



Contact Information

Reception – 0419 481 754
seymour@nefln.vic.edu.au

Term 3 Calendar

Thursday Sept 11 – RUOK Day

Friday Sept 19th – Last day of Term 3

Monday 6th October – Start of Term 4



Contact Information

Shane Elliott
Principal – 0408 585 804
shane.elliott@education.vic.gov.au

Principal's Update

Dear Parents and Carers,

As we enter the final three weeks of the term, I would like to take a moment to reflect on the wonderful journey we've shared so far. This term has been defined by the strong partnership between our dedicated staff and our engaged students, resulting in many significant achievements made possible through teamwork and a shared commitment to excellence.

If your child is unwell and unable to attend school, please notify either their mentor or the school office as soon as possible. A voice message or text on the morning of the absence is greatly appreciated. Timely communication helps us maintain accurate attendance records and ensures we can continue supporting your child's wellbeing.

We also remind families that Seymour Flexible Learning Centre is a drug- and alcohol-free environment. Students arriving under the influence will be sent home, as they are not in a fit state to engage in learning. Thank you for your cooperation in helping us maintain a safe and respectful learning community.

Looking ahead, Parent-Student Conferences will take place on **Wednesday, September 17th**. This is an excellent opportunity to discuss your child's progress and raise any questions you may have. The term will then conclude on **Friday, September 19th**, with an early dismissal at 2:30 PM.

At Seymour Flexible Learning Centre, student safety and wellbeing remain at the heart of everything we do. All staff are committed to protecting young people from harm or abuse within the school environment, in line with our legal responsibilities and the Child Safe Standards.

Thank you for your ongoing support and involvement in your child's education.

Warm regards,

Shane Elliott
Campus Principal.

Department Directives

<p>No Smoking or Vaping</p> <p>In Victoria, a person must not smoke or vape on school premises or within 4 metres of any pedestrian access point to school premises.</p> <p>The prohibition on smoking includes vaping and applies whether or not the e-cigarette contains nicotine.</p> <p>Cigarettes and e-cigarettes cannot be sold to people under 18 years of age.</p> <p>It is a legislative requirement that schools must display suitable No Smoking or Vaping signs at all pedestrian access points (entrances) to the school grounds. The legislation defines smoking to include e-cigarettes.</p> <p>Smoking and vaping are not permitted during school events and excursions held off school premises.</p> <p>Use or possession of an e-cigarette does not fall under any of the grounds for suspension of a student.</p>	<p>Mobile Phone Policy</p> <p>Students who bring mobile phones to school must have them switched off and securely stored during school hours.</p> <p>For the purpose of this policy, a mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network.</p> <p>Exceptions to the policy may be applied if certain conditions are met. Exceptions can be granted by the principal, or by a teacher. Exceptions must be documented.</p> <p>Schools must provide secure storage.</p> <p>Schools are required to develop a local policy on students using mobile phones, which must include how this ministerial policy will be implemented and may include other personal devices in addition to mobile phones.</p> <p>Schools will manage non-compliance with their local mobile phone policy in accordance with their existing student engagement policies.</p> <p>Schools should review their local policy as part of their regular cycle of review for school policies.</p>	<p>Students Absences</p> <p>Schools must:</p> <ul style="list-style-type: none"> have an Attendance Policy as part of their Student Engagement Policy maintain attendance records identify and follow up unexplained absences record student attendance twice per day in primary schools and in every class in secondary schools record, in writing, the reason given for each absence advise parents/carers of unexplained absences, as soon as practicable on the same day of the absence, including for post-compulsory aged students. <p>Please phone/text your student's teacher or reception to inform us of any student absences. If we don't hear from you then we are required to contact you.</p>
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Respectful Relationships

Seymour flexible Learning Centre is a Respectful Relationship Partner school. Respectful Relationships is a state government initiative that supports schools to promote and model respect, positive attitudes and behaviours. It teaches our young people how to build healthy relationships, resilience and confidence. It supports young students in dealing with a range of challenges they may face and covers topics including being respectful, resilient, engaged at school and being confident within themselves. Respectful Relationships promotes equality and helps students learn how to build healthy relationships.

Police visit

Seymour FLC Students Pay Tribute to Victoria Police

This week, a group of students from Seymour Flexible Learning Centre visited the local police station to present a heartfelt tribute to our local police officers. The students created a 3D-printed vase and filled it with fresh flowers as a gesture of both sympathy and gratitude.

The tribute was given in memory of the two Victoria Police community members who recently passed away, with students wanting to show their respect and let the station know that they were in the thoughts of our school community.

Alongside this act of remembrance, the students also wished to acknowledge and thank Victoria Police for the important role they play in keeping our community safe. The visit was a meaningful opportunity for our young people to demonstrate empathy, creativity, and community spirit.

We are proud of the way our students represented Seymour FLC with maturity and compassion, and we extend our deepest thanks to the local police for welcoming our students during such a difficult time.



Careers

What a term it has been!!!

Short courses have come to an end. Over the past couple of weeks, we ran 5 accredited courses in- **First Aid, Construction Induction Card, RSA, Food Handlers & Barista**. In total, **65 certificates** were obtained. Well done to all students that elected to participate in the courses, and succeed.

Other Career activities that have taken place this term include **Winton Hands on Trades Day, Bendigo TAFE excursion and the Ventia Training Interviews** held at Go TAFE. Every opportunity that a student participates in, allows them to gain more knowledge and understanding about a possible career pathway.

We have students out on **work placement** this term, and the feedback from employers is fantastic. Be proud of yourselves for representing yourself and the school in such a great way. Hopefully new skills and knowledge will come from the opportunity.

Congratulations to Abby for completing her School Based Traineeship with Seymour Health. Abby has successfully completed Certificate III in Individual Support.

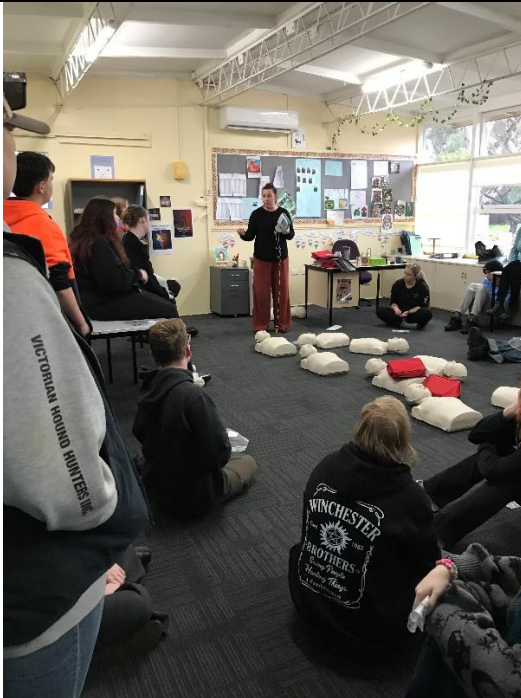
Moving forward, the focus is VETDSS (Vocational Education & Training Delivered to Secondary School). These courses are offered to students as part of their secondary schooling education. Expression of interest is now open for all courses being offered internally and externally. Please come and see me for more information.

Later this term we will have an excursion to Puckapunyal for an **Army Immersion Day**. Sign-up sheet is in the front office.

Barista Course Photos



First Aid



CI Card



Ventia Training Interviews

Yesterday myself and five other students went to GoTafe to undergo Ventia mock interviews we had all chosen from five different job titles, Grounds keeper, Forklift driver, Food and beverage assistant, Pool attendant, Mechanic, I chose to do food and beverage assistant due to my love of food. We were all understandably nervous but ultimately gained a lot from the experience. I'd like to thank Jana for organising the interviews and Leigh for being supportive and helping us prepare.
Spencer Turner

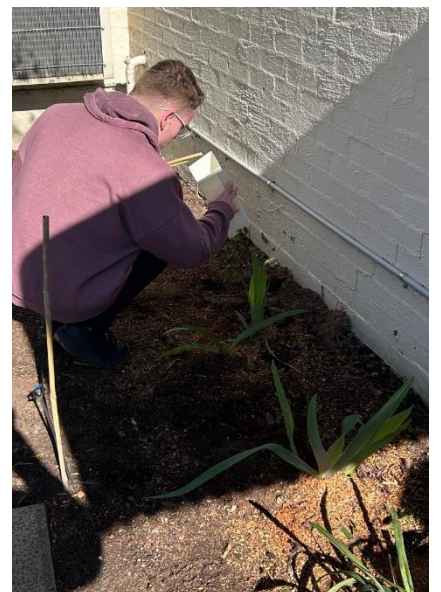
Leigh's Classroom



Planting Donated Plants

Leigh's class did some gardening after the Shire generously donated us some native bird attracting plants. We got Tony to help us plan where to put them and he gave us some assistance digging the holes. We thought about how big the plants would get then ranked them and put the big ones further apart so they don't get tangled and overgrown. We put the small shrubby type flowering bushes at the front and built bigger to the back. It should really brighten up a barren part of the school and we look forward to all the birds that come. But only if they're cute like Rosellas, not the chunky magpie that tries to steal our lunch.

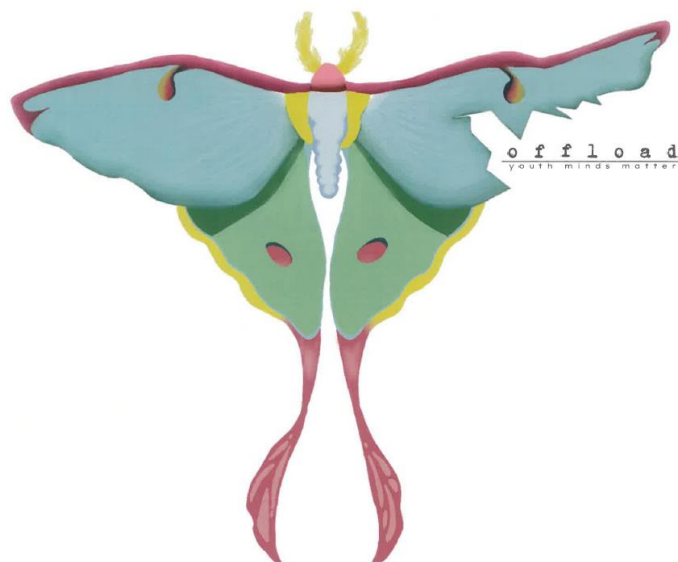
By Spencer R. Turner



Ash's Classroom

Youth Minds Matter Activity Day

Thursday 23rd of October (Term 4, Week 3)



Year 12 students are running a '**Youth Minds Matter**' event in Term 4 on Thursday the 23rd of October.

Lunch will be provided on the day and activities will include arts and crafts, sports, games and music throughout the day. Students will have the option of which events they would like to partake in!

Students in Ash's class have conclusively chosen this day to raise awareness for Youth Mental Health, with the aim of helping young people understand and manage their own mental health, address challenges and educate young people in our school community!

Activities will begin at 10am and finish at 2:45pm.

Melbourne Museum Excursion

The Melbourne Museum 2025:

Yesterday we went to the Melbourne Museum for the day. We took the southern cross train at 8.15. when we got to the southern cross station, we walked to get a tram to Nicholson Street. When we arrived, we sighed in and put our bags in a locker, then we walked into the museum. Our first tour was the dinosaur bones and a lot of dead or alive bug display, we also saw stuffed Australian animals.

Our next tour was the rocks and crystals. They had so many different looking crystals they were all so beautiful. Some of tiny rocks you were able to interact with a moving glass so you could see the crystal closer and clearer. After that we had an hour lunch break. Then our last tour was Melbourne history, we saw Phar-Lap in real life, but he was behind the glass and he was stuffed.

Walking around looking at what Melbourne used to look like was cool, there was so many old buildings displayed in one room. After we walked back to the station to catch the train home. Overall was a really fun and interesting day.

by Char. M. Young.



Wellbeing @ the Flexi

A WORD FROM YOUR WELLBEING PERSON

Dear Parents/ Grandparents and carers

It is a privilege for me to be entrusted with caring for the wellbeing of your young people. It is a responsibility I take very seriously. Anxiety remains a common issue confronting our students and I support them using a range of strategies: breathing, grounding mindfulness and visualisation. For more information about anxiety I encourage you to have a look at these: <https://www.blackdoginstitute.org.au/resources-support/anxiety/> <https://www.orygen.org.au/Training/Resources/Anxiety/Fact-Sheets>

Should you have any concerns or questions or areas you would like me to work on with your young person do not hesitate to give me a call on 0419481754 or email me at bhowley@wssc.vic.edu.au.

Best regards

Brian

Term 3's theme is:
"If it is to be, it is up to me!"



Wear it Purple Day



Thank you to Brian for organising the day. So much fun was had by all!



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Helplines

Kids Helpline: 1800 551 800

Lifeline: 131 114

Suicide Line: 1300 651 251

Homelessness Assistance: 1800 825 955

National Debt Helpline: 1800 007 007

1800Respect: 1800 737 732

Alcohol & Drug Counselling: 1800 888 236

Foundation House: Supporting Refugees

Gambling Help online

Reporting Child Abuse

Olife: 1800 184 527

Headspace 5823 8800

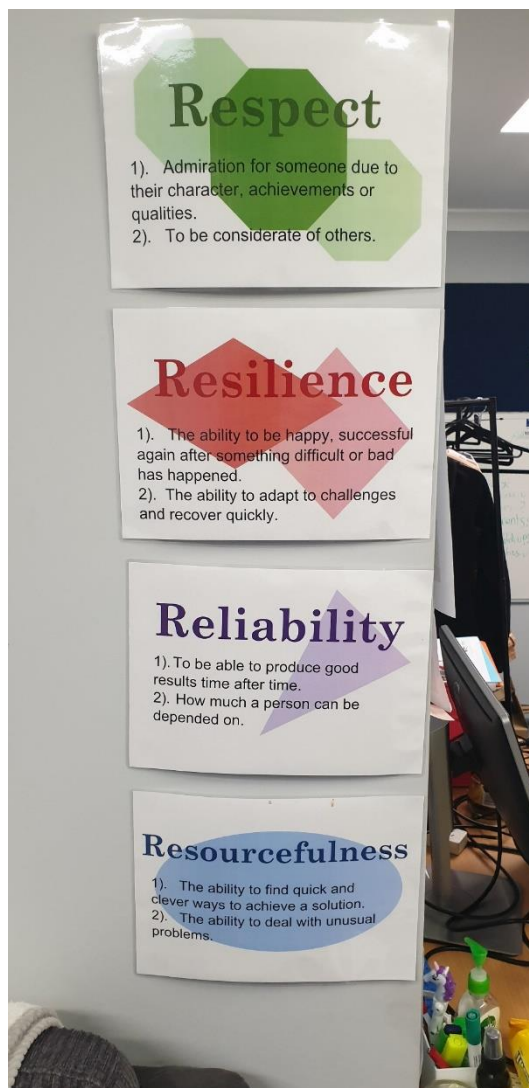
Mensline Australia: 1300 789 978

Nurse on Call: 1300 606 024

Parent Line: 1300 30 1300

Sexual Assault Services Victoria : 1800 806 292

Safe Steps Family Violence Resp: 1800 015 188



Seymour Flexible Learning School Values

Preventing bullying: A guide for families

Why it matters

One in six Australian students report being bullied at school. Bullying can seriously affect a child's confidence, mental health and learning. But research shows that strong, connected families can help prevent bullying. Children are less likely to experience bullying – or to demonstrate bullying behaviour – when they feel safe, supported and know what respectful behaviour looks like.

What is bullying?

Bullying is when someone deliberately and repeatedly hurts or intimidates another person, often using their power to cause harm. It may be face-to-face or online and includes:

- verbal (e.g. name-calling, teasing, threats)
- physical (e.g. hitting, pushing, damaging property)
- social (e.g. excluding others, spreading rumours)
- online (e.g. hurtful messages, posting private images).

It's important to know that bullying is not just a one-off disagreement or occasional teasing. Those situations can still cause harm, but bullying is targeted, repeated, and creates a power imbalance.

Ways to strengthen family connections

- Spend time one-on-one – even 10 minutes of child-led time a day strengthens trust.
- Family time – scheduled regular shared family time is linked to better behaviour and communication.
- Listen without judging – ask open questions, and let your child express themselves fully.
- Be a role model – show kindness and respect in your own relationships, online and offline.
- Be consistent – clear routines and boundaries help children feel secure and respected.

Conversation starters

Keeping the conversation open can help your child feel safe to talk. Try:

- “Who did you spend time with today?”
- “What was something that made you smile?”
- “Was there anything that made you feel uncomfortable or upset?”

If your child is being bullied

- Stay calm and thank them – “it's really brave of you to tell me.”
- Describe what's happening – “that sounds like bullying because it's happening often.”
- Make a plan – keep a record, talk to the adults that can provide support, and set follow-up steps.
- Rehearse responses – help your child practice confident ways to ask for help or walk away safely.
- Keep checking in – ask how they're feeling and monitor any changes in mood or behaviour.

If your child is demonstrating bullying behaviour

- Stay curious, not angry – “can you help me understand what’s been going on?”
- Talk about empathy – “what do you think the other person felt?”
- Set clear expectations – “in this family, we treat others with fairness and respect.”
- Guide them to repair harm – talk about apologies, making amends, or writing a note.
- Work with the school/community group – ask about positive behaviour support or mentoring programs.

Getting help

- If it happens at school or in the community – talk to your child’s teacher, principal, coach or other trusted adult.
- If it’s online – save messages, block the person, report the content and visit esafety.gov.au.
- If someone is in danger – Call 000 straight away.

Support for families

Service	What they offer	Contact
Kids Helpline	Free 24/7 counselling for children and young people aged 5–25	1800 55 1800 kidshelpline.com.au
Headspace	Mental health support for 12–25-year-olds	headspace.org.au
Parentline	Confidential support for parents and carers	Parentline in your state or territory
Raising Children Network	Trusted parenting advice, videos and tools	raisingchildren.net.au
Bullying No Way	National resource on bullying prevention	bullyingnoway.gov.au
eSafety Commissioner	Cyberbullying info and reporting platform	esafety.gov.au

Final tips

- Act early. If something feels wrong, talk to your child and involve the school or community organisation.
- Keep notes. Writing down incidents helps everyone respond clearly and quickly.
- Work as a team. A partnership approach makes a big difference.
- Take care of yourself. Supporting a child through bullying can be emotional. It’s okay to ask for help too.

Be bold. Be kind. Speak up.

Every small action at home helps to create a safer and more respectful community for all young people.

Word Search

L F R S B U R D S Y J I X C N R F C F H
 A X Y E E M S S D A J Q X W O M C T B J
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Modified Learning	Seymour Flexi	Individualised
Supportive	Innovative	Inclusive
Energetic	Wellbeing	Laughter
Education	Flexible	Caring