

**St Kilda Park Primary School**

School Phone 8598 6444 8:30am-4:30pm  
 BASC Phone 0423 777 296  
 Website www.skipps.vic.edu.au  
 Email st.kilda.park.ps@edumail.vic.gov.au  
 Principal Email scott.neil.n@edumail.vic.gov.au

15th March 2019



**Important Dates**

Fri 22nd Mar

Ride to school day



Fri 29th Mar

Yr 5/6 T-ball  
Gala Day



Fri 5th Apr



Athletics Day

Fri 5th Apr

Last Day Term 1 - 2:30pm finish

Tue 23rd Apr

First Day Term 2

Fri 28th June

Last Day Term 2 - 2:30pm finish

Mon 15th July

First Day Term 3

Fri 20th Sep

Last Day Term 3 - 2:30pm finish

Mon 7th Oct

First Day Term 4

6th & 7th Dec

Save the date! - Dad's Camp

Fri 20th Dec

Last Day Term 4 - 1:30pm finish

**Birthdays**

Nehir S	56H	17/03
Mia L	56MC	18/03
Oscar K	5/6AJ	19/03
Avni J	1/2JC	22/03
Maisie B	3/4A	24/03
Dang T	3/4L	26/03

St Kilda Park Primary School  
**School Tours**

We would like to invite prospective parents of St Kilda Park Primary School to join us on a tour.

Please book your space on a tour by calling our Office Manager Kat on 8598 6444 or emailing st.kilda.park.ps@edumail.vic.gov.au

Thursday 28th March 9:30am

Wednesday 24th April 9:30am

Friday 10th May 9:30am

Tuesday 21st May 9:30am

Monday 3rd June 9:30am

Thursday 20th June 9:30am

Wednesday 17th July 9:30am

Tuesday 30th July 9:30am

Thursday 22nd August 9:30am

**Notes Home/On  
Compass**



7th Mar Impetigo/School Sores information  
 7th Mar Head Lice letter  
 13th Mar Class Reps request  
 14th Mar Yr 1/2 Inquiry topic information

## Year 6 Report – Week 6

Hello, I am Mimi and I am Maceo. And we are the year six assembly leaders for this week.

This week in Maths the **Foundations** have been learning about hands and feet for informal measurement. They have also been writing names and letter formations, in inquiry they have also been learning about family life. In PE they have been developing kicking skills.

In Maths the year **1/2** have been learning place value using bundling and MAB blocks, they have also been learning all the months and seasons of the year. They have been writing recounts about their Ripponlea excursion activities. They have also been doing daily5 practicing reading, strategies.

In Reading the **3/4** have been identifying the main idea. they have also been writing to enhance their narratives using dialogue. In inquiry they have been using chemicals and physical changes. Also in Maths they have and been working on their place value goals.

In Reading the **5/6** have been improving on their literature skills, by understanding figurative language. Also in writing we have been learning how to write different types of poetry. In inquiry the **5/6** have been learning all about sustainability and how we can make the world more sustainable. In maths we have been completing our math project, that uses fraction, decimals, and percentages.

### Specialist:

**In Library**, the **5/6s** have been learning about a book called storm. The **3/4** have been reading a book called Midnight at the library – poetry modelled from book. The **1/2** have been reading a book called Elmer. The **foundations** are reading a book called pigeon series.

In the Arts across the school the students are beginning to work on an artist called Escher.

In **Italian** the foundation students have been making their own Pinocchio puppets and are learning a song about Pinocchio. The **1/2** are learning a song, and their topic is Famiglia (family). The **3/4** are learning about La Cucina (the kitchen) and designing their own kitchen. The **5/6** are learning about Italian verbs and writing a rap in Italian about themselves.



Mimi S. (5/6AJ) &  
Maceo E. (5/6J)



# Principal's Report

## Curriculum Day

With the Grand Prix weekend upon us yet again, our school is using today (Friday 15th March) to work on Professional Development for our staff members.

As I mentioned in the last newsletter, a major focus in our Annual implementation plan is ensuring student progress in writing through a sustained focus on how we assess, teach and talk about this subject. Like almost every school in Australia, currently we have too many students who do not make the progress we would like in writing. This is seen in our NAPLAN data where the numbers of students in the top two achievement 'bands' declines between Year 3 and Year 5.

We have spent a lot of time in the last year understanding why this is and building the skills of our teachers to address this trend through increased subject knowledge and an understanding of how we help students to build **complexity** in their writing once the initial basic building blocks are in place.

Our particular focus today has been on working collaboratively in our teaching teams to understand what each child in the school's individual needs are in writing. By taking the time to analyse their recent writing in detail we are able to identify highly relevant writing goals for them.

We are also working towards how we discuss these goals with students through conferencing within our lessons—taking the time to allow them to understand the progress they are making and how to reach the next stage. This more personalised approach to writing is vital.



Later in the year we will be sharing these goals with parents as well through a new system called **Seesaw**. Teachers have already started to use this app. To keep a digital record of student writing goals and the progress that is being made in writing. Parents will receive login details for Seesaw next term and this invites them to become a part of this discussion—actually allowing you to see the work that is being produced and the progress being made in real time. We believe this is far more effective than the traditional wait until the end of semester for a formal school report.

We are highly excited by this work that is underway and the huge impact we believe it will have on learning at our school. We will keep you updated as things develop.

# Principal's Report

## A New Place Space

We are also very excited to announce that we have received a grant of \$200,000 from the Education department under the Inclusive Schools Fund. This money has been allocated to allow us to develop a new, inclusive, sensory play space in our school grounds.



We have identified that the area of the school next to the BER building containing the sandpit and tanbark is a bit of a wasted opportunity and a little sad looking currently.

The architects appointed for the project have drawn up some initial plans which we are keen to share with the community and seek feedback on. Students will have discussions in class this

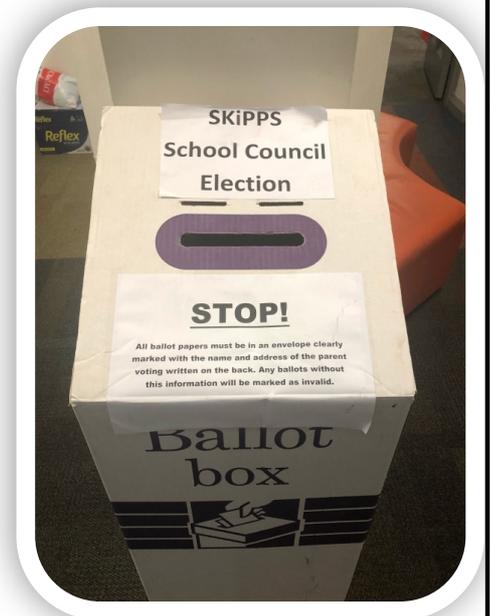
week with their teachers to let us know what they like and don't like about the plans but we are also seeking the views of parents and other community members.

Please take 5 minutes to go to [this link](#) to see the ideas in more detail and to provide your own feedback.

## School Council Election update

A reminder that voting is underway for our School Council parent election. Completed ballot papers can be sent to or dropped off at the office ballot box.

Please ensure that all completed ballot papers are in an envelope with the name(s) and address of the parent voting written clearly on the back. Any ballot papers without this information will be marked as invalid. Voting closes at 4pm on Wednesday 20th March.



## Class Reps

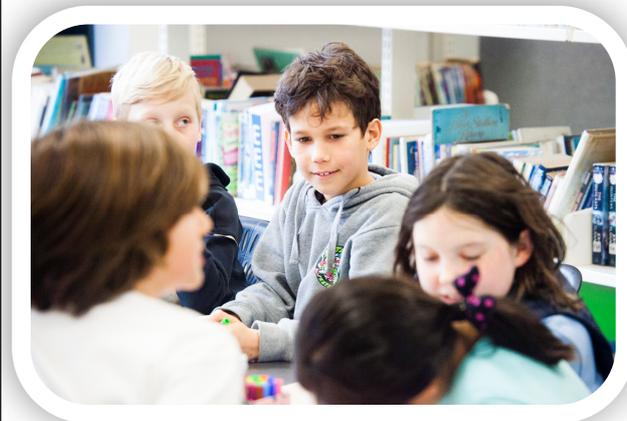
We sent home a notice this week asking all of our parents to consider whether they may like to take on the class rep role within our school this year.

We are keen to find at least one parent from each class to act as a class rep—they will be supported by the school and SKiPPA to help build social connections in classes and welcome new families to our school. Currently only a few of our classes have parents in this important role so we would love to hear from you if you think you could help—please email SKiPPA on [stildaparkparents@gmail.com](mailto:stildaparkparents@gmail.com)

# Principal's Report—continued

## Annual Report to the School Community

On Wednesday 27th March at 6:30pm in the staffroom, we will be presenting our 2018 Annual Report to the School Community. In line with Education Department guidelines, our school uses a variety of measures to assess the school's achievement academically, financially and on the levels of engagement from the whole school community. This draws in many and varied assessment measures.



St Kilda Park Primary School uses assessment data, teacher judgements, staff, parent and student opinion surveys, not to mention the large number of reports on our facilities and financial situation. This gives us a very concise picture of what we have achieved over the year, in turn giving us an understanding of where we are heading in the future.

The report provides a very clear picture of our performance over the previous 12 months and acts as a celebration of our achievements. We invite all parents and members of our community to attend this meeting.

## Premier's Reading Challenge 2019

The ever-popular Premier's Reading Challenge is open for business once again. The PRC challenges students to read a set number of books between now and early September. Children in Foundation to Year 2 must read 30 books (including 20 from the official PRC list) and children in Years 3 to 6 must read 15 books



(including 10 from the official list).

All SKiPPS students are automatically registered and individual login details were sent home yesterday. You can access the Premier's Reading Challenge website to view the challenge list, login and start recording books at

<https://www.eduweb.vic.gov.au/Challenger/WebLogin.aspx>

## Special Visitors to our school

Our Kitchen Garden program was joined this week by a group visiting from a remote school in northern South Australia in the Anangu Pitjantjatjara Yakunytjatjara region. Both sets of students and teachers loved harvesting and cooking together and learning about our very different ways of life and we look forward to continuing staying in touch.

**Neil Scott, Principal**

# Assistant Principal's Report

## Head Lice Alert – Michelle's tips for eradication!



Can you please check your child's hair for head lice- as we are trying very hard to keep these nasty annoying critters out of our school, however we can't do it alone. As a parent of three children, two having very long, thick hair when they were at primary school, I have had more than my fair share of experience at eradicating head lice! If you do find a nit / louse/ lice the cheapest way and a very effective way is **using no-name conditioner** and lots of it! Smother the hair in conditioner and use a lice comb thoroughly, wipe the conditioner on paper towel and you will be surprised at what you find as the lice get stuck to the conditioner. This is my tip that I am happy to share however you are welcome to talk to the pharmacist and I recommend that you read the article below for further information.

## Head lice Scratching for Answers?

### Frequently asked questions:

#### Where do head lice come from?

Head lice have been around for thousands of years. As with any insect, they learn to adapt to their environment in order to survive. We are never going to be completely rid of them, but we can make managing them easier.

#### Do head lice fly or jump?

Head lice do not have wings so they cannot fly. They can't jump because they do not have 'knees'.

#### So how do head lice move around?

Head lice crawl very fast and require head to head contact for transmission. It is possible that because of the way young children play, head lice are seen more widely amongst primary school children than adolescents or adults.

## Assistant Principal's Report - continued

### Can head lice spread disease?

No. Head lice cannot transmit or pass disease on to people.

### Who is responsible for checking and treating head lice?

Like similar health conditions such as scabies, and ringworm, it is a parent or guardian's responsibility to treat and care for their child.

### Do head lice live in carpets, clothes, hats or sheets?

No. Head lice very rarely fall from the head. They require blood to survive. Head lice feed three to four times a day and without blood, will dehydrate in six hours in a dry climate and 24 hours in a humid climate.

An egg requires warmth to hatch and is the reason why they are laid close to the scalp. The further away from the scalp, the less likely they are to survive.

### Is it true that head lice only like clean hair?

No. Head lice are not selective. They don't care if hair is long, short, blonde, brown, washed this morning or last week. As long as they are warm, and have blood to drink, then they are content.

### What treatment kills 100% of head lice or eggs?

There is no single treatment that kills 100% of head lice or eggs. Whichever treatment you choose it can take time and persistence to get rid of head lice. Use a method that will not risk the health of your child.

### Is there a way to prevent head lice?

No. It's important to check your child's head regularly with conditioner and comb even when you don't think your child has head lice. There is no research to prove that chemical or herbal therapies can prevent head lice.

Information and photograph used are courtesy of Assoc Professor Rick Speare and the team of researchers at the School of Public Health, James Cook University, Queensland.

### How does the conditioner and comb method work?

It's a very cheap and effective way of finding head lice. Hair conditioner does not kill lice, but it does stun them for about 20 minutes, meaning they do not move around, and it is difficult for them to hang on. This gives you time to comb through the hair with a fine tooth (head lice) comb.

### How does a chemical treatment work?

Only use products that are licensed or registered for head lice. There are four different active chemicals that target head lice, each works differently and aims to kill lice and/or eggs.

It is important to check each family member, using conditioner and comb, for head lice but only treat those with live lice.

# Assistant Principal's Report – continued

## What should I wash or treat at home?

As head lice only live for a short time off the head, the only extra cleaning needed is to wash the pillowslip on the hot cycle or place in clothes dryer. Head lice combs can be cleaned in water hotter than 60 degrees.

## Why does my child keep getting re-infected?

Re-infection is the least likely reason for head lice returning in a week's time. If eggs do not die, or were not removed during the original treatment they may hatch and the lifecycle starts all over again. To break this lifecycle you must re-treat (regardless of treatment method) seven days after the first treatment and continue with weekly checking.

## Does my child have to miss school?

According to the Public Health and Wellbeing Regulations 2009, children with head lice can be readmitted to school after head lice treatment has commenced. A certificate from a doctor or council is not required before your child goes back to school. Head lice are not the fault of schools, other families or children.  
[www.health.vic.gov.au/headlice](http://www.health.vic.gov.au/headlice)

## Helpful hints

- Using the conditioner and comb method *every week* is the best way to detect head lice early and minimise the problem.
- Tying back hair can help prevent the spread of head lice.
- Many parents will complain that they are doing the right thing but other parents aren't. Placing the blame will not achieve anything. Instead of pointing the finger, help each other.
- A school with a head lice education program and policy in line with *Scratching for Answers?* is a proactive school attempting to help families address a common health concern.
- The department's head lice management strategy is supported by the Department of Education and Early Childhood Development.

## Treatment choices

- Chemical: Treat and comb to remove the head lice and eggs; and repeat in seven days.

## Should I treat everyone in the family?

To remove the head lice and eggs; and repeat every two days until no live lice have been found for 10 days.

**Michelle Bové, Assistant Principal**



## KITCHEN GARDEN NEWS

The SKIPPS kitchen garden program has been full of many exciting moments over the past 2 weeks and the students are also looking forward to lots of fun in the garden and the kitchen in the next 2 weeks.



SKIPPS students have had the pleasure to cook with Stephanie Alexander who is the founder of the Kitchen Garden Foundation. We all made a very tasty lunch and shared it with Stephanie and the amazing volunteers.

The students also had a visit from TAFE cooking students from a remote part of South Australia on Wednesday 13/3/19. They harvested Lemon myrtle leaves from our garden together and made a herbal tea and pizza.

All the guests were very impressed with our school and our kitchen garden program.

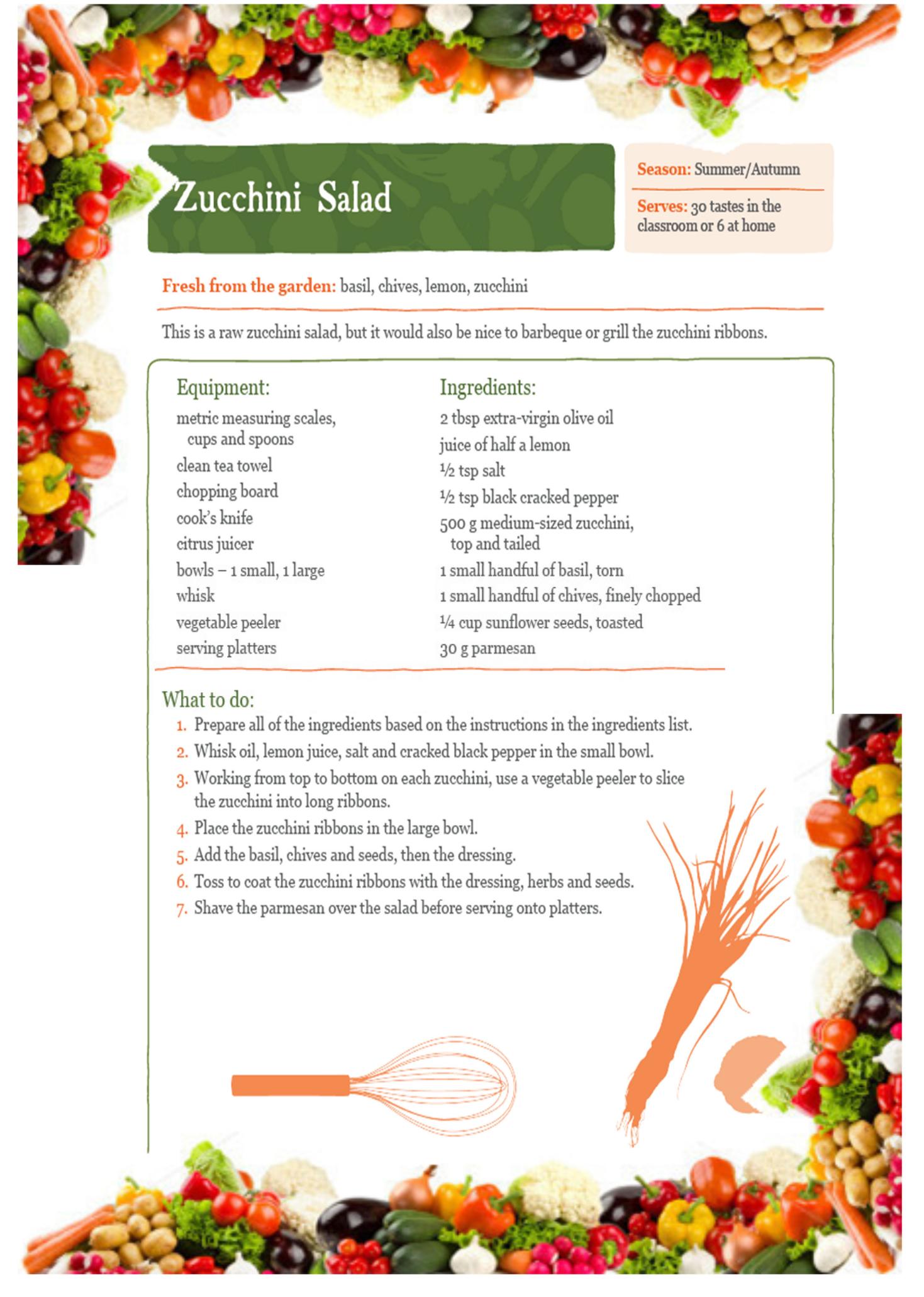
Well done to all the students at SKIPPS.

Some of the highlights from our garden activities have been our chop and drop approach to making our own compost in our garden beds.

Some of the highlights from our kitchen activities have been the students enjoying the art of making rosemary and fennel lavash using rosemary and fennel seeds from our garden and creating an amazing raw zucchini salad.

Happy cooking and gardening from Betty and Nikki.





# Zucchini Salad

**Season:** Summer/Autumn

**Serves:** 30 tastes in the classroom or 6 at home

**Fresh from the garden:** basil, chives, lemon, zucchini

This is a raw zucchini salad, but it would also be nice to barbeque or grill the zucchini ribbons.

## Equipment:

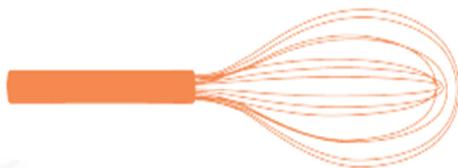
metric measuring scales,  
cups and spoons  
clean tea towel  
chopping board  
cook's knife  
citrus juicer  
bowls – 1 small, 1 large  
whisk  
vegetable peeler  
serving platters

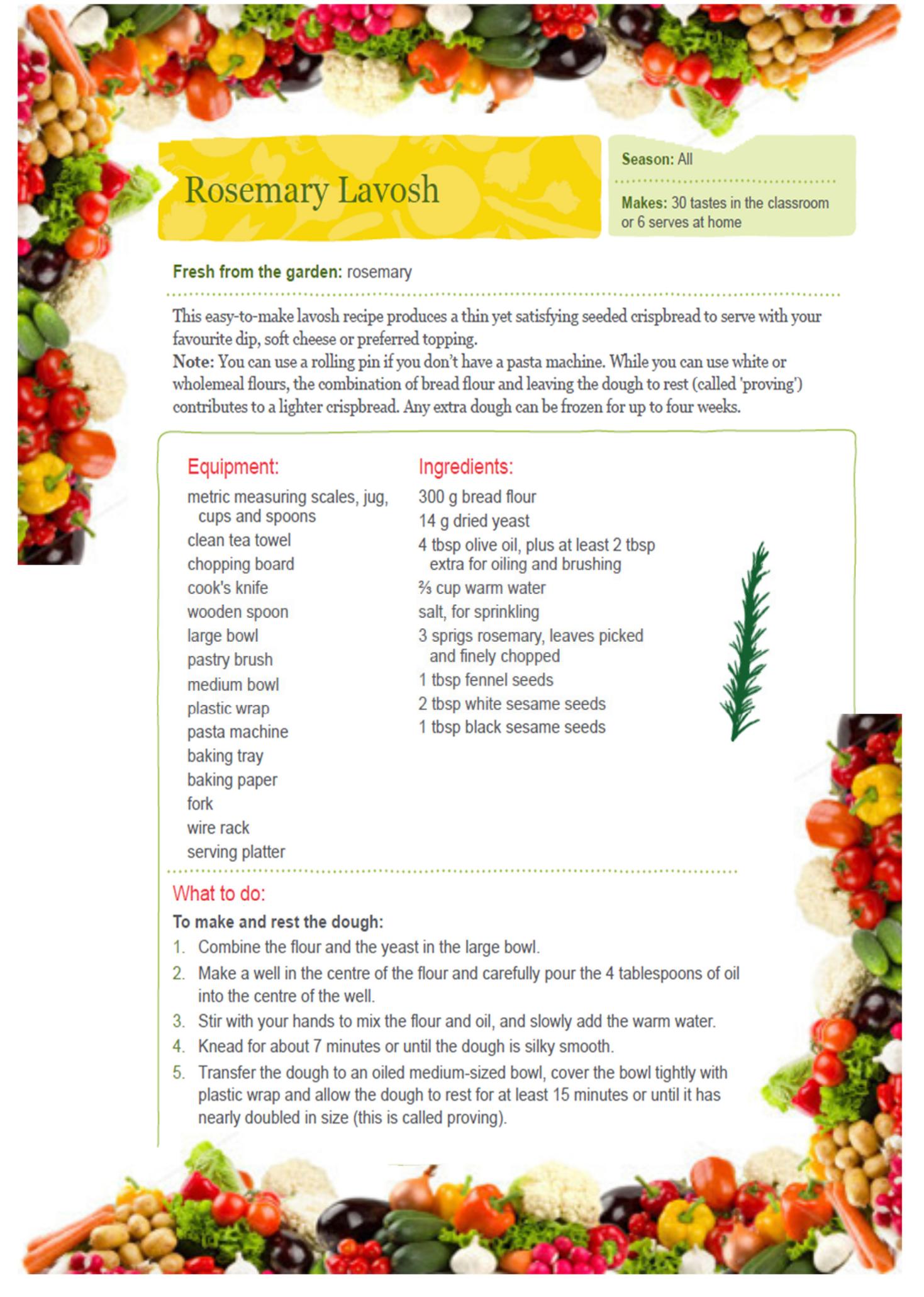
## Ingredients:

2 tbsp extra-virgin olive oil  
juice of half a lemon  
½ tsp salt  
½ tsp black cracked pepper  
500 g medium-sized zucchini,  
top and tailed  
1 small handful of basil, torn  
1 small handful of chives, finely chopped  
¼ cup sunflower seeds, toasted  
30 g parmesan

## What to do:

1. Prepare all of the ingredients based on the instructions in the ingredients list.
2. Whisk oil, lemon juice, salt and cracked black pepper in the small bowl.
3. Working from top to bottom on each zucchini, use a vegetable peeler to slice the zucchini into long ribbons.
4. Place the zucchini ribbons in the large bowl.
5. Add the basil, chives and seeds, then the dressing.
6. Toss to coat the zucchini ribbons with the dressing, herbs and seeds.
7. Shave the parmesan over the salad before serving onto platters.





## Rosemary Lavosh

Season: All

Makes: 30 tastes in the classroom  
or 6 serves at home

**Fresh from the garden:** rosemary

This easy-to-make lavosh recipe produces a thin yet satisfying seeded crispbread to serve with your favourite dip, soft cheese or preferred topping.

**Note:** You can use a rolling pin if you don't have a pasta machine. While you can use white or wholemeal flours, the combination of bread flour and leaving the dough to rest (called 'proving') contributes to a lighter crispbread. Any extra dough can be frozen for up to four weeks.

### Equipment:

metric measuring scales, jug,  
cups and spoons  
clean tea towel  
chopping board  
cook's knife  
wooden spoon  
large bowl  
pastry brush  
medium bowl  
plastic wrap  
pasta machine  
baking tray  
baking paper  
fork  
wire rack  
serving platter

### Ingredients:

300 g bread flour  
14 g dried yeast  
4 tbsp olive oil, plus at least 2 tbsp  
extra for oiling and brushing  
 $\frac{3}{4}$  cup warm water  
salt, for sprinkling  
3 sprigs rosemary, leaves picked  
and finely chopped  
1 tbsp fennel seeds  
2 tbsp white sesame seeds  
1 tbsp black sesame seeds



### What to do:

#### To make and rest the dough:

1. Combine the flour and the yeast in the large bowl.
2. Make a well in the centre of the flour and carefully pour the 4 tablespoons of oil into the centre of the well.
3. Stir with your hands to mix the flour and oil, and slowly add the warm water.
4. Knead for about 7 minutes or until the dough is silky smooth.
5. Transfer the dough to an oiled medium-sized bowl, cover the bowl tightly with plastic wrap and allow the dough to rest for at least 15 minutes or until it has nearly doubled in size (this is called proving).



### To roll and bake the dough:

1. Preheat the oven to 250°C (fan-forced).
2. Fix the pasta machine firmly to a suitable bench, with plenty of room to roll out your pasta.
3. Unwrap the dough and punch in the middle once to knock out some air.
4. Tip the dough onto a clean bench or surface, then knead gently by hand until the dough is smooth and does not stick to your fingers.
5. Roll the dough into a sausage about 30 cm long and cut into three equal pieces. Keep one piece out and fold the others back in the plastic wrap to keep moist.
6. Flatten and shape the dough into a rectangle about 2 mm thick.
7. Pass the dough through the widest setting of the pasta machine, twice. If the dough starts to stick, sprinkle a pinch of flour onto your hands and smooth it onto the strips of dough. Be very sparing with the flour.
8. Set the rollers to the next widest setting and pass the dough through. Depending on your machine, you may need to repeat this process until the dough is approximately half a millimetre thick.
9. Place the rolled-out piece of dough on a chopping board and cut into even-sized squares or triangles.
10. Place the dough onto baking trays lined with baking paper and prick all over with a fork for a crisp finish.
11. Brush the lavosh with the reserved oil and sprinkle with the sea salt, fennel seeds, white and black sesame seeds and rosemary.
12. Repeat this process with the two remaining pieces of dough.
13. Bake in the oven for about 10 minutes or until your lavosh is golden and crisp.
14. Cool on a wire rack before serving or store for up to three days in an airtight container.





## 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](http://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](http://www.education.vic.gov.au/csef)

If you applied for the CSEF at your child's school in 2018, you do not need to complete an application form in 2019 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 2019 or you did not apply in 2018.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2019.

Check with the school office if you are unsure.



# OSH Club Newsletter

## PROGRAM UPDATE WEEK ENDING 8/3/19

This week our focus was on promoting recycling in our OSH Club. The children were given various opportunity to show their creativity with using recycled products. In our OSH club children learned importance of recycling through a motivational video. Our preps were so excited to show their art and crafts skills. We started our week by creating planet earth models using cereal recycled boxes, the children used foam and food coloring to make different color foam to show areas in our planet earth, the favorite activity among everyone was box village we used recycled tiny boxes to make buildings and a big cardboard to make surface of the city. The children were working on this activity in a group. They all created their buildings and made a beautiful city. We also celebrated **Shrove Tuesday** at our service by making pancakes. The children decorated their pancakes with strawberry, blueberry and raspberries.

List of activities performed this week:

- Spider web
- Village box
- Planet earth
- Sewing
- Dream catcher
- Pancakes



## PROGRAM UPDATE

### WEEK ENDING: 15/3/19

This week in our OSH Club we continued our learning with some new experiments. Our children performed arts and crafts related to our galaxy an educational video was also shown to children related to milky way continuing our learning journey our children designed their own milky way using glitter stars and white foam to give 3D effects, moreover this week we also spent fun time in kitchen by making some delicious chocolate berries, The children loved the taste of frozen berries. Continuing recycling, we used recycled cardboards to make beautiful photo frames to take home.

List of activities performed this week

- Milky way art
- Chocolate coated berries
- Dead fish
- Octopus
- Cricket
- Photo frame
- Galaxy slime



# WHAT'S ON AUTUMN



**Team  
Kids**

**Best Holiday Programs in  
Australia, as voted by you!**

**CHOOSE  
YOUR  
ADVENTURE**

**teamkids.com.au  
1300 035 000**

# St Kilda Park Primary

8:00 AM - 6:00 PM



Incursion



Excursion



In-House

## APRIL WEEK 1

8 Monday	9 Tuesday	10 Wednesday	11 Thursday	12 Friday
<b>INVENTIONS &amp; INVENTORS</b>	<b>THE LEGO MOVIE 2 &amp; VIC ROCKS</b>	<b>KIDS VS WILD &amp; BUSH ART</b>	<b>FUNFIELDS</b>	<b>TREASURE CHEST &amp; DIY SPEAKERS</b>
Ever wondered what it takes to invent something? Well, today you're in luck because we're exploring the world's inventions & famous inventors. You'll even have the chance to design, construct & test your own inventions.	Today we're off to the movies, then we'll be joining the VIC Rock movement by painting rocks. Hide it in your local park & search for other painted rocks. *Popcorn & water provided. *Allergy Alert	Learn how to survive in the bush, as we explore how to make a shelter from natural materials. Set a trap, make rope & build a fire using sticks and so much more.	Explore Funfields for the day & check out the new Volcano Heated Wave Pool, 3 World Record waterslides along with over 25 epic rides & attractions. *Bathers & Towel required. Bus departs 9:00 am.	Today you'll move through ancient historical worlds searching for clues & props to unlock the hidden treasure. Later, we'll make our own working speakers to take home.
Base Fee \$70.00 Exp Fee** \$70.00 Daily Total \$77.00	Base Fee \$70.00 Exp Fee** \$28.00 Daily Total \$98.00	Base Fee \$70.00 Exp Fee** \$20.00 Daily Total \$90.00	Base Fee \$70.00 Exp Fee** \$36.00 Daily Total \$106.00	Base Fee \$70.00 Exp Fee** \$170.00 Daily Total \$87.00
After Max CCS* \$11.55	After Max CCS* \$14.70	After Max CCS* \$13.50	After Max CCS* \$15.90	After Max CCS* \$13.05

## APRIL WEEK 2

15 Monday	16 Tuesday	17 Wednesday	18 Thursday	19 Friday
<b>INFLATABLE WORLD OZ &amp; LET'S PARTY</b>	<b>TIM CREDIBLE &amp; POCKET PALS</b>	<b>BRICKS4KIDZ &amp; MISSION IMPOSSIBLE</b>	<b>MAZE RUNNER &amp; SPY DIARY</b>	
Home to some of the biggest indoor Inflatables in Oz. Climb, leap, crawl, duck and weave through obstacles and more. Later, we'll play some classic party games. *Socks required.	The Comedy Festival is in town & we're putting on an exclusive TeamKids show. Get ready to LOL as we invite Tim Credible & his performing poodle to the stage. Later we'll continue the fun with pocket pals.	Get ready for stacks of fun as we use the latest cutting-edge LEGO® pieces to create moving masterpieces and more. Later, we'll assign you a top-secret mission... Should you choose to accept it.	Today we'll test your skills in a series of mind-boggling challenges. Will you be the one to crack the maze? However, that's not all, you'll also go home with your very own secret spy diary.	
Base Fee \$70.00 Exp Fee** \$31.00 Daily Total \$101.00	Base Fee \$70.00 Exp Fee** \$30.00 Daily Total \$100.00	Base Fee \$70.00 Exp Fee** \$18.00 Daily Total \$88.00	Base Fee \$70.00 Exp Fee** \$18.00 Daily Total \$88.00	
After Max CCS* \$15.15	After Max CCS* \$15.00	After Max CCS* \$13.20	After Max CCS* \$13.20	

\*Child Care Subsidies may apply. \$5 Admin Fee per family. \$5 Late Fees apply within 7 days per child. Payment plans available.

\*\*Experience/Activity Fee. Programs may be subject to change. Third Party Payment Fees apply. See Terms and Conditions for cancellation policy.

**Book a day or the whole week... how many days is up to you!**  
 Find your nearest venue: [www.teamkids.com.au/venues](http://www.teamkids.com.au/venues)

# Getting Ready to Attend

## Booking and Cancellations

Bookings are subject to availability and may be placed/amended until 11:59 pm the night prior to attendance via your TeamKids online account. An additional fee of \$5 per child applies to bookings made inside 7 days of attending.

Cancellations are unable to be refunded to bank accounts, however, a non-expiring credit will be applied to your TeamKids account for use toward future bookings.

## Receiving Child Care Subsidy

After your TeamKids booking is placed, you must log into your MyGov account to confirm your enrolment - 4 times per year when using the holiday program.

## Medical Information? Have a Plan



If your child has Asthma, Anaphylaxis, an Allergy or any other medical condition, upload plans to your TeamKids account and **bring along a completed Risk Minimisation Form**, found on our website.

Please provide required medications to your venue coordinator on the first day of attendance - In their original packaging, clearly labelled with your child's name and a use-by date.

**\*\*Please note children are unable to attend our venues without their medication and action plans.**

## Pack a Healthy Lunch

A delicious, nutritious, morning and afternoon tea are provided in all programs. Children are required to **bring a packed lunch and refillable water bottle.**



When packing your child's lunch, please consider that some children in attendance have been diagnosed with food allergies or the risk of anaphylaxis.

## Going Swimming?

Written permission is legally required for your child(ren) to attend swimming activities. To save time at sign-in on swimming days, **please download the form and complete this prior to arrival.**

## Stay Sun Safe

At TeamKids we love the outdoors! Please remember to pack a **hat - clearly labelled and wear suitable footwear. Where possible avoid singlets, thongs and open-toed shoes.**



Please apply sunscreen before arrival, and we'll reapply later in the day. If your child reacts to sunscreen brands, please advise our educators and provide your own sunscreen.

The Cancer Council recommends high protection sunscreen (Minimum SPF 30 with a high UVA rating (4-star minimum).

## Electronic Sign-In/Out.

All TeamKids venues require electronic sign in/out. Any person signing your child in or out from TeamKids care **MUST be listed** on your TeamKids account and **know your TeamKids account pin number**, if this has been activated. These details can be updated via your TeamKids account at any time.

## Extended Hours of Operation

During the school holidays, our customer service team are available from 7:00 am till 6:30 pm.

## Keep an Eye on The Time.

When placing your booking, keep an eye out for early departure times. On excursion days, we require all children to be signed in **no later than 9:00 am.**



## Double Check TeamKids Room Location

It is very important to double check our website prior to attending, **in case of a room change.** We are sometimes required to temporarily change rooms due to school building maintenance over the school holidays. Last minute changes will be announced via email to attending families.

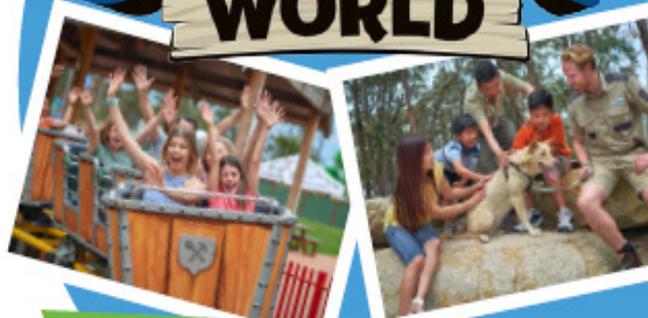
## Additional Needs

For new families, our TeamKids Inclusion Manager will discuss attendance options for children with additional needs before they attend. Please contact Customer Service on 1300 035 000

Please note: We require a minimum of four weeks' notice for funding applications for children requiring an extra staff member to help support their time with us. Places cannot be guaranteed if less notice is given.

**Please call with any questions: 1300 035 000**

Win 1 of 3 Family Passes to  
**GUMBURA**  
WORLD



Download the competition entry from  
our website [www.teamkids.com.au](http://www.teamkids.com.au)

## BLOCKAGE: temporary sculpture installation series

by Nina Sanadze.

There's nothing funny about terrorism! On the one hand concrete bollards serve as grave monuments to violence, and to ongoing terrorist threat. On the other hand, the three-tonne objects ironically have become omnipresent and invisible, steadily embedded into the logic of our architecture.

*Blockage* is a series of three temporary public sculptural installations to be exhibited simultaneously in key locations throughout St Kilda from Thursday, 28th of March until Sunday 28th of April, 2019.

- *Bollard Up a Tree*, which makes a direct reference to John Kelly's *Cow Up a Tree* sculpture, as well as William Dobell's role of painting camouflage cows during WWII, will be installed on the live gumtree in front of St Kilda Town Hall.

- *Building Blocks*, three concrete bollards playfully levitating like toy blocks, will be erected at Acland Court.

- *Safeguard*, which operates as a pseudo coin-operated city viewfinder and a defunct surveillance apparatus, will be placed on St Kilda beach, between St Kilda Peer and the Beachcomber Cafe.

*Blockage* is the response of Georgian-born artist and St Kilda resident Nina Sanadze to the evocative hyper-visibility of global conflict the bollards represent. The installation series uses unexpected humour and a sense of lyrical play asking us to examine our assumptions about the social, political and material world. "Like the populist ideologies spreading throughout the world, bollards, barriers and walls incite fear and a loss of trust in communities," Sanadze said.

Startling, amusing and curious, the *Blockage* series aims to engage with the assumed heaviness of a concrete bollard in order to create an arresting but non-threatening illusion of uncertainty and disorientation. The artworks play with opposing notions of order and chaos, abstraction and representation, fact and fiction, animating these inanimate objects and engaging with pedestrians.

Contemporary global issues aside, Sanadze's raw reaction to Melbourne's bollards was triggered by personal experience. "Seeing the bollards in Melbourne brought back memories of civil war I lived through in Georgia as a teenager," Sanadze said. "I was very shaken by my experience of becoming a refugee in Moscow in 1992, so when we emigrated to Australia in 1996, I felt so safe and became a relaxed Australian. However, encountering bollards has shocked me out of my complacency."

Issues of terrorism and national security continue to dominate our politics and shape our society in numerous ways. In some ways the bollards are merely consciously brutalist symbols of more multi-faceted degrees of active fortification and heightened security. Do they suggest order or disorder, safety or danger, freedom or control, us or them, fake or real, true or false? Nina Sanadze ultimately invites viewers to reflect on the meaning of these now-ubiquitous forms as the physical manifestation of fears both real and imagined.

Prior to pursuing a career as a visual artist, Nina Sanadze worked as a children's book illustrator and designer for more than 20 years. She also designed theatre sets and costumes. Recently Nina Sanadze exhibited at 3rd Tbilisi Triennial and she is a winner of the prestigious Incinerator Gallery Art for Social Change 2018 Award.

This project is supported by the City of Port Phillip Cultural Development Fund.



# BLOCKAGE

28th March – 28th April, 2019

Opening Thursday 28 March, 4-5pm

Mayor Councillor Dick Gross will launch the installation.  
*Dedicate* will perform a special dance response to the installation during the opening.

**Artist talks/walks, starting at St Kilda Townhall and finishing on St Kilda Beach:**

**Saturday 6 April, 3pm**

**Sunday 14 April, 10.30am**

Free artist talk & walk can be booked on Eventbrite:

[https://www.eventbrite.com.au/e/blockage-artist-talk-walk-nina-sanadze-tickets-57059503511?](https://www.eventbrite.com.au/e/blockage-artist-talk-walk-nina-sanadze-tickets-57059503511?fbclid=IwAR3aUMH2zjoErBFAQN5apr0Xh1X4Gii7FNJmYIzZaXPIwuYLxBnHv5ziCS0)

[fbclid=IwAR3aUMH2zjoErBFAQN5apr0Xh1X4Gii7FNJmYIzZaXPIwuYLxBnHv5ziCS0](https://www.eventbrite.com.au/e/blockage-artist-talk-walk-nina-sanadze-tickets-57059503511?fbclid=IwAR3aUMH2zjoErBFAQN5apr0Xh1X4Gii7FNJmYIzZaXPIwuYLxBnHv5ziCS0)

Three locations:

**SAFEGUARD at St Kilda Beach**

**BUILDING BLOCKS at Acland Court**

**BOLLARD UP THE TREE in front of St Kilda Town Hall**

Photos and the artist's bio are attached.  
Media comments & enquiries: Nina Sanadze  
0432 688 416

[nina@ninasanadze.com](mailto:nina@ninasanadze.com)

<https://ninasanadze.com/selectedprojects/blockage/>

[https://www.instagram.com/nina\\_sanadze/](https://www.instagram.com/nina_sanadze/)

