

Quarter Times

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Issue 3 Thursday 5th March 2026

Important Dates and Reminders:

| | |
|--|---|
| Friday 6 th March | Whole School Assembly – 2:30pm |
| Monday 9 th March | Labour Day Public Holiday – NO Students at School |
| Tuesday 10 th March | Grades 3-6 Cross Country |
| Wednesday 11 th March | NAPLAN |
| Thursday 12 th March | NAPLAN |
| Friday 13 th March | School Photo Day |
| Monday 16 th – 20 th March | NAPLAN |



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Principals Message

Dear Families,

Together, we create safe schools where everyone belongs, learns, and thrives.

When schools, families and students work together, we achieve the best outcomes. These partnerships are essential to creating school environments that support all students to belong, learn and thrive. As a parent and carer, you play a vital role in helping your child to understand and meet shared behaviour expectations.

At school, all students are expected to be respectful, safe, and engaged. These behaviours help make schools a place where everyone can succeed.

Students meet these behaviour expectations by being respectful, safe and engaged.

Respectful

Following staff instructions and school rules.

Caring for school property and others' belongings.

Using respectful language.

Safe

Keeping themselves and others safe from harm.

Speaking up or seeking help from an adult if they or someone else is being treated unfairly.

Only bringing safe and necessary items to school.

Engaged

Going to school every day, being on time, and ready to learn.

Taking part, doing their best, and asking for help when they need.

How parents and carers can help

By modelling and encouraging positive behaviour, you help your child build the skills and habits they need to be successful at school. When families and schools work together, students can achieve their best.

Parents and carers can help support their child's behaviour to be respectful, safe and engaged.

Respectful

Knowing the school's rules and supporting them at home.

Modelling respectful behaviour in how you speak to and about school staff, families, and others both in person and online.

Making use of the school's processes to raise and resolve concerns early.

Safe

Working together with staff if your child is having problems at school to understand and resolve the issue.

Ensuring your child knows it is okay to ask for help from a trusted adult at school.

Ensuring your child stays safe online by talking with them and addressing concerns early.



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Engaged

Helping your child to attend school every day – everyday counts.

Communicating with school staff and working together to support your child's learning and wellbeing.

Talking with your child about their day and how they are feeling and encouraging their learning by noticing their effort and progress.

We know that some students and their families are struggling with school attendance or navigating school refusal. Here are some resources that can help:

Attendance and missing school

Parenting strategies.

How schools support students to meet behaviour expectations

By teaching and reinforcing positive behaviour, schools ensure positive, safe and fair learning environments with a focus on learning and wellbeing.

Schools support families and students by being respectful, safe and engaged.

Respectful

Teaching and demonstrating school rules and positive behaviour expectations to students.

Explicitly teaching, modelling and acknowledging expected respectful behaviour.

Engaging collaboratively and positively with all students, parents and carers.

Safe

Having clear policies and procedures to prevent and respond to bullying and keep students safe.

Offering additional supports to students proactively and supporting students to speak up and seek help.

Proactively identifying and addressing problems to maintain a physically, socially and culturally safe school environment.

Engaged

Delivering evidence-based, inclusive education that meets the needs of all students.

Empowering students to have a say in decisions that affect their learning and school life.

Building strong, trusting relationships to ensure all students feel seen, heard and valued.

More information can be found at:

[Respectful, safe, engaged: shared expectations to support student behaviour | vic.gov.au](#)

OSHC – TheirCare

For families who use the TheirCare OSHC service, the school is aware of several concerns being raised by families over the recent change in staff. The school is working closely with TheirCare to find solutions to ensure the safety and wellbeing of our students in the OSHC service. I encourage you to reach out to TheirCare with any concerns.

Have a wonderful long weekend.

Take care,
Liz Davey
Principal



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Teaching and Learning News

Ally Alligator A-A-A

Prep D have been working hard on identifying words beginning with A.

First they brainstormed all the words that had a beginning sound on "A", including ant, apple, ambulance etc.

They used lots of fine motor skills including cutting, colouring and gluing to create these beautiful Alligators!



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NAPLAN

NAPLAN for our Year 3 and Year 5 students begins next week.

NAPLAN assessments for Year 3 and Year 5 will take place during the official assessment window starting on Wednesday 11 March 2026 and finishing on Monday 23 March 2026. The table below outlines each assessment area and the duration of each test. This is also the order the assessments are given.

We encourage families to reassure children that NAPLAN is simply one way schools gather information about student

| 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. |

learning. Our focus is on supporting students to do their personal best.

If you have any questions about NAPLAN, please don't hesitate to contact the school and speak with Penny Denton – Assistant Principal. We are happy to provide further information and support. Below is also a parent information sheet that was emailed to families.



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Attendance and Uniform



Uniform and Hats Reminder

“Wear the right uniform, stand out like a STAR!”

At Quarters Primary School, our school uniform reflects our shared commitment to pride, belonging and an inclusive school culture. Students are expected to wear the correct QPS uniform each day, including when travelling to and from school. The Uniform Policy is endorsed by School Council and reviewed regularly to ensure alignment with Department of Education guidelines and our school values.

To maintain a safe and consistent learning environment, make-up, nail polish and excessive jewellery, including necklaces, are not permitted unless required for cultural reasons; facial jewellery is not allowed during the school day; and earrings must be limited to small studs or sleepers.

If a student is out of uniform, families are asked to provide a signed note explaining the reason and ensure their child wears an item as close as possible to the approved uniform; families will be contacted if students are regularly out of uniform without explanation. We sincerely appreciate the continued support of parents and carers in upholding high ACHIEVE standards of presentation, as our uniform represents pride in ourselves and in the Quarters Primary School community.

Sun Hats are required for Terms 1 & 4 and all students must wear a hat when they are outdoors. Children should wear hats that shade the face, neck and ears. Hats must be named and can be kept at school if needed.



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Every Child Matters. Every Moment Counts

Punctuality at QPS

At **Quarters Primary School (QPS)**, we value punctuality as it supports a calm, confident and successful start to the day. Arriving on time ensures students do not miss important instructions, learning opportunities, or key social interactions that help set a positive tone for the day.

Students are expected to arrive at school at 8:50am

Arrival after **9:00am** will be recorded as **late**

We appreciate the ongoing support of our families in helping students develop strong routines and positive attendance habits.

Reporting an Absence at QPS

If your child is unwell or unable to attend school, please notify **Quarters Primary School (QPS)** on the morning of the absence. This can be done via a phone call, email, or by leaving a message on the school answerphone or Sentral portal.

If your child will be absent for more than one day, please contact the school each morning to confirm their continued absence.

When reporting an absence, please ensure you provide:

- Your child's full name
- Their class or year level
- A clear and specific reason for the absence

Timely communication supports accurate attendance records and ensures the safety and wellbeing of all students.



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School Celebrations



Hot Cross Bun Drive

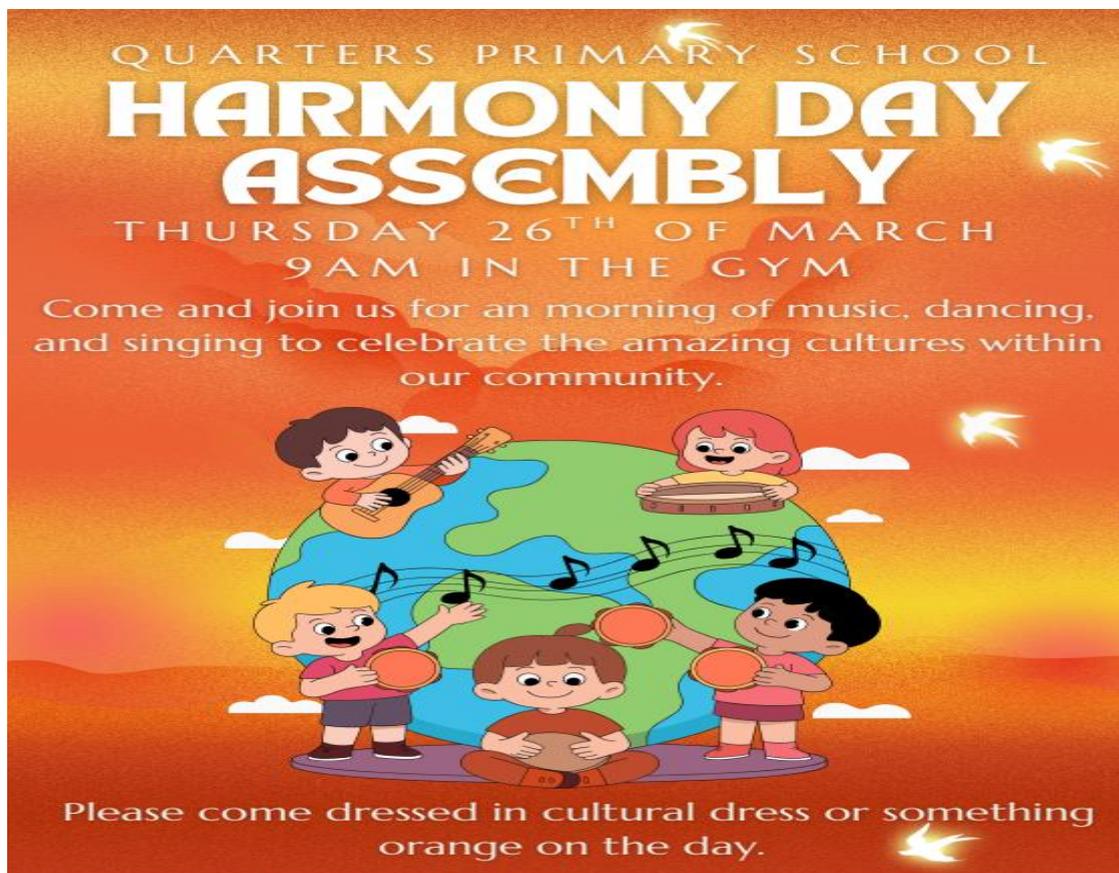
QUARTERS PRIMARY SCHOOL
ACHIEVE SUCCESS

Only \$10 for 6 buns

Flavours available:

- Traditional
- Apple & Cinnamon
- Choc Chip
- Mocha
- Fruitless

Orders due by Friday 20th March



QUARTERS PRIMARY SCHOOL
HARMONY DAY ASSEMBLY
THURSDAY 26TH OF MARCH
9AM IN THE GYM

Come and join us for an morning of music, dancing, and singing to celebrate the amazing cultures within our community.

Please come dressed in cultural dress or something orange on the day.



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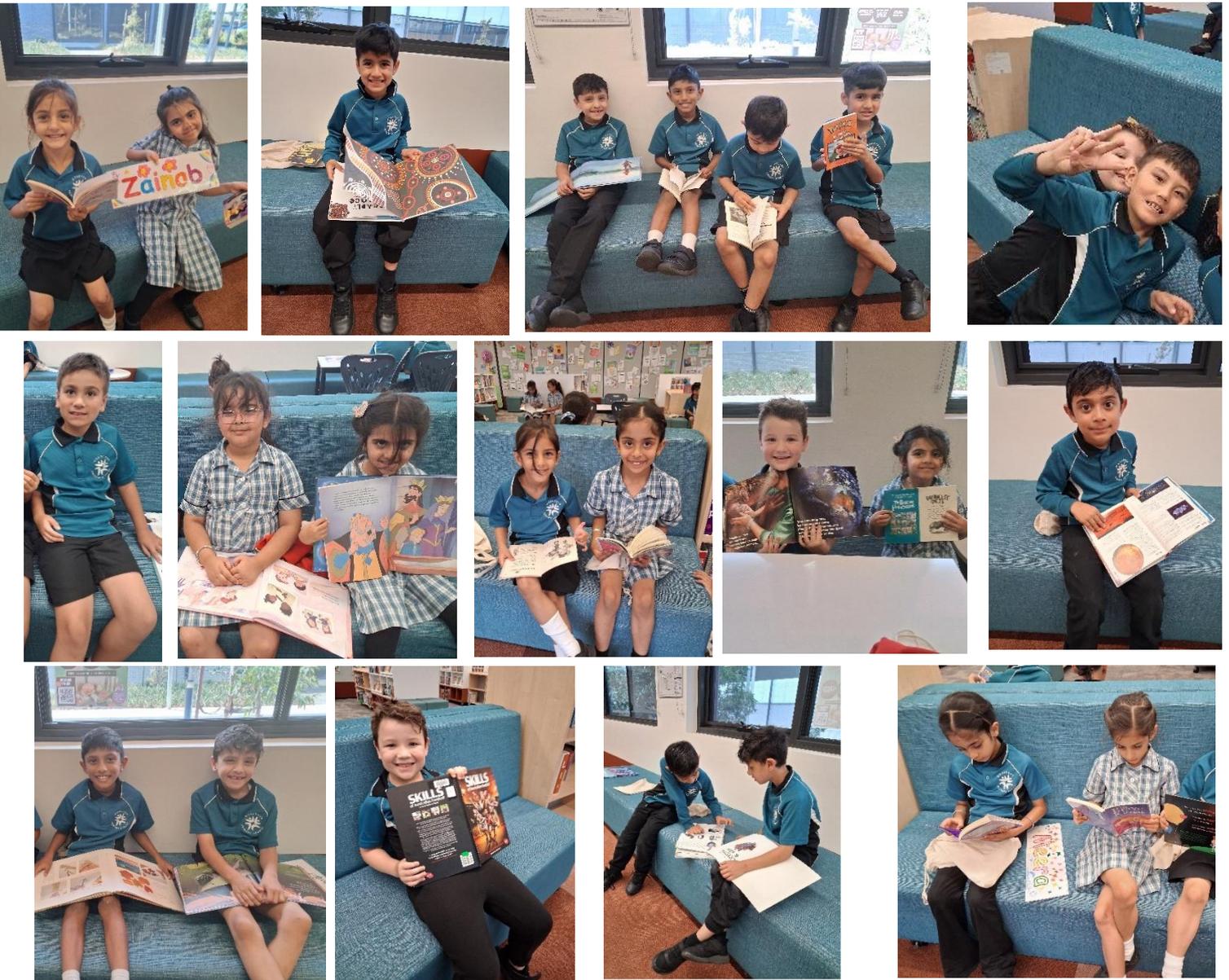


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Grade News 1/2E

1/2E are having a fantastic time in the school library each Tuesday! From getting comfy with a great story to discovering cool facts in non-fiction books, the library has been full of happy readers and curious minds. It's been lovely to see them sharing books with friends, talking about their favourite characters, and enjoying this special space together. We're so proud of the way they're exploring, imagining, and growing their love of reading!



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1/2E have had a wonderful time over the last few weeks getting to know one another through an “All About Me” activity. Each student designed and decorated their own personal shield, filling it with drawings and words that represent the things that are most important to them, including their families, favourite sports, hobbies, pets, and special interests.

It has been a fantastic way to celebrate the individuality within our classroom while also discovering the many things we have in common. From soccer and swimming to dancing, art, church, Lego and beloved family pets, it has been lovely to see the excitement on students’ faces as they proudly shared their shields with their classmates. The discussions that followed helped build connections, spark conversations, and strengthen friendships.



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Grade News – 5/6 Beach Day

5/6 BEACH DAY

On Thursday 26th February, classes 5/6A and 5/6B enjoyed their excursion to Mordialloc Beach, followed by 5/6C, 5/6D and 5/6E on Friday 27th February. The lifeguards ran an amazing program filled with fun and engaging activities that kept the students active and learning throughout the day. We were very proud of how well behaved and respectful all students were, and we were fortunate to have glorious weather to make both days even more enjoyable.



First Aid

As part of the day, students were given an informative tour of the Surf Life Saving Club. They visited the first aid room and learned about the important protocols involved in providing first aid in emergency situations.



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Control Room

In the control room, they discovered how lifeguards supervise the beach using walkie-talkies and binoculars to ensure everyone stays safe.



Store Room

Students also explored the different types of boards and rescue vessels used for a range of situations, including competition and emergency rescues.



Presentation

The visit concluded with an engaging presentation on the 5 S's - Slip, Slop, Slap, Seek and Slide - reinforcing the importance of sun safety while enjoying time at the beach.



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Rescue

In the control room, they discovered how lifeguards supervise the beach using walkie-talkies and binoculars to ensure everyone stays safe.



Boarding

Students also explored the different types of boards and rescue vessels used for a range of situations, including competition and emergency rescues.



Games

The day finished on a high note with fun beach games such as tug of war, poison ball and a scavenger hunt, where students searched for important items around the lifesaving club.



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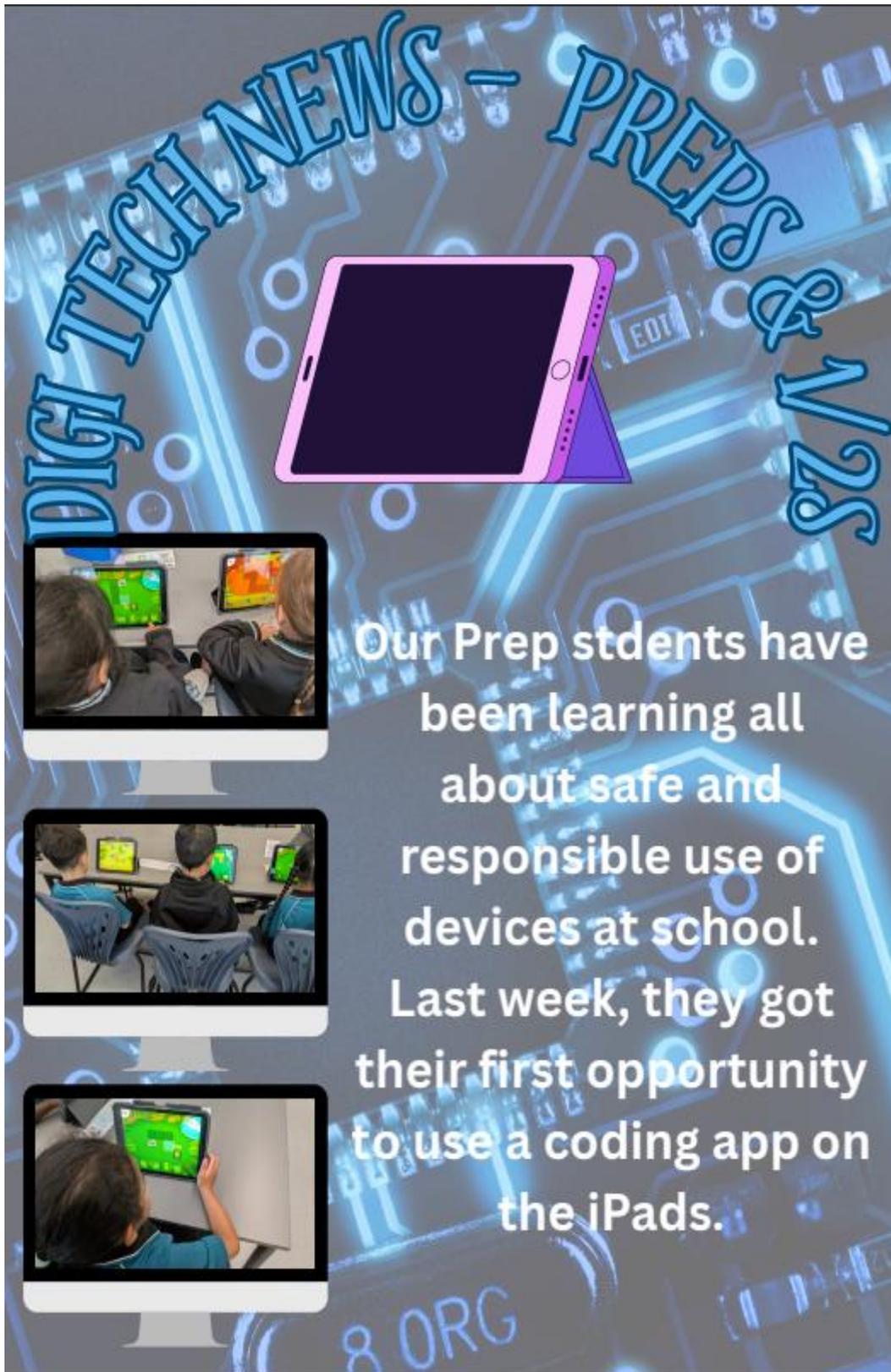
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Specialist News – Digi Tech



DIGI TECH NEWS - PREPS & N2S

Our Prep students have been learning all about safe and responsible use of devices at school. Last week, they got their first opportunity to use a coding app on the iPads.



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DIGI TECH NEWS - PREPS & 1/2s

Our students in Grades 1 & 2 began the term learning about data and different ways it can be represented.

Last week, we started our Digital Systems unit in which students are learning about hardware and software.



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eSafetyparents

Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.



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4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

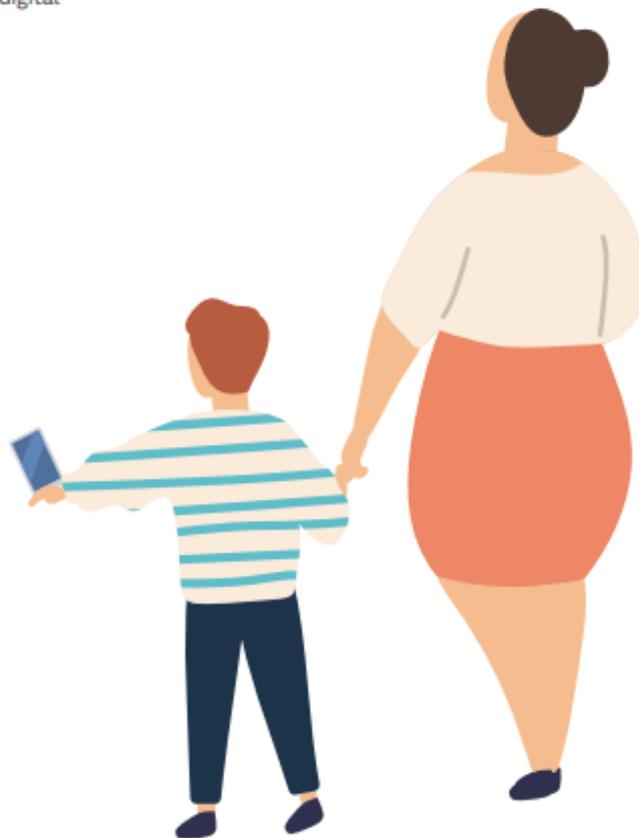
Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.



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Community News



SWAN COBBERS* FATHER FIGURES GROUP

**PIZZA LUNCH
(just for men)**

Sunday 15 March

11.00 am - 1.00 pm

Cranbourne Scout Hall

Free and open to all father figures (Dads, Step-parents, Grandfathers, Uncles etc) caring for children with Undiagnosed or Rare Genetic Conditions.



**REGISTER
HERE:**

swandads@swanaus.org.au
0466 122 290



www.swanaus.org.au
Inspired by COB = Male Swan*



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