



2026 TERM 1 EDITION 3

NEWSLETTER

Wednesday 25th February 2026



IMPORTANT DATES

- Thur 26th Feb** District Swimming
- Mon 9th Mar** LABOUR Day - Public Holiday
- 11th, 12th, 13th Mar** Year 3 & Year 5 NAPLAN
- Wed 18th Mar** YLAA Melbourne Primary Dream and Lead Conference - Year 6
- Tues 24th Mar** Year 5 & Year 6 Life Saving Day

Thurs 2nd April End of Term - 2:30 pm dismissal

Principal's Message



The school year has begun with a wonderful sense of purpose and positivity across Hastings Primary School. Each day, it is a joy to see our students arrive eager to learn, connect, and embrace new opportunities.

Last week, we had the pleasure of inducting our Student Representative Council (SRC) team and their deputies at our assembly.

Throughout the year, our SRC members will work closely with their teacher, their classmates and their coordinating teacher, Miss Aldridge, to share student voice and contribute positively to our school community. Keep an eye out in future newsletters to hear more about their initiatives and achievements.

Today, our District Swimming Team competed at the Crib Point Pool. We wish all our swimmers the very best and congratulate them on their efforts to reach this level. We know they will represent our school with pride — good luck, team!

You may also have noticed the temporary fencing compound around the Year 4–6 playground. We are excited to share that construction of our brand new playground is now underway! The build is expected to take approximately two weeks, and we can't wait to see the finished result. What an exciting addition to our school — our students are certainly looking forward to enjoying this wonderful new space.

As always, thank you for your ongoing support.

Tu Toa, Kia Kaha
Stand Strong, Have Strength
Mrs. Simone McDonald Principal



Emergency Evacuation Drill - A Successful Practice

Earlier this term, our newsletter outlined Hastings Primary School's bushfire season response and the importance of being prepared in the event of an emergency.

As part of this commitment, we recently conducted a whole-school Emergency Evacuation Drill to our Shelter-in-Place (SIP) location, simulating a Watch and Act alert issued due to ember drift.

I am extremely proud to share that the drill ran smoothly, calmly, and efficiently. Our students, staff, and visitors all responded promptly and responsibly, carefully following instructions and safety procedures.

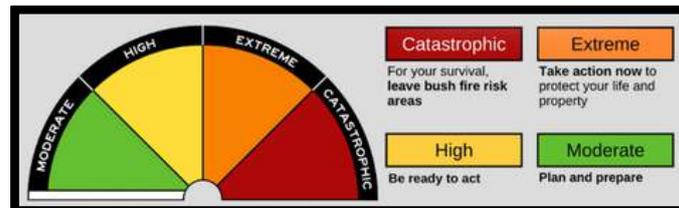
The calm and orderly manner in which everyone moved to the designated SIP location demonstrated just how seriously our community takes safety.

Our students are to be congratulated for:

- Listening carefully to staff instructions
- Moving quickly and calmly
- Remaining quiet and focused throughout the drill

Living in a bushfire-prone area, it is essential that we regularly practise our emergency procedures. These drills help ensure that everyone knows exactly what to do, reducing anxiety and supporting a safe, coordinated response should a real emergency occur.

Thank you to our staff, students, and visitors for their cooperation and calm approach. Together, we continue to make Hastings Primary School a safe, prepared, and supportive environment for all.



DON'T MISS OUT!

Camps, Sports and Excursions Fund applications for 2026

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school excursions, camps and sporting activities.

If you hold a valid means-tested concession card or support an out of home care student you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid directly to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is \$400 for all school students.

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- new student enrolments: your child has started or changed schools this year.
- changed family circumstances: such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.

Mrs. Simone McDonald Principal

FROM THE AP'S DESK



What Is "Being Mentally Healthy?"

When we talk about mental health, we're not just talking about mental illness. Just like physical health, we all have mental health – and it can change over time.

For primary school-aged children, being mentally healthy means:

- Feeling safe, secure and loved
- Being able to manage big emotions (most of the time!)
- Forming friendships and getting along with others
- Coping with challenges and trying again after setbacks
- Having a sense of confidence and belonging

Mental health isn't about being happy all the time. Children will still feel sad, worried, frustrated or angry – that's completely normal. Being mentally healthy means they are developing the skills and support systems to handle those feelings.

What Does Mental Health Look Like in Primary School Children?

You might notice your child:

- Talks about their feelings (even if it's still a work in progress)
- Enjoys play and learning
- Has friends or is building social connections
- Recovers after disappointment
- Tries new things, even if they feel unsure

Every child develops at their own pace, and there is a wide range of what is considered typical.

How Families Can Support Mental Health at Home

Small, everyday actions make a big difference:

1. Stay connected. Regular chats – in the car, at dinner, before bed – create safe spaces for children to open up.
2. Name emotions. Help children put words to feelings: "It sounds like you felt disappointed when that happened."
3. Keep routines predictable. Consistent sleep, mealtimes and screen boundaries help children feel secure.
4. Encourage problem-solving. Instead of immediately fixing things, ask: "What do you think you could try?"
5. Model coping skills

Children learn by watching. Showing how you manage stress teaches them powerful strategies.

When to Seek Extra Support

It may help to seek guidance if you notice changes that persist over several weeks, such as:

- Ongoing withdrawal from friends or activities
- Frequent emotional outbursts beyond what's typical for their age
- Significant sleep changes
- Persistent worries that interfere with daily life

Reaching out early can make a positive difference. If you have any concerns about your child's wellbeing, please feel welcome to contact me directly to discuss your worries. You can also make an appointment at the office with Suz to arrange a time to see our onsite paediatrician, Dr Alex.

Supporting children's mental health is a shared partnership between home and school. By nurturing connection, emotional skills and resilience, we help children build strong foundations for learning and life.

Mrs Rebecca Legge
Assistant Principal





ASSISTANT PRINCIPAL REPORT

Michelle Aldridge

Year Six!

NAPLAN:

A 'hot topic' in the news each year, NAPLAN! Everyone has a different opinion, so here is what happens at HPS. Our Year 3 & 5 students participate in NAPLAN. Students already participate in similar online testing throughout the normal curriculum, so there is no 'special preparation' needed other than a quick look at the digital platform so students can see where to put their answers.

On the day we treat it like any other assessment. After we will give the students an extra break to run around, as online assessments like this require a lot of sitting still.

The teachers look at the results alongside all other assessments we perform. We know that one test can't paint an accurate picture of a student's progress. Children, like adults, have good days and bad days. Some do better when they are applying skills in the classroom, and some thrive in the quiet testing conditions.

We use the NAPLAN data to see if there are any common misunderstandings for that year level of students and make sure we address it to support our students to continue to grow as learners. We can also see if students need extra support in a particular learning area, and make sure they get it!

If you have any concerns, come and chat with me, or give me a call. I promise NAPLAN is not the big deal the media make it out to be.

Happy, healthy students are our priority!

We are going to The Youth Leadership Academy Australia [YLAA] Student Leadership Conference. It concentrates specifically on training students for their role as School Leaders. At Hastings Primary all Year 6 students are expected to be upstanding role models for their younger peers. The style, topics, and content of this conference all focus on what the students can do.

Payment can be made using CSEF if available.

Please make sure you have given permission on COMPASS.



DETAILS

- Wednesday 18th March, 2026
- Meet at Frankston Station 7:15am [on the shops side]
- Collect at Frankston Station 4:15pm [on the TAFE side]
- All Year 6 students

CHECKLIST

- Permission and payment on Compass [CSEF can be used]
- Transport to and from Frankston Station Organised
- MYKI organised
- Snack and Lunch Packed
- Water Bottle
- Pen
- Wear school uniform

More info:

- Michelle Aldridge
- 0359791517
- hastings.ps@education.vic.gov.au

APPROVE
AND PAY
ON
COMPASS
NO LATER
THAN

11/03/26

2026 Student Representative Council

Exciting Announcement: Celebrating Our 2026 Student Representative Council (SRC)!

I'm thrilled to introduce the rockstars of our 2026 Student Representative Council! These fantastic students have shown superhero-level responsibility, teamwork, and a passion for making our school a happier place. Handpicked by their classmates, they wowed us at our second assembly with speeches that had everyone buzzing with praise. Hats off to our new leaders—I can't wait to team up and watch them unleash a whirlwind of brilliant ideas and initiatives this year!



Welcome aboard to our 2026 Representatives: 56A Linsay S, 45A Estelle S, 34A Zoey H, 12B Maci S, 12A Liam D, PA Lucas G, and Koorie Kids Savannah D. The deputies for each class are: 56A Ruby T, 45A Eli T, 34A Sadie K, 12B Jackson J, and 12A Evie S.

Miss Michelle Aldridge
Michelle.Aldridge@education.vic.gov.au

District Swimming

What an incredible day at the District Swim Carnival! While we may have been a small team, we were certainly mighty in spirit, determination and effort.

Every single one of our students swam their absolute best – true super fish status across the board! Their sportsmanship, resilience and encouragement of one another made us immensely proud.

A special congratulations to our place-getters:

- 🏆 Lucie – Freestyle – 3rd
- 🏆 Aneeta – Backstroke – 2nd
- 🏆 Lucie – Backstroke – 3rd
- 🏆 Benji – Backstroke – 3rd
- 🏆 Zoey – Backstroke – 3rd
- 🏆 Lucie, Aneeta, Benji & Blake – Relay – 3rd

A huge thank you to Mrs. Sendeckyj for her outstanding organisational skills and for the wonderful support she provided to our students throughout the day. Events like this simply don't run smoothly without dedicated staff behind the scenes.

We are so proud of your efforts, team. You represented our school with courage, pride and plenty of splash! 🌊💙



Hook into Hockey





STUDENTS of the WEEK



PA	Bentley Bartling	You have had such a great start to Prep, coming to school excited and curious, always having a go at everything with a big smile on your face!
1/2A	Wade Barker	Wade, your mathematical thinking has a valued place in our room. Great work on leading the way!
1/2A	Evie Sparkes	Evie, your efforts in our maths lessons have been terrific. What an awesome role model you are being for others. Way to go Evie!
1/2B	Maci Smith	The magnificent Maci! The effort you have displayed in all of your learning has been incredible. You consistently try your best and use your time productively. Keep it up!
3/4A	Sonny Doll	Sonny you have been willing to listen to feedback and try new things. I am loving your positive attitude! Keep up the good work!
3/4A	Geon Ohoy	You have made a great start to the year Geon! You are trying to do your best in the classroom and the playground. Keep up the good work!
4/5A	Miguel Magnayon	Congratulations, Miguel, on being a positive role model in 4/5A and always helping out when needed. Keep up the great work!
5/6A	Dylan Alexander	Well done, Dylan, on such a smooth transition from Year 4 to Year 5. You have shown a positive approach when taking on new challenges and always try your best in everything you do. Keep up the fantastic work we are very proud of you!

ASSEMBLY AWARDS

SPECIALIST SUPERSTARS



Bentley Bartling, Alex Neale,
Landen Munro-Batson,
River Sparkes, Jacob Kalbfell
& Miguel Magnayon

PRINCIPAL'S AWARD



Kiara Simmonds

Congratulations to this weeks award recipients!

Caring, Respecting and Learning

HOUSE POINTS



223
DUNYA



123
MURUBAL



108
WARABA

232
WALLUM

OPEN NIGHT

WEDNESDAY 4TH MARCH

Principal Address & Tour
5pm & 5:45pm

Discover our state of the art facilities, meet our passionate educators and experience firsthand how we are creating a high performance learning culture!

Bookings via our trybooking link below!

Questions? Contact our amazing Transition team:
western.port.sc
@education.vic.gov.au



WESTERN PORT
Secondary College

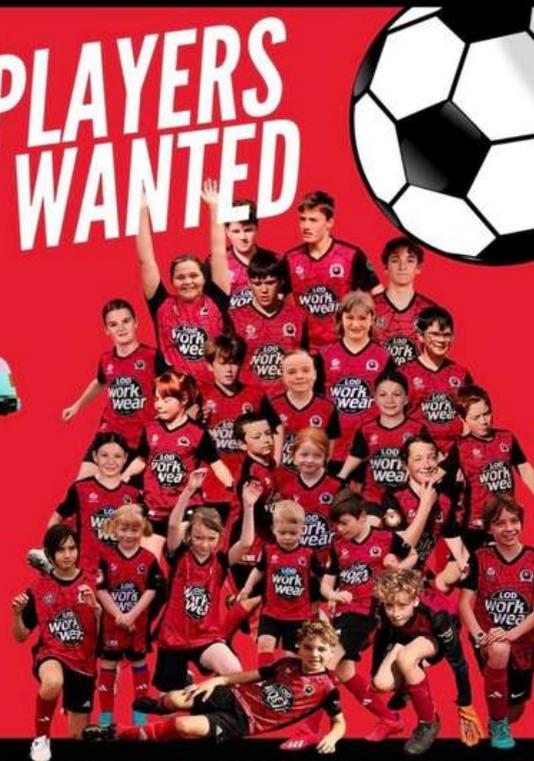
Season Launch

101 HENDERSONS RD, BITTERN

Sun, Mar 1st
10am - 1pm



PLAYERS WANTED



WESTERN PORT FC

[WesternPortFC](https://www.facebook.com/WesternPortFC) 0493 593 665

All Abilities Welcome - No Experience Required - Kids & Adults Soccer

RUGBY TOPS



\$65 EACH

Year
4-6
Students

Sizes 12, 14, 16, 18 & 20
in stock now.
Available at the office

NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake. As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards. NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics. All government and non-government education authorities contribute to the development of NAPLAN test materials. To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the National protocols for test administration. Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), NAPLAN public demonstration site, the Guide for schools to assist students with disability to access NAPLAN, and our series of videos where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers. See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026. Schools **must** schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.