S

All government schools in Victoria have a school council and we are currently seeking nominations for parents wishing to stand for election. A parent can be nominated and seconded as a candidate on a completed nomination form or self nominate for the position. The nomination form needs to be returned to the principal by Friday 28 February. The term of office for elected members is two years. Half of the members of a school council retire each year and this creates four vacancies within the parent membership category and two vacancies within the Department of Education and Early Childhood Development (DEECD) employee category. If the number of nominations is equal to or less than the number of vacancies, then those nominated are declared elected. Being on a school council gives parents and other members of the community the chance to be involved in setting the school’s educational policy. School Councils are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who is on the school council? There are three possible categories of membership:

- **A mandated elected parent category.** More than one third of the total members must be from this category. Department of Education and Early Childhood Development (DEECD) employees can be parent members at their child’s school.

- **A mandated elected DEECD employee category.** Members of this category may make up no more than one third of the total membership of school council. The principal of the school is automatically one of these members.

- **An optional community member category.** Its members are co-opted by a decision of the council because of their special skills, interests or experiences. DEECD employees are not eligible to be community members.

The term of office for members is two years. Half the members must retire each year and this creates annual vacancies for school council elections.

Do I need special experience to be on school council? No. What you do need is an interest in your child’s school and the desire to work in partnership with others to help shape the school’s future.

The process: We have now commenced our 2014 School Council Elections and hence, the formation of our new school council. A notice has been issued and a call made for nominations. If you decide to stand for election, the nomination form is completed and returned to the principal within the time stated on the notice of election.

Please consider standing for election in 2014 As stated previously, being part of School Council does not require special skills or specific knowledge. All that is needed is a desire to work in partnership with others in shaping the school’s future. In a school with an enrolment of 415 students, our retiring councilors are hopeful that their vacated places will be filled by other interested parties. If you decide to stand for election, the nomination form is completed and returned to the principal within the time stated on the notice of election.

If you have an interest and require further information, please don’t hesitate to speak with me personally.

Jim Bell, principal
Learning and Growing Together in Grade 6

The Learning and Growing Together unit is undertaken by all teachers at the beginning of each year. The focus of the program is to establish class and playground expectations, and to discuss characteristics of a ‘good’ student, a ‘good’ classroom, a ‘good teacher’ and exemplary work. The school’s values of Respect, Responsibility, Teamwork and Excellence are also reviewed. Activities are also undertaken to enable students to learn more about their peers and teacher.

Students wrote about their thoughts on the following aspects which promote learning in a harmonious classroom:

- **Punctuality:**
  Being punctual means we are ready for learning and are at school by 9:00 a.m.
  *Sahar*

- **Making Friends:**
  A friend is someone you can trust and someone you can laugh with, someone you can celebrate with.
  *Dylan and Travis*

- **Confidence:**
  We need to have confidence when speaking and working in our classroom. We show confidence by taking ‘good’ risks when answering questions and contributing to lessons. We show confidence when we speak in front of a class or other public event.
  *Adelle*

- **Being Responsible:**
  We sit at our tables when eating morning tea or lunch so that we don’t drop food on the floor.
  *Micah*

- **Organisation:**
  Having a tidy tub and making sure our books and diary are at school, helps us with our learning.
  *Tyler G.*

- **Being Focused:**
  If you are listening to your teacher and another student wants to talk to you, ignore them. We stay focused so we can complete our tasks. Being focused means being determined to finish tasks.
  *Owen, Logan and Max*

- **Tidiness:**
  We learn better in a tidy classroom because we can find our books. An untidy classroom could cause students to be injured. Books should be returned to shelves after use.
  *Matthew*

- **Taking care with our computers and ipads is important, because they cost a lot of money and we need them for our learning.**
  *Emily*

- **If we leave things on the floor, we could fall. Keep our room safe.**
  *Tyler R*

- **Picking up litter is another way of keeping our classroom clean and tidy.**
  *Dev*
Caring:
Caring means helping each other. Getting a chair for someone who has an injury is an example of caring and helping in the classroom. **Faith and AJ**

Positive Attitude:
People who have a positive attitude are nicer to be around. Smiling and a sense of humour makes our classroom a happier place. Putting your hand up to answer questions shows that you want to learn and that you have a positive attitude to learning. **Saviru**

Being a Good Role Model:
In grade 6, it is important that we are good role models to the younger students. We can do this by wearing our school uniform and looking neat and tidy. **William and Erythrina**

Monitors:
Being a monitor means you are responsible for a job. I am responsible with Owen for counting our reading books each day to make sure none are missing. **Nick**

School Banking
School banking commenced last Wednesday 5 February with Karen and Anthea, our school banking coordinators. They are looking forward to increased numbers of students participating in this worthwhile life skill. So, hopefully our numbers of regular bankers can swell—just like the savings of our regulars!! The amount that is deposited is not as important as creating a regular habit of saving. Like previous years, for each deposit made, a token is awarded and when ten tokens have been collected, they can be redeemed for an incentive prize! New incentive prizes are available each term!

School Injuries and Insurance
Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health insurance fund, you would also be able to claim transport or other expenses from the fund. The Department of Education and Early Childhood Development does not hold accident insurance for school students, however, reasonably low cost accident insurance policies are available from the commercial insurance sector. The Department cannot advise parents on whether to purchase a student accident policy or which policy to purchase as individual families are likely to have differing needs. Their decision may be affected by other insurance cover they hold, the extent to which their children participate in sports or other physical activities at school and the particular disposition of their children.

House Captain Elections
With the school captains already elected, the House Captain elections were undertaken last week. All students who stood, presented themselves admirably and spoke confidently. Due to swimming trials, the outcome will be announced at next Friday’s assembly.
2/3C and 3LP Celebrating Chinese Culture

Cultural experiences relating to the Chinese New Year, also known as the Spring Festival, have been recently enjoyed by the children in 2/3C and 3LP. The classrooms have been attractively decorated with lucky red decorations, hung over doors and around the rooms. As part of literacy activities, the children followed procedural steps to create their own individual paper lanterns, decorating them with red and gold.

As part of ancient tradition, the children learnt that, during the festival, rhyming couplets are printed on red paper and placed around the home, especially on doors. The children brainstormed and decorated their own messages of hope for the future, some of which have been reproduced below for your enjoyment.
In Mathematics, the children compared the Chinese Zodiac Calendar to our own. They learnt that the Chinese Zodiac Calendar rotates around a 12-year animal cycle and that each animal sign has its own features attributed to it. For example, if you are born in the Year of the Dog, you are said to be very hardworking and loyal. The children particularly enjoyed preparing and sharing their lucky envelopes and associated maths activities. For example, if each envelope contained $50, how much money would we have altogether?

The final part of the children’s culture experiences this past week included making enhancements to their drawings with the inclusion of the ancient art form of Chinese calligraphy. The children learnt more about stroke order and how to hold their brush.
YOU CAN DO IT!
The Four Foundations and keys to academic success and social/emotional well-being are:

**Organisation** which means……
setting a goal to do my best in my schoolwork, planning my time so that I’m not rushed, and having all my supplies ready.

**Getting Along** means……
working well with my classmates, solving problems with classmates without getting angry, and following the rules (ie expected behaviour) of my classroom.

**Persistence** means……
trying hard and not giving up when something feels like it’s too hard to do.

**Confidence** which means……
feeling I can do it. Confidence means not being afraid to make mistakes or to try something new.

This term we are focusing on the foundation of ORGANISATION.

A student demonstrates organised behaviour by:
- Having a study schedule at home
- Writing down class homework or projects, including when they are due in a diary
- Breaking down a large project or homework task into smaller parts or steps
- Scheduling the various steps of the project/homework far enough in advance so that they do not rush their work
- Follow the information/directions written down on the board or verbally given by the teacher
- Keeping class notes and handouts in an organised folder/notebook
- Handing in homework on time
- Studying high priority material before working on less important material
- Setting a goal
- Using a checklist to complete a project/homework task

You can encourage the development of ORGANISATIONAL skills within your child by using the following phrases when you see your child being organized:
“Your brought your homework home. Excellent.”
“I like the way you clean your school bag each night.”
“You are good at breaking your project into smaller steps.”
“It is great to see you doing your homework-share book reading, learning your spelling words etc. each night.”
“It is great to see your pencils sharpened in your pencil case.”
“You really focused yourself to get this work in on time.”
“It is great that you are bringing your diary home and recording your homework tasks.”
“I bet it saves you time when you can find things easily on your desk.”

LOOK OUT FOR YOUR CHILD BEING ORGANISED AND PROVIDE POSITIVE (AS ABOVE) FEEDBACK.
GOOD LUCK WITH THE FEEDBACK.
Schedule 4 - Notice of Election and Call for Nominations

An election is to be conducted for members of the School Council of BRENTWOOD PARK P. S.

Nomination forms may be obtained from the school and must be lodged by 4 pm on Friday 28 February 2014.

The ballot will close at 4 pm on 14 March 2014

Following the closing of nominations a list of the nominations received will be posted at the school. The terms of office, membership categories and number of positions in each membership category open for election are as follows –

<table>
<thead>
<tr>
<th>Membership category</th>
<th>Term of office</th>
<th>Number of positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent member</td>
<td>From the day after the date of the declaration of the poll in 2014 to and inclusive of the date of the declaration of the poll in 2016</td>
<td>4</td>
</tr>
<tr>
<td>DEECD employee member</td>
<td>From the day after the date of the declaration of the poll in 2014 to and inclusive of the date of the declaration of the poll in 2016</td>
<td>2</td>
</tr>
</tbody>
</table>

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

James Bell
Principal

Notes:

"Electorate of the school" means the DEECD employee electorate of the school and the Parent electorate of the school.

"Parent electorate of the school" means all persons (except the principal) who are parents of students of the school, other than those who are DEECD employees.

"DEECD employee electorate of the school" means the principal of the school and –

DEECD employees engaged in work at and for the school (other than those who are parents of students of the school) and other DEECD employees who are parents of students of the school.

"DEECD employee" –

(a) means a person employed for eight hours or more per week in either an ongoing capacity or for a fixed term of at least 90 days -

(i) under the Teaching Service Act 1981; or
(ii) under the Public Sector Management and Employment Act 1998; or
(iii) by a school council of a State school; or
(iv) under section 5 or 5A of the Education Act 1958; or
(v) under more than one of the paragraphs (i) to (iv) above, and

(b) does not mean a person employed under a contract for service or the employees or the contracted personnel of such a person.

Votes may be posted to the principal or placed in the ballot box at the school on any day up to the closure of the ballot. Further details on how votes may be lodged will be provided when ballot papers are sent to the electorate of the school.
Term 1

Week ending 7th February 2014

FTL Joel   For the excellent start he has made to the year. Well done!

FBV Lucy  For always helping the children around her.

F/1S Reyan  For being a friendly and polite student. Welcome to B.P.P.S.

1MM Charlie  For making such a fantastic start at B.P.P.S! Well done!

1ER Jaydee  For being such a polite, friendly and helpful member of class - you’re awesome!

2RG Mason  For being a friendly and helpful student with a positive attitude.

2MB Justin  For working very hard and learning all the months of the year in order.

2/3C Jacob  For the terrific way you have settled in to Brentwood Park and made new friends. Way to go!

3LP Molly  For presenting all your work beautifully and for demonstrating AWESOME listening skills.

4VK Monae  For showing wonderful number fact skills.

4SM Daemon  For being focussed in class and keeping a neat and well-organised workbook.

4CH Georgia  For being a lovely new student and making new friends.

5HG Jessica  For being an OUTSTANDING role model at all times and ALWAYS using BEAUTIFUL manners.

5LF Rieley  For making a fantastic effort to remain focused and complete learning activities. Well done!

6TS Matthew  For being the first to finish ‘My three favourite things’!

6JA Liam  For a wonderful start to the year and showing initiative.

6JD Isura  For settling in so well to 6JD and Brentwood Park.

‘SPECIALIST’ Stars of the Week

Health & P.E.  2MB  For a fantastic start to H&PE in 2014!

Performing Arts  3LP  For their great listening, playing and ‘getting along’ skills during the ‘Rhythm of Names’ activity.

Visual Arts  1ER  For being well organised with their art materials, for creating wonderful outline drawings & for scraping chalk carefully to colour their chalk drawings.
EXCITING CANTEEN NEWS
FIND IT HARD TO FIND CHANGE FOR YOUR CHILD’S LUNCH ORDER

WORRY NO MORE—YOU CAN NOW USE OUR PAY UP FRONT OPTION.

- A minimum of $20 is required to start your account and present to the canteen on Friday mornings.
- Then all you do is place your child’s lunch order and the amount will be deducted from your account.
- When you get down to $5 on your account we will send you a note so you top up the account.
- If there is not enough money in the account for your child’s order we will only supply foods to the amount of available funds.
- NO MONEY in the account means NO FOODS SUPPLIED.
- You may also order recess snacks with your lunch order and they will be ready for your child to collect at recess without having to queue up with the other children waiting for counter sales.
- There will be tally sheets available from the office if you wish to run a tally of your own.
- Account details will be available to the child’s parents only.
- If you have any queries please do not hesitate to ask your canteen person for assistance.

We look forward to doing business.

YOUR FRIENDLY BELLBROOK CATERING STAFF
FRED SMITH     PREP X

1 x Hot Dog      $ 3.40
1 x Sauce        .20
1 x Chocolate Milk  $ 2.30
1 x Cobs Sea Salt Popcorn $ 1.30

TOTAL            $ 7.20
Money Enclosed    $ 7.20

Please note if you do not send the order on a paper lunch bag, there is an additional cost of 10c to pay for the bag.
There is a cost of 20c for Tomato Sauce for hot food. There is no charge for sauce on Burgers or Dim Sims.
If change is required, it will be taped into the bottom corner of the lunch bag with the amount written on it.
Frozen items, when ordered, are given out after the bell when the children go outside. They will need to bring their bag back to the canteen window.

If there are any queries with anything regarding the canteen, please feel free to come and see us.
In primary school, some students miss on average 3 weeks of school per year. That’s half a year of school by the end of year 6.

Primary school attendance

Going to school every day is the single most important part of your child’s education. Students learn new things at school every day – missing school puts them behind.

Why it’s important
We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early
Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It’s vital that students go to school every day – even in the early years of primary school.

What we can do
The main reasons for absence are:
Sickness – There are always times when students need to miss school, such as when they’re ill. It’s vital that they’re only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It’s vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

“Day off” – Think twice before letting your child have a “day off” as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent’s permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don’t fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child’s school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. Attendance issues that are escalated can lead to an Infringement Notice.

If you’re having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:
www.education.vic.gov.au
Brentwood Park now has access to ABC Reading Eggs as well as Mathletics!

ABC READING EGGS

The ABC Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It supports what the students learn at school. There are hundreds of comprehensive activities and over 1500 eBooks are available. Reading Eggs supports core literacy teaching from ages four to thirteen.

With interactive animations, fun games, great songs and lots of rewards, ABC Reading Eggs is an engaging tool to learn to read.

The teachers at Brentwood Park are introducing the program to the students this month and each student is provided with a username and password and families will receive a letter detailing access at home once your child’s teacher has introduced the program.

The school has paid for the subscription of all the students and as you are aware the school has requested families to pay for the subscription for Mathletics.

MATHLETICS

Mathletics is a world-leading e-learning resource which has a highly engaging curriculum-aligned content. It involves live fluency activities and targeted adaptive practice. It has a variety of resources, diagnostic testing and assessments. The lessons are targeted at individual learning and covers preschool to 12 mathematics curriculum concepts.

As per Reading Eggs the students have a user name and password of which most parents would be familiar with as Mathletics has been utilised at the school for four years now.

The parents of Foundation students will become familiar with these programs during this year!

Please ensure you have paid the Mathletics subscription. If you did not purchase your child’s stationary at the Berwick Newsagency please pay the Mathletics subscription to the school. (Please note invoices have been sent home to families this week who have not yet paid).

Thank you for your support of these two interactive programs that will support your child’s literacy and mathematic skills.
Back to School in 2014! Be prepared for an Asthma Spike

What is the February asthma spike?
Throughout the year there are significant increases, or ‘spikes’, in asthma presentations to hospitals and emergency departments. Approximately 1 in 10 children in Australia have asthma, and for children and adolescents with asthma these ‘spikes’ usually occur towards the end of holiday periods as they return to school and preschool. A significant ‘spike’ in asthma presentations and admissions to hospital of children and adolescents, experiencing severe asthma exacerbations, occurs throughout the first few weeks of February.

Triggers that can be encountered are:
- Dust and mould spores from poorly ventilated, or insufficiently cleaned school rooms
- Respiratory viruses, such as cold and flu viruses
- Cleaning products that leave behind strong smells, aerosols or airborne dust
- Anxiety and stress due to returning to school

What can we do to avoid asthma exacerbations in our school?
- Ensure your school has a sufficient number of Asthma Emergency Kits
- Ensure that each Asthma Emergency Kits contain fresh and in-date reliever medication (e.g. Ventolin, Asmol or Airomir), spacers, record sheet and instructions detailing the emergency procedure
- Ensure student Asthma Action Plans are updated and returned to school
- Ensure staff education and training is current, arranging a staff asthma education session as required for all new and ongoing staff
- Ensure your school’s asthma policy is current for both onsite and offsite situations, and first aid posters are displayed in key locations
- Ensure staff are aware of which students in their class have asthma, and know where Asthma Emergency Kits are stored
- Ensure all classrooms are opened, cleaned and aired out in the weeks before students return to school. A helpful technique can be to turn on all fans, as well as any heating/cooling systems, to begin to clear dust before students arrive.

Why does the spike occur?
While there have not been direct links established, the February ‘asthma spike’ is believed to be largely due to children and adolescents coming into contact with asthma triggers that they have had time away from, as they are now returning to school. Forgetting to take their medication, and poor medication adherence, also places students at an increased risk of asthma attacks when exposed to triggers.
FREE two day workshop and information sessions for PARENTS/CARERS of school age students on the autism spectrum

Workshop: 2014VICPC1 Location: Berwick

The Positive Partnerships initiatives have been developed and delivered by Partnerships between Education and the Autism Community (PEAC) and funded by the Australian Government Department of Education, through the Helping Children with Autism package.

What will you learn?
As a result of participating in the workshops and information sessions as parents/carers you will gain:
- a greater understanding of the impact of autism on your child, both at school and at home
- knowledge about how to develop effective parent, school and teacher partnerships
- specific strategies on how to:
  - advocate for your child
  - support your child’s participation at school
  - develop an awareness of ongoing learning needs
  - information about your local school system’s processes
- opportunities to network and share strategies with other parents/carers and key community members
- opportunities for discussion around a range of topics relevant to students with an ASD and their families

Some key community representatives that support families living with autism will be identified and invited to participate in the workshop with a view to supporting a community focus beyond the workshop.

Workshop details
Venue: The Cardinia Cultural Centre
Lakeside Boulevard, Pakenham VIC 3810

When:
Two day workshop – Tuesday 18 & Wednesday 19 March 2014
Day 1: 9.00 a.m - 4.30 p.m (Registration from 8.15am)
Day 2: 9.00 a.m - 3.30 p.m

Registration opens Wednesday 5 February 2014 and closes 2 days prior.
Registration may stay open until one day before the workshop if spaces are still available, but we strongly recommend that you register as soon as possible.
You will receive a confirmation of your registration.
Online registrations preferred: please go to the website www.positivepartnerships.com.au.

Only complete the following form if you do not have access to the internet and fax or mail to:
Fax: 02 9451 9661; Mail: Positive Partnerships, ASPECT, PO Box 361, Forestville NSW 2087

Positive Partnerships Info Line number: 1300 881 971

“The Positive Partnerships initiative is funded by the Australian Government Department of Education through the Helping Children with Autism Package. The views expressed in this publication do not necessarily represent the views of the Australian Government or the Australian Government Department of Education.”
Who’s in Charge?

Does your child hurt, intimidate or abuse you? Do you feel you are losing control? Want to better handle conflict?

“Dear Andy — How are you? Your mother and I are fine. We both miss you and hope you are doing well. We look forward to seeing you again the next time your computer crashes and you come downstairs for something to eat. Love, Mom and Dad.”

The Who’s in Charge? group is a 7-week program for parents or carers of young people (8 to 18) who are beyond control, violent or defiant.

The group aims to:
- Provide a supportive environment to share experiences and ideas
- Reduce the guilt and shame which most parents feel
- Offer ideas to help you develop individual strategies for managing your child’s behaviour
- Explore ways of increasing safety and wellbeing
- Help you feel more in control and less stressed

Starting – Wednesday 19th February 2014 @ 9.30am - 12.00pm
Finishing – Wednesday 2nd April 2014 (longer session)

At the Dandenong Uniting Church
Corner of Scott & Robinson Streets, Dandenong 3175
Enquiries & Enrolment (essential):
Contact the Group Workers at Cranbourne on 5990 8400

Gold Coin Donation
Further info on violence to parents: www.eddiegallagher.id.au
connections.org.au
Type 1 Diabetes

Do YOU Know The Symptoms?
You could save the life of someone you LOVE

No-one is ever TOO YOUNG

One of the most common Non-preventable Auto-immune diseases in children

Signs and Symptoms NOT to be ignored

- Extreme thirst
- Sudden weight loss
- Frequent urination
- Blurred vision
- Extreme tiredness
- Mood changes
- Constant hunger
- Vomiting
- Nausea
- Infections
- Tummy pains
- Acetone breath

If you notice these symptoms please seek medical advice

Produced and supplied by The Courageous 14
contact email: TheCourageous14@hotmail.com

Funding support from Abbott Diabetes Care
Getting Teens on Track

➢ Is your teenager not listening to you?
➢ How can parenting teens be easier and fun?
➢ Where’s the balance between rules and independence?

Come along and join other parents/carers to discuss experiences, ideas and learn strategies in a relaxed, friendly place.

When: Wednesdays for 5 weeks
5th March – 2nd April 2014
6.30pm – 9.00pm

Where: Youth Information Centre
Stuart Avenue (next to Library)
Hampton Park

Facilitators: Sandra Phillips from Parentzone
Dani Williams from Casey Youth Services

Bookings & Enquiries: Sandra Phillips at Parentzone
Ph: 1300 984 011 or 0447 500355
sandra.kelly@anglicarevic.org.au

- NO COST - but bookings required

Refreshments Provided
For Parents or Carers of Teens/Preteens aged 11+
WAVERLEY PARK HAWKS
AUSKICK

HOME OF THE HAWTHORN FOOTBALL CLUB

2013 "Auskick Centre of the Year" for the Southern Region

Boys & Girls aged from Kinder to Grade Six

Through a weekly coaching program children learn the skills of the game, play football in a fun and safe environment (non-contact!) and make plenty of friends!

So, if you want to have lots of fun, meet new friends and get lots of cool gear then we look forward to seeing you soon!

AFL Auskick is for boys and girls and we love having fun at Auskick!

Visit www.aflauskick.com.au to register your details
Open for Girls & Boys from Kinder to Grade Six

Waverley Park Football Ground
Stadium Circuit – Mulgrave
Saturday mornings 8am – 9.30am

Register and pay online before Monday 14th April and receive a family pass (2 adults & 2 children’s tickets) to a selected AFL game during the 2014 season
JOIN US IN THE SPOTLIGHT

Fun, inspiring classes in drama and musical theatre for kids! From beginners to advanced.

- Develop successful life skills like confidence, communication and teamwork.
- Great value - all weekly classes, workshops and costumes included. No registration fee.
- Perform on stage twice a year.
- Over 25 years of success.
- Highly qualified, experienced teachers.
- Talent Agency - opportunity to join.

CALL 9384 1644
to book a free, no obligation audition session in November 2013 or February 2014.
Classes Start February 2014

CHILDREN'S PERFORMING COMPANY OF AUSTRALIA

Mums' Program

Only $35 for five weeks of group tennis coaching* Tennis Victoria’s Mums’ Program is run by a Tennis Australia qualified coach which means that you will be in good hands to develop your tennis skills. In addition, save time and money on childcare by enrolling your children in the Tiny Tots program** for just $15 for the same five weeks.
Open to beginners and those who would like to resume playing tennis, the Mums’ Program allows you to take some time out for yourself and get fit and active whilst socialising with other mums in your area.

Benefits of the Mums’ Program:
- Improve your health, have fun and get fit.
- No need to find or pay for childcare to participate.
- Receive expert tennis coaching.
- Save money as you don’t have to purchase any equipment to participate.
- Gain a greater taste of Carroll Tennis and get involved with your local tennis club for a minimal cost.

Tiny Tots Program

Enrol your child in our Tiny Tots Program**
The Tiny Tots Program is targeted at children aged 3-5 and helps them develop fundamental motor skills whilst allowing you to participate in tennis, without the burden of having to find childcare.

Program Registration

To register for the Mums’ Program (and the Tiny Tots Program**), please contact your nearest venue. Places are limited so please register early.

For more information contact:
Tennis Victoria
Locked Bag 0001
Richmond, Vic 3121
T +61 3 8429 0420
F +61 3 8429 0490
E trainings@tennis.vic.au
facebook.com/tennis.vic
twitter.com/tennis_vic
in
instagram.com/tennis.vic

*This program is open to new participants only.
**Subject to coach availability and mums must be participating in the Mums’ Program for their child to participate in the Tiny Tots Program.

For more information contact:

Tennis Victoria
Locked Bag 0001
Richmond, Vic 3121
T +61 3 8429 0420
F +61 3 8429 0490
E trainings@tennis.vic.au
facebook.com/tennis.vic
twitter.com/tennis_vic
in
instagram.com/tennis.vic
Waverley Gymnastics Centre
NARRE WARREN CAMPUS

WOULD YOUR CHILD LIKE TO LEARN
HANDBACKS, CARTWHEELS &
SOMERSAULTS? HERE’S THEIR CHANCE!
Gymnastics is not only a fantastic and fun sport in its
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