

St. Albans East Primary School School Newsletter

Excellence in education



**Curriculum Day
Monday 18th May
Student Free Day**

Message from the Principal

We are quickly approaching the halfway point of Term 2, and there continues to be great learning occurring throughout the school. It has been pleasing to see the strong teaching and learning programs taking place across classrooms as teachers also begin preparing assessments and reports in readiness for Parent Teacher Interviews in the first week back of Term 3.

SAEPS Logo design/ School Uniform



St Albans East Primary School has been working closely with School Council and **Studio Bauhaus** to rebrand our school logo, creating a more contemporary design that reflects our inclusive identity, including our Deaf Facility. We have met with our uniform supplier to begin a gradual transition to updated uniform items.

Please note that both the current and new logos will be recognised during this transition period. There is **no expectation for families to purchase new uniform**, and existing items will continue to be fully supported.



PREP ENROLMENTS 2027

Prep enrolments for 2027 have already commenced. If you have a child who will be coming to our school for the first time in 2027, please complete an enrolment form, (available from the office), at your earliest convenience.

Reporting to Parents Day3 Way Student Led Conference Wednesday 15th July 2026 9:00 -6:00pm

Reporting to Parents Day will take place the first week back of term 3. Please note that this is a student-free day, however students are expected to attend their scheduled **Student-Led Conferences** alongside their parents or carers. These conferences provide a valuable opportunity for students to reflect on their learning achievements so far and to discuss their progress, learning goals, and areas for growth as they head into Semester Two. We strongly encourage all families to attend and participate in these important conversations about their child's learning journey. Please mark the date in your diary.

Student Attitudes to School Survey

Each year, our Year 4, 5 and 6 students complete an important survey from the Department of Education. This survey gives us important information about the connections our students have with our school, the teachers and their peers. It also gives us information about behaviour and how engaged they are in their learning. Students will be completing this survey in the next few week

Important Dates		
Date	Event	Grade
18 May	Curriculum Day	WS
29 May	Incursion Build A Bear	Gr 1
15 May	Deaf Arts Workshop Series	Deaf
2 June	House Athletics Days	3-6
3 June	Melbourne Zoo	3
4 June	Sovereign Hill	6
26 June	End of Term 2	WS

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FUSE Cup – SAEPS Students Shine in Esports Event

Four SAEPS students recently took part in the FUSE Cup, an international esports program that combines competitive gaming with lessons about teamwork, wellbeing, and responsible online behaviour.

Competing in the game Rocket League, our students faced strong competition from over 20 teams across 8 schools. The teams worked together brilliantly, communicated effectively under pressure, and showed great determination throughout the day. Although they missed a place in the finals, they should be extremely proud of the way they conducted themselves. Their encouragement towards others, respectful behaviour, and willingness to connect with students from different schools reflected the values of our school community.

The event was about far more than gaming. Students participated in workshops run by the Chiefs Esports Club, where they explored ways gamers can look after their physical health through movement, stretching, rest, and healthy routines. They also learned how important sleep, exercise, nutrition, and regular breaks are for maintaining balance while gaming.

Another important focus of the program was digital safety. Through sessions supported by the eSafety Commissioner and Kids Helpline, students discussed strategies for dealing with cyberbullying, protecting themselves online, and using social media and gaming platforms responsibly.

The experience gave students the opportunity to build confidence, strengthen teamwork skills, and demonstrate resilience in a competitive setting. Congratulations to Patrick, Cruden, Luka, and Shane for the outstanding way they represented SAEPS during the competition. Mr. Colin and all of SAEPS are extremely proud.





National ESS Day!

This week, around the nation, we acknowledge and celebrate our School Support (ES) Staff for all their work in our school

community each day.

To all our teacher aides, interpreters, allied health staff, IT staff, canteen and administration team, we thank you for your dedication and commitment with our students' learning.



Green Thumbs at the Ready!

During term 1 the students in the Deaf Facility planted a variety of seeds to get ready for when the raised garden beds would be ready. With all the garden beds complete the Deaf Facility staff and students got their gloves on took their seedlings to the garden beds. Beforehand we'd soaked newspapers in water. With our seedlings, wet newspapers, gloves and garden forks we headed out to our raised garden bed. Our first job was getting rid of the weeds that had invaded our garden. Once the weeds were gone, we dug a furrow and planted our onion seedlings. After back filling the furrow, we covered the garden in wet newspapers. These will help keep the weeds at bay. We then planted, lettuces, beans, coriander and radishes.

In the weeks to come we are going to grow more seedlings to plant. We're looking forward to harvesting and eating our lettuces and radishes!





Year 4 Students Become Active Citizens!

The Year 4 students recently participated in an engaging and interactive incursion presented by Linked Incursions, where they explored the important role of government and citizenship in Australia. Students learnt about the three levels of government — Federal, State and Local — and discovered how each level helps our communities function smoothly.

Students learnt about rules and laws, including why we have them, who creates them, and the consequences of not following them. Through discussions and activities, students developed a deeper appreciation for fairness, responsibility and the importance of being informed citizens.

The incursion included a mock local election, where students participated in a preferential voting system using real-style ballot papers. This authentic experience helped students understand how voting works in Australia and why every vote matters.

A highlight of the day was the exciting role-play activities, where students dressed up with props and took on important community roles. One student was selected as mayor, while others became councillors, giving students a hands-on understanding of how local councils operate and make decisions for the community.

The Year 4 students walked away with a wealth of knowledge and enthusiasm about civic responsibility — and perhaps we even have a future mayor of Brimbank Council among us!



Innovation Lab



Term Two



Prep

Prep students are becoming "little designers" by exploring the objects and materials they use every day in the classroom. They are looking at how familiar items help people, what they are made from and why they are useful.

Students are then designing and making simple items, such as, toys, name tags and bookmarks, while beginning to think about how their choices can help themselves and others. This gives students an early understanding that products are created for a purpose and that designers make choices based on people's needs. Students are also beginning to share their ideas, explain their designs and reflect on what they like about what they have made.



Grade 1

Grade 1 students are exploring how toys move, with a focus on push, pull and turn. They are playing with and investigating different moving toys, including rubber band cars, cardboard dolls and paper plate butterflies. Students are then using what they notice to design and make their own simple moving toy.

Throughout the term, they are developing their ability to observe closely, describe movement and make decisions about how their toy will work. They are also beginning to evaluate their designs by thinking about what worked well, what they enjoyed and what they might change next time.



Grade 2

Grade 2 students are also on a toy design journey by exploring toys that slide, spin or bounce. They are also being introduced to Tinkercad as a 3D modelling tool and learning how digital design can help them plan and create ideas.

Throughout the term, students are designing and making a moving toy for a partner, using what they learn about movement, toy features and their partner's interests to guide their design decisions. This helps students understand that good design is not just about what they like, but also about considering the needs and preferences of someone else. As they prototype and test their toys, students are building problem-solving skills and learning that designs can be improved through feedback and reflection.



Grade 3

Grade 3 students are investigating forces and how they affect the way objects move. They are exploring contact and non-contact forces, friction, magnetism, ramps, tracks, hinges, seesaws and funnels. Students are using this understanding to design, build and test their own Rube Goldberg machines, where one movement causes another in a chain reaction.

This project encourages students to think carefully about how each part of their machine works and how forces can be used with purpose. Students are also developing their ability to test, adjust and improve their designs when something does not work as expected.



Innovation Lab



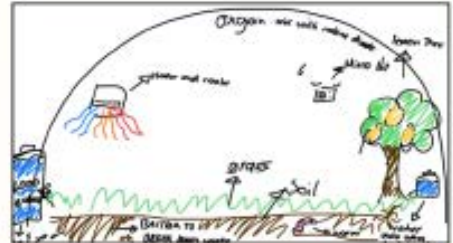
Term Two



Grade 4

Grade 4 students are exploring the challenge of supporting life on Mars. They are learning about Mars, habitats, flora, fauna and the conditions living things need to survive. Students are also investigating how technology, such as a thermometer system, can monitor temperature and respond when conditions become too hot or too cold.

They are using this knowledge to design and build their own Mars biospheres that could help plants or animals survive in a challenging environment. This project encourages students to connect science, technology and design as they consider real-world challenges linked to survival, shelter and environmental conditions. Students are also learning to justify their design choices by explaining how their biosphere supports the needs of their chosen plant or animal.



Grade 5

Grade 5 students are combining their writing and technology skills by turning information reports on natural disasters into an interactive app-style presentation using Keynote. They are learning how app designers think about audience, purpose, layout, user interface, navigation, links and images. Students are also exploring how information can be organised clearly so that users can move through an app easily and find what they need.

Through this project, students are seeing how digital tools can be used to publish and present information in more engaging ways. They are also developing their ability to plan digital pathways, make design choices for a specific audience and evaluate whether their app is easy to use.



Grade 6

Grade 6 students are exploring energy, sustainability and the idea of going green. They are learning about renewable and non-renewable energy, circuits, conductors, insulators and how electricity can be used in designed solutions. Students are also connecting their learning to Sustainable Development Goal 7, which focuses on affordable, reliable, sustainable and modern energy.

Using this knowledge, they are designing and building structures or objects that use renewable energy and support more sustainable communities. This project asks students to think about the future and how design can help solve real problems linked to energy access and environmental impact. Students are also learning to justify their ideas by explaining how their project supports cleaner, more sustainable energy use.



Youth Road Safety

Fact Sheet



VICTORIA POLICE

Whether you're biking or riding an e-scooter, follow these simple road safety tips to stay safe and have fun on the move!

MODIFIED OR PETROL POWERED BICYCLES

- Illegal.



MOTORBIKES

- To ride on or off-road it must be registered with a full or recreation registration
- Helmet must be worn at all times.



E-BIKES

- 25 km/h MAX speed
- Motor cannot provide power at speeds higher than 25km/h
- Helmet must be worn at all times
- No passengers
- Cannot be ridden on footpaths.



E-SCOOTER

- Be aged 16 yrs or over
- Max speed 20 kmph
- Helmet must be worn at all times
- No passengers
- Cannot be ridden on footpaths.



For more information, visit police.vic.gov.au/road-safety