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WEDNESDAY 5TH APRIL 2023



PRINCIPAL TEAM NEWS

Respect, Resilience, Achievement & Community



We would like to pay our respect to the Dja Dja Wurrung people. The Traditional Custodians of this Land on which we gather today and pay our respects to the Elders past, present and emerging.



Student Awards - Thursday 6th April

Values Awards

- Trinnity B - for her contributions to maths discussions and collaboration with peers.
- Austin M - for demonstrating an exceptional attitude towards all learning tasks.
- Lily B - for being a kind and inclusive friend in the classroom and yard.
- Havana H - for her positive attitude towards school and learning and for always being willing to give things a go.
- Darcy D - for working really hard to follow teacher instruction.
- Paisley C - Paisley is the definition of resilience and we just love her determination and courage.
- Jacoby N - for using your independent time wisely and choosing appropriate level challenges so that you can further your learning. Keep up the amazing work, Jacoby!
- Xav B - for working hard on his listening skills during assembly.
- Oscar H - for trying so hard to achieve his personal goals!
- Charlee M - for creating a sense of community during a game by including others.
- Mackenzie P - for showing resilience when coming across new challenges.
- Ellaniah L - thank you for being a wonderful member of 5/6 A. We wish you well at your new school. We will miss you at Golden Square PS.
- McKenna B - for showing respect and modelling our class expectations.

Reading Awards

- Davey R - for decoding when reading with a teacher.
- Lilah G - for demonstrating exceptional reading stamina.
- Michael X - for modelling exceptional reading stamina.
- Marley B-D - for demonstrating a positive attitude towards all reading tasks.
- Neal X - for participating and sharing rhyming words with the class.
- Archer K - for confidently naming and sounding out letters of the alphabet and applying this knowledge to his reading.
- Eviee-Rose W - for working hard to learn all the letter names and sounds they make.
- Anabelle M - for building her reading stamina and working hard in her conferences.
- Oliver H - for demonstrating a great understanding of the texts he reads.
- Evan D - for his plot analysis of the text We Are Wolves.
- Lilly C - for demonstrating excellent reading stamina.
- Xavier S - for responding accurately to comprehension questions about Bees.
- Ekam B - for showing great improvement with his reading.
- Jasper G - for his amazing 5-finger retell during shared reading.
- Liam D - for successfully summarising a story during guided reading.

Thought of the Week

The greatness of a community is most accurately measured by the compassionate actions of its members.

Happy Easter

We are wanting to wish you all a very Happy Easter and hope you all get some type of break over this period of time. The term has been busy and we have appreciated the support from you all in many different ways. It is never too late to volunteer in a variety of ways- whether that be at events, classroom reading, working bees, covering books etc etc.

Keep taking care of yourself and your wonderful family. We look forward to seeing the children back here on Monday April 24th.



Final week of term - early finish

Don't forget that we finish at 2:30 pm on Thursday 6th April (tomorrow). For those who are new to the schooling system, this early finish occurs at the end of Term 1, Term 2, and Term 3. The last day of school for the year, the end of Term 4, has a finish time of 1:30 pm.

Student Led Conferences

It has been great to see people coming in to attend the student-led conferences with the children. These really do provide an opportunity for your child to celebrate their achievements with both yourself and their classroom teacher. These are a shift from the traditional parent-teacher interviews of the past. We do acknowledge that there may be times when you would like to discuss something with the teacher and these conferences don't seem to be quite the right space. Please know that you can make contact with your child's teacher and arrange to have a discussion throughout the term as it is needed. You do not need to wait until the end of term for this. Arranging an appointment time is the best way to make sure that the teacher is prepared and available.

Easter Hat Parade and Raffle

We are sure that the children haven't let you forget, however, we want to remind you all that on Thursday 6th April we will be having an Easter Hat Parade starting at 9.15am in the gym. Children are encouraged to create their own Easter Hat to wear on the day and can come dressed in casual clothes. The Community Engagement and Fundraising Subcommittee will be running an Easter Raffle on the same day. We are seeking donations for the raffle to be made to the office by today. Tickets for the raffle will be available for purchase during the Easter Hat Parade. Tickets will be \$1 each or 3 for \$2. All money raised will be going towards the 2023 School Production.



Cross Country

We had a very successful Cross Country last Thursday. It was great to see the participation from all students, as well as the support and encouragement from other year levels and families. The top three for each race are as follows:

Prep Boys - Max, Oscar, Chaise and Aiden

Prep Girls - Remy, Joanna, Scarlett

Grade 1 Boys - Adam, Brooklyn, James

Grade 1 Girls - Scarlett, Indi, Lane

Grade 2 Boys - Isaac, Asher, Angus

Grade 2 Girls - Holly, Saylah, Abby

9 Year Boys - Finn, Elias, Liam

9 Year Girls - Jayla, Londyn, Krystal

10 Year Boys - Teddy, Levi, Will

10 Year Girls - Makayla, Lahni, Bonnie

11 Year Boys - Isaiah, Xavier, Jacoby

11 Year Girls - Charlotte, Maya, Charlotte

12/13 Year Boys - Nate, Declan, Ryan

12/13 Year Girls - Lily, Abygail, Abby

The students that came in the top 10 from the 9 year old - 12/13 year old will be having a meeting this week about the next stage. Once these details are finalised, an event will be created on Compass.

ANZAC Day Service

We will be holding an ANZAC Day Service here at the school on Monday 24th April for the children to learn more about this day and also provide them with the opportunity to demonstrate respect and appreciation for the sacrifices made by many who came before us. Two of our student leaders will also be representing us at the Bendigo Service held in town on ANZAC day itself. Thank you to these children who we know will represent our school in the community in a positive way.

Helping the Children Be Safe, Kind and Respectful Online

On Monday we were alerted by members of our community around some disrespectful posts being made on a social media platform that were commenting on our children here at Golden Square Primary School. The person making these posts is currently not known to us, however, there are still steps that have been taken to remove the offensive material.

These steps are:

- Reported the inappropriate content to the social media platform where they have 48 hours to remove it.
- If they fail to do this, then an additional report will be made to the esafety commissioner.

Please know that we can and should **all** report these types of posts that are public and thus have great potential to humiliate the children. Making the reports is one thing, however, it is in response to behaviours that have already occurred. People that post these types of things are seeking an audience and are feeling some type of connection when people either view, comment on, or like their content.

The children at our school are not of an age where they are necessarily able to make the best decisions about how to be safe online. While we provide education here at school, if this education is not reinforced at home, then the children will follow your lead. You are the more powerful influence as you are who they look up to the most. If they are able to make friends with unknown people and/or view content from unknown sources we are making it extremely likely that they will be exposed to content that we would not willingly share with them ourselves. We would not take our children to a public space and have them sit and listen to and even participate in conversations that are degrading and abusive. Let us stop and ask ourselves why we are allowing them to do this online.

The suggestion is not to ban social media from their lives (although it must be pointed out that the children will be making declarations on many of these social media platforms that they are 13 years of age or older), but that they are supervised and supported in these influential years to behave in ways that are safe, kind and respectful.

Again, we share the link to the [esafety commissioner's site](#) where there are many wonderful resources to help support you in these very important conversations that need to be had with your child whenever you decide that they are old enough to have their own device or use the shared devices in the home.

We are here to support every child, so please don't hesitate to contact us if you are needing help to navigate the challenges that technology brings with it.

Thank you to those families that have alerted us to these current posts. You have shown a strong sense of community.

Please find below information from the Bully Stoppers website in relation to inappropriate content online. The content in it very much aligns with what has been said in this section of the newsletter.



Inappropriate Content

Young people have access to a virtually limitless world so parents should be aware of the risks.

What is inappropriate content?

The internet offers young people amazing opportunities to connect and learn, but it can also expose them to content that is both age and developmentally unsuitable.

Content on the internet is not sorted into age or appropriate areas and without supervision and guidance, a child can either unintentionally or purposely find content that is sexually explicit, extremely violent or inappropriate. We know that exposure to this type of content can also be psychologically damaging.

Just as you would ensure that the books you read to your child are age appropriate and the TV shows they watch are suitably rated, you should monitor what your child is doing, and where they are going in the digital space.

Most internet users will at some stage come across confronting content online and in the majority of cases this will not cause long-term harm. Problems can arise when this exposure is constant and is not discussed with a parent who can provide a balanced view.

Some specific examples of potentially damaging content for children and teenagers include sites which encourage eating disorders or self-harm. For young people with mental health issues such as depression or an eating disorder, these sites can be damaging as they create an environment where users may normalise behaviour which is harmful (for example encouraging self-harm, or extreme calorie restrictions).

Be aware that young people can find these find these sites easily.

Most of these disturbing websites are not 'illegal' which means that they will remain online and it is up to a parent to monitor and manage. You would not feel safe allowing your child to wander aimlessly through a large city, alone and in the middle of the night so remember that the internet is like a large city, full of good and bad and a place that a child needs to be supervised.

The issues of curiosity and exploration are the same for every generation, but the internet means there is far more information which is far more easily accessible. Parents may once have looked up a 'rude' word in a dictionary—children today will Google the word instead. Rather than looking up pictures of nude bodies in a biology textbook, kids can now access pornographic content very quickly online.

What can I do to protect my child online?

The most important thing you can do is engage in open and honest communication. Use the internet together and make it part of your family's activities. The more you explore together, the more you will learn about their online behaviours and interests.

Inappropriate Content

More options include:

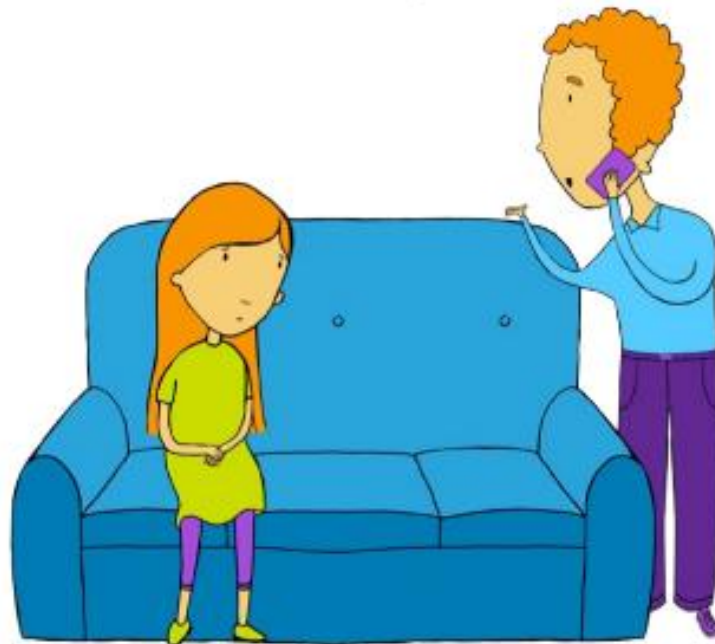
- **Have a home-based 'Acceptable Use Agreement'**. You have rules in the real world about what your expectations are, you can have similar rules and consequences for the internet.
- **Use an internet filter**. These can be downloaded for free or purchased from a retailer. Remember that sometimes filters fail, and they can be bypassed by a tech savvy child. Make sure your filter is working.
- **Use parental controls**. You may not be aware that computers, tablets, smartphones and gaming consoles have some level of parental control—for example, the ability to block access to certain categories of websites. These are not the default settings, so you must activate them yourself. Some search engines allow parents to restrict content and some modern modems have parental controls.

Talk with your child

Talk early and talk often! Ensure that you regularly talk with your children about their online experiences. Check with them about any inappropriate or scary content they may have come across and reinforce that there is nothing so bad that they cannot tell you about it. If you hear about a site which concerns you, have a look for yourself.

Let them know that they should come and tell you when they have any problems online, see something that they know is wrong, or anything that upsets them and most importantly they will not get in trouble.

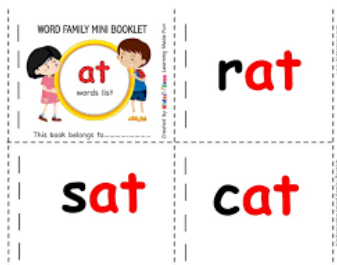
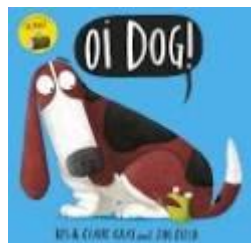
Children often fear telling a parent about an online issue as they think this will result in blocking their access to the computer and internet. Don't threaten to disconnect your child—this will only cause them to keep online problems hidden from you.



Reading

In reading this week, we are focusing on rhyming words and word families. We are learning to create a list of words that we can read by changing the first letter eg cat, hat, sat, mat, rat etc.

We have continued to read rhyming books, learning to identify the rhyming words on each page.



Writing

In writing this week, students focused on imaginative and creative writing. As a class, students discussed what they would do if they were the Easter Bunny. Students wrote a sentence and created an Easter Bunny face using their photo.

Students also completed a recount about the school cross country.



Mathematics

In mathematics this week, students completed a directed drawing activity. Students listened and followed a series of steps to draw an Easter Bunny with Easter eggs and a Chick with an egg.

We also focused on ordering the days of the week and created Hungry Caterpillars after reading the picture story book.



Reminders

Congratulations to these children for reaching 25 or 50 nights already!

25 nights:

Arlo J

50 nights:

Wynston B, Amelia D, Hannah D, Sadie D, Jackson M, Alice W

Don't forget the children can practise their coloured magic words during this time too.

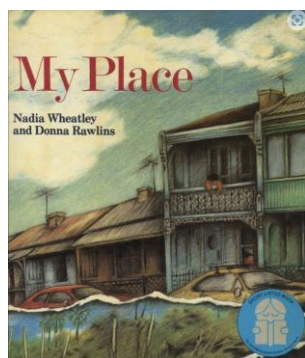
Students will bring home extra readers on Thursday so they can continue to practise their reading skills during the school holidays.

The Easter Hat Parade is on Thursday 6th April. It starts at 9.15am and is in the gym. Children are encouraged to create their own Easter Hat to wear on the day and can come dressed in casual clothes.



Reading

In Reading this week students have explored historical fiction texts to support their understanding of early Australian history and the genre. The classic "My Place" book has been featured with students enjoying the structure of the book and the historical insights. We have compared and contrasted 1850s and late 1700s Australia. Students have continued to work on reading stamina and as classes we have a set goal to read consistently for 20 minutes.



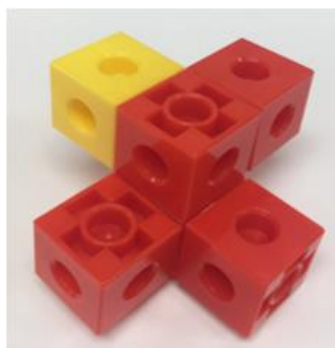
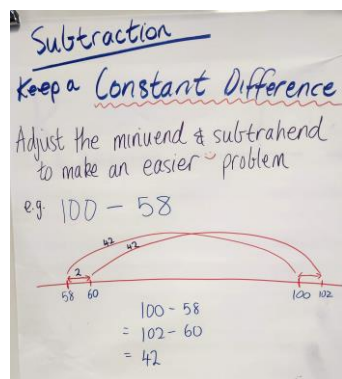
Writing

In Writing students have transformed the historical fiction narrative they have written about early Australian settlement into a "multimodal" text! Students created a PowerPoint which has included each paragraph as a separate slide. Students then recorded themselves reading the slide and included digital pictures to add to the story. This project has helped students develop their understanding of writing structure (including point of view and paragraphing), develop computer literacy and grow their confidence through narration.



Mathematics

In Mathematics this week we have continued to explore the world of subtraction. We have been working on thinking about subtraction as a 'difference problem', not just as 'take-away'. Students have developed the "adding on" strategy using a number line. Some students have even been able to use the "keep a constant difference" strategy. We have also explored symmetry in 3D shape building.



Reminders

Don't forget your nightly reading. It has been terrific to see many children reaching their 25 and even 50 nights of reading award in their Reading Diaries over the past couple of weeks.

Upcoming Events:

Easter Hat Parade 6th March
Last Day of School 6th March 2:30pm finish
ANZAC Day 25th of April **Public Holiday**



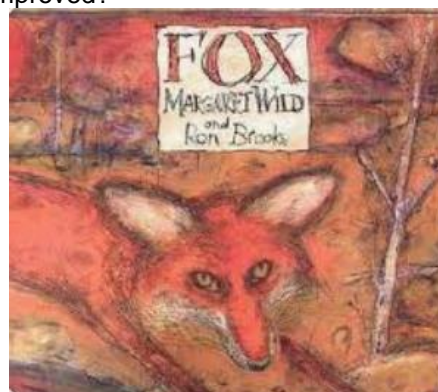
Integrated Studies

Students played a game that required them to evolve a bird species. Grade 5/6 students explored the concept of natural selection and continued with work on animal adaptations. A great deal of laughter and sharing occurred during this activity as the animal evolved over the course of the game.




Reading

In Reading this week, Grade 5/6 students have been analysing the text. To analyse a text we can look at different aspects, including- Characters, Settings, Plot, Language and Illustrations. Students responded to questions such as: What is your opinion on the setting in the book? Does the setting help set up the story? What evidence supports your thinking? Reflect on how the text could be improved?



Mathematics

What happens at the beginning of a maths lesson? A warm up is a great way to engage students and hook them into the day's learning. Last week students were presented with the following warm up: Can you guess how many pegs?

	How many clothespins are in the vase?	Clue #1 The answer is greater than 20 and less than 70.
	As the clues appear, use the information to narrow the possibilities to a smaller set. After each clue, use estimation again to determine which of the remaining answers is the most reasonable.	Clue #2 The answer is part of this pattern: 22, 25, 28...
	Write down your first estimate. After each clue, you'll see if your estimate is still a possibility. After each clue, if it is no longer possible write down a new estimate – and be prepared to explain why you chose it.	Clue #3 The answer is an even number, but it is not 46.
		Clue #4 The answer is not equal to $\frac{1}{2}$ of 56.
		Clue #5 The answer does not include the digit 5. The answer is not a multiple of 5.

Students in Year 5/6 have continued their Patterns & Algebra unit of work. We are exploring the order of operations. Students are encouraged to select a challenge level that suits them.

Reminders

Easter Hat Parade - Thursday 6th April
Last day of term (2:30pm dismissal) - Thursday 6th April



Students are encouraged to read nightly and record this in their diary or reading log. Class teachers would love to see this!



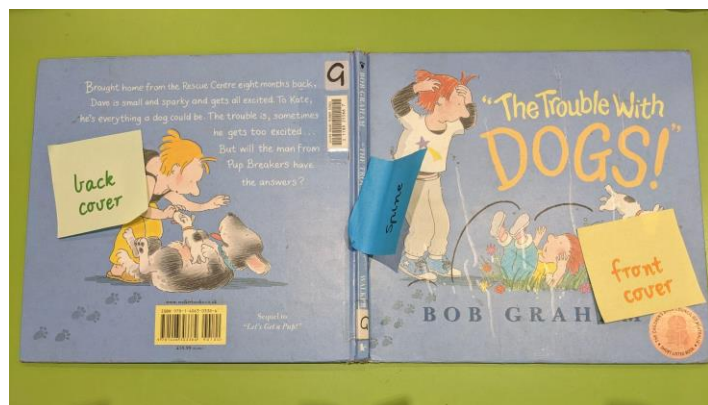
Thank you to all attendees for your support at the student / parent information evening last week. The presentation included a Powerpoint detailing what the program is all about and the selection process. A video of former team members racing and supporting the trikes as they flew around the circuit inspired many including Mr Williamson. Mr Williamson rode to and from work the following day to prepare himself for the morning training sessions next term. 33 students have so far shown interest and trials will begin this week.

CRASH!That's not a problem for Ghost.



Prep

Students in Prep have been learning about the different parts of a book. Students used sticky labels to label the front cover, back cover and spine of books.

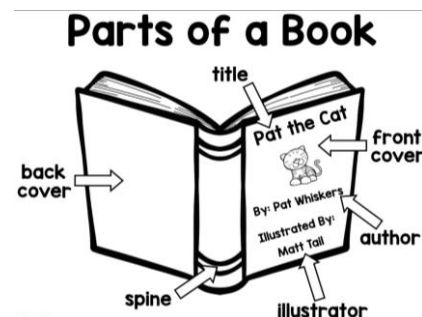


Prep students are learning how to put picture story books away in the library with their spine facing out.

Grade 1/2

Students in Grade 1/2 have been learning about the different parts of books, including how to determine who is the author and who is the illustrator, and to put their books away in the library with the spine facing out.

1/2 students have been identifying the beginning, middle and end of fiction texts and are beginning to explore the differences between fiction and nonfiction texts.



Grade 3/4

Students in Grade 3/4 have continued to develop their understanding of fiction call numbers and how these are derived from the first three letters of the author's surname. They created a book cover for a book they are the author of and included their call number on the spine.



We will continue these covers and reinforce how to organise them in alphabetical order.

3/4 students are beginning to recognise the call numbers of nonfiction books which include numbers and letters and are exploring how fiction and nonfiction texts differ.

Grade 5/6

Students in 5/6 are continuing to develop their knowledge of fiction call numbers in the library by participating in Author Races. This game helps students develop their understanding of how the fiction section of the library is organised and develops their skill in quickly locating specific author's on the shelves.



5/6 students have begun to explore the nonfiction section of the library in some depth. Through exploration of a variety of texts they have determined some of the categories of the Dewey decimal system, such as 900: History and Geography, 700: Art and Recreation (which the students prefer to label as 'Hobbies') and 600: Technology.

Borrowing and Returning Books

We have a number of students across the school with a number of overdue books. While we love every student to bring home a book from the library to share with you at home it is important that these are returned in a timely manner so that other families can too enjoy the book. Please help your child/children keep track of their library books and please return any overdue books you may find down the back of the couch or hidden in your families collection at home.

In order to maintain our quality supply of books in the library, please note that students' borrowing privileges may be suspended until overdue books from 2023 are returned.

2023 CSEF (Camps, Sports & Excursion Fund) Application Forms

2023 CSEF Forms are now available from the office or see attached.

Parents who have a current health care card are eligible to apply for this \$125 payment – a copy of your health care card is required for processing purposes.

The payment, once approved, will be credited to your child's school account for use toward upcoming camps, sports, and excursions.

Parents of new students commencing in 2023, or who have transferred from other schools will need to complete an application

If you have an existing student, you will also need to complete a new form to ensure that all children attending school are listed on the application.

Please contact the office on 5443 6877 if you have any further questions regarding this process.

Emily in the office has been working hard collecting forms, information, and permissions to submit CSEF applications on behalf of our families for the yearly \$125 payment per student's who are eligible.

We have successfully received our first allocation of funds \$14,875 – assistance for 119 students.

Well done Emily and thanks for all your great work on this.

The next 2 payment runs are, 3 April 2023, and 24 April 2023.

Please complete and return your application to the office to be included in one of these pay runs.

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM - 2023

School Name

School REF ID

Parent/Carer details

Surname

First name

Address

Town/suburb State Postcode

Contact number

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

☐ Foster parent under a temporary care order* **OR** ☐ Veterans affairs pensioner (Gold Card)**

*Foster Parents must provide a copy of the temporary care order letter from the Department of Families, Fairness and Housing (DFFH)

**Applicants must provide a copy of the Veteran Affairs Gold card

Is this an application for Special Consideration (no CRN needed)? Yes ☐ No ☐

Student details

Student's surname	Student's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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I authorise the Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Families, Fairness and Housing (DFFH) to provide the results of that enquiry to DE.

I understand that:

- DFFH will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to DE so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant Date / /

CSEF eligibility

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible for the fund, a parent or carer of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or
- on the first day of Term two.
 - a) Be a holder of one or more of the eligible financially-means tested cards **OR** be a temporary foster parent, and
 - b) Submit an application to the school by the due date.

For the list of eligible financially-means tested cards refer to the CSEF Policy [Camps, Sports and Excursions Fund \(CSEF\): Policy | education.vic.gov.au](#)

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with the above.

Criteria 2 - Be of school age and attend school in Victoria

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Special Consideration

A special consideration category exists for:

- Families on a bridging visa, temporary protection visa, in community detention or are asylum seeker families
- Students in temporary out of home care arrangements, including statutory kinship care

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/carer concession card being successfully validated with Centrelink on the first day of either term one (31 January 2023) or term two (24 April 2023).

For more information on eligibility, see [Camps, Sports and Excursions Fund \(CSEF\): Eligibility | education.vic.gov.au](#)

Payment amounts

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts | education.vic.gov.au](#)

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents/carers so please register your interest at the school.

How to complete the application form

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/CARER

1. Complete the PARENT/CARER DETAILS section.

Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.

If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.

If you are seeking Special Consideration, mark this in the form and provide a copy of the relevant documentation.

2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2023 closes on 23 June 2023.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

PUBLIC NOTICES



Tuning in to Kids

Would you like to learn how to help your child develop emotional intelligence and better manage their feelings and emotions?

Children with emotional intelligence have greater success making and keeping friends, are more able to calm down when upset or angry and have better concentration at school.

In this program you will find out how to help your child understand and manage feelings such as frustration, worry and anger.

✓ Connections

✓ Emotions

✓ Self-Esteem

Program Details:

Location: Online via Zoom

Date: Mondays 1st May – 5th June, 12.45pm – 2.45pm
Arrival and Registration - 12:30pm (first session only)

This program has 6 weekly sessions.
Ideal for parents of children aged 3-10yrs

There is a cost of \$60 or \$30 Concession for the Program (workbook provided).

Early registration is encouraged.

Register: www.catholiccarevic.org.au/register or use the QR Code

CatholicCare Victoria

P 03 5438 1300

E bendigo.reception@catholiccarevic.org.au



www.catholiccarevic.org.au



Tuning in to Teens

Tuning in to Teens shows you how to help your teen develop emotional intelligence. Join our six-session parenting program for parents with teens.

Would you like to learn how to:

- be better at talking with your teen?
- be better at understanding your teen?
- help your teen learn to manage their emotions?

✓ Identify Emotions

✓ Manage Feelings

✓ Resilience

Program Details:

Location: 176 – 178 McCrae Street, Bendigo

Date: Fridays 5th May – 9th June, 10:00am – 12:00pm
Arrival and Registration - 9:45am (first session only)

Register at www.catholiccarevic.org.au/register
or with the QR code.

Register Now

CatholicCare Victoria

P 03 5438 1300

E bendigo.reception@catholiccarevic.org.au

This program has 6 weekly sessions.

There is a cost of \$60 or \$30 Concession for the Program (workbook provided).

Early registration is encouraged.



www.catholiccarevic.org.au

(03) 5438 1300 | 176 – 178 McCrae Street, Bendigo VIC 3550

JUNIOR FOOTY FUN HOLIDAY PROGRAM

A TWO DAY PROGRAM FOR BOYS AND GIRLS



**TUESDAY, APRIL 11
WEDNESDAY, APRIL 12**
8.30am - 5.00pm
Venue: Fur Life Oval
(Wade Street)



REGISTER ONLINE AT
www.goldensquarefnc.com

GO TO EVENTS TAB AND CLICK APRIL HOLIDAY PROGRAM REGISTRATION LINK



WE WANT YOU

GOLDEN SQUARE FOOTBALL NETBALL CLUB

Golden Square is an inclusive, family friendly club, where everyone is welcome regardless of experience or skill level.

If you are looking for a club that believes in Respect, Development and most importantly having Fun, then Golden Square is the club for you and your family.

**COME AND JOIN
THE DOGGIES
FAMILY FOR THE
2023 SEASON AND
BEYOND.**

Positions available
for all ages

For further information contact the club on 0421 616 764
or email gsfncjuniors@yahoo.com.au



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Positions available
for U9 and 10 Mixed

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or email gsfncjuniors@yahoo.com.au

GCNA NETBALL ASSOCIATION BENDIGO



INFORMATION FOR 2023

Season commences Saturday March 25th

OPEN TO PLAYERS & TEAMS OF ALL SKILL LEVELS

GCNA PLAYERS FEES

GRADE 3 CLINIC - \$15 pp

11/UNDER MIXED - \$50 pp

\$80 pp for all -

13/UNDER FEMALE

15/UNDER FEMALE

17/UNDER FEMALE

21/UNDER FEMALE

OPEN FEMALE

OPEN MIXED

**ages @ 31/12/2023*

+VNA \$64 Junior player \$84 Senior Player

NET SET GO - Prep - Grade 2 - \$87

FULL DETAILS & ENTRY FORMS AVAILABLE ON OUR WEBSITE



All enquiries to the Secretary 0438 636 464

e: info@gcnabendigo.com.au



Bendigo
Eaglehawk
Badminton
Association Inc

JUNIOR REGISTRATION DAY

WHEN: SUNDAY APRIL 16

TIME: 9AM - 1PM

**INVITE FRIENDS ALONG TO OUR TERM 2
REGISTRATION DAY**

ENQUIRE NOW

0499 731 811

BENDIGOBADDY17@GMAIL.COM



**COME TRY
BADMINTON**

EVERY WEDNESDAY AND
FRIDAY NIGHTS DURING
SCHOOL TERMS

WHAT'S ON FOR JUNIORS?

WEDNESDAY NIGHT TRAINING - U12 (6:15-7:15PM) U18 (7:30-8:30PM)
FRIDAY NIGHT COMPETITION - 6:45-8:30PM
ENQUIRE TODAY BY PHONING 0499 731 811




Sabelle
CALISTHENICS

Join the Family
0438879361

CLASSES HELD AT THE
GOLDEN SQUARE
COMMUNITY HALL

<https://www.revolutionise.com.au/sabelle/>
sabellecalisthenicsbendigo@gmail.com
sabellecalisthenicsbendigo




ANZ HOT SHOTS
tennis

GIANT *tennis*
COACHING PROGRAMS

HOT SHOTS 3-12YRS
JUNIORS & ADULTS
GROUPS & PRIVATE LESSONS
HOLIDAY PROGRAMS
CARDIO TENNIS
SQUADS
MATCH PLAY

CARDIO TENNIS 9.30-10.30AM MONDAY-FRIDAY | \$15/SESSION
Come & Try a Cardio workout with a Tennis twist!

REGISTER NOW FOR TERM 1 COACHING AT
YOUR CLOSEST GIANT TENNIS VENUE:

- AXEDALE TENNIS CLUB
- BENDIGO REGIONAL TENNIS CENTRE
- MAIDEN GULLY TENNIS CLUB
- SOUTH BENDIGO TENNIS CLUB

gianttennis.com.au





Women CAN australia

WomenCAN Australia is recruiting women to work in aged care.
Part-time and full-time traineeships available. No experience

**It's time to put
yourself first, mum!**

YOU DESERVE TO:

- ✓ Start a new career and FIND YOUR PLACE in a new community
- ✓ Study for FREE with other like-minded mums
- ✓ Gain valuable work experience
- ✓ GET PAID to learn on the job

Get in touch to find out more: **0402 626 062** | contact@womencanaustralia.org

In partnership with: **JOBS VICTORIA** **Ai GROUP** **APPRENTICE & TRAINEE CENTRE** **Interskills** **GBCA Global Business College of Australia**



Calendar

Golden Square Primary School – Term 1 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	3rd April	4th April	5th April	6th April	7th April
				Culmination Assembly 9:15 Easter Hat Parade Last day Term 1 2:30 finish	Good Friday

