

# Ardeer Primary School

## Newsletter

August 6, 2026

### Key Dates

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Swimming Program

Grade Prep, 2, 4 & 6

Monday 27<sup>th</sup> July - Friday 7<sup>th</sup>  
August

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Australian Maths Competition

(Select students)

Wednesday 5<sup>th</sup> August

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Robots in Residence Program

Grade 4/5 & 5/6

Monday 10<sup>th</sup> August

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District Athletics Day

(Select students)

Friday 21<sup>st</sup> August

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Book Fair

Monday 24<sup>th</sup> – 28<sup>th</sup> August

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Book Week Parade

Thursday 27<sup>th</sup> August

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Curriculum Day (Pupil free day)

Monday 31<sup>st</sup> August

### PRINCIPAL'S MESSAGE

Dear Families,

As part of our upcoming school building works, all classes will be relocating to our new temporary classrooms (relocatable buildings) in the coming weeks.

It is anticipated that this will occur over the week of Monday 17<sup>th</sup> August - Friday 21<sup>st</sup> August. More details around the arrangements for the move will be shared with families via Compass and Seesaw closer to the date. This will include information relating to the commencement of arrangements relating to the drop off and collection of students from the new spaces.

In support of the move and whilst the students become accustomed to their new classrooms, teachers will work with students to ensure they:

- become familiar with their new learning environment;
- learn new arrival and dismissal routines;
- clarify out of bounds areas;
- be shown the location of the new office space; and
- review expectations for moving safely around the temporary facilities and to and from spaces located around the school.

TheirCare staff will support students in Grade Prep that are booked into the program after school for the first two weeks. Ensuring students feel confident to make their way from the new portables via the new paths of travel to the MP Room.

## PRINCIPAL'S MESSAGE CON'T

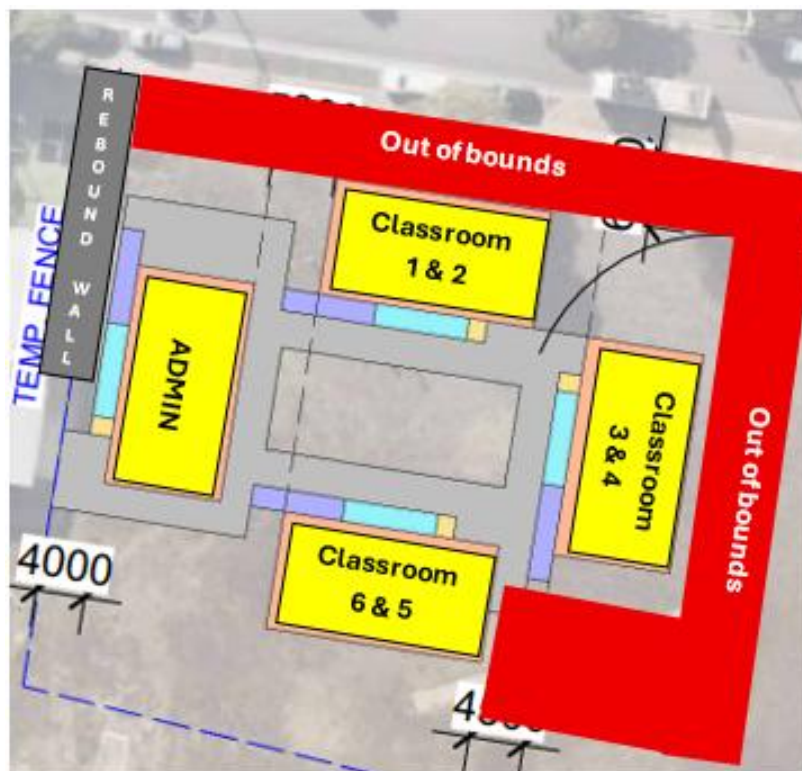
A site map can be found below for your reference. In addition, each classroom will be clearly identified with a yellow sign displaying the teacher's name and classroom number to assist families during the transition.

The classroom locations will be:

- Prep/1A (Mary Sanelli) – Classroom 1
- Grade 1/2 (Janette Cronin) – Classroom 2
- Grade 2/3 (Rachel Orellana) – Classroom 3
- Grade 3/4 (Annabelle Juhasz) – Classroom 4
- Grade 4/5 (Charlotte Waterhouse) – Classroom 5
- Grade 5/6 (Arife Halil) – Classroom 6

Staff will be available throughout the week to help families locate the new classrooms and ensure a smooth transition for all students.

Thank you for your continued support and understanding as we undertake these important improvements to our school. We look forward to welcoming students into their new temporary learning spaces while our building project progresses.



## ASSISTANT PRINCIPAL'S MESSAGE

Dear Families,

Student Subway lunches are happening next week on Wednesday 12th August. More information on how to order from Subway can be found further down in the newsletter.

We have a small number of children's fishing rods available in my office for any students who have an interest in using them.

These have been gifted to the school by the Victorian Government in an effort to continue to grow recreational fishing participation in Victoria. If you would like your child to collect one of these fishing rods, please email the school and I will hand them out in the order I receive your emails until they have all gone!

Information on the final cost of camp and student information form will be going home with students next week.

If you have any questions or concerns about camp, please give me a call or come chat to me.

Hollie Winfield



## SUBWAY LUNCHES

The school will be continuing our partnership with Canteen Hub and Subway in Term 3. Parents will have the opportunity to place an order from a limited Subway menu for their child which will then be delivered to the school at 1PM. Order will then be distributed to students in readiness for the school's lunch break at 1:15PM.

There will be two opportunities scheduled this term, and these will take place on Wednesday 12th August & Wednesday 9th September 2026.

Parents will first need to create a Canteen Hub Account -

<https://app.canteenhub.com.au/register> register and register as a new user. (Attached is a user guide for your reference)

Ordering closes – 10.00am on the day prior (Tuesday).

-All orders will be delivered in separate class cartons, and each lunch will be clearly labelled. Parental Support is available via the link below or using the HELP function on the website –

Parents will first need to create a Canteen Hub Account -

<https://parentsupport.canteenhub.com/portal/en/kb/canteenhub> and register as a new user. (Attached is a user guide for your reference)

## Mental Health in Primary Schools Program The Wellbeing Continuum

The Wellbeing Continuum is an evidence-based tool designed to support conversations about children's wellbeing. The Continuum can be accessed publicly and utilised to facilitate discussions you may have with your child regarding their social-emotional wellbeing at a point in time. Whilst the continuum is not a screening or diagnostic tool, it can support in the early detection of children who are not coping. This information can then be utilised to arrange appropriate supports to address the presenting wellbeing concerns.



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What can each area of the Wellbeing Continuum look like in my child?

**Good-** eg: happy, thriving, doing well at school

**Coping-** eg: struggling with life's ups and downs, minor stress  
**Struggling-** eg: feeling unwell, not wanting to go to school, others noticing something is going on

**Overwhelmed-** eg: continuous signs of distress, anxious all the time, peer relationships broken

\*Please note this is not intended for use as a checklist, but rather a guide to support your observations and conversations with your child.

Staff at Ardeer Primary School are becoming familiar with the Wellbeing Continuum and will have opportunities to receive professional learning regarding mental health and wellbeing as the year progresses.

If you have specific concerns about your child, please discuss these with your child's classroom teacher or alternatively, please contact Hollie Winfield.

Resources Wellbeing Continuum (video explanation):

<https://vimeo.com/844785801>

The Wellbeing Continuum- Royal Children's Hospital

<https://www.ccch.org.au/our-work/project/childrens-wellbeing-continuum/>

## 2026 IN WATER AND OUT OF WATER SWIMMING PROGRAM

This Friday marks the successful conclusion of our 10-day intensive swimming program for our Prep, 2,4 and 6 students. We are incredibly proud of our students, who have embraced every opportunity to build their swimming skills, confidence and water safety knowledge throughout the program.

This week, students in Grade 1, 3 and 5 also enjoyed participating in an engaging Out of Water Safety Program delivered by Life Saving Victoria, further strengthening their understanding of how to stay safe in and around water.





## School Wide Positive Behaviour Support

It's been great to see our students continuing to demonstrate our school values of Respect, Responsibility and Safety every day. We are especially proud of the positive choices students are making in the playground to help keep everyone safe.

As a reminder, basketball is the only ball game permitted under the COLA. Kicking balls in this area can be unsafe, so we ask students to save these games for the oval.

Families can support us by having a quick conversation at home about this expectation. We also kindly ask that soccer, or football is not played under the COLA before or after school, as this helps reinforce the same safety expectations for all students.

Thank you for your continued support in helping us create a safe and positive school environment for everyone.

## TEACHING AND LEARNING SPOTLIGHT- (NUMERACY)

### 5 Fun Activities for Every Year Level

Place value is one of the most important concepts in mathematics. A strong understanding of place value helps children develop confidence with number, mental computation, estimation and problem-solving. These simple activities support the Victorian Curriculum Version 2.0 and can be completed using everyday materials.

#### Foundation

1. Count Collections – Count groups of toys, shells or blocks up to 20 and say how many there are.
2. Number Hunt – Find numbers around the house (clocks, calendars, letterboxes, books).
3. Build Numbers – Make numbers using counters or blocks and count them together.
4. More or Less? – Compare two collections and explain which has more or fewer.
5. Number Order – Place number cards from smallest to largest.

#### Year 1

1. Make Two-Digit Numbers – Use bundles of straws (tens) and single straws (ones) to build numbers.
2. Roll and Build – Roll two dice to create a two-digit number. Read it aloud and identify the tens and ones.
3. Largest Number Challenge – Use two number cards to make the largest and smallest numbers possible.
4. Estimate and Count – Estimate how many objects are in a jar before counting them.
5. Before and After – Choose a number and say the number before and after it.

## TEACHING AND LEARNING SPOTLIGHT- (NUMERACY)

### Year 2

| M        | HTh               | TTh           | T         | H        | T    | O    | • | $\frac{1}{10}$ | $\frac{1}{100}$ | $\frac{1}{1000}$ |
|----------|-------------------|---------------|-----------|----------|------|------|---|----------------|-----------------|------------------|
| 0        | 0                 | 0             | 0         | 0        | 0    | 0    | • | 0              | 0               | 0                |
| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |   | Tenths         | Hundredths      | Thousandths      |

1. Three-Digit Builder – Use hundreds, tens and ones (or drawings) to build three-digit numbers.
2. Expanded Form – Write numbers in expanded form (e.g.  $347 = 300 + 40 + 7$ ).
3. Digit Swap – Swap digits in a number and discuss how the value changes.
4. Number Line Challenge – Place numbers on a homemade number line.
5. Mystery Number – Give clues such as "I have 5 hundreds, 2 tens and 8 ones."

### Year 3

1. Create 4-Digit Numbers – Use four digit cards to make the largest and smallest numbers.
2. Place Value House – Draw a place value chart and sort digits into thousands, hundreds, tens and ones.
3. Compare Numbers – Use the symbols  $>$ ,  $<$  and  $=$  to compare numbers.
4. Round It! – Practise rounding numbers to the nearest 10 and 100.
5. Number of the Day – Represent one number using words, expanded form, drawings and a place value chart.

### Year 4

1. Decimal Detectives – Find decimals on food labels, receipts or petrol prices.
2. Expanded Form Challenge – Write whole numbers and decimals in expanded form.
3. Place Value Cards – Rearrange digits to make the greatest and smallest possible numbers.
4. Round and Estimate – Round numbers before solving addition or subtraction problems.
5. Family Quiz – Ask questions like, "What is the value of the 7 in 47,362?"

## TEACHING AND LEARNING SPOTLIGHT- (NUMERACY)

### Year 5

1. Decimal Number Builder – Create and compare decimal numbers using digit cards.
2. Shopping Receipts – Read prices and identify the value of each digit.
3. Order Decimals – Write decimal numbers from smallest to largest.
4. Round for Reasonableness – Estimate shopping totals by rounding prices.
5. Guess My Number – Give place value clues for family members to solve.

### Year 6

1. Population Explorer – Compare large population numbers from Australian cities.
2. Budget Challenge – Use whole numbers and decimals to create a family shopping budget.
3. Decimal Place Value Quiz – Identify the value of digits to the thousandths place.
4. Real-Life Estimation – Estimate the cost of a family outing before calculating the exact amount.
5. Create Your Own Challenge – Design a place value puzzle for someone else to solve.

### *Maths Talk Prompts*

Ask your child:

- What is the value of this digit?
  - How do you know?
- What happens if the digits swap places?
  - Which number is greater? Why?
- Can you show the number in another way?

Just 10 minutes of place value practise a few times each week helps children develop the strong number sense needed for success across all areas of mathematics.

# Experts warn NAPLAN core skills associated with employment, health outcomes later in life

By national education and parenting reporter [Conor Duffy](#) and the Specialist Reporting Team's [Cath McAloon](#)



Experts say childhood literacy is a gateway to success, with research finding low literacy levels are associated with poorer health and employment outcomes in adulthood. *(ABC News: Cath McAloon)*

## In short:

National Assessment Program Literacy and Numeracy (NAPLAN) results for 2026 have revealed large gaps in foundational literacy and numeracy.

Experts say it is important to engage with the findings because, if not addressed early, poor literacy is associated with worse financial and health outcomes later in life.

## What's next?

Waves of teaching reforms are underway nationally and some schools say they are already reaping the benefits.

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## Share article

Education experts are warning low literacy skills can be linked to poorer employment and health outcomes later in life, encouraging parents to address concerns early while keeping NAPLAN results in perspective.

Tanya Serry, a literacy and reading professor at La Trobe University, said while it could feel "very stressful" for parents whose child was not meeting expectations, a low score was not cause for alarm.

"I would encourage parents not to shy away from it, but not to be too alarmed because it is one snapshot in time,"  
Professor Serry said.

"If nothing else, it's important to note that NAPLAN is not a diagnostic test, so where that dot lines up for a particular child doesn't mean that's exactly where the child is at and will stay at."



Tanya Serry parents worried about their child's NAPLAN results should start by speaking to the school. *(ABC News: Billy Draper)*

However, academic and OECD research showed there was an "association" between low literacy skills and poorer employment and health outcomes later in life, if those skills were not addressed early.

**"Literacy can be considered a gateway to academic success and then to a range of life opportunities,"**

**Professor Serry said.**

"Low self-esteem is very common among students who have poor literacy skills. Sometimes these students will exit school early, and that has a range of consequences as well."

**[Warning Australia needs to lift NAPLAN performance](#)**



NAPLAN test scores have revealed one-third of Australian students are not meeting "challenging but reasonable" expectations in literacy and numeracy.

She encouraged parents to have a conversation with their school to determine if the results matched up with what was happening elsewhere in the classroom.

"We know that many people who leave school not competent in literacy are underemployed or perhaps unemployed, so there are economic consequences," Professor Serry said.

"We also have evidence to show there are negative consequences for health outcomes, both physical health and psychosocial wellbeing."

But she cautioned this would not be the case for everyone.

Professor Serry said many school systems in Australia were changing teaching practices with positive results.

### **NAPLAN results the 'cherry on top' for school**

Ardeer Primary School in Melbourne's west is celebrating its best-ever NAPLAN results.

The school has seen huge improvements in reading, writing and numeracy levels across years 3 and 5, with more students rising in the "exceeding" and "strong" categories.



Students play during a break in learning at Ardeer Primary School in Melbourne's western suburbs. *(ABC News: Billy Draper)*

According to government data, it is also outperforming comparable schools where the families have a similar demographic background.

Five years ago, the school adopted a model of classroom practice known as explicit teaching, which school systems across Australia are embracing.

"We show the students exactly what is required in their learning and communicate that through the learning intention and success criteria," principal John Mifsud explained.

"Teachers, as the knowledgeable others and the experts in the classroom ... then model what that success or that skill, that piece of knowledge, is required for the children to achieve.



Ardeer Primary School principal John Mifsud says the explicit teaching model helps students understand what is expected. *(ABC News: Billy Draper)*

"It works because ... there's no ambiguity as to what the students should be aiming to achieve throughout the course of that lesson."

It contrasts with the previously popular, but now discredited, whole language model, which suggests learning to read is a natural and easy skill students can pick up by being exposed to literature.

Widescale evidence reviews in Australia, the USA and UK have found explicit instruction practices work better for a larger number of students, leading Education Minister Jason Clare to declare "the reading wars" are over.

### **What are the reading wars?**

- Since the 1980s there has been conflict over the best way to teach reading.
- The "**whole language**" approach emphasises student-led learning, and claims reading is easy and natural.
- Phonics, or sounding out words, is part of the "**structured literacy**" approach, which says reading should be broken down and the elements taught explicitly.
- Governments across Australia are moving to mandate explicit teaching practices.

Mr Mifsud said it had been a lot of work implementing the new teaching model across the curriculum.

But said it had paid off, with students more engaged, focused and attentive in class.

"There's certainly day-to-day wins that we see across the school in changes of practice, the calm and orderly learning environment, student engagement, teacher capacity," he said.

**"So, there's a lot to be proud of, and the cherry on top really is the NAPLAN results."**

Teacher Annabelle Juhasz is in her second year at the school, having started there as a new graduate last year.

This style of explicit teaching is what she learned at university, and she believes it sets students up for success.



Annabelle Juhasz says she learned the explicit style of teaching at university. *(ABC News: Billy Draper)*

"We try to only teach what's necessary. We don't want to overload the students," Ms Juhasz said.

"Each lesson is a small chunk of what they need to know, really broken down explicitly so that when it comes to working collaboratively and then independently, they're set up for success."

The model embraced at Ardeer Primary School five years ago was rolled out to every school in Victoria last year, and similar reforms were happening across the country.

"I think that seeing such great success, just in my second year of teaching and educating, I think it would be beneficial for all schools to implement," Ms Juhasz said.



Annabelle Juhasz says she has seen great success in the approach already. *(ABC News: Cath McAloon)*

### **Tips for helping students with literacy in the home**

Professor Serry also advocates for this teaching approach at La Trobe University's SOLAR (Science of Language and Reading) Lab, which she co-founded five years ago.

[NAPLAN results are out. Here's what they mean](#)



NAPLAN results have arrived for students across Australia, giving parents a snapshot of how their child is tracking in literacy and numeracy. But what do the scores really mean?

She was thrilled to learn of Ardeer Primary School's success.

"It's wonderful news to look at their data. They're performing above like schools or schools with a similar demographic profile," Professor Serry said.

She said it could take between two and five years to implement those changes and have them bear fruit in results.

While parents wait for those changes to flow through at local schools, Professor Serry suggests they engage their children in conversation and reading at home to foster their love of language.

"My go-to is keeping homes as linguistically rich and engaging as possible, which just means lots of talk, lots of reading, reading to children, reading with children, encouraging a love of language," she said.

"Because the foundation of being competent as a reader and a writer is in our oral language. The more that we can talk, build vocabulary, just engage in the wonderful richness of our language, [the better]."



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# **WOMEN'S WELLBEING GROUP**

FOR COMMUNITIES FROM BURMA



**JOIN US WEEKLY  
WEDNESDAYS 10AM - 12PM  
WYNDHAM PARK COMMUNITY CENTRE**

*Free program Open to ALL women from Burma, starting on  
22<sup>nd</sup> April 2026. To register, please contact Ruth 0487 082 753  
or Diana 0426 970 828.*

## GET CONNECTED



Please follow us on Instagram

**Ardeer.PS**



All families were sent letters with their own unique code. Please download the Compass app and connect ASAP. Important reminders, updates, letters, notes etc. will be circulated via this platform throughout 2022. Please contact the office if you require a new sign in.



All families should now be connected to their child's 2022 class. This is a wonderful platform to see your child's learning progression as you connect with their learning portfolio. If you have not connected and require a new sign in code, please see your child's teacher ASAP.