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Banyule Bulletin

Thursday 20th February 2025 · 21 Feb 2025

Where happy kids learn!

In this issue



From the Principal Team



Events and Reminders



2026 Prep Enrolments



Page 4



Student Achievements



Page 6



Banyule Awards



Prep Community



Year 1 Community



Year 2 Community



Year 3 Community



Year 4 Community



Year 5 Community



Year 6 Community



Specialists



Instrumental Music Lessons at BPS



Community Advertising



From the Principal Team

Natalie Shanahan, Sam Fleming, Claire Johnston

Welcome everybody to this week's newsletter!

We continue to be impressed with how well the children are settling into this year, supported to do through our Wellbeing Start Up program.

At the beginning of each year, all students participate in this program. It runs for approximately two weeks and involves setting up the classroom and school environment as a safe, inclusive and optimal learning space. The program includes sessions on revisiting our values and developing classroom protocols. We also revise our learning programs by addressing our Instructional model and the expectations based around how each lesson is delivered.

This week our staff professional learning meeting focused on our Student Engagement, Wellbeing and Engagement Handbook to solidify our consistent approach across the school. In the coming editions of the newsletter we look forward to sharing sections of this with parents, to give parents and insight into what happens in the classrooms and behind the scenes to ensure student success.








This week, we are sharing the *High Impact Wellbeing Strategies*. The HIWS are 7 evidence-informed strategies that have a significant effect on student wellbeing. The HIWS empower school staff with the knowledge and skills to build student wellbeing.

The HIWS form part of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). They are a companion to the High Impact Teaching Strategies (HITS) and contribute to effective instructional practice.

The HIWS complement existing school processes and practices and are most effective when integrated with other mental health and wellbeing initiatives. This includes the Health and Physical Education curriculum and Personal and Social capabilities as well as social and emotional learning.

Our teachers will use multiple strategies to meet the needs of their students. Teams of teachers will collaborate to use the strategies to promote student wellbeing. As you can see below, our long-running Start Up Program alone links to multiple HIWS, reaffirming its importance each year.

HIGH IMPACT WELLBEING STRATEGIES

	HIWS related to building relationships		HIWS related to safe and inclusive classroom environments		HIWS related to building student capability		
	 1: Build relationships with students	 2: Facilitate peer relationships	 3: Establish and maintain clear classroom expectations	 4: Support inclusion and belonging	 5: Foster student self-efficacy	 6: Engage students	 7: Promote coping strategies and facilitate referrals
Overview	A positive teacher-student relationship plays an important role in student wellbeing and forms a foundation for effective teaching and learning. Teachers can build relationships with authentic efforts to get to know their students and their needs.	Peer relationships contribute to student wellbeing. Teachers can foster positive relationships by promoting acceptance and respect in their classrooms and provide opportunities for students to develop connections with peers.	Teachers clearly and consistently communicate and reinforce classroom expectations and consequences to students, that are consistent with the school wide approach. Teachers model, expect and reinforce respectful behaviour. Consistent classroom expectations can be implemented in a way that is complementary to reasonable adjustments.	Teachers promote acceptance, celebrate the diversity of students and their families, and develop students' capacity to respect and include others. They support all students to learn and thrive in their classrooms. They are aware of, and reflect on, their own cultures and biases. They do not attempt to minimise or dismiss inequalities and inequities.	Self-efficacy involves students having positive beliefs about their capabilities. Teachers foster self-efficacy by encouraging students to persist and providing feedback. Teachers can provide opportunities for students to experience success.	Student engagement consists of cognitive, behavioural and emotional engagement in school. Teachers can engage students by having a good understanding of their students' needs and interests and highlighting the relevance of topics and skills to students.	Teachers help students to identify and use positive coping strategies, including help seeking. They notice changes in a student, inquire sensitively and facilitate referrals for students to their school's wellbeing team if needed.
Key elements	Show genuine care and respect to students. Help students solve problems and take time to help them learn. Provide students with choice, empowerment and responsibility.	Provide a safe space for students to develop connections with their peers. Understand differences among students and how that may affect their interactions. Model and explicitly teach social and emotional skills.	Discuss expectations with students and seek their input. Create a sense of order and predictability in a classroom. Uses proportionate and non-punitive responses when expectations are not met.	Ensure students feel valued, accepted, safe and comfortable in the classroom. Learn from students and about their lived experience and promote an understanding of multiple and diverse perspectives. Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.	Encourage students to try their best and celebrate all achievements. Set work and goals that are aligned with student abilities and consider each student's progress compared to their competencies. Hold high expectations for all students.	Tailor tasks to student interests and capabilities. Provide a variety of meaningful and challenging ways for students to complete classwork and assessments. Ensure there are opportunities for students to work in pairs or groups and to contribute to each other's learning.	Support students to identify personal emotional responses. Promote positive coping strategies. Notice changes in student demeanor or behavior and refer for more support if necessary.
Related effect sizes	Teacher-student relationship: 0.63 (Phan & Ngu, 2020) Perceived respect: 0.37 (Kim et al., 2021) Teacher support: 0.44 (Hearon, 2017).	Peer-Peer relationship: 0.54 (Phan & Ngu, 2020) Classmate support: 0.46 (Hearon, 2017).	Fairness and clarity of rules and expectations: 0.42 (Kim et al., 2021).	Schooling experience: 0.42 (Phan & Ngu, 2020) Social inclusion: 0.36 (Pozas et al., 2021).	Self-esteem: 0.44 (Phan & Ngu, 2020) Self-efficacy: 0.55 (Phan & Ngu, 2020) Academic self-concept: 0.35 (Pozas et al., 2021).	Cognitive engagement: 0.42 (Yi et al., 2020) Behavioural engagement: 0.34 (Yi et al., 2020) Emotional engagement: 0.38 (Hearon, 2017).	Anxiety: -0.32 (Baudoin & Galand, 2022) Emotional problems: -0.40 (Kim et al., 2021) Negative affect: -0.45 (Hearon, 2017).

Open Classrooms and Family Picnic

Thank you to everyone who attended our Meet the Teacher and Family Picnic night. While the day was a scorcher, the summer breeze through the shade of the trees made for a pleasant evening of meeting, catching up and sharing some crackers and cheese quite pleasant. The summer vibes were made even more summery with the amazing tunes of singing and piano extraordinaire Francesca, obliging to the many requests of 6-12 year music fans. These events are great for helping to build connection in our wonderful Banyule Primary Community so it was great to see so many brave the heat and join in the fun.



BPS School Review

Every four years all Victorian Government Schools are required to undertake a review. The reviews are facilitated by an independent school reviewer with a panel comprising of the principal, school council president, DET Senior Education Improvement Leader, two principals from similar schools and the school's leadership team.

The review process begins with the preparation of an extensive Self-Evaluation document. This involves analysing data from the past four years to reflect on the achievement of goals set during the last review. Many thanks need to be extended to our Leadership team for their hard work and extra efforts in preparing this document to ensure it is an accurate reflection of our achievements. The Reviewer has already praised the comprehensive nature of the document the team has prepared.

The Reviewer and panel will spend three days conducting 'fieldwork' to gather information and discuss the evidence presented. This will inform the directions and propose goals for student learning and wellbeing outcomes for the next Strategic Plan.

As part of the information gathering process we will be conducting focus groups with staff, students and parents/carers during week 6 of term. The parent/carer focus group will be

held on Wednesday the 5th of March at 2.30pm in the staffroom. We look forward to seeing many of you there.

Classroom Leaders

Our classroom leadership positions will be announced at assembly on Monday at 3pm. Parents are always very welcome to join our assemblies each week. Students at BPS are given many opportunities, both formally and informally, to develop leadership skills. This includes the 'formal' classroom leader positions but it also includes various 'informal' roles and opportunities within the classroom context. Student leaders BPS are selected based on their ongoing capacity to demonstrate our school values.

Each year we have large number of students hoping for a leadership position. This makes it a timely opportunity to focus on resilience building in the safe and supportive environment of the classroom. Developing the skills to manage and cope with everyday disappointments is essential in preparing children with the coping strategies needed for adult life.

Playground Works

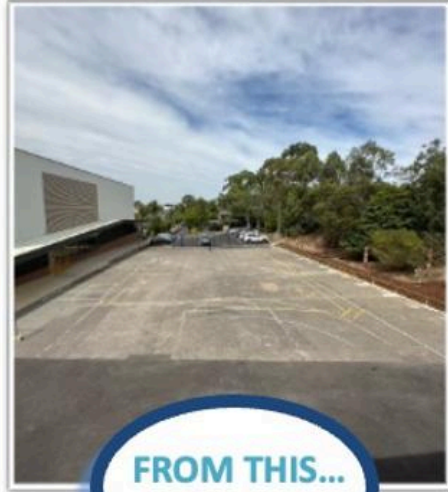
We have been waiting, somewhat patiently, for news on the commencement of our playground works. I have been told that there is a lot of work behind the scenes with the architects and VSBA project managers as they finalise the scope and plans. We can't wait to get this up and running!

You may also have heard that we were successful with our North East Link Grant application to have the basketball court re-surfaced. This project (managed by us) will commence during the last week of this term and will be completed by the end of the holidays.

COMING SOON to BANYULE PRIMARY SCHOOL



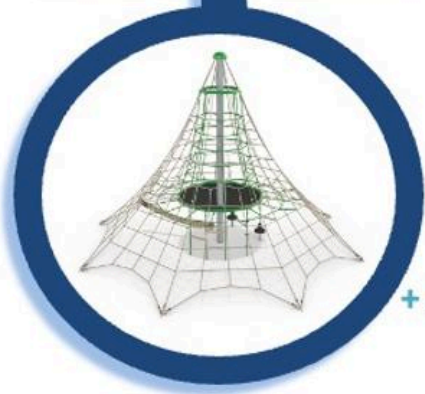
Made possible thanks to our generous Banyule PS community.



FROM THIS... TO THIS!



Made possible thanks to the support of  NORTH EAST LINK



First it was brand-new buildings.
Now it's brand-new play spaces!
+ Adventure Playground + Lunar Climbing Net
+ Log Climb + Natural Sandpit
+ Multi-Sports Court
WE CAN'T WAIT!!

Want to see more?

Follow us on our 'socials' for a window into what we're up to at Banyule Primary School....



@Banyule Primary School



@banyuleps



Events and Reminders

Date	Event
26th Feb	No preps attend (Prep Interviews)
3rd March	Preps full time this week
	District Swimming
4th March	GRIP Student Leadership Conference
5th March	School Review Parent Focus Group 2.30pm
6th March	Year 5 and 6 Athletics Track Day

Date	Event
10th March	Labour Day Holiday
11th March	Year 3 and 4 Athletics Track Day
11th March	SEA Program Parent information Session
12th March	NAPLAN Testing commences
21st March	Harmony Day
26th March	9.15 Tour for new families
26th March	School Council
27th March	District Athletics
27th March	Second hand uniform sale in the gym 2.30-3.30pm
28th March	Years 3 and 4 Performance 2.30pm
2nd April	School Photos
4th April	End of Term 1 - 2.30pm dismissal

Pupil Free Days

Tuesday 10th June (Curriculum Day)

Monday 21st July (Curriculum Day)

Monday 1st September (Professional Practice Day)

Monday 3rd November (Curriculum Day)

Camp Dates

Year 3 Camp- 26th November-28th November

Year 4 Camp- 23rd June- 25th June

Year 5 Camp- 27th August- 29th August

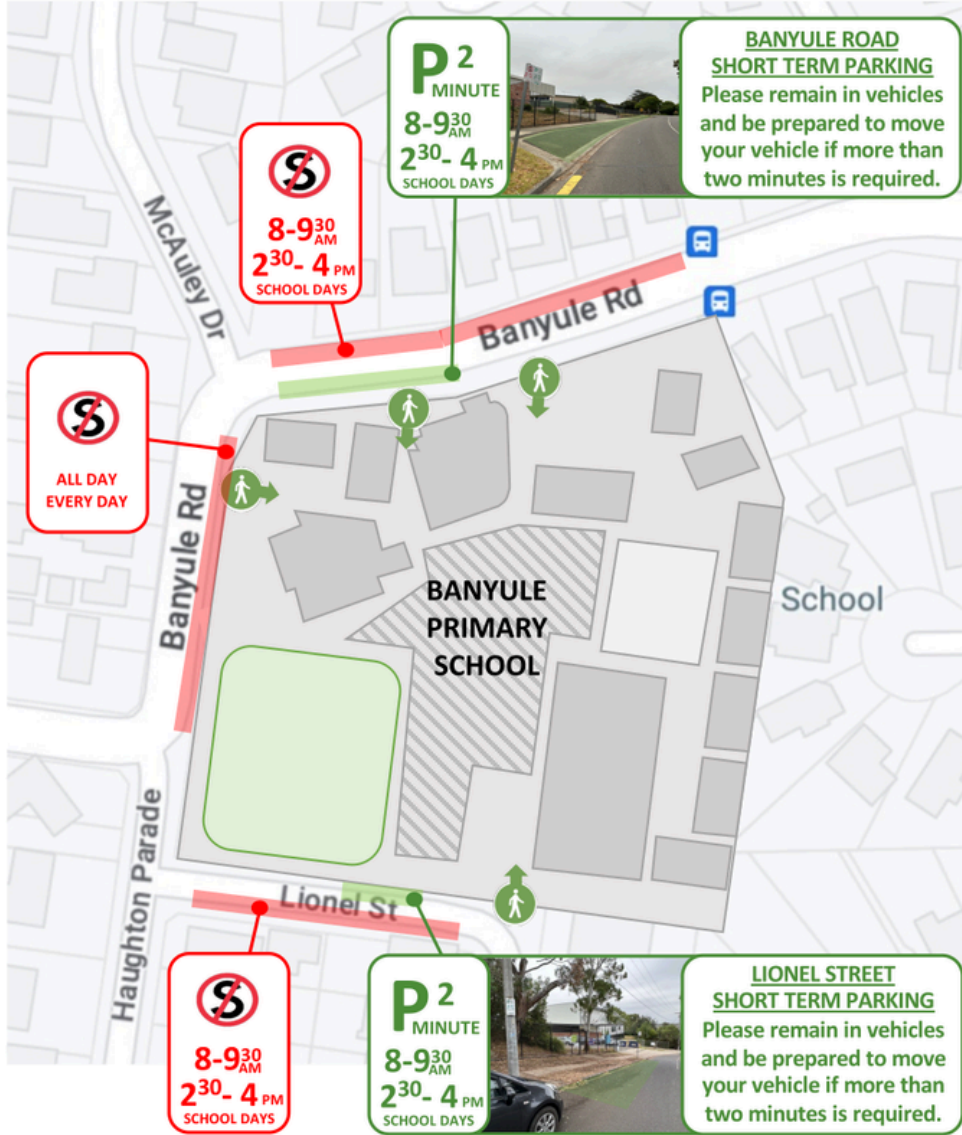
Year 6 Camp- 25th August- 27th August

Safe Driving Reminder



PARENT CAR PARKING INFORMATION

Like most schools, parking in the close vicinity of the school may be challenging, particularly during drop off and pick up times. For longer term parking, parents are encouraged to park in surrounding streets within a 5-minute walk. Please respect other road users, our neighbours and their driveways.

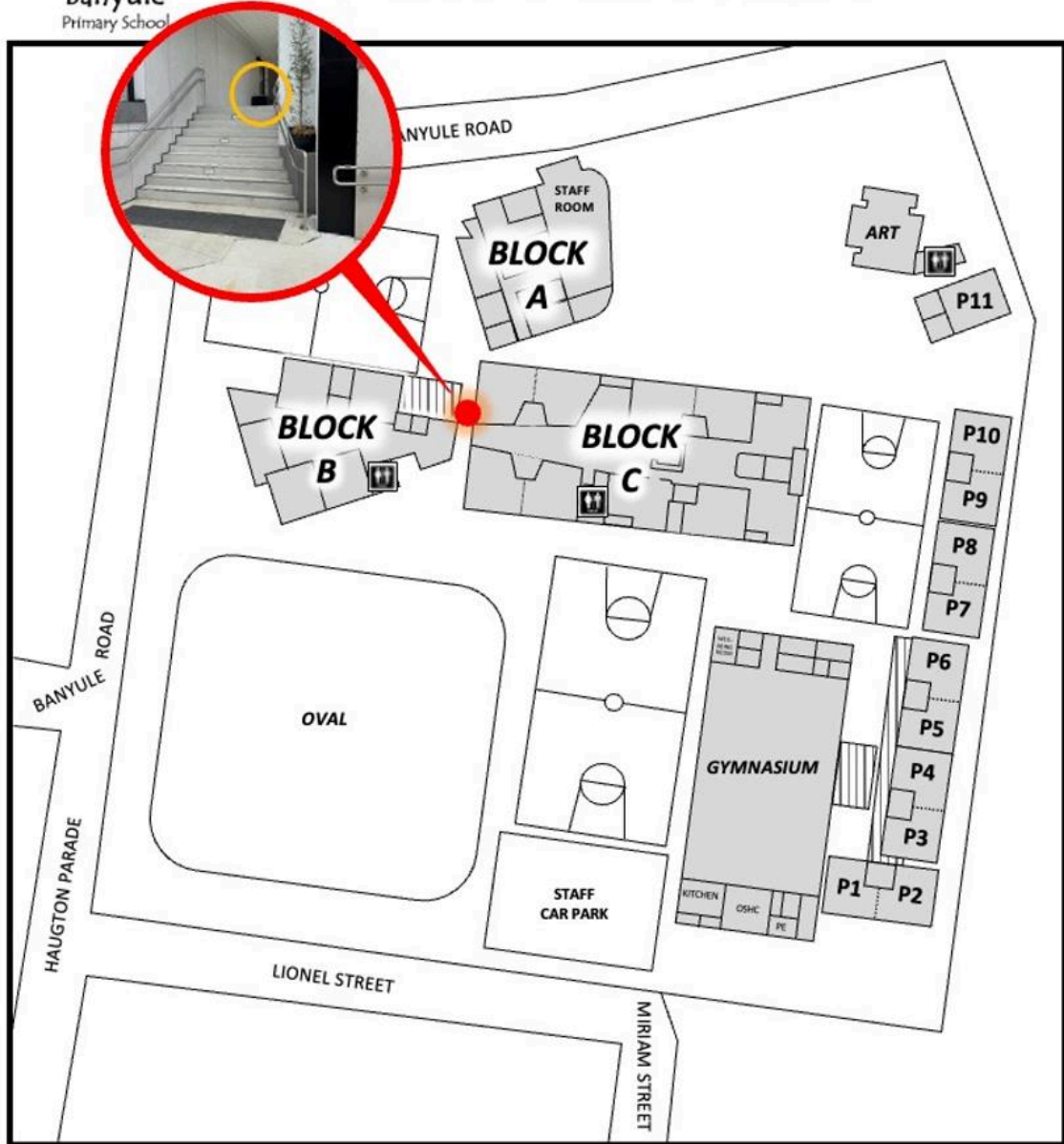


Banyule Council is responsible for the parking signs and restrictions around the school. Parking enforcement officers do visit and fine people who park illegally. **Victoria Police** is responsible for enforcing driver behaviour and pay visits and fine drivers for not following road rules.

Where to find lost property...



LOST PROPERTY



Annual privacy reminder for our school community

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#) and the [Schools' Privacy Collection Notice](#).

Our Photographing, Filming and Recording Students Policy, describes how we collect and use photographs, video and recordings of students. The policy also explains when parent

consent is required and how it can be provided and withdrawn.

We ask parents to also review the guidance we provide on how we use [\[Microsoft 365/Google Workspace for Education\]](#) safely at the school and what parents can do to further protect their child's information. If after reviewing the guidance, you have any questions or concerns regarding your child using [Microsoft 365/Google Workspace for Education], please contact the school.

For more information about privacy, refer to: [Schools' privacy policy: information for parents](#).

This information is also available in ten community languages:

- Amharic
- Arabic
- Chinese
- Dari
- Gujarati
- Mandarin
- Somali
- Sudanese
- Turkish
- Urdu
- Vietnamese



2026 Prep Enrolments

Banyule Primary School Prep 2026 Transition Activities

'What Makes BPS Special?'
Information Evening for Prospective Parents/Carers
Tuesday 29th April 6pm-7pm
Please register using the QR Code:



'Getting Ready for Prep'
Information Evening for Parents/carers of enrolled students
Tuesday 11th November
6pm-7pm

Group Tours

Wednesday 26th March 9:15am-10am

Tuesday 1st April 9:15am-10am

Thursday 15th May 9:15am-10am

Wednesday 4th June 9:15am-10am

Individual Tours

For in-zone families only.
By appointment in Term 2.

Phone: (03) 9459 0732 to
book an individual or group tour.

Gym Playdate
Tuesday 29th July 12-1pm

Literacy Playdate
Wednesday 13th August 12-1pm

Maths Playdate
Thursday 4th September 12-1pm

Please register using the QR Code:

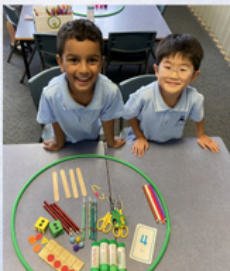


For Enrolled Students:

Transition 1
Friday 14th November
9:30am-10:50am

Transition 2
Friday 21st November
9:30am-10:50am

Transition 3
Friday 28th November
9:30am-10:50am



Happy Kids Learn

Prep 2026 Enrolment Timeline

The following timeline advises families of when and how to enrol their child into Prep at a Victorian government school.

To start primary school in 2026, your child will need to turn 5 years old by the 30th of April 2026.

Students residing within our school zone are guaranteed a place at our school, which is determined by your permanent residential address, followed by priority placement for siblings. We may also accept enrolments from families outside the designated zone, if there are available places.

Our school manages enrolments using the Department's Placement Policy.

What you need to do:

1. Use the Find my School website <https://www.findmyschool.vic.gov.au/> to locate your designated neighbourhood school (local school). Your child's local school is determined on the basis of your permanent residential address.
2. Attend the Information evening or contact our Administration Office (03) 9459 0732 to book a school tour.
3. Application forms will be available from **Tuesday 22nd April 2025** via our website or can be collected from our school Administration Office.
4. Submit your child's application form by **Friday 25th July 2025**.
5. If you can provide proof of residency with your application, or you have a child already enrolled in the school, you are guaranteed a place at the school. You will be emailed enrolment documents.
6. If you're out of zone, you will be notified of the outcome of your application between **Monday 28th July and Friday 8th of August 2025**.
7. Enrolled students will take part in transition sessions during Term 4, 2025.
8. Your child will start Prep on Thursday 29th January 2026.

Enrolment applications submitted after the **25th of July 2025** will be processed by our school as they are received, in accordance with the Department's Placement Policy.

For more information on School Zones, you can:

- visit [School zones](http://www.vic.gov.au/school-zones) (www.vic.gov.au/school-zones) for answers to frequently asked questions
- call the Victorian School Building Authority (VSBA) on 1800 896 950
- email the VSBA at vsba@education.vic.gov.au

You can find information and resources about the new timeline, including factsheets and the 'Foundation (Prep) Enrolment Information Pack for Parents/Carers', at: <https://www.vic.gov.au/enrolling-foundation-prep>



The Community Engagement Committee have been hard at work, organising our first second hand uniform stall for the year.

The stall will be held in the gym on Thursday 27th February from 2:30pm-3:30pm.

Items will be priced from \$5 (EFTPOS available but cash preferred please).

Any clothing donations can be dropped at the school administration office before this time. Please ensure items are clean and remove/cross out any names/labels.



Student Achievements



Friendship Fire or Mean-on-Purpose?

Conflict is tricky! How can we tell the difference between Friendship Fires, Mean-on-Purpose, Mean-by-Accident, and Bullying?

We classify conflict into just two categories to keep things as easy as possible for kids: *Friendship Fires*® (normal conflicts between friends) and *Mean-on-Purpose* behavior. By making this distinction and establishing a common language, we can better coach and guide our children towards healthy friendships.

Is it a Friendship Fire or Mean-on-Purpose?

Kids and their parents sometimes mistakenly believe that any conflict with a friend is “bullying” (a word that is typically misused and misunderstood). Instead, however, we want to use simple, kid-friendly language. Here are a few common questions:

So, how can we tell the difference between a Friendship Fire or Mean-on-Purpose?

The difference really lies in *intent*—was it a misunderstanding or were they really trying to hurt your feelings? From the data we’ve collected so far, the majority of conflict that exists in schools are Friendship Fires (approx. 90%).

Can a friend be Mean-on-Purpose too?

Yes, absolutely, and it really hurts!

Can a friend be Mean-by-Accident?

Yep, this is a Friendship Fire.

Can a Friendship Fire escalate into Mean-on-Purpose?

Definitely. This is why we teach kids that timing is important when we put out our Friendship Fires. Sometimes we're not ready or our friend isn't ready to put out the Fire. If we continue to try and Talk-it-Out when the time isn't right, we will inevitably make the Fire bigger.

Can we de-escalate a Mean-on-Purpose moment into a Friendship Fire?

For sure. Sometimes we misinterpret someone's behavior as Mean-on-Purpose. When we respond with a Quick Comeback, the person knows we felt it was mean. This then allows that person to respond in a way that explains that their *intent* wasn't to be mean. By doing this, they move into the Talk-it-Out phase on the Friend-o-Cycle and, thus, it's downgraded to a Friendship Fire.

Here's a scenario that demonstrates our step-by-step friendship strategy in-action:

Your friend starts calling you the nickname, "Sweatpants," because you always wear comfy pants to school. At first, you think it's fun and it makes you feel closer to your friend. You both laugh about it and think it's cool.

After time, it feels less funny and more like your friend is making fun of you. You start to feel offended and it's really bugging you. ***THIS IS A FRIENDSHIP FIRE®.***

In URSTRONG, we teach kids to (1) Retell the situation, and (2) Explain how it made you feel. This is a conversation.

You ask to talk to your friend and let them know that the nickname is actually making you feel bad. Through the conversation, you explain how you feel and you respectfully ask your friend to not call you "Sweatpants" anymore.

The next day, your friend continues calling you the nickname, fully knowing you don't like it. ***THIS IS MEAN-ON-PURPOSE.***

In URSTRONG, we teach kids to say their Quick Comeback in a strong voice and then walk away. This is not a conversation.

When your friend calls you the nickname again, knowing it's hurtful, you say your Quick Comeback: "Stop." You walk away and try to keep your focus on something that makes you happy.

At this point, we would let kids know that if this is a healthy friendship, your friend would respect you enough to stop calling you the nickname. If your friend continues calling you the

name, trust and respect (Friendship Fact #3) break down, and this friendship would be in the unhealthy (red) zone of the Friend-o-Meter.

The URSTRONG advice: Spend less time with this friend. You deserve healthy, feel-good friendships and remember Friendship Fact #4: Friendships change...and that's okay. If your friend continued to be Mean-on-Purpose, despite standing up for yourself and communicating it's not okay (through your Quick Comeback), then **THIS IS BULLYING**. (We describe bullying as ongoing, Mean-on-Purpose behavior.)

This requires the support of adults to provide deeper interventions. We encourage URSTRONG Schools to follow our Bullying Prevention Plan that outlines the procedure for both the victim and the perpetrator.



Written by Dana Kerford

Friendship Expert and Founder, URSTRONG

<https://urstrong.com/resource/friendship-fire-or-mean-on-purpose/>



Banyule Awards

Celebrating Our Achievements

Week 3

Class	Student Name	Class	Student Name
PNA	Flynn A	3DJ	Henry Y
PMA	Jonathan O	3MT	SpencerL
PAM	Ira S	34C	Ned H
PBB	Sofia A	4NS	Charlie N
PZP	Jude M	4CG	Ben L
1NB	Aiden H	4SD	Jonathan C
1TY	Harper D, Zoe B	5KB	Imogen
1BS	Illaria D	5CN	Jack S
1TM	Ella L	5AS	Axel F
2MF	William B	5NT	Lucas S
2WG	Gabriel	56M	Jay L
2BK	Sasha T	6LH	Matteo K
2LP	Maximo	6DG	Jordy L
3RB	Ava D	6SN	Callum L

SPECIALISTS AWARDS

LOTE P-1:	STEAM P-2: Ivy 2BK
LOTE 2-6:	Visual Arts 3-6: Callum W 56M
PE P-2:	Performing Arts P-2:

PE 3-6:

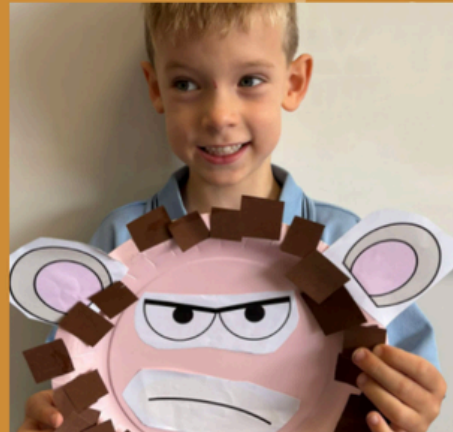
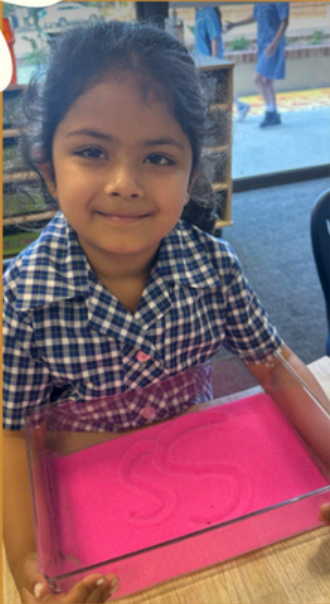
Performing Arts 3-6: Oliver W 4CG



Prep Community

Little Learners Love Literacy

The Prep students have LOVED engaging in the Little Learners Love Literacy program over the past couple of weeks. So far, we have learnt all about Milo the Monkey and Sally the Snake.





Year 1 Community

What a great start to the year!!

The Year 1 students have begun their learning journey with great enthusiasm!

We have begun our Little Learner's Love Literacy Program... done plenty of maths sessions and even started learning about how the Human Body works!

A highlight for all of us so far was World Pizza Day!

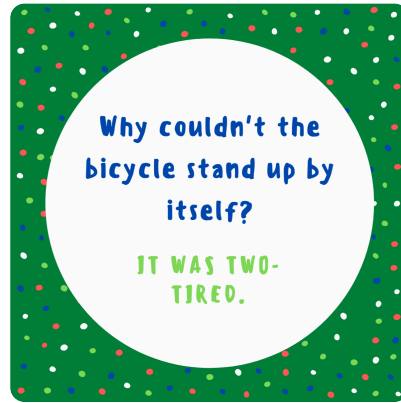
We made pizzas and learned a little bit about their origin and the process in making them.

The students even did wrote a procedural text detailing the steps involved!



Please remember to use the Little Learner's Password to read the Decodable books from home. Ask your classroom teacher if you need another copy.

Also, readers should be coming home now in your child's pencil case! We will swap them over every Monday!



Year 2 Community



Year 3 Community



Year 4 Community



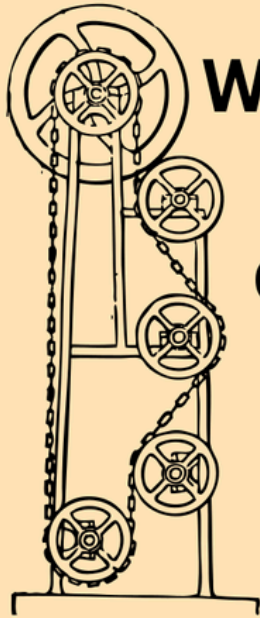
Year 5 Community



Year 6 Community



Specialists



What's Happening In The Art Room?

Grade 5 and 6 Edition

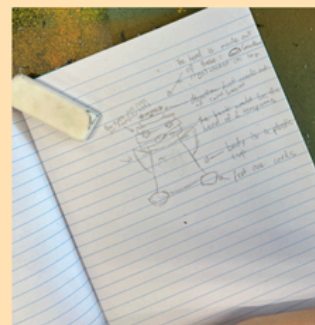
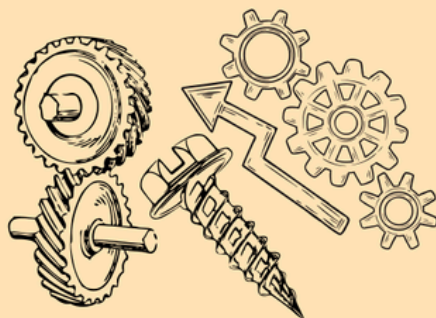
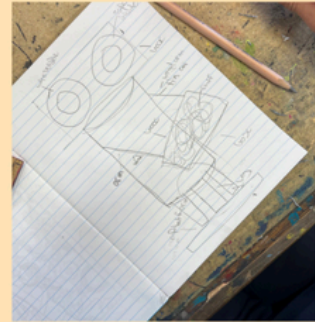
Topic: Art Style (Steampunk)



In this unit, Grade 5 and 6 students will design and create a 3D steampunk-inspired sculpture, incorporating elements such as cogs, bolts, and mechanical details. Aligned with the Victorian Curriculum, students will plan, refine, and construct their sculptures using a mix of recycled materials, wire, tin, wood and metallic finishes to achieve an industrial aesthetic.

They will explore the historical and artistic influences of steampunk, develop technical skills in building and assembling 3D forms, and apply creative problem-solving throughout the process.

The project will conclude with a reflective discussion on how their sculptures convey themes of innovation, mechanics, and fantasy, connecting their work to contemporary and historical artistic practices.








Instrumental Music Lessons at BPS

 <p>Banyule Primary School</p>	<h2>Instrumental Music Lessons</h2>
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FOR DETAILS AND AVAILABILITY PLEASE CONTACT THE TEACHERS DIRECTLY

ALL LESSONS ARE HELD AT THE SCHOOL DURING SCHOOL HOURS

Piano:	Christobel Say 0408 509 989 musicalsay@icloud.com Elisha Fulljames 0438 100 280 efulljames@hotmail.com	
Flute & Saxophone:	Kellie Santin 0435 570 262 kelliesantin@me.com	
Contemporary Guitar:	Jack Say 0431 336 772 jsay412@gmail.com	



Community Advertising

GREENSBOROUGH
BASEBALL CLUB

Elder Street Reserve
Watsonia

Boys & girls ages 4-17

\$60
Plus Registration

Burras
BASEBALL & TEEBALL
ROOKIE PROGRAM

9am to 10am
Every Saturday

Commencing
Saturday
22nd Feb
6 week Program

All equipment provided. Participants will be grouped by ability for safety.
For more info contact kenleesa@bigpond.com or visit our facebook page at facebook.com/burrabaseball



**come
find your
awesome**

BANYULE PS TERM 1 AUSKICK CENTRE

Banyule Primary School

Thursdays after school 27/2 - 27/3

3.30pm - 4.30pm

alex.federico@afl.com.au



play.afl/auskick





WARRINGAL PARKLANDS - HEIDELBERG

30TH MARCH 2025

 Bendigo Bank

Community Bank
East Ivanhoe

MAIN YARRA TRAIL CLASSIC

5KM Walk • 10KM RUN

For Cancer Research & Prevention

A Fundraising Event

PROUDLY SUPPORTING



TOUR DE CURE

EARLY BIRD PRIZES

REGISTER NOW!

REGISTER BEFORE 28 FEB 2025 FOR A CHANCE TO WIN!
ALL REGISTRATIONS CLOSE 13 MAR 2025

Follow us @mainyarratrailclassic

<https://events.humanitix.com/main-yarra-trail-classic>

SCAN HERE



**Tennis Coaching January Specials
at Macleod Tennis Club**



Special 1

**MEN'S & WOMEN'S
COFFEE SPECIAL!**



**5 Week Program
45 Min Sessions
(Max 4 per class)**

\$115

plus...



**Get 5 x Free Coffees at Touchstone Cafe!
(One for each lesson)**

Special 2

**AUSTRALIAN
OPEN SPECIAL**



**25% OFF
Child group lessons
(new enrolments only)**

plus...

**FREE Junior Racquet
for every new enrolment**



(Term 1 2025 Only. Offer expires February 28th 2025)

**Contact: Andrew Wright - TA Club Professional Coach
0421 064 459 | andrew@wrighttennis.com.au**



BANYULE HAWKS

**Come and Try Sessions
FREE**



Session 1: 18/2/25
 Session 2: 25/2/25
 4-5pm



**LaTrobe University
 Court 3
 5-10 Year Olds**

www.banyulehawks.com.au

Home Care
with a
meaningful difference

Call 13 22 78

There are many ways we can help, depending on what you want or might need support with.

Baptcare

Home Care with a meaning!
Valuable support that comes to you

Everyone's routine and lifestyle at home looks different. There are many ways we can help, depending on what you want or might need support with.

Our government-supported services cover:

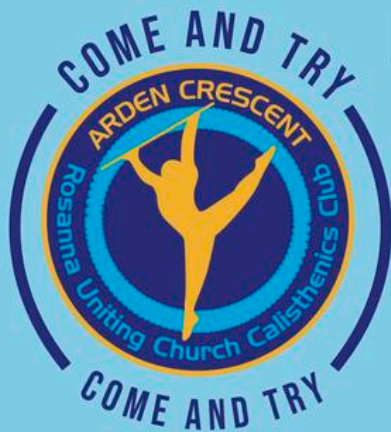
- Home Care Packages
- Community Home Support Program
- Community Nursing
- Allied Health
- Support at home.



Call 13 22 78

COME & TRY CALISTHENICS!

ARDEN CRESCENT CALISTHENICS CLUB



NEW ENROLMENTS WELCOME!

FOR MORE INFORMATION VISIT
ARDENCALISTHENICS.ORG

