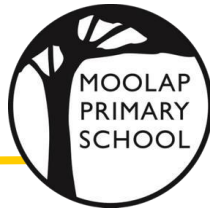


FRIDAY 31 OCTOBER 2025

ISSUE 15

MOOLAP PRIMARY SCHOOL



NEWSLETTER

DET changes to device use at schools

Last week the Department of Education released details of changes to device programs at schools and introduced a maximum usage time of devices in classrooms to be no more than 90 minutes per day. This will also see the end of BYOD parent-supplied programs in all schools from 2027.

At Moolap PS we have been using iPads as a Bring Your Own Device for many years, which has received positive support from the community. Students have also built many skills and been able to have greater agency in their learning as they progress through the school.

During the last two meetings of School Council, we had been discussing potential changes to our approach before the DET announcement. Our Council has been concerned with increased costs that come with purchasing the latest iPad and relevant accessories (such as headphones, sturdy cover and insurance) and the impact on personal and social relationships from excessive use of devices by many students outside of the school setting (using social media applications or chat functions within games).

The use of technology in schools is also an essential part of the curriculum, so our way forward that has been discussed is the potential for the school to purchase some devices that will be used at school and stay at school, beginning with Year 3 students next year. For our Year 2 families with students going into Year 3, this means that they will not need to purchase a device for their child for 2026 (a year earlier than the DET requirement). For all other students going into Year 4 to 6 next year, we will still be able to work with their iPad at school as part of the program until they leave at the end of Year 6, consistent with DET advice. P-2 students have access to small banks of devices, though they are used sparingly as we place greater emphasis on their core reading, writing and number skills during these years of school. An announcement with this change was sent to Year 2 parents and guardians last week. Thank you to all Council members for contributing to rich discussions on this matter on behalf of the community.



Congratulations to Teddi E and Kellie M who participated in the next level of the Athletics Competition, which was a great achievement! The event sees students from school across the Region competing in track and field events. Both girls did such a good job in making it to that level of competition and performing so admirably, so well done to you both!

During our recent **Curriculum Day**, our teachers worked solidly on developing Core Knowledge Units of work that cover the requirements of the Victorian Curriculum at each area of the school. Core Knowledge Units build essential knowledge and understandings during English sessions (usually the second hour of the day) rather than teaching students isolated skills during the usual Inquiry or Integrated Studies units. Students still get to apply their new learning in a creative manner to express their understanding of different topics. An example is a recent unit on Ancient Egypt conducted by Year 1-2 students. Teachers built key knowledge and understandings during their English sessions by exposing students to a range of vocabulary and rich texts that build comprehension skills. Students were able to apply their learning by using their creative skills to design Egyptian-style necklaces and pyramids. Our staff have also been finalising updated Instructional

Models for English and Maths, as well as a Wellbeing Model that will be published to the community before the end of the year.

During our last School Council Meeting, I shared results from our **Parent Survey**. Many thanks to the parents who completed this for us. I am pleased to report, that we have seen improvement in parent perception in ALL components of the survey: Parent Involvement (11% increase), School Communication, Teacher Communication, Managing Bullying, Promoting Positive Behaviour, Respect for Diversity (11% increase), General School Improvement (12% increase), Physical Environment, School Pride and Confidence, Effective Teacher, High Expectations, Stimulating Learning, Student Motivation and Student Wellbeing and Support (11% increase). We still have lots of work to do, but the reflection of our parent community shows that we are on the right track. These results also marry well with our **Student Attitudes to School Results**, which, overall, show improvement in 11 out of the 19 areas when compared to 2024. In 12 out of the 19 areas, our results were more positive than similar schools results. Of particular note were High Expectations (94%), Inclusion (90%) and Differentiated Learning Challenge (90%). Student perception of Managing Bullying was improved from 2024 and is also above similar schools results. The percentage of students with a positive endorsement of Student Voice and Agency and Emotional Awareness and Regulation is well above similar schools.



On Friday we celebrate **World Teacher's Day** with a morning tea and a special token from students to our teaching staff. As a school community we recognise the vital role that our teachers play- classroom teachers, specialist staff and school leaders- in shaping the education, social and emotional development of students. At MPS, we are very proud of our teachers and recognise them on World Teacher's Day!

Responsible Pet Education Program

We had some very special visitors today from the Responsible Pet Education Program, with junior students learning how to be safe around dogs. Special thanks to Rebecca and Wilfred for visiting our school!



Guidance for Parents and Guardians when interacting with the school and its staff:

The following information is published by the Department of Education and serves as a framework for healthy relationships between parents, guardians and school staff. It is regularly updated, so it is important to share such policy and guidance with our community. The full transcript and links can be found here: <https://www.vic.gov.au/respectful-behaviours-within-school-community-policy>

Building a Positive Relationship with your School

Parents/carers and school staff have a relationship that can last many years. This is an opportunity to work together to create a positive relationship in the best interests of the child.

When this relationship is built on respect and trust, students learn better and feel like they belong in the school.

The foundation of a good collaborative relationship is based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

For more guidance about how to build a positive connection to your school, the Family Engagement resource is provided below.

FAMILY ENGAGEMENT IN LEARNING



Parents and schools have an important role to play in a child's education.

Working together will improve a child's learning, health and wellbeing.

Relationships are key to working together.

The education of a child is a shared responsibility between family, the school, other students and the broader community.

When schools and parents engage in a child's learning, it encourages and supports them to enjoy their education.

Positive relationships and attitudes towards education give children confidence that the system is supporting them to achieve their best.

MEANINGFUL PARTNERSHIPS

A meaningful parent-school partnership requires a joint effort and should be established as early as possible.

Schools and parents can both learn from each other to support the child.

Good partnerships are based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

CONNECTING LEARNING

Schools play an active role in formal studies, but learning starts before children attend school and goes beyond what happens at school.

Conversations and knowledge shared between parents and schools provide valuable understanding of what children need to develop a love of learning.

Schools and families are encouraged to take the time and to find opportunities to connect and work together on the child's progress

COMMUNITY ENGAGEMENT

Strong and positive relationships between schools and families demonstrate to the child that everyone is working together in their best interest.

This encompasses the desired values to accomplish mutual respect and treat each other fairly.

WORKING TOGETHER

The best interests of the child are at the centre of both a school's and a family's decision-making.

To provide the best learning environment and experiences for students, we need to work together.

Feedback between schools and families helps to build and maintain relationships.

Providing a safe environment for families to discuss the student's learning or other concerns helps facilitate opportunities for reflection and learning.

Families and schools may have differing opinions and as long as we express our views respectfully and have reasonable expectations of each other, we can reach a positive outcome.

A school's Statement of Values will support respectful and productive collaboration between the school, students and families.

Shared responsibility of members of the school community to behave respectfully

Positive school environments are important because everyone has the right to be safe and play a shared role in being respectful. Everyone at school, particularly staff and parents/carers, play a role in making school a better place for learning and work.

Respectful behaviours are important in building strong, healthy and thriving school communities.

School staff in Victorian Government schools have to follow the [Respectful Workplaces Policy](#) to build and maintain a respectful workplace, including:

- treating each other with respect and consideration
- being inclusive, valuing others and accepting their differences
- recognising the efforts and achievements of others
- considering our impact on others
- calling out and addressing behaviour that can lead to bullying, harassment and discrimination.

Parents/carers can create a positive environment for learning and work by:

- modelling positive behaviour to their child/children and to the school community
- communicating politely and respectfully with all members of the school community
- working with the school to achieve the best outcomes for their child/children
- communicating constructively with the school
- making use of the expected processes and protocols when raising concerns
- following the school's processes for communication with staff and making complaints
- treating all school staff, students, and other members of the school community with respect.

By treating everyone with respect, parents/carers and schools can make sure students feel supported and cared for.

Respectfully raising complaints at your school

The Department supports your right to make a complaint and provides a [Parent Complaints Policy](#) to help you do this. Complaints from parents and carers help the school community by providing feedback to improve how a school operates.

Schools welcome complaints from parents and carers if they are communicated in a respectful and constructive way. They may ask that concerns be communicated in writing.

The [Family Engagement in Learning \(PDF, 343KB\)](#) page shows parents and carers how they can best talk to schools to provide feedback or complaints.

You can have a support person to help you at any time, who can talk to the school on your behalf or help you understand school policies. They can be a family member, a friend, a community member or a person from a support service.

You can also ask your school for an interpreter or translator to help communicate with the school, as per the [Interpreting and Translation Services Policy](#).

For more information, refer to your school's own complaints policy (please refer to school website) or the Department's Parent Complaints Policy.

Unacceptable behaviours and consequences

Schools are positive places of learning where everyone has a right to a safe and healthy learning environment. Schools are also workplaces, and school staff deserve to work in an environment where they don't feel threatened or unsafe.

When a small number of parents and carers behave unacceptably towards a staff member or another member of the school community, this can affect their health, safety and wellbeing. The impact can also be felt by the wider school community.

Unacceptable or unreasonable behaviours include, but are not limited to:

- being violent or threatening violence of any kind, including being physically intimidating, aggressive hand gestures or invading another person's personal space
 - speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
 - sending demanding, rude, confronting or threatening letters, emails or text messages
 - discriminatory or derogatory comments
 - the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.
-

If a parent or carer behaves in an unacceptable way, the school principal may contact them to talk about this further and there may be consequences. This may include making a [School Community Safety Order](#) to prohibit or limit harmful, threatening or abusive behaviour from a parent, carer or other adult to members of the school community. Unacceptable or unreasonable behaviour may be escalated to the Department, where it will be assessed and managed by:

- requesting that the parties attend a mediation or counselling sessions
- requesting all communications be in writing
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

For more information about this policy, email safer.school.communities@education.vic.gov.au.

Upcoming Dates:

Prep-2 Swimming Begins: Monday 10 November

Year 3-4 Water Safety: 20-21 November

Year 5-6 Camp Kangarooie: Monday 17- Wednesday 19 November (information posted on Compass)

Year 1-2 Big Night In: Friday 28 November, 3:20-7:30pm

Whole-School Athletics Day: Wednesday 3 December

State-wide Orientation Day: Tuesday 9 December (including Prep transition)

Christmas Raffle Tickets Due: Monday 8 December

Christmas Concert: Thursday 11 December

Year 6 Graduation: Monday 15 December

Semester 2 Student Reports to Parents: Monday 15 December

Year 6 Adventure Park Excursion: Tuesday 16 December

Class Parties and Final Assembly: Wednesday 17 December

Term 4 Ends: Friday 19 December @ 12:30pm

Other Dates:

School Council Dates: 12 November and 10 December

Next MCG Meeting: 20 November, 2:30pm

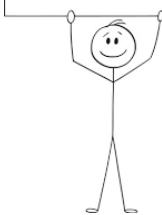
School Assemblies: 7 November, 21 November, 5 December



Peter Knight
Principal

CAR PARK REMINDER

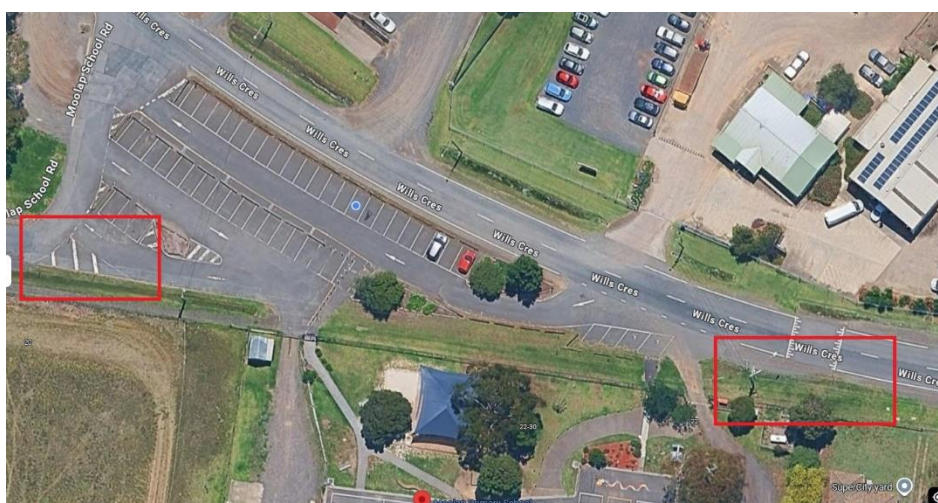
SAFETY FIRST



There are a number of **no parking** areas in the school carpark. Please see areas marked in red below. Local Laws (COGG) do patrol the carpark, and offenders will be fined. If you have concerns about the use of the carpark, please contact COGG directly 5272 5272.

Please ensure you also travel at a safe speed whilst dropping off/collecting students and reverse into parking bays.

Keep our students are safe.



Lions Club of Geelong Hamlyn Heights proudly presents
International Entertainment Australia's...

2025 World Festival of Magic

The World Festival of Magic features world-class acts performing astonishing illusions, interactive magic, and comedy. Providing relaxed theatre performances for children, young adults and families in the Greater Geelong Region.

Enjoy the "live performance" experience with a casual attitude to audience noise and movement in an accessible and inclusive environment, where you are welcomed and free to be yourself without restriction or judgement.

One hour shows. Suitable for all ages and accessible for people...

- with diverse abilities and backgrounds (wheelchair accessible)
- who might require a more flexible and inclusive environment when attending the theatre (sensory-friendly).
- who are facing hardship.
- are without access or opportunity to live theatre.

*Featuring moving and flashing lights, and upbeat, sometimes dramatic music.

ALL TICKETS ARE COMPLIMENTARY, including parent, sibling and carer tickets. Thanks to sponsorship from local businesses.

*Bookings from schools, organisations, carers and families are all welcome.

Scan the QR Code to visit the shows website and watch highlights from previous shows...



GEELONG WEST TOWN HALL - 153 Pakington St, Geelong West VIC

| SHOW DATE | #1 SHOWTIME | #2 SHOWTIME | #3 SHOWTIME |
|---------------------------------------|-----------------|----------------|----------------|
| SATURDAY 22nd NOVEMBER 2025 | 11.00 AM | 1.30 PM | 4.00 PM |

To book tickets, please email your name, preferred showtime/s and ticket numbers to...

meredithnewman@showintent.com.au

or call / text 0404-367-782