

MINDALK Memo

5th October
2026



Dates to Remember...

Yr 3-6 Camp - 5th - 6th October
World Teachers Day - 30th October
Curriculum Day - 2nd November
Melbourne Cup Day - 3rd November
Remembrance Day - 11th November

2027 Foundation Orientation
Session 1 - 26th November
Session 2 - 3rd December
Session 3 - 10th December
Step Up Day - 16th December
Last Day Term - 17th December

2026 Curriculum Days
Monday 2nd November
Friday 18th December

Principal message:

Every voice - Every Journey - One Community

Welcome Back!

Term 4 has begun! I hope our families enjoyed a peaceful and relaxing term break and are looking forward to a new and final term of the 2026 school year. It will be a big term no doubt, with school activities planned alongside transition and the final student reports shared with our community in Week 10.

Our Mindalk Memo will be shared with our community in each odd week of the term, with our teaching teams sharing their year level newsletter in the remaining weeks so that our families understand what is being learnt and acknowledged across each year level.

We are looking forward to another positive term at Mindalk Primary School!

MINDALK Merits

At the end of each term our learners have the opportunity to 'spend' the merits they have collected for demonstrating our school values: Learning, Adventure, Responsibility & Inclusion.

At the end of last term we have our first two MINDALK Student reach 100 merits and they chose to have lunch with the Principal Team! Congratulations to Tyson Seia and Lisa Isaia. This was a very special milestone for our school as they are the first two children to reach 100 merits! Well done Tyson and Lisa.

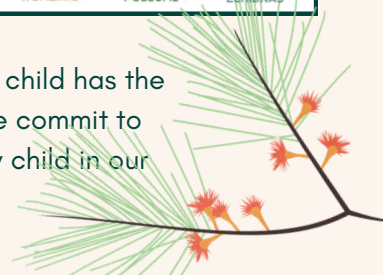


Contact

E: mindalk.ps@education.vic.gov.au
P: 7300 7122



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Principal message cont.

New Staff

I am pleased to share that we have welcomed 3 new staff to MINDALK from today. Michael Skubevski and Taranjit Kaur are now teaching our newly formed class 3/4D and Anshu Chand has joined our Integration Aid Team. Welcome to MINDALK!

HATS!

Thank you to our community for remembering that all children must wear a hat to school each day. This includes all children – religious headaddress is not an exception to this. Can I also please ask that children are not wearing a cap as this isn't adequate protection against the sun for the neck and ears. I appreciate our communities adherence to this.

Uniform Reminder

Our student dress code at Mindalk Primary School has been developed to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support our commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

From this term we will continue sending home a 'uniform reminder' slip to families where students are seen not to be correctly wearing our uniform while at school. Should parents wish to discuss our student dress code we encourage you to make contact: mindalk.ps@education.vic.gov.au

School Tours

This term we will continue to hold school tours for prospective enrolments. Families can register their interest by calling our office. If you know of a family who are yet to enrol and may be interested in attending a tour, please encourage them to contact our office.

Assembly

A reminder that we will have our first assembly for Term 4 this Friday at 8.40am in the Narrarrang Building (gym). We hope to see you there!

Have a superb week Everyone!

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Teaching and Learning Snapshot

Welcome back to Term 4!

I hope everyone had a wonderful break and had the opportunity to recharge. As we begin our final term of 2026, we are looking forward to building on the strong teaching and learning foundations established throughout the year and continuing to raise the bar for every student.

Student Forums – Closing the Feedback Loop

One of our key Teaching & Learning priorities for Term 4 will be our Student Forums, designed to close the feedback loop following the Semester 1 student surveys.

The forums provide an opportunity to move beyond the survey data and dig deeper into what our students are telling us about their experience of learning at Mindalk.

This term, we will particularly explore student perspectives around:

- Engagement – What helps students feel engaged and ready to learn?
- Student choice and agency – Where do students see opportunities to make meaningful choices in their learning?
- Learning experiences – What aspects of our teaching and learning practices support students to learn, grow and belong?
- Feedback and challenge – How do students experience feedback, success and appropriate challenge?
- Voice and connection – Do students feel their ideas and perspectives are heard and acted upon?

Importantly, the forums will connect student voice to the Victorian Teaching and Learning Model (VTLM 2.0), allowing us to consider how students experience the practices that sit at the heart of effective teaching.

The next step is not simply to collect more feedback, but to listen, identify patterns, respond and communicate back to students about what we have heard and what we are going to do as a result.

Melton Network Mathematics Showcase

Term 3 saw Mindalk open its doors to colleagues from across the Melton Network for our Mathematics Showcase, with more than 15 local schools visiting to observe mathematics teaching and learning across Foundation through to Years 5/6.

It was fantastic to showcase the consistency and intentionality of our mathematics practice, with visitors observing a range of classrooms and year levels.

The focus of the showcase was on the connection between:

Daily Review → Fluency → Explicit Teaching → Responsive Teaching

Teachers demonstrated how daily review and fluency routines establish the foundations for new learning, while explicit instruction, checking for understanding and responsive teaching enable teachers to identify what students know and adjust instruction accordingly.

The feedback from visiting schools was incredibly positive and reflects the work our staff have put into developing a consistent, evidence-informed approach to mathematics instruction.

A huge thank you to the teachers who opened their classrooms and shared their practice so generously. It is a wonderful reflection of the professional learning culture we are continuing to build at Mindalk.



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Teaching and Learning Snapshot – cont.

A Visit from the Victorian Premier

We were also very proud to welcome the Victorian Premier to Mindalk on the final day of Term 3. The visit provided an opportunity to showcase the high-quality teaching and learning occurring across our school. The Premier visited Miss Ashley's Foundation A classroom and observed a Phonics Plus lesson, seeing our youngest learners engaging in systematic and explicit phonics instruction.

The visit then continued into Mr Jones' 5/6A classroom, where students were engaged in a Writing lesson, providing a wonderful opportunity to demonstrate how explicit teaching practices support students to develop their knowledge, skills and independence across the curriculum.

It was a fantastic opportunity to showcase the breadth of teaching and learning across Mindalk from the foundations of literacy in Foundation through to the development of sophisticated writing skills in the senior years.

Thank you to Miss Ashley, Mr Jones and their students for representing Mindalk so positively and for allowing visitors into their learning spaces.



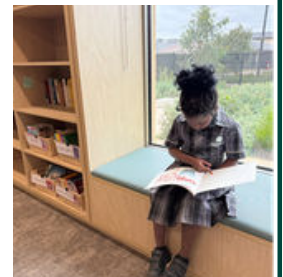
Library Reminder

As the library reopens for Term 4, a friendly reminder that students are required to bring their library bag to every library session.

Library bags help us ensure our books are kept safe and secure while also supporting students to take responsibility for caring for our shared library resources.

Please note that damaged or lost books will be followed up with a letter to families. Where a book is unable to be repaired or returned to circulation, families may be asked to contribute towards replacement costs.

Thank you for helping us teach students to value, respect and care for our library collection.



Looking Ahead – Term 4

As we enter our final term, our focus remains on protecting and promoting the right work, ensuring that our time, energy and professional learning continue to have a direct impact on student learning.

Term 4 provides an opportunity to:

- Continue strengthening our Mindalk Instructional Model and Low Variance Practice.
- Use student voice and feedback to inform our next steps.
- Continue embedding explicit and responsive teaching across all curriculum areas.
- Strengthen opportunities for students to experience engagement, agency and meaningful choice within a highly structured learning environment.
- Continue using assessment and data to identify student needs and respond through instruction.
- Celebrate and share the effective practice that is happening across our classrooms.

Let's finish 2026 strongly, continuing to raise the bar and ensuring every student has the opportunity to learn, grow and belong.



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MINDALK
Primary School

Breakfast Club



Open every day before school.

Open between 8:10–8:20am
Food Technology room

If you would like to volunteer please contact us and leave your name at the office or see Toan in the Food Tech room during Breakfast Club times.

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EXTRA CURRICULAR ACTIVITIES AT Mindalk Primary

Arts & Design



Kids will explore drawing, painting, and crafts through fun, hands-on projects. With supportive instructors and exciting activities, they'll build skills, express themselves, and discover the joy of art

Day: WEDNESDAYS

Time: 2:50 – 3:50

Cost: \$200 for 8 weeks

Starts on: 14 Oct

For Years: Preps - Year 6

Location: To be confirmed

Robotics



Build, Program & Explore!
In this fun program, kids use LEGO WeDo and Spike kits to build and program their own robots—boosting creativity, teamwork, and problem-solving while having a blast!

Day: THURSDAYS

Time: 2:50 – 3:50

Cost: \$220 for 8 weeks

Starts on: 15 Oct

For Years: Years 1 - 6

Location: To be confirmed

HURRY!

SPACES ARE LIMITED



Book A Trial

How? Call or Email us!

ENROL
ONLINE
NOW!

Scan or
click the
QR code
to enrol
online!



1300 424 377

info@kidsunlimited.com.au

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HELPING YOUR CHILD THROUGH EVERYDAY TRANSITIONS

By Samantha Ladores, Occupational Therapist



Transitions happen all day — leaving the playground, turning off the iPad, getting dressed, moving from playtime to dinner, or getting ready for bed. For some children, these everyday changes can feel hard. What looks like 'not listening' may actually be a sign that your child needs more time, predictability and support.

WHAT IS A TRANSITION?

A transition is any time a child moves from one activity, place or expectation to another.

Examples include:

- getting dressed
- packing away toys
- leaving the park
- starting homework
- having a bath
- getting ready for bed

WHY CAN TRANSITIONS FEEL HARD?

- They are deeply engaged in what they are doing
- They are unsure what is happening next
- Shifting attention is hard
- They are tired, hungry or overwhelmed
- The next task feels difficult

WHAT YOU MIGHT NOTICE

- Asking for 'one more minute'
- Ignoring or delaying instructions
- Running away or hiding
- Crying, yelling or negotiating
- Becoming silly or distracted
- Needing lots of reminders



A difficult transition is not always defiance — it may be a sign that your child needs more support to stop, shift and start.

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MAKING TRANSITIONS EASIER

Simple strategies to support everyday transitions at home



Small, consistent supports can help transitions feel more manageable for children.

GIVE A WARNING

- "5 minutes, then we're leaving."
- "2 more minutes."
- "One last turn, then pack away."

USE FIRST-THEN LANGUAGE

- "First shoes, then car."
- "First bath, then story."
- "First pack away, then snack."

MAKE IT VISUAL

- Use a visual schedule, timer, checklist or First-Then board.
- Seeing what comes next can reduce repeated reminders.

OFFER SMALL CHOICES

- "Do you want to walk to the car or hold my hand?"
- "Do you want the ducks or the boats for bath time?"

CREATE A CLEAR ENDING

- "One last turn"
- "Pack away together"
- "Take a photo before putting it away"
- "Say goodbye to the playground"

KEEP ROUTINES CONSISTENT

- Familiar routines help children know what to expect.
- Example: Bath → Pyjamas → Teeth → Story → Bed

WHEN YOUR CHILD IS ALREADY UPSET

- Keep language short
- Stay calm and predictable
- Reduce extra talking
- Support regulation first, then revisit the routine



TRANSITIONS ARE A SKILL

With practice, predictability and support, children can learn to move more comfortably from one part of their day to the next.



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