persistence. It didn’t turn out amazingly but was still able to withstand the natural disasters of a cyclone and an earthquake.” Ben Kozaris

“I really enjoyed playing the chocolate game, because it teaches you how to be resilient. I can use this skill all through my life. When things don’t go my way, I won’t get upset, I’ll just move on.” Aliya Little

“In class we wrote a letter to our future self for us to read on the last day of school. This helps by finding out what we want to improve on and what we want to be able to do at the end of the year. It was challenging to be able to write what I am scared of this year, but I used a little confidence to write it down. It was fun thinking about what we all would look and be like in 2017 and if we would have new friends. I can’t wait!” Talia Noller

“In class we played a game including Chocolate. We had a dice and if we rolled a six then we could only use a knife and fork to try and eat a piece at a time. I liked doing this activity because it helped us with building our resilience. I really loved playing this game and I hope that we can do a lot more fun games together.” Gemma North

“I liked making the tallest building with only 50 straws and 1 metre of tape because it was a challenging task especially when we are competing against other students in the class. You needed lots of persistence to try and make it stand up and you needed resilience to carry on if your building fell down.” Jordan Poulton

“I enjoyed using the ipad to record myself using the Organisation key to success. This is a skill I can use now in school and home, and also later in life.” Matthew Rogers

“I enjoyed using the ipad to make a resilience movie. It made you think about how to be resilient in learning, out in the playground and how this can help us later on in life.” Karla S.

“I enjoyed making the imovie with my class mates. I was making a confidence movie for in the class room and out of the class room. We had to show people using confidence and people not using confidence. It was fun filming and acting for the movies and I can’t wait to start putting it all together.” Abbie Tayler

“I enjoyed making the imovies with our class. We got picked out of the class dojo into group’s which then had to work on the different keys to success. My group did the organisation this is a skill and we had to show how we can use it in school and life outside of school.” Aaron Toth

“My favourite activity was making the tallest building with a group using only straws and tape. We learnt how to be persistent and work as a group.” Emily Whitfield
M19 Bucknell

What have we learnt that will help us with our learning in year 3?

I am beginning to learn my 2,3,5, and 10 times tables. Charlie Jones

I have been practicing my skip counting skills which will help me with my times tables. Hannah McCumber

I have been learning how to write persuasive texts. Gabba Katoor

I have been learning how it is important to listen to the teacher. Mikyle Selek

I have been learning how to write a persuasive text and how to use paragraphs. Flynn Kirby

I have been learning how to skip count by 2, 3,5, and 10 to help with times tables. Chantelle O’Shea

What is one goal you have for 2016?

I want to talk less during learning time. Noah Whitaker

I want to learn my 5 times tables. Hunter McCrimmon

I want to get better with my writing skills. Taylor Utting

I want to better organised Amelia Katta
What have we learnt that will help us with our behaviour in year 3?

We have learnt the morning and afternoon routines which will help me be more organised. *Amber B.*

I have been practicing my skip counting skills which will help me with my times tables. *Hannah McCumber*

I have learnt the afternoon pack up routine which is started by Mrs Bucknell playing a song. *Michelle Holden*

I have been learning about respect and how it is important to respect all students and teachers. *Kyla Watt*

I have been learning about the gameboard and how we must make good choices. *Tyrese Whitehead-Lefaua*

I have been learning about empathy, and how we must think about how other people feel. *Treanie Sheldrick*

I have been learning about having a positive attitude. *Emily Kibblewhite*

I have been learning that I need to stop talking to my friends and move away from them during learning time. *Cooper Humphrey*
Bring your picnic blanket! Bring the family! Meet your child’s new teacher! Come and get to know the other families in our school community!

The Pakenham Springs Primary School Community are holding our annual Family Picnic Afternoon on **Thursday 3rd March from 4:00 - 6:30pm.**

There will be sausages and drinks to purchase and some ‘old style’ picnic games to participate in - egg and spoon races, gumboot throwing, three-legged races, etc.

Come and join the fun!
Dear Parents, our school is participating in Redgum Book Club this term.

Redgum Book Club are an Australian owned children’s book club supporting Australian authors, illustrators and publishers. They offer families, books that are engaging and educational, with a strong Australian content, that aligns with the school curriculum. Every book order earns resources and books for our school and includes a free gift for your child.

Your child will bring home the Redgum Book Club catalogue this week. The catalogue opens on Monday 8th February and closes on Monday 7th March. Ordered books will be delivered free to the school by Friday 18th March.

Below is a link to the current term 1 catalogue.
http://issuu.com/redgumbookclub/docs/redgum_book_club_term_1_2016_school/1

For more information about the books in the catalogue, go to the Redgum website. You will also find hundreds more great titles with books starting from $2.00. www.redgumbookclub.com.au.

Redgum are now selling the School Zone products, Australia’s best-selling Educational Activity range. All titles in the Hinkler School Zone range have been fully adapted to Australian school standards.

Newly released books include:
- The Bear Who Went Boo from number one bestselling picture book duo, David Walliams and Tony Ross, comes this bear-illiantly funny adventure.
- Clementine Rose and the Special Promise, by Australian author, Jacqueline Harvey.
- The Selected Adventures of Bottersnikes and Gumbles – Launching alongside the animation television series on channel 7, a new edition containing selected stories of these favourite Australian characters.
- Barney and the Secret of the Whales, written by award winning author Jackie French.
- Pathwords Game, winner of the Parent’s Choice Gold Award.

How to place an order:
Order and pay online by credit card or PayPal at www.redgumbookclub.com.au
Email your order with your credit card details to: orders@redgumbookclub.com.au
Call our customer service team on 02 8445 2355 and order over the phone.
Fill out the order form on the back of the catalogue and post it with a cheque.

If you have any questions about Redgum Book Club orders, please contact Lesley at schools@redgumbookclub.com.au

Thank you
The Victorian Government is committed to providing a safe and supportive environment in which children diagnosed at risk of anaphylaxis can participate equally in all aspects of their schooling.

As of 14 July 2008 the Children’s Services and Education and Training Reform (Anaphylaxis Management) Amendment Act 2008 came into effect. The legislation requires that all schools across Victoria must have an Anaphylaxis Management Policy in place if they have a student enrolled who has been diagnosed at risk of anaphylaxis. Schools are required to have in place:

- individual management plans for each child diagnosed at risk
- a communication plan to inform staff, parents and students about anaphylaxis and the schools policy
- procedures to ensure that appropriate staff are trained

What is anaphylaxis?
Anaphylaxis is a severe allergic reaction to a substance, most commonly nuts, egg, milk, wheat, soy, seafood, some insect stings and medications. Anaphylaxis can be life threatening, but with proper management and prevention strategies in place the risks can be substantially reduced. Some symptoms of anaphylaxis include swelling of the lips, face and eyes, difficulty breathing, abdominal pain and/or vomiting and loss of consciousness.

What is the responsibility of the parent/guardian of a child who has been diagnosed at risk of anaphylaxis?
The parent/guardian must:
- inform the school staff of the diagnosis and its causes
- discuss strategies with the school
- work with the school to develop an individual Anaphylaxis Management Plan for your child (in consultation with your child’s doctor)
- provide copies of an ASCIA action plan for the child, with up to date photograph/s
- supply the school with the child’s Epipen® and ensure it has not expired
- inform the school if your child’s medical condition changes

What is the school’s responsibility to a child who is at risk of Anaphylaxis?
The school must:
- have in place an anaphylaxis management policy
- work with parents to develop individual Anaphylaxis Management Plans for students diagnosed at risk of anaphylaxis
- have in place a communication plan to provide information to staff, students and parents about anaphylaxis and the schools anaphylaxis management policy
- know the students who are at risk of anaphylaxis
- liaise regularly with parents
- follow information contained in the student’s Anaphylaxis Management Plan
- be trained in how to recognise and respond to an anaphylactic reaction in the event of a reaction follow the procedures in the students ASCIA Action plan

Where can I get more information on Anaphylaxis?
For more information go to http://www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm

For further information on anaphylaxis management in schools please contact your school or your local Department of Education and Early Childhood Development Regional Office, Catholic Education Office or Association of Independent Schools in Victoria.
Get active, save on fuel and ease traffic congestion!

Walk, ride, scoot or skateboard to and from school.

Stop & Drop zones are being implemented at your school. They are a designated space, up to a kilometre away from the school entrance, at which parents are encouraged to drop off and pick up their children from. Children then walk, ride, scoot or skate to and from school. This will assist in increasing children’s activity levels and easing traffic congestion around the schools. Parents are encouraged to accompany their children if they wish. Permanent aluminium signage has been installed at these zones.

Your school’s current Stop & Drop zones are:

**Andrews Park, Sandalwood Drive- opposite Honeyeater Way near bus stop sign**
Cross over at Sandalwood Drive and walk along Park Boulevard, along McGregor road to the school crossing, along Livingstone Boulevard to the school

**Corner MacKellar and Livingstone Boulevard**
Walk along Livingstone Boulevard to school

It is suggested that students leave the zone by **8.30am** to ensure they get to school on time.

This is a Streets Ahead initiative. For more information contact Council’s Active Children’s Officer, Kate Beveridge on 1300 787 624.

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All school speed zone limits across the state are clearly signposted. Look out for the speed signs near schools and slow down to improve safety for our children.
Program Update
Welcome back to 2016. We hope that you all had a restful break and are ready for another year of fun and activities at OSHClub.

We would like to welcome our new families to our service and look forward to getting to know both you and your children. We would also like to welcome our new staff member Brooke. Brooke has worked for both Cardinia Council and OSHClub within Before/After school care field and is an experienced staff member. Just a few reminders, please ensure that your child has a hat for after school care to enable them to participate in outdoor play. If your details (address, phone number etc.) have change please log into your OSHClub account and update your information ASAP to ensure that we have the correct information in the event that we need to contact you.

Over the coming weeks at OSHClub we are spending time building relationships and getting to know our new families and continuing working together to make the transition period into the new year a smooth one. At OSHClub we encourage participation of the families and the school community so if you have any ideas, recipes, special talents that that you would like to share with us, we would love to hear from you. Its Random Acts of Kindness week from the 14-20 February so we will be focusing on what Kindness means to the children and doing activities based around this. We will also be working on our Quality Improvement Plan (QIP) Display with the children which is based on our continuing improvement of the service. This is updated regularly and involves the ideas and input of Educators, families and children and is a continuous working document. If you would like to add to our QIP we have a Parent suggestion book and a suggestion tree that you are able to write your suggestions and ideas in which is located by the sign in sheet.

We look forward to hearing from you.

Linda, Brooke and Chloe.
OSHClub News
Before School / After School Care Program

Next Week’s Activities

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Parent Information

OSHC program phone: 0438 564 038
Coordinator: Lind Pettiford
Assistants: Brooke Campbell, Chloe Hogben
OSHClub Head Office: 03 85649000

All families must be enrolled to attend the program, remember this is Free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.
CAMPS, SPORTS AND EXCURSIONS FUND (CSEF)
Please submit application form (available at the office) and copy of your Health Care Card to the School Office by Friday 19th February 2016.

FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government’s commitment to breaking the link between a student’s background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)
School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:
• $125 for primary school students
• $225 for secondary school students.

HOW TO APPLY
Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION
For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef
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