

Ardeer Primary School

Newsletter

September 17, 2026

Key Dates

Last Day Term 3
Friday 18th September
(Early dismissal 2.15pm) out of
uniform day

First Day Term 4
Monday 5th October

Melbourne Zoo Excursion
4/5 and 5/6
Monday 19th October

Sovereign Hill Excursion
4/5 and 5/6
Friday 23rd October

Pupil Free Day (no school)
Monday 2nd November

Melbourne Cup (Public Holiday)
Tuesday 3rd November

Prep Transition Session #1 and
Parent Information Session
Friday 13th November
9:00AM- 10:50AM

PRINCIPAL'S MESSAGE

Dear Families,

As we come to the end of another busy term, I would like to take a moment to reflect on what has been a wonderful Term 3 at Ardeer Primary School.

There is so much to be proud of across our school. Our students have continued to learn, grow and challenge themselves, while our staff have worked incredibly hard to provide engaging learning experiences and support the wellbeing and individual needs of every child.

Our continued focus on high expectations, quality teaching and continuous improvement is making a real difference. We are particularly proud of the learning growth demonstrated by our students throughout the year and the strong results achieved in NAPLAN earlier this year. These achievements are a reflection of the commitment of our students, staff and families.

This term has also brought plenty of change, particularly with our building works and classroom relocations. I would like to thank everyone for their patience and flexibility throughout this process. Our students and staff have adapted wonderfully, and it has been fantastic to see learning continue with such enthusiasm.

Most importantly, I am proud of the sense of community that continues to make Ardeer Primary School such a special place. Whether in the classroom, playground or at one of our many school events, our students continue to demonstrate our school values of Respect, Responsibility and Safety.

A very big thank you to our staff for their dedication and care, and to our families for the ongoing support that you provide to your children and our school.

To our students — well done on another fantastic term. Keep being curious, keep having a go and keep making us proud.

I hope all of our families enjoy a safe, relaxing and well-earned holiday break. We look forward to welcoming everyone back for a wonderful Term 4.

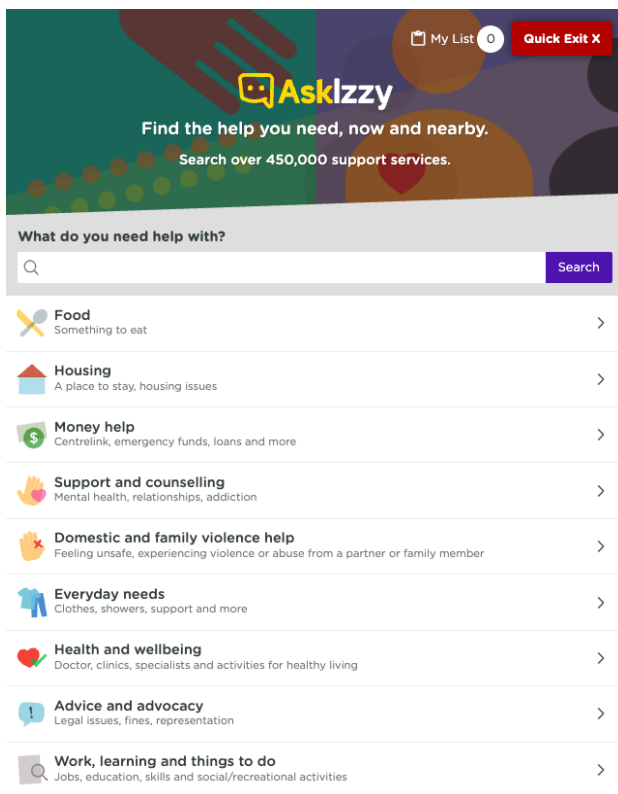
ASSISTANT PRINCIPAL'S MESSAGE

Dear Families,

I wanted to bring your attention to a wonderful webpage called [Asklizzy.org.au](https://asklizzy.org.au).

This website can link you into different supports in your suburb or area.

All you need to do is click on the type of support you are looking for, add in your suburb and browse through the options available. If you need any help navigating this webpage or want someone to talk to about any help or support you require, please come chat to me!



I hope you all have a wonderful time over the two week school holiday break! See you on Monday 5th October 😊

Hollie Winfield

THANK YOU

A very special thank you to Rebecca Kuzucu, who stepped in and provided fantastic support in the office while Meg was on leave. Rebecca covered the office for most of this time, ensuring everything continued to run smoothly and that our staff, students and families were well supported. Her willingness to step up, her reliability and the calm and positive manner she brought to the role were greatly appreciated by everyone at Ardeer Primary School. Thank you, Rebecca, for your outstanding support and for helping keep our school running smoothly!



For parents and carers

Wellbeing support for students during the school holidays

This guide provides tips and resources for parents, carers and families to support the mental health and wellbeing of children and young people in their care during the school holidays. This includes services to reach out to if more support is needed.

Actions that support positive mental health

Encourage your child or young person to:

- Exercise and eat healthily to boost their mood
- Prioritise sleep to support mental and emotional wellbeing
- Explore relaxation techniques and coping strategies
- Stay in touch and catch up with friends and loved ones
 - Make time to do things they enjoy
- Practice positive self-talk, and remind them they are not alone
 - Engage in healthy online habits
 - Seek professional help if needed.[1]

The department has developed wellbeing activities and conversation starters for parents and carers of [primary school-aged children](#) and [secondary school-aged children](#).

Feeling it: [mindfulness resources and activities for secondary students](#). Smiling Mind gives tips on self-care, understanding and managing emotions, being mindful, being kind to yourself, navigating uncertainty and preparing for change.

Signs a child or young person may need mental health support

In some cases, these actions will not be enough to support positive mental health.

Keep an eye out and seek professional help for changes that last two or more weeks such as:

- Loss of interest or involvement in activities normally enjoyed
 - Feeling 'low', unusually stressed or worried
 - Doing ordinary things gets harder
 - Being easily irritated or angry
 - Taking more dangerous risks, like using alcohol or drugs
 - Withdrawal or feeling overwhelmed
 - Difficulties with concentration and motivation
 - Having a lot of negative thoughts
 - Changing sleeping and eating habits.[2]
- Young people supporting each other

Young people are most likely to turn to each other for support before seeking out an adult or service provider.

Young people can support each other by:

- contacting 000 if a friend needs urgent assistance or is at risk of harming themselves or others
 - reaching out to a friend, offering support and letting them know you care
 - letting their friend know they may need to tell a trusted adult about their concerns.

Having these types of conversations can be difficult for young people. Information for young people on how to support a friend is available via:

- headspace: [How to help a friend going through a tough time](#)
- the Mental Health and Wellbeing Toolkit: [If you or a friend need help with mental health](#)

Mental health resources

- [Supporting your young person during the holidays](#) (headspace)
 - [Mental Health and Wellbeing Toolkit](#) (Department of Education)
- o [Raising Learners Podcast Series](#): providing expert advice and information to parents and carers on topics including how to keep your child safe online
 - o [Understanding mental health – fact sheet](#) (Orygen)
 - o [Learn how to handle tough times](#) (headspace)
- o [Get into life \(to keep your headspace healthy\)](#) (headspace)

o [Parents and carers hub](#)

- [Social media age restrictions \(eSafety Commissioner\)](#)

Mental health support

- Contacting 000 for urgent assistance

- Your local GP for a mental health plan and referrals

- headspace Counselling: Young people aged 12-25 can access counselling services from headspace. During the holidays, students can call their [local headspace centre](#)

- eheadspace: 1800 650 890 www.headspace.org.au/eheadspace

- Kids Helpline: 1800 551 800 www.kidshelpline.com.au

- Lifeline: 13 11 14 www.lifeline.org.au

- Beyond Blue: 1300 224 636 www.beyondblue.org.au

- Head to Health: 1800 595 212 www.medicarementalhealth.gov.au/head-to-health-clinics-victoria

- Suicide Call Back Service: 1300 659 467 www.suicidecallbackservice.org.au

Self-harm and suicide prevention resources

- [Getting a mental health care plan](#) (ReachOut)

- [What you need to know about self-harm](#) (headspace)

- [How to help when someone is suicidal](#) (SANE Australia)

Family violence support and resources

- Safe Steps: 1800 015 188 www.safesteps.org.au

- 1800RESPECT: 1800 737 732 www.1800respect.org.au

- What's okay at home: www.woah.org.au

- [Family violence support resources](#)

[1] headspace – supporting young people with school stress <https://headspace.org.au/friends-and-family/parents-guide-tips-for-managing-stress-and-problems-at-school/> <https://headspace.org.au/explore-topics/supporting-a-young-person/school-stress/>

[2] headspace 'mental health and you' poster <https://headspace.org.au/assets/Uploads/Mental-Health-Posters-mgpdf.pdf> and headspace – how to talk to your children about mental health <https://headspace.org.au/dads/>

FOUNDATION (PREP) TRANSITION DATES

We are very excited to welcome your child and family to Ardeer Primary School as we begin our Foundation Transition Program in Term 4.

These sessions will provide an opportunity for your child to become familiar with our school, meet their future classmates and teachers, and begin developing the confidence and connections that will help make their transition to Foundation in 2027 a positive one.

Foundation Transition Sessions – Term 4

Session 1: Friday 13th November 2026 - (9:00AM - 10:50AM)- (A parent information session will be held 9:00AM - 9:45AM on this day in the Staffroom)

Session 2: Friday 20th November 2026 - (9:00AM - 10:50AM)

Session 3: Friday 27th November 2026 - (9:00AM - 12:15PM)

The Prep Sessions will be held at Ardeer Primary School.

During the transition sessions, children will participate in a range of age-appropriate activities designed to familiarise them with our school environment and routines. They will have opportunities to meet other children, engage with Foundation teachers and experience some of the activities they can expect when they commence school next year.

Information for Parents and Carers

While the children are participating in the first session, we will also provide families with important information about starting Foundation at Ardeer Primary School, including:

- School routines and expectations
- Preparing your child for their first year of school
- Communication between home and school
 - Compass and Seesaw
 - Uniform and school supplies
 - Before and After School Care
 - Student wellbeing and support
- Important information for the beginning of the 2027 school year

Please ensure your child arrives on time and ready to participate. Including a bucket hat, labelled water bottle and snack for Session 3 (Friday 27th November).

We encourage parents and carers to use these sessions as an opportunity to ask questions and become familiar with our school community. Our staff will be available to support you and your child throughout the transition process.

We look forward to getting to know your child and family and beginning what we hope will be a wonderful partnership between home and school.

2026 Transition Dates

**A parent information session will be held
9:00AM – 9:45AM – (13.11.26)**

→ Friday 13th November
(9:00AM– 10:50AM)

→ Friday 20th November
(9:00AM– 10:50AM)

→ Friday 27th November
(9:00AM– 12:15PM)

Phone: (03) 9363 1194
ardeer.ps@education.vic.gov.au
www.ardeerps.vic.edu.au

POLICY REVIEW AND COMMUNITY CONSULTATION

As part of our ongoing commitment to providing a safe, supportive and inclusive environment for all students, Ardeer Primary School regularly reviews its policies and procedures to ensure they remain current and aligned with Department of Education requirements.

As part of this cyclical review process, we are currently consulting with our school community regarding the newly established Child Abuse (Including Grooming) – Identification and Response Policy and Procedures, which applies across all Victorian government schools.

The policy below outlines the processes and responsibilities schools must follow when identifying and responding to concerns relating to child abuse, including grooming. Community consultation provides an important opportunity for families to understand these requirements and provide feedback.

Parents and carers are invited to provide feedback on the policy by emailing the school at ardeer.ps@education.vic.gov.au. We encourage families to take the opportunity to review the policy and share any feedback or comments they may have.



Help for non-English speakers

If you need help to understand the information in this policy, please contact the principal or assistant principal.

PURPOSE

The purpose of this policy is to:

- describe how staff at Ardeer Primary School identify and respond to child safety concerns and child abuse following the 4 Critical Actions
- ensure our staff and school community raise concerns about child abuse.

SCOPE

The purpose of this policy is to:

- describe how staff at Ardeer Primary School identify and respond to child safety concerns and child abuse following the 4 Critical Actions
- ensure our staff and school community raise concerns about child abuse.

DEFINITIONS

There are many types of child abuse. For more information, see [Types of child abuse and what to look for](#) and [Child Safety Definitions](#).

Child abuse includes:

- any act committed against a child involving a sexual offence or grooming
- physical violence against a child
- serious emotional or psychological harm against a child
- serious neglect of a child.

Grooming is a criminal offence under the *Crimes Act 1958* (Vic) and is a form of child abuse and sexual misconduct. It is also a form of Reportable Conduct. The offence of grooming is when an adult engages in predatory conduct to prepare a child or young person under the age of 16 for future sexual activity. This can be with the groomer or with another adult. Grooming can occur face-to-face, online or a combination of both.

Grooming behaviour can involve the use of a variety of manipulative and controlling techniques. These can be used to build trust or normalise sexually harmful behaviour.

Reportable Conduct includes:

- a sexual offence committed against, with or in the presence of a child
- sexual misconduct committed against, with or in the presence of a child
- physical violence committed against, with or in the presence of a child
- behaviour causing significant emotional or psychological harm to a child
- significant neglect of a child

by any adult working or volunteering at our school including any employees, volunteers or contractors.

For further information see: [Reportable and Notifiable Conduct Policy](#).

POLICY

Everyone at Ardeer Primary School has an important role to:

- prevent child abuse (including grooming) in our school or during school activities
- identify and respond to concerns of child abuse using the 4 Critical Actions – based on the source of abuse:
 - [by an adult engaged by the school](#)
 - [between students](#)
 - [in the family](#)
 - [in the community](#).

Ardeer Primary School follows the Department of Education policies on the Policy and Advisory Library (PAL):

- [Child abuse \(including grooming\) – identification and response](#)
- [Student to Student Abuse and Harmful Sexual Behaviour](#)
- [Reportable and Notifiable Conduct policy](#).

Ardeer Primary School has other policies that are part of our child safety framework and describe actions we take to ensure students are safe and feel safe to raise a complaint. These include:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Complaints Policy.

These policies are available on our school website at <https://www.ardeerps.vic.edu.au/>.

Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse

All staff at our school must use the 4 Critical Actions to identify and respond to child abuse. The 4 Critical Actions are:

- Identify child abuse
- Support students in the school
- Refer student to community services
- Report abuse to authorities.

At all times all staff must:

- [Respond to an emergency](#)
- [Adapt to changing circumstances](#)
- [Document their actions](#).

All staff must follow the [4 Critical Actions](#) - based on the source of abuse:



4 Critical Actions to identify and respond to child abuse by an adult engaged by the school

- Any allegation, complaint, disclosure or concern of abuse (including grooming) by an adult engaged by a school may be reportable conduct under Victoria's [Reportable Conduct Scheme](#) and **must be reported**.
- [4 Critical Actions to identify and respond to student-to-student abuse](#)
 - As soon as you form a reasonable belief that a student has been, or is at risk of being, abused by another student **you must act**.
- [4 Critical Actions to identify and respond to child abuse in the family](#)
 - As soon as you form a reasonable belief that a student has been, or is at risk of being, abused by someone in the family **you must act**.
- [4 Critical Actions to identify and respond to child abuse in the community](#)
 - As soon as you form a reasonable belief that a student has been, or is at risk of being, abused by someone in the community **you must act**.

Our school follows detailed guidance on the [4 Critical Actions](#) for each source of abuse on the [PROTECT website](#). This includes guidance on how to [respond to a disclosure](#) of child abuse made by a student or young person in a trauma-informed way and provide appropriate support, including suggested language to use.

To ensure the 4 Critical Actions are followed, staff must immediately notify one of our school's relevant child safety nominated contacts on becoming aware that a student is, or may be, experiencing child abuse (including grooming).

Our child safety nominated contacts are listed in the table below. Our school's child safety nominated contacts work with staff and school leadership to provide oversight and ensure:

- child safety concerns are taken seriously
- the school's response is prompt and thorough
- the relevant 4 Critical Actions and PROTECT guidance are followed.

Anyone can contact these staff about a child safety concern. This includes students, parents/carers, volunteers, or anyone else in the school community who has concerns about child abuse including grooming.

Role	Name	Phone
Principal	John Mifsud- ardeer.ps@education.vic.gov.au	9363 1194
Assistant Principal	Hollie Winfield- ardeer.ps@education.vic.gov.au	9363 1194

Escalating Concerns

Following the 4 Critical Actions ensures that our staff take all the necessary steps where there is a concern about abuse, including grooming. If any staff member is concerned that these processes have not been followed they must:

- raise their concerns with the principal and escalate to the regional office via [1800 338 663](tel:1800338663) or email enquiries@education.vic.gov.au if they remain unsatisfied

- report concerns to the appropriate authorities (e.g. Victoria Police or Child Protection) in line with the 4 Critical Actions.

Reporting concerns about child safety contacts or school leadership

To report any allegations or concerns of abuse including grooming about a listed child safety contact, notify the principal.

To report any allegations or concerns of abuse including grooming by a principal, please contact:

- Department of Education
 - Anyone can contact the Department of Education.
 - Email: enquiries@education.vic.gov.au
 - Phone: 1800 338 663
 - For more information see: [Report abuse if you're a current student.](#)
- Department of Education Speak Up service
 - Staff can use the Speak Up service to report improper conduct, fraud or corruption (including to make an anonymous report) or other improper conduct.
 - Website: <https://www.pkftalkintegrity.com/?det>
 - Email: educationspeakup@pkf.com.au
 - Phone 1800 633 462.

Meeting our legal obligations

Our staff must take reasonable steps to minimise risks of harm to students in their care that is reasonably foreseeable. For further information see: [PROTECT child safety frameworks and legal obligations.](#)

Further information on relevant child safety frameworks and legal obligations is in **Appendix 1**.

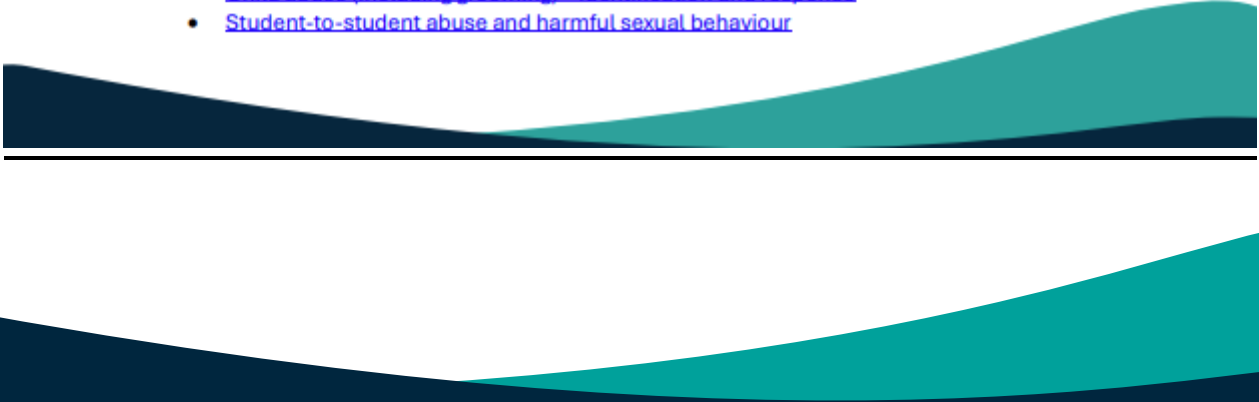
COMMUNICATION

This policy will be communicated to our school community. It may be:

- published on our school's website
- included in staff induction processes and annual staff training
- communicated to the school community through school newsletters or our electronic student management system
- included in volunteer induction processes and training for relevant volunteers
- discussed in annual staff briefings or meetings
- included in staff handbook or manual
- made available in hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies and guidance are relevant to this policy:

- [PROTECT](#)
 - [Child Safe Standards](#)
 - [Reportable and Notifiable Conduct Policy](#)
 - [Child abuse \(including grooming\) – identification and response](#)
 - [Student-to-student abuse and harmful sexual behaviour](#)
- 

- [Duty of Care](#)
- [Restraint and Seclusion](#)

POLICY REVIEW AND APPROVAL

The principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the community.

Policy last reviewed	September 2026
Consultation	Staff- Consultative Committee-3.9.26 Community (Compass)- 4.9.26 Student Voice Team-2.9.26 School Council-14.9.26
Endorsed by	Principal
Next scheduled review date	September 2028

APPENDIX 1: CHILD SAFETY FRAMEWORKS AND LEGAL OBLIGATIONS

This policy ensures compliance with child safety frameworks and our legal obligations and our school's duty of care obligations. These include:

Child Safe Standards: Victoria's Child Safe Standards help schools create and maintain a child-safe organisation and protect children and young people from harm and abuse. All Victorian schools and school boarding premises must comply with Ministerial Order 1359. Ministerial Order 1359 sets out the actions schools must take to implement the Child Safe Standards.

Reportable Conduct Scheme: The Reportable Conduct Scheme is a child safety mechanism that provides central oversight of how organisations respond to allegations of reportable conduct by a person engaged by the school.

Information sharing: Victorian schools can share confidential information under the Information Sharing Schemes, including the Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS). Under CISS, schools can share relevant information about any person to promote the wellbeing or safety of a child or group of children. Under FVISS, schools can share relevant information to assess or manage risk of family violence.

Family Violence Multi-Agency Risk Assessment and Management for family violence (MARAM): MARAM sets a consistent, shared approach across Victoria's service system to identify and respond to family violence. The FVISS enables schools to meet their obligations under MARAM.

Mandatory reporting: If a mandatory reporter, while doing their job, forms a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse and
- the child's parents have not protected or are unlikely to protect the child from harm of that type

this must be reported to Child Protection as soon as practicable.

Failure to disclose offence: All adults must report to Victoria Police if they have a reasonable belief that an adult has committed a sexual offence against a child in Victoria.

Failure to protect offence: The offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk but negligently fail to do so.

Further information about these legal obligations is available from:

- [Child Safety Frameworks and Legal Obligations](#)
- Department of Education Policy and Advisory Library:
 - [Child abuse \(including grooming\) – identification and response](#)
 - [Reportable and Notifiable Conduct](#).





Help for non-English speakers

If you need help to understand the information in this policy, please contact the principal or assistant principal.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- a. our commitment to providing a safe and supportive learning environment for students
- b. expectations for positive student behaviour
- c. support available to students and families
- d. our school's policies and procedures for responding to inappropriate student behaviour.

Ardeer Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

POLICY

1.School profile

Ardeer Primary School is a small metropolitan government primary school located in the heart of the Ardeer community. Established in 1961, the school currently has an enrolment of approximately 120 students. The school is situated on a large suburban site with extensive grassed open spaces, an inclusive playground, school oval, Covered Outdoor Learning Area (COLA), basketball courts, synthetic racetrack, attractive gardens and an onsite kindergarten. The size and setting of the school provide a strong foundation for fostering positive relationships, connection and a strong sense of belonging.

As a small school, Ardeer Primary School provides a highly personalised learning experience. Our size enables staff to know students and their families well and to respond proactively to individual learning, wellbeing and engagement needs. We pride ourselves on being a caring, supportive and inclusive school where students are known, valued and supported to achieve

Student Engagement and Wellbeing

their best. We are committed to maintaining a safe, orderly and respectful environment in which students feel connected, engaged and ready to learn.

Student wellbeing and engagement are central to the school's work. We maintain high expectations for all students while providing the level of support required for individual learners to experience success. Our approach is strengths-based and focused on developing the whole child, including their academic, social and emotional development. We recognise the importance of strong relationships, student voice, agency and leadership in promoting positive engagement and wellbeing.

Students are supported to become active and increasingly independent learners, developing the skills and dispositions required to participate successfully in both individual and collaborative learning environments. Opportunities for student voice, agency and leadership are embedded across the school, including through the Student Voice Team. These opportunities enable students to contribute to school improvement, develop leadership capabilities and strengthen their connection to the school community.

The school places a strong emphasis on building staff capacity to support student wellbeing and engagement. Staff engage in ongoing professional learning, collaboration, reflection, coaching and instructional support to continually strengthen their practice. A consistent and coherent whole-school approach to teaching and learning provides students with clear expectations, appropriate challenge and targeted support.

Ardeer Primary School is committed to providing a broad and inclusive curriculum that responds to individual student needs while maintaining high expectations. Alongside a strong focus on English and Mathematics, the school provides specialist programs in Physical Education, Library, Music, Art and AUSLAN, supporting the development of the whole learner and providing students with opportunities to discover and develop their individual strengths and interests.

The school's wellbeing and engagement approach is therefore grounded in strong relationships, inclusion, high expectations, student voice and agency, consistent whole-school practices and a commitment to knowing and responding to each student as an individual. Through these approaches, Ardeer Primary School seeks to ensure that every student feels safe, respected, connected and supported to engage positively in their learning and achieve their potential.

2.School values, philosophy and vision

Ardeer Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Respect**, **Responsibility** and **Safety** at every opportunity.



Mission Statement

At Ardeer Primary School, we nurture confident, capable, and compassionate learners. We provide a safe, inclusive, and engaging learning environment where teachers, staff, and families work together to inspire curiosity and a love of learning. Through our deep understanding of each learner, we ensure every student thrives and achieves high levels of academic growth.

Vision Statement

Our vision is anchored in the delivery of high academic standards through a culture of excellence, equity, and continuous growth. We aspire to create a thriving community where students, staff, and families are connected and work together to achieve the highest learning and wellbeing outcomes for every child, every day. Preparing every student for success today and into the future.

Our students will:

- Strive for personal excellence and set high expectations for themselves.
- Build strong skills in literacy, numeracy, and across all learning areas.
- Think critically, solve problems creatively, and take responsible risks in their learning.
- Embrace a growth mindset and demonstrate resilience and emotional intelligence.
- Value learning as a lifelong pursuit.

Our staff will:

- Set high expectations for themselves and all learners.
- Take collective responsibility for every student's growth and success.
- Actively engage in ongoing professional learning, collaborative practice, and model lifelong learning.
- Create safe, inclusive, and student-centred environments.
- Use evidence-based, high-impact practices to support strong academic growth.
- Empower students to take ownership of their learning while maintaining academic rigour.

Community connections will result in:

- Strong partnerships between families and the school to support learning and wellbeing.
- Connections with local and wider organisations that enrich student opportunities.
- Shared collective responsibility for student success and wellbeing.



3. Wellbeing and engagement strategies

Ardeer Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated

We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

We implement the whole-school framework School-wide Positive Behaviour Support (SWPBS). It provides a research-based approach to promote positive behaviour at our school. The SWPBS approach has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to major and minor behaviours, improve school culture and increase academic performance. Our teachers explicitly teach these behavioural expectations in line with our Behaviour Matrix and the Victorian Curriculum.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- Maintaining high and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Teachers at Ardeer Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at Ardeer Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

Student Engagement and Wellbeing

- Carefully planned transition programs support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Team. Students are also encouraged to speak with teachers and Principal/Assistant Principal whenever they have any questions or concerns
- Creating opportunities for cross-age connections amongst students through buddy programs, school concerts, sports, music programs and peer support programs
- All students are welcome to self-refer to the Principal/Assistant Principal if they would like to discuss a particular issue or feel as though they may need support of any kind if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - o School Wide Positive Behaviour
 - o Resilience, Rights and Respectful Relationships
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- The Assistant Principal oversees the implementation of the school's student health and wellbeing initiatives.
- Classroom teachers monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait

Islander culture – refer to our Child Safety documents outlining the school strategies to support Koorie students for further information

- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through our commitment to the Child Safe Standards
- We support learning and wellbeing outcomes of students from refugee background through building strong family and community connections with organisations and support services.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- All students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

Ardeer Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
 - Meeting with student and their parent/carer to talk about how best to help the student engage with school
 - Developing an Individual Learning Plan and/or a Behaviour Support Plan
 - Considering if any environmental changes need to be made, for example changing the classroom set-up
- 

- Referring the student to:

- o School-based wellbeing supports

- o Student Support Services

- o Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst

- o Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - o with a disability
 - o in Out of Home Care
 - o with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Ardeer Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Ardeer Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
 - attendance records
 - academic performance
 - observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
 - attendance, detention and suspension data
- 

- engagement with families
- self-referrals or referrals from peer consultation
- referral with School Wellbeing Coordinator
- consultation with School Support Services (SSSO)
- school Entry Health Questionnaire

5. Student right and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.



When a student acts in breach of the behaviour standards of our school community, Ardeer Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently.

Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher-controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.



The principal of Ardeer Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Ardeer Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Ardeer Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
 - incidents data
 - school reports
 - parent survey
 - case management
 - CASES21, including attendance and absence data
 - SOCS
- 

Ardeer Primary School will also regularly monitor available data dashboards to ensure any wellbeing or

engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions – Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour – Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Action Plan - Aboriginal Learning, Wellbeing and Safety



- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2026
Consultation	September 2026
Approved by	Principal
Next scheduled review date	September 2028



MULTIPLICATION STRATEGIES

EQUAL GROUPS

Put the groups into equal sets and count how many in all.



3 groups of 4

$$3 \times 4 = 12$$

ARRAYS

Make rows and columns to show the groups.



3 rows
of 4

$$3 \times 4 = 12$$

REPEATED ADDITION

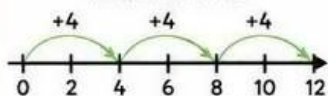
Add the same number over and over.

$$4 + 4 + 4 = 12$$

$$3 \times 4 = 12$$

NUMBER LINE

Make equal jumps on a number line.



3 jumps of 4

$$3 \times 4 = 12$$

SKIP COUNTING

Count by the number you are multiplying.

4, 8, 12

3 numbers

$$3 \times 4 = 12$$

DOUBLES FACTS

Use doubles to help you solve.

$$3 \times 4 = ?$$

$$2 \times 4 = 8$$

$$8 + 4 = 12$$

$$3 \times 4 = 12$$

One more group!

BREAK APART

Break one number apart and add the products.

$$3 \times 4 = ?$$

$$3 \times (2 + 2)$$

$$3 \times 2$$

+

$$3 \times 2$$

6

+

6

= 12

$$3 \times 4 = 12$$

USE KNOWN FACTS

Use facts you already know to help.

$$3 \times 4 = ?$$

$$\text{I know } 3 \times 5 = 15$$

$$15 - 3 = 12$$

$$3 \times 4 = 12$$

DRAW A PICTURE

Draw a picture to show the groups.



3 groups of 4 cookies

$$3 \times 4 = 12$$



DIFFERENT STRATEGIES,
SAME SOLUTION!



TEACHING AND LEARNING SPOTLIGHT- (NUMERACY CONT)

Multiplication fluency is more than memorising times tables. Students develop fluency by understanding multiplication, making connections between facts and using efficient strategies.

Short, regular practice at home can help children build confidence and recall important multiplication facts.

Foundation

1. Equal Groups – Make groups of 2, 3 or 5 objects and count how many altogether.
2. Counting in Groups – Count toys, steps or objects in 2s, 5s and 10s.
3. Array Hunt – Look for arrays around the house, such as eggs in a carton or windows on a building.
4. Double It! – Find doubles using objects: $3 + 3$, $5 + 5$, $10 + 10$.
5. Skip-Counting Games – Count forwards in equal jumps while walking, jumping or clapping.

Year 1

1. 2s, 5s & 10s – Practise counting forwards and backwards in groups.
2. Make Equal Groups – Give your child 12 objects and ask, "How many groups of 2 can you make?"
3. Array Builder – Arrange objects into rows and columns and describe what you notice.
4. Double Numbers – Use known doubles to solve simple multiplication problems.
5. Multiplication in Real Life – Ask, "There are 4 plates with 2 biscuits on each. How many biscuits?"

Year 2

1. Times Table Treasure Hunt – Find examples of groups of 2, 5 and 10 around the home.
2. Fact Families – Connect multiplication and division, such as $3 \times 4 = 12$ and $12 \div 3 = 4$.
3. Array Challenge – Build different arrays for the same number.
4. Double and Double Again – Use 2s facts to help solve 4s facts.
5. Beat Your Score – Practise a small set of facts and aim for improved accuracy rather than speed.

TEACHING AND LEARNING SPOTLIGHT- (NUMERACY CONT)

Year 4

1. Fact Fluency – Regularly practise multiplication facts and focus on accurate recall.
2. Use Related Facts – Use known facts to work out unknown facts.
3. $\times 10$ and $\times 100$ – Practise multiplying numbers by 10 and 100 using place value.
4. Arrays to Facts – Draw an array and write the related multiplication and division equations.
5. Strategy Challenge – Ask, "How could you work out 7×8 without counting by 7s?"

Year 5

1. Daily Retrieval – Spend 5 minutes recalling multiplication facts from memory.
2. Derived Facts – Use known facts to solve unfamiliar ones, such as using 5×8 to solve 6×8 .
3. Multiplication by 10, 100 & 1,000 – Use place value understanding rather than simply adding zeros.
4. Mental Multiplication – Practise multiplying two-digit numbers using partitioning.
5. Explain the Strategy – Ask your child to explain how they solved a difficult fact.

Year 6

1. Mixed Fact Retrieval – Practise multiplication facts in a random order rather than only counting through tables.
2. Use Relationships – Use doubling, halving, known facts and place value to solve unfamiliar calculations.
3. Mental Strategies – Solve calculations such as 24×5 or 15×6 without immediately using a written algorithm.
4. Decimal Connections – Use multiplication knowledge to solve problems involving decimals and money.
5. Challenge Problems – Create real-life multiplication problems involving shopping, travel, cooking or sport.

TEACHING AND LEARNING SPOTLIGHT- (NUMERACY CONT)

Maths Talk Prompts

Instead of asking only "What's 7×8 ?", try:

- "How did you work it out?"
- "What fact do you already know that could help?"
- "Can you find another strategy?"
- "What multiplication fact is related to this one?"
- "How could you check your answer?"
- "Can you explain why your strategy works?"

★ Remember

Fluency develops through frequent retrieval and meaningful practice. Short, regular practice is more valuable than a long session once a week.

Aim for 5–10 minutes of multiplication practice or maths talk each day, focusing on accuracy, understanding, strategy and confidence—not just speed.

Taking 2027 Enrolments Now

- Safe, caring and inclusive environment
- Strong literacy and numeracy outcomes
 - Dedicated, high-quality teachers
 - Individual attention for every child
 - Outstanding wellbeing supports
 - A welcoming school community

- ✓ Small class sizes
- ✓ Before, after school and school holiday care program
- ✓ Onsite kindergarten



Phone: (03) 9363 1194
ardeer.ps@education.vic.gov.au
www.ardeerps.vic.edu.au



JOIN OUR JUNIOR CRICKET FAMILY!

St. Albans Cricket Club - Junior Program



Teams:

- **Woolworths Blasters**
- **Under 10's**
- **Under 12's**
- **Under 14's**
- **Under 16's**



Why Join Us?

- **Family Friendly**
- **Fully Trained Coaches**
- **Children of All Abilities Welcome**
- **Fun and Inclusive Environment**

REGISTRATION DAY: Sunday 23 August - 11:30am to 1:30pm - Everyone Welcome!



SCAN TO REGISTER



Email: sophieh@live.com.au



Phone: 0488689000



Link: <https://www.playhq.com/cricket-australia/register/a24ea2>

Junior Coordinator: Tyler Ph: 0451 556 215



REGISTER NOW!

Help local kids play footy & you could win a Toyota!

Support Albion Football Club by entering the **Toyota Good for Footy Raffle**, with over **\$285,000 in prizes, including three Toyotas!**

100% of tickets sold through Albion's page go directly to the club, helping provide equipment, facilities and affordable footy for local kids – including many students from our school community.

toyotagoodforfooty.raffletix.com.au/albioncatsfc

Entries close 21 September 2026





Enrol for before and after school care now

...so you're ready when life happens!

Whether you're working, have an appointment, or something unexpected comes up, TheirCare supports parents with outside hours school care that's easy to book, inclusive and fun for kids.

- * Welcoming educators that your kids know and trust
- * Flexible care to support busy families
- * Fun, engaging activities and nutritious snacks
- * Social interaction and time spent with friends
- * Part of your school community, contributing over \$20M to schools across Australia

Enrol today - it takes just a few minutes. Click **here** or scan the code to get started.



www.TheirCare.com.au 1300 072 410





Foundation House
The Victorian Foundation for Survivors of Torture Inc.

- **WALKING**
- **ART**
- **INFORMATION
SESSIONS ON
HEALTH & FINANCE**



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
22nd April 2026. To register, please contact Ruth 0487 082 753
or Diana 0426 970 828.*

SUPPORT LOCAL KIDS & WIN!

HELP OUR COMMUNITY TO THRIVE

100% of every \$5 ticket in the
Toyota Good for Footy Raffle
goes directly to Albion Football
Club for new equipment, facilities
and opportunities for our community.

**OVER \$285,000
IN PRIZES**

INCLUDING 3 BRAND NEW TOYOTAS!



Scan to buy
your tickets!



We're proud to support
Albion Football Club





SCHOOL HOLIDAY PROGRAMS

JR PARSONS RESERVE, SUNSHINE
TUE 22 SEP

MISSION WHITTEN OVAL, FOOTSCRAY
WED 23 SEP & WED 30 SEP



**SIGN UP
NOW**

Suitable for kids aged 4-12.



SUNSHINE
SOFTBALL ASSOCIATION
— ESTABLISHED 1956 —

SUNSHINE SOFTBALL ASSOCIATION

2026

OPEN DAY!

Sunshine Softball Association welcomes
you to their 2026 Open Day!

A free day of fun softball activities, games and
festivities for the whole family to launch the
2026/2027 Season!

**EVERYONE
IS WELCOME!**

People of all ages,
cultures, gender
and abilities
interested in playing
Softball in Season
2026/2027.



**FUN
ACTIVITIES**



**SKILLS
& GAMES**



**FREE BBQ
FOR ALL!**



**GREAT
CLUB
COMMUNITY**



10.00AM – 12.00PM

Come and have a try!



REGISTER NOW: <https://www.revolutionise.com.au/sunshinesa/events/376016>



Scan to
register



FOR MORE INFORMATION CONTACT:



Kasey Burnham



0405 100 855



sunshinesoftballbookings@gmail.com

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.