



Thursday 18th February 2021

TERM 1 WEEK 4

KEY DATES

FEBRUARY

Fri 19 - No Assembly
Mon 22 - Breakfast club starts daily 8.50
Thu 25 - G4/5 visit to Nazareth College

MARCH

Wed 17 - School Photos
Fri 5 - Curriculum Day NO STUDENTS
REQUIRED

TERM DATES 2021

Term 1: 27 January - Staff only resume,
Students start - 28th Jan - 1st April 2021
Term 2: 19 April - 25th June 2021
Term 3: 12 July - 18th September 2021
Term 4: 4 October - 17th December 2021

BREAKFAST CLUB DAILY (OLD HALL CANTEEN)

Monday - sit down including cereal & toast
Tuesday - grab and go with fruit options
Wednesday - including cereal & toast
Thursday - grab and go with fruit options
Friday - including cereal & toast

CURRICULUM DAYS

Friday - March 5th
Friday - October 29th
Monday - November 1st

PUBLIC HOLIDAYS

Labour Day - Monday 8 March
Good Friday - Friday 2 April
Queens Birthday - Monday 14 June
Melbourne Cup - Tue 2 November

TIMETABLE

Commence 8.58 Line-up Bell-Music, 2nd Bell 9am
Recess 11.00 - 11.30am
Lunch 1.40 - 2.30pm
School Finishes 3.30pm

HOT DAY timetable

9:00am Sharp
Recess 11:00am - 11:50am
Lunch 2.00pm - 2:30pm
School Finishes 3:30pm

From The Principal

It's nice to be back on-site after a small hiatus. I get the feeling that we will be facing more of these small lockdowns as the winter comes around, but hopefully not the full lockdown of last year. With that in mind, the staff are working on maintaining a weekly website so that we are able to pivot quickly in the event of future short lock downs and we will continue to work on our full remote learning platform in the event of a long term lockdown.

Once the Department guidelines have come through we will provide you with the most relevant information with regard to on-site learning and access to the school grounds. Thank you for your support and understanding of our situation over the past couple of days. We trust that the interim remote learning program offered, has provided an opportunity for your children to remain engaged in some form of learning over the past three days.

We also appreciate, as always, that the snap lockdown, does trigger anxiety within many students and families and that some families may have chosen not to engage in the learning program offered over the "Circuit Breaker" time period. If your child's wellbeing has been severely impacted by the most recent lockdown and you would like to investigate support structures offered by the school and DET, please do not hesitate to contact the school, where either Stuart Hattwell, Tom Boyle or I will be more than happy to assist.

School Review

As 2021 is a year of review for the school and there is considerable uncertainty around larger gatherings, the school is looking to seek parent feedback in other ways over the remainder of this term. Over the coming weeks, we will be sending out Google forms to better understand the parent perspective of how we have met our goals for the previous 4 years and where parents would like to see the school head over the next 4 years. For parents keen to do their homework early, the current strategic plan and the annual improvement plans are all available on our website. I would encourage families to use these documents as a reference for the surveys that will soon be coming your way.



Page 1

School Council Elections

Following the nomination period for the Mulgrave Primary School Council elections, the following people have nominated:

- Mrs. Melinda Collard
- Mr. Don Corcoran
- Mrs. Dana Kroenent
- Mrs. Anne McNee
- Mrs. Margaret Perdreau
- Mrs. Pierre Talevski
- Dr. Saden Zahiri

As there are 4 positions to be filled at this election, a ballot will be held, with families receiving their voting instructions on Monday February 22nd. Polls will close at 4pm on Monday March 1st.

The following staff have nominated for the DET category:

Mr. Stuart Hattwell

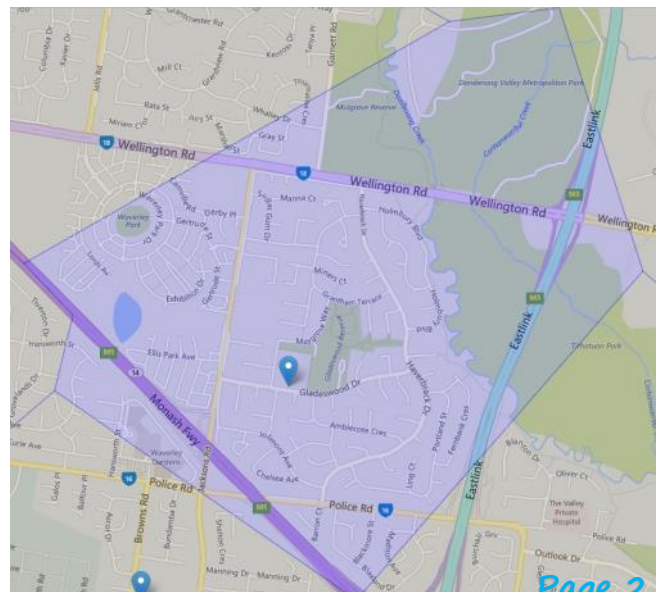
Mr. Timothy O'Neill

As there are 2 positions to be filled, both Stuart and Tim are elected unopposed and there is no need for a ballot.

Enrolling at Mulgrave PS

The Department's enrolment policy enables students to have guaranteed access to their nearest school in a straight line from their home. Our current designated area is on the map attached for your information. The Department have instructed schools to work towards a maximum of 50% of enrolments from outside of this area. The DET's policy not only prioritises enrolments for children living within the school zone and the siblings of students already attending the school, but it also allows for parents with children living outside a school's area to still have the choice to request enrolment at their preferred public school, providing the school has the capacity. Mulgrave does not have an official cap on our enrolments, however we have limited physical space in terms of buildings and are currently over capacity and therefore will need to restrict our numbers. We are working to address this issue through the master planning process, but our current goal is to maintain 3 classes of no more than 22 in Foundation (66 students). At this point in time, we have significant interest from outside of the area, so I would greatly appreciate the support of all of our current families in returning enrolment forms for 2022. This will allow us to determine our percentage of students inside our boundary and how many places we need to reserve for families in our catchment. I would like to thank those families who have already done so, as this has given us a great head start on this process. Ideally, we will be able to offer places to all interested families, but it is too early to guarantee this. This year, the school has established a new process to cope with the increase in demand. Families are asked to submit their enrolment applications by Friday June 25th. Families from within the school zone will receive automatic entry and confirmation within a few weeks of submitting their application. For those families outside the zone, where there are insufficient places at a school for all students who seek entry, students are enrolled in the following priority order:

1. Students for whom the school is the designated neighbourhood school.
2. Students with a sibling at the same permanent address who are attending the school at the same time.
3. Where the regional director has restricted the enrolment, students who reside nearest the school.
4. Students seeking enrolment on specific curriculum grounds.
5. All other students in order of closeness of their home to the school.
6. In exceptional circumstances, compassionate grounds.



Page 2

Some Tip About Reading

As you will be aware, teachers have been busy here at school in recent weeks, assessing each individual students' reading progress. This has included students reading books individually to their teacher and then answering some comprehension questions. By listening to and discussing what has been read with each child, teachers are able to determine each student's strengths and 'where to next' (what the next thing is they need to learn to progress). Following this, students have been allocated particular books to choose from to bring home for home reading. Home reading books are meant to be at a level that give a child practice at their reading skills. They are meant to be relatively easy, so that fluency and self-correcting can be a natural part of reading aloud at home.

An important thing to understand about 'reading' is there are different parts or elements to it. The most obvious part is what teachers call 'decoding' – being able to see letters of the alphabet, attach a sound to those letters and 'say the words'. Many students at MPS, particularly in the lower grades are becoming very good 'decoders'. They recognise many common words, they run words together in phrases and they pause at full stops, so that the reading aloud sounds great. It is exciting to listen to your child read aloud when they are doing all of those things. However, sometimes reading at home may seem quick if this is the only focus. We don't want to give the message to our children that 'reading' is about saying the words on each page as quickly as we can, then closing the book and we're done! This is because another super important part of really reading, is making meaning from what we read. This means that students should understand or comprehend what they have read. To ensure this, it is important to talk to children about what they have read and we teach and expect students to think about what is happening in a story while they are reading and to reflect on it at the end. This is where parents can support children at home. When your child reads aloud to you at home, ask them questions to get them thinking about what they have read. Books and reading provide a wonderful opportunity to learn all sorts of life lessons. Children are exposed to characters making a plethora of good or bad choices which make great discussion points about ways to treat other people and how the world works. You can help your child greatly by discussing stories with them.

There are different kinds of questions you can ask your child during and after reading to help guide their understanding. Questions which help to find answers that are directly stated in a book could start with:

What happened...? How many...? How did...? Who...? What is...? Which...?

Questions which help children to think a little more deeply and start to 'read between the lines' by thinking about what the author is telling us may include:

Why did...? What was...? What do you think about...? Can you explain...? How was this similar to...?

We can help children to think even more deeply about what they are reading by discussing what they think, feel and wonder about what they read. Some good questions to ask about this level of thinking are:

How would you...? Do you agree...? What would have happened if...? How might...? What effect does...? If you were...? What would you...?

Some children may bring the same reader home for various reasons. Children will benefit greatly from re-reading the same book. When re-reading a book think about what they could have missed the first time they read it. Look deeply at the illustrations, characters facial expressions and ask them what could they be thinking.

Other questions you could ask are:

How does the setting make you feel? Can you show me where in the story you felt this? Why?

Do you feel differently about the setting or the story now that we have read it again?

How has the character changed? Could you show me the page that this took place?

Punctuation:

When re-reading a book look closely at the punctuation that is presented in the book.

If it's a question mark ask what does it mean? When would we use it?

If it's a full stop again ask what does it mean? Why do we need to stop when we read?

If it's a comma ask what do we do here? Why do we need to take a breath when reading?



Sight words/letter & sounds

When re-reading a book look at the common sight words that occur throughout the book.

Ask how many the /and/ get/to you can find? Can you count how many you found?

With the letters and sounds ask them to find a certain letter and sound. Ask the child to tell you the letter and sound and count how many there are.

As parents we have a big responsibility to support our children's reading development. The best thing that you can do to help your child is to make a daily time to enjoy books together. For the younger students this means finding a time to sit on the couch together or snuggle up in bed to read together each day.

Talking about the story with your child gives you an opportunity to see what they are taking in. What extra information are they noticing in the pictures? Do the pictures help us to see why a character behaves in a particular way? Do they help us to predict what might happen on the next page? Can your child empathise with the characters (understand how they might be feeling)? Has your child ever been in a similar situation?

Children need strong role models of what 'good readers' do too. Reading a picture story book aloud to your child (or possibly a novel for older children), and pausing, 'thinking aloud', making predictions and posing 'I wonder if...' type statements helps your child to see what good readers do. They stop, think and reflect on what is happening as they read.

As a parent, you can have a big effect on how your child perceives reading – do they see you reading for pleasure as well as to find an answer for a question you have? Have you read aloud to them your favourite books from when you were their age? Catching a loved ones' enthusiasm for reading rubs off!

To quote Dr Seuss:

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Being able to read is a gateway to being a life-long learner, so let's get behind our kids, support and encourage them by giving them daily opportunities to practice and talk about what they are reading!

Charles Spicer

Principal



MULGRAVE PRIMARY SCHOOL PHOTO DAY IS COMING

The official School Photos will be taken by Elite School Photography on

Wednesday 17th March 2021

All orders are to be completed online, via the Elite School Photography website, PRIOR TO THE DAY.

You can order your Child's School Photos by using the login code **ESP202515** and follow the easy to use steps to order. Please ensure all relevant details are filled out correctly.

Family Discount - If you have more than two children attending this School, please list all their First Names and all their Classes and select 2 as the quantity, for the Deluxe and Standard packs. Your third and subsequent Child will receive their packs free of charge, but you must list all your children's names. This family discount will only apply to the Deluxe & Standard Packs.

If you have any queries regarding School Photos, please contact our friendly staff at ESP directly on (03) 9570 9311

SIMPLE, SMART & SENSIBLY PRICED

Page 4

Mulgrave Primary School

Values: Persistent, Motivated, Successful

23-31 Gladeswood Dr, Mulgrave VIC 3170

Phone: (03) 9795 2477

mulgrave.ps@edumail.vic.gov.au



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 is 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

MORE INFORMATION

For more information about the CSEF visit
www.education.vic.gov.au/csef

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools in 2020 or you did not apply in 2019.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020.

Check with the school office if you are unsure.



If you would like a CSEF form or have any questions about it, please come and ask us at the office.
Due by 25 June 2021

School News

Changing the Linen in Sick Bay 2021

Welcome back to Term 1 - 2021

Thank you to all the volunteers who signed up!! There are no more spots to be filled.

All assistance is greatly appreciated!

Soft Plastic Pick up and drop off RedCycle

This year, MPS are continuing to collect and recycle of rubbish including soft plastics and more in classrooms for student awareness and contribution in protecting the environment.

We will be doing this by separating our waste into compost, hard recyclables, paper/cardboard, soft recyclables and rubbish. At a school level, we can drastically reduce the amount of waste going to landfill and teach students good habits and the importance of sustainability!

As part of the process, we will be sending soft plastics home with a nominated student each Friday from each classroom for families to be part of cleaning up our environment and school by taking it to a local RedCycle drop off point. Either at Coles or Woolworths.

With thanks, Lucy Truesdale

Breakfast Club

8.40 - 8.55am Monday - Friday

Breakfast club will be resuming in week 5, February 22nd.

However Monday, Wednesday & Friday we will offer more of a sit down option involving cereal and toast. Tuesday & Thursday will be more of a grab and go type morning with more fruit options available.

One week to go breakfast is available between 8.40 & 8.55 am every day next week.

Served from the Hall Canteen

- ◆ Monday - sit down including cereal & toast
- ◆ Tuesday - grab and go with fruit options
- ◆ Wednesday - including cereal & toast
- ◆ Thursday - grab and go with fruit options
- ◆ Friday - including cereal & toast



We will be requiring 3 parent volunteers each morning. If you would like to help, please click on the link below to add yourself to one or more of the mornings.

Thank you for supporting MPS students.

<https://signup.com/go/fHxfJfc>

WORKING WITH CHILDREN CHECK

Children LOVE to see you helping out at our school. Here are just some of the ways you can get involved with the Mulgrave Primary School community:

- Nominate for school council
- Assist with school fundraising
- Attend our school assemblies
- Attend school excursions and special events as a parent helper
- Become a regular classroom volunteer assistant
- Attend parent functions
- Join our Parents and Family Association – PFA

We value the assistance of parent helpers in our classrooms and with other school activities. It is a requirement of school council that all volunteers at our school hold a current Working With Children Check (WWC check) and that these details are recorded on our Register of Volunteers. If you would like to assist in the classroom or with other school activities, please provide details of your WWC check to our school office and also ensure you update your details with the Department of Justice and Regulation, to include Mulgrave Primary School as a place you volunteer.

If you would like to apply for a Working With Children Check or need to update your details, please use the link below

<http://www.workingwithchildren.vic.gov.au/>

Our Volunteers Policy is provided for your reference under the “About Us” page on Mulgrave Primary School’s website.

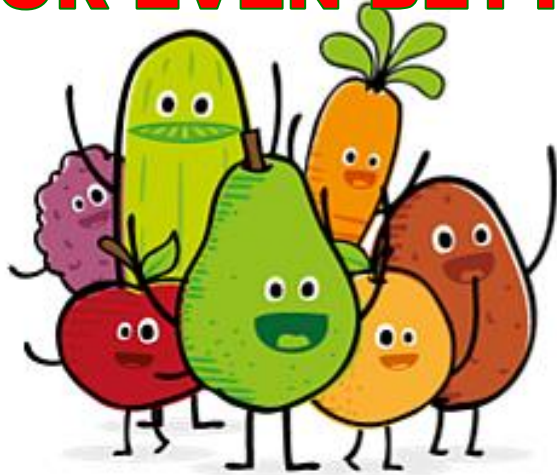
<https://mulgraveps.vic.edu.au/wp-content/uploads/2020/06/Volunteers-Policy.pdf>



NUDE FOOD

TUESDAY

OR EVEN BETTER "EVERYDAY"



Mulgrave Primary School is

joining the *war on waste!*

Every Tuesday will be a

NUDE FOOD DAY

We encourage you to bring a snack

and lunch with **no packaging.**

PACK

- ✓ A reusable lunchbox
- ✓ Snacks in reusable containers
- ✓ Drinks in reusable bottles
- ✓ Reusable utensils when needed

AVOID

- ✗ Lunches packed in plastic bags, cling wrap or foil
- ✗ Disposable drinks boxes, cartons, bottles & cans
- ✗ Pre-packaged lunches or single serve items
- ✗ Disposable utensils



TERM 1 WEEK 2 STUDENT AWARDS

Class	Name	Reason
6G	Savannah T	For making a wonderful start at Mulgrave and contributing in class
6C	Dennis G	For helping out a friend when they dropped their belongings.
5W	Neyla K	For settling into school really well.
5N	Atahan T	For making fantastic contributions in class discussions. Keep it up!
5H	Ruby S	For having a positive attitude, helping around the classroom and being kind to others.
4J	Emily T	For being an extremely compassionate and considerate classmate and thinking about the needs of other people.
4B	Brooke A	For your thoughtful and consistent contributions to class discussions this week. Go Brooke!
3S	Leo K	For his excellent behaviour and fantastic ideas in the classroom.
3R	Hiya M	For settling into Mulgrave Primary School and participating in classroom activities this week!
3M	Mayson P	For making a fantastic start to Grade 3, showing respect and being a positive role model to his peers. Great work Mayson!
2M	Ray	For demonstrating persistence when encountering challenging learning tasks.
2E	Liam C	For being brave enough to be the first author to share your writing in our Author's Chair. We enjoyed your song!
2B	Ryan A	For showing great listening skills during the 'Attitudes to Maths' activity. Keep it up!
1T	Emili S	For staying focused and persisting when drawing a detailed picture of a huntsman.
1P	Eva L	For having a positive attitude and trying her best with all her learning tasks. Well done Eva!
1M	Jaxon T	For a detailed description of his favourite toy during Show and Tell. Excellent work Jaxon!
1C	Liam D	For being a responsible member of our classroom, thank you for looking after our classroom equipment.
PL	Fleure O	For a great start to the school year and a fantastic job identifying rhyming words.
PH	Oliver	For an enthusiastic start to the school year, being so helpful to everyone in Prep H. Well done Oliver!
PC	Sara M	For being kind and helpful to her classmates and teacher. Well done on a great start to school Sara!

TERM 1 WEEK 3 STUDENT AWARDS

Class	Name	Reason
6G	Spencer M	For sharing insightful ideas and providing reasoning when solving maths problems
6C	Levi U	For really powerful writing this week, specifically a piece about a rat battle and a very heartfelt compliment card.
5W	RJ	For making powerful contributions within our class discussions.
5N	Melanie D	For sharing her amazing writing piece with great expression!
5H	Ahmed	For being a happy and helpful member of the class. Ahmed regularly helps out and works well in a team. Well done Ahmed - keep up the good work.
4J	Zac V	For working hard to publish his holiday recount. You have shown some excellent editing skills. Well done.
4B	James M	For having thoughtful conversations about how to improve a writing piece and showing empathy to his classmates.
3S	Mirabella W	For demonstrating excellent behaviour and for producing excellent writing.
3R	Josh W	For being a fantastic role model in the classroom and continuing this on the playground as well.
3M	Billy M	For his excellent behaviour and consistently showing respect in the classroom. Keep up the great work.
2B	Jeremy P	For showing great concentration and listening during the Soundwaves Spelling Test. Keep up the great work.
2E	Smayan R	For continuing to build your resilience and trying to bounce back when something happens to upset you. We are very proud of you Smayah! :)
2M	Dylan H	For his enthusiastic and focused work ethic during learning times. Keep up the awesome effort!
1T	Aleseia	For working hard to independently write a recount of our Living Things game. Keep up the great work!
1P	Leon A	For being a diligent and hard-working student who is always ready for learning. Well done!
1M	Amelia W	For explaining in great detail all of the new information she discovered this week about living and nonliving things.
1C	Abel A	For being a superstar writer! I love how determined you were to complete your recount of our walk around the school!
PL	Ariel T	For her keen participation in group discussion and her thoughtful comments.
PH	Patrick L	For his outstanding effort in class each day, and being so kind to his peers. Keep it up!
PC	Poppy S	For actively listening and participating in class. Well done on a great start to school!



Kids Need Smart Parents, Not Smart Phones

A few weeks ago my 13 year-old dropped her telephone... into the bath. There was a scream. Then tears. Then frantic attempts to open the phone and dry it out. Her panic slowly subsided and was replaced with hope as she attempted to restart the phone. It didn't work. Several attempts followed throughout the evening, and the following morning, and after school, and during the next evening. Still nothing. The phone was dead – drowned.

The requests for a new phone started immediately. And we said 'no'. Our daughter began to retreat into her quiet place, mumbling something about 'my precious' while rocking backwards and forwards, hugging her knees.

Kids Need Smart Parents, Not Smart Phones

Our daughter had agreed to a 'phone contract' with us, much like the one made famous by a mum-blogger earlier in the year. She was pretty good with it, but blurred the boundaries from time to time – as evidenced by the fact that she was in the bathroom with her phone. I mean, seriously... do you really need your phone in the bathroom? After considering her need for a phone, we decided against it.

Needs vs wants

I'll be the first to admit that there are times when it's a little inconvenient that our daughter can't be contacted. Instead of texting her we have to ring the school and ask that a message be sent to her classroom. Sometimes we wonder where she is, and we can't call to find out. But since this is a rare occurrence we decided that this was no justification for a phone. What it really comes down to, though, is that we actually think our kids are better off without phones, i-pads (or tablets), or any other devices. Part of this comes down to our parenting philosophy. The thing is, it's not a need. It's a want. And it's quite amazing... our kids really can survive just fine without the phone and computer. It makes sense though – I mean most of us probably survived until at least our twenties before we felt we needed a phone.





Kids Need Smart Parents, Not Smart Phones

What does research say?

It's not just a philosophical preference that keeps us from giving our daughter another phone with its attendant increase of screen time. It's also based on research. There are some advantages to our kids having computer and smart phone access. Some data tells us that computer games can help kids with ADHD, hand-eye coordination, and there are also some associations between computer use and literacy and numeracy skills in young children. There's some reason to think that these advantages are applicable to smart phone and tablet use as well. So it's not accurate to say 'computers, smart phones, and tablets are bad for kids and we shouldn't have them.' There are clearly some positive outcomes linked to their use. Besides, most parents recognise that their child's familiarity with technology makes a difference for them at school. But research also tells us that too much screen time, or the wrong kinds of screen time, can have a strong negative impact. First, there's the debate (still ongoing) about whether phones are responsible for cancer, or not.

There's also the question of how we are to deal with the addictive nature of the phone or tablet as 'an appendage' – the phone becomes the child!

Phones and tablets give our kids access to lots of games, including violent ones. Violent screen time is shown to cause violent behaviour

Phones and tablets (and computers generally) are time wasters. Our kids sit on their bums and play instead of getting off their bums to play. Excessive screen time has a negative effect on physical health

- There are some who argue that links also exist between children's mobile phone use and behavioural problems (withdrawal when phone off, anger), cognitive problems (always needing stimulation), and social problems (trouble connecting with people in the real world).

Excessive phone and tablet use is also related to lack of sleep, and high levels of fatigue. Excessive phone use (and screen time) rewires our children's brains. They become addicted to stimulation.

It boils down to this:

I just don't think our kids need the phone... and I think the data points in that same direction.

I do think they need opportunities to be kids, to be curious about the world they live in, they need to learn how to have a few rich relationships, and to learn to talk with a person face to face.

They need to get at least an hour of vigorous activity each day.

They need to be bored, to read real books, and to climb trees, ride bikes, or swim or run.

And they don't need helicopter parents ringing them several times a day 'just to check that you're alright'.

If you can't bear to leave your children without a phone, get a cheap phone that does talk and text only. Have it as a 'loan' phone for those times where you think it's absolutely necessary. It's cheaper, safer, and doesn't come with all of those other side effects.

Ultimately, our kids need smart parents, not smart phones.

What do you think? Are kids today in need of a phone? Or should they be able to survive without one.

Newsletter

Dear Families,

Wishing our Asian Community a Happy and prosperous Chinese and Lunar New year!

Last week in OSHC program, we explored several exciting activities during morning and afternoon sessions.

On Monday we made planes with paper rolls, April and Ava loved the activity! We also constructed our birthday boats, which are now displayed in the room. Tuesday, we made beautiful wind chimes, Viyaan was pleased with the colours selection he chose to decorate it! Lucy and Nabihah liked the lovely sounds it made! Wednesday, our Chinese/Lunar new year celebrations begun and we created a huge Dragan to display on the wall and made paper plate dragons. Thursday, we made yummy mini pizzas for afternoon tea and had so much fun reading cool messages on fortune craft cookies! Friday was full of fun Listening to karaoke singers, making sun catchers lantern, making valentine's day card and in science doing coin magic.

We also played several team games such as: frozen fingers, everyone it, Number soccer, one-touch, skittle soccer, basketball, musical chairs and many more.

Just a friendly reminder to all families to book your child for upcoming curriculum day on the 5th of March, Camp Australia is offering full day program from 7am to 6pm. Cost is only \$55.

Kind Regards

Virtual information sessions



Early session

Tue. 16th Feb, 2021

9.30am (AWST)
11.00am (ACST)
11.30am (AEST)
12.00pm (ACDT)
12.30pm (AEDT)

Register

Late session

Thu. 18th Feb, 2021

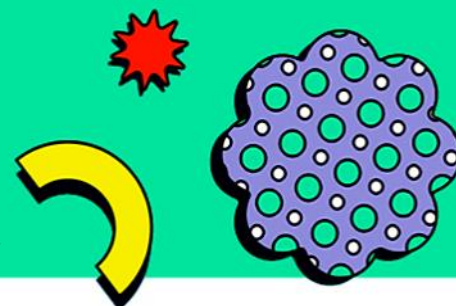
5.00pm (AWST)
6.30pm (ACST)
7.00pm (AEST)
7.30pm (ACDT)
8.00pm (AEDT)

Register

It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaaustralia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.

For booking, please visit: campaaustralia.com.au



Coming soon



ROCKETEERS

Extraordinary Holiday Adventures



Visit our blog

New articles are added each week for parents and cover various topics to help families.

Pupil Free Day



Date: 5th March 2021



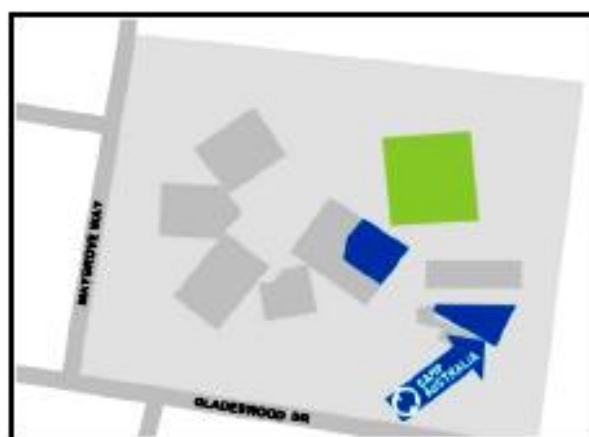
Time: 07:00 to 18:00



Fees: \$55.00



Location: The Before and After School
Care Room at Mulgrave Primary
School



Child Care Subsidy (CCS)

The Child Care Subsidy can provide up to 85% off your fees.
Your eligibility is determined by your family's annual adjusted taxable
income, the type of childcare you use, and your activity level.
To find out if you're eligible, contact Centrelink on 13 61 50.

Your OSHC.

Tailored before and after school
experiences that children love.

To book, visit www.campaustralia.com.au

by  Camp
Australia

To register and book, visit www.campaustralia.com.au

Your
OSHC.

A time for giving & getting together

Support us & buy today

Get into the holiday spirit & buy an Entertainment Membership to help us raise an **extra \$10** or **\$20** on top of the **20%** we already receive!



Your Membership* can pay for itself in just one day!

ENJOY A DAY OF SAVINGS WITH FAMILY OR FRIENDS



Activity with the kids

Member offer: **2 for 1**
Savings: **\$16.50**



Takeaway lunch for 4

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