



Cambridge Primary School
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PRINCIPAL'S REPORT

Welcome back to another jam packed term. I hope all students are well rested and ready to learn.

We have had a lot of work completed over these school holidays. New electronic gates were installed over the holiday break. These will be an added security feature for the school. Painting was completed on portables, which has given them a fresh look. We have also had new carpet and tables installed in a number of classrooms.

There has been great conversations amongst students around our writing stimulus activity that our students will complete over the coming week. I am sure that teachers will receive some brilliant and passionate pieces of work.

Last week, our students engaged in a range of activities around the significance of ANZAC Day. On Friday, we came together to pay tribute to our fallen soldiers and to acknowledge our current soldiers who continue to fight for all Australians. Our ANZAC ceremony was a sombre experience. Thank you Jeff Gaul from Ray White for providing a wreath.



NAPLAN and Student Attitudes to School Survey will be a major focus this term. I encourage parents not to stress too much about NAPLAN testing, as this stress and anxiety can be unintentionally transferred to the students. The best advice I can offer parents is to talk to your children about having a growth mindset, encourage your child/ren to try their best, to have a go, even if they're unsure, to check over their work if they finish early and to give it everything they've got, right to the very end.



As we start to move into winter, extra layers are needed to ensure our students stay warm, however, the additional items of coloured beanies, jackets, leggings and many non-uniform items are creeping in more and more. We will be reinforcing the school's uniform expectations across the school this term and ask parents and carers to support us with this initiative.

PRINCIPAL'S REPORT

R

Respect

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Integrity

S

Self-resilience

M

Excellence

Winter Uniform

- Navy unisex track pants/trousers with navy jumper, navy polo shirt, white, black or navy socks. Navy beanie, navy scarf (no other logos).
- Coat – plain block colours, blue preferred.
- Cambridge checked pinafore or tunic with navy blue tights.

A reminder that all uniform items are to be purchased from Noones at 54 Old Geelong Road, (next to Spotlight). We have a strong focus on wearing our school uniform and being proud to be at Cambridge Primary School.

We have received calls from neighbouring homes concerned with parents illegally parking before and after school. At all times, be safe and follow road rules. Lead by example to your children. Please use the school crossing, that is available to our families.

Just a friendly reminder to all parents and visitors to the school to sign in at the office if you are dropping off lunch, bags and clothing etc. When the school is operational and for the safety of all students, it is important that we are aware of all visitors on school grounds. Please do not enter classrooms during learning time. Come to the office and our office staff will assist you.

Jane Budd

Acting Principal



NAPLAN

Thank you to all the Cambridge Community members who have reached out to let us know about the timing of Ramadan Festival Eid, with falls during the NAPLAN testing period. Unfortunately, we are unable to move the tests due to NAPLAN being a national test, but fortunately, students are able to make up missed tests due to religious absence. Makeup tests will be conducted during the school's test schedule (see calendar for dates). The makeup tests will be the same tests sat nationwide and will not impact the timing of the marking period, nor will it impact student results.

Any tests needing to be made up, due to absence, will be conducted when the student arrives back at school.

Jess Green - Learning Specialist

CAR PARKING AROUND THE SCHOOL

Dropping off and picking up your children

When dropping your children off at school, and picking up, please ensure you **park in a permitted area** before letting them out of the car. We understand you're busy, and the available parking spaces aren't terribly numerous in Carruthers Drive, however, this doesn't give you the automatic right to decide that simply stopping in the middle of the road is the right way to drop kids off.

Remember not to let your children get out (or get in) on the road side of your car. There are doors on both sides of your car. Use them! Drop off times and pick up times are far too busy!

Do not park across driveways. It's illegal, but it's also massively inconsiderate to the homes that actually own the driveways. If you cannot get a car park close by, just accept you may have to walk your children a little way from where you can park the car.

For the safety of all children, don't forget to **use the manned crossing**. If you've parked all the way up the street, on the other side of the road from the school, train your children to walk along the footpath to the crossing.



R

Respect

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WHAT'S ON?

TERM 2 - WEEK 2		Library - Prep-2
Monday 26 April		
Tuesday 27 April	<ul style="list-style-type: none"> • PHOTO CATCH UP DAY • CITY WEST WATER INCURSION - YEAR 4 	
Wednesday 28 April		
Thursday 29 April	<ul style="list-style-type: none"> • NEWSLETTER 	
Friday 30 April	<ul style="list-style-type: none"> • DISTRICT CROSS COUNTRY 	
TERM 2 - WEEK 3		Library - 3-6
Monday 3 May	<ul style="list-style-type: none"> • WILDLIFE VOLUNTEER TALKS - YEAR 6 	
Tuesday 4 May		
Wednesday 5 May	<ul style="list-style-type: none"> • WORLD MATHS DAY 	
Thursday 6 May	<ul style="list-style-type: none"> • MOTHERS' DAY STALL - STUDENTS CAN BRING \$10 	
Friday 7 May	<ul style="list-style-type: none"> • YEAR 6 INTERSCHOOL SPORT 	
TERM 2 - WEEK 4		Library - Prep-2
Monday 10 May	<ul style="list-style-type: none"> • SCHOOL DENTAL VAN ARRIVES 	
Tuesday 11 May	<ul style="list-style-type: none"> • NAPLAN TESTING - YEARS 3 and 5 	
Wednesday 12 May	<ul style="list-style-type: none"> • NAPLAN TESTING - YEARS 3 and 5 	
Thursday 13 May	<ul style="list-style-type: none"> • NAPLAN TESTING - YEARS 3 and 5 • NEWSLETTER 	
Friday 14 May	<ul style="list-style-type: none"> • NAPLAN TESTING -- YEARS 3 and 5 • YEAR 6 INTERSCHOOL SPORT 	
TERM 2 - WEEK 5		Library - 3-6
YEAR 4 SWIMMING PROGRAM		
NAPLAN TESTING - YEARS 3 and 5		
Monday 17 May		
Tuesday 18 May	<ul style="list-style-type: none"> • THE PROCESS OF MAKING A LAW INCURSION - YEAR 5 	
Wednesday 19 May	<ul style="list-style-type: none"> • THE PROCESS OF MAKING A LAW INCURSION - YEAR 5 	
Thursday 20 May		
Friday 21 May	<ul style="list-style-type: none"> • YEAR 6 INTERSCHOOL SPORT 	
TERM 2 - WEEK 6		Library - Prep-2
Monday 24 May		
Tuesday 25 May	<ul style="list-style-type: none"> • CAMBRIDGE ATHLETICS CARNIVAL 	

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 2

<p>Musa Mir 3B</p>		<p>Musa is a responsible and prepared student, who constantly challenges himself to improve his writing, reading and numeracy skills. He is an excellent listener and offers thoughtful questions to clarify his understanding of the topic and task. Musa displays exemplary focus during class and always gets his work completed to high expectations. During our unit on persuasive writing, he worked hard to learn the strategies and expectations for this writing style and achieved excellent improvement in structure and use of persuasive language in his writing. Musa consistently displays the school values and is always kind and respectful to everyone in the Cambridge community.</p>
<p>Rafan Khan 3C</p>		<p>Rafan is an enthusiastic and helpful member of 3C, who begins every day with a smile. Rafan approaches all of his school work with positivity and encompasses the school values in everything he undertakes. He completes his learning with excellence and takes great pride in it. Rafan is always willing to take on new challenges, especially in maths, and shows great self-resilience and a growth mindset when working through new learning. Congratulations Rafan!</p>
<p>Cooper Beacham 4B</p>		<p>Cooper has made an incredibly positive start to year 4. He has displayed our school value of respect by using his manners, and improving his patience, when he is waiting for help. He has shown self-resilience by taking great pride in his work and by seeking out more challenges when he has completed a task. Cooper has also practiced excellence by being a positive and enthusiastic learner. Well done Cooper!</p>
<p>Tanishi Chaudhary 4C</p>		<p>The principal award goes to Tanishi Chaudhary for achieving her goals by displaying the Cambridge Primary School values of Self-Resilience and Excellence. Tanishi has become an active learner. She now comes to school ready to learn and work hard. She engages in her learning and seeks help when she needs it. It's great to see her come to school with a positive attitude and have more confidence in herself when faced with new challenges.</p>

R

Respect

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Integrity

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Self-resilience

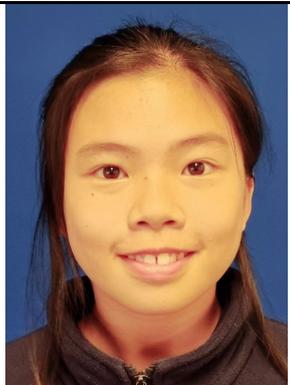
M

Excellence

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 2		
<p>Yashal Shakeel</p> <p>5B</p>		<p>Yashal is a bright and friendly member of 5B and goes out of her way to support her peers. She has a strong growth mindset and never gives up, even when presented with a challenge. I have been extremely impressed with her dedication to her work. Keep up the great work Yashal.</p>
<p>Aakashi Bose</p> <p>5C</p>		<p>Aakashi comes to school each day with a smile and a positive attitude. She shows excellence in everything she undertakes and is happy to accept feedback to improve her learning. She always strives to achieve her learning goals with exceptional results. Congratulations Aakashi!</p>
<p>Devansh Bhati</p> <p>6A</p>		<p>For being a positive team player and always willing to offer assistance to students in the classroom.</p>
<p>Kim Tran</p> <p>Enrichment</p>		<p>Kim is an enthusiastic and conscientious student who displays a positive attitude towards school, learning and her peers. She is polite, reliable and considerate, making her a role model for others. She supports her peers with class work, and happily volunteers to take on extra responsibilities. Congratulations Kim!</p>

MOTHERS' DAY STALL

Thursday 6th May 2021



Students can bring up to \$10 to purchase items for a significant person in their life.

Please put the money in an envelope or zip lock bag with your child's name, grade and amount on it.

NAPLAN Online – information for parents and carers



2021

Your child will do the NAPLAN tests online

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. 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.

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.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

To find out more about NAPLAN Online, visit nap.edu.au

What can I do to support my child?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and related functionalities available in the NAPLAN Online assessment at nap.edu.au/online-assessment/public-demonstration-site

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

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 special provisions or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN 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.

NAPLAN Online timetable

The assessment window for NAPLAN Online is nine days instead of the three days provided for the paper test. This is to give schools flexibility in scheduling and accommodate schools that may have fewer devices.

The NAPLAN Online assessment window starts on Tuesday 11 May and finishes on Friday 21 May 2021.

The online test scheduling requirements are detailed in the table below.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students do a paper-based writing test (on day 1 only) Year 5 must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) Years 7 and 9 must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only)	Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min.	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Years 7 and 9 students can start with reading on day 1; however, writing must start on day 2 as the writing test takes priority over any rescheduled reading tests from day 1 To be completed before the conventions of language 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.	This test assesses 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.	This test assesses number and algebra, measurement and geometry, and statistics and probability

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN test results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results 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 handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy

Preparing for tests & exams

Andrew Fuller

If you have ever looked at a test or exam paper and thought, “I know that I know this but I can’t remember anything”, if you have stayed awake in the middle of the night worrying about a test the next day, if you have ever felt butterflies in your stomach or a headache whenever you think of an coming test, here are a few ideas for you.

Everybody gets stressed.

Everyone gets stressed during tests and exams, even the people who say that they don't. Look around in a room where people are doing a test or exam. Even those people who are yawning, looking bored or stretching and looking as cool as cucumbers, are stressed.

That means everyone has to learn how to cope with these feelings. It is not just you!

Stress can block your memory, give you a queasy tummy, make you lie awake at night, give you a dry throat or a headache- these aren't nice feelings to have.

Get Stressed

The first strategy to dealing with stress is to get stressed. Huh? Makes no sense? Let me explain.

Stress feels yucky but it is actually your body's way to getting ready to take on a challenge. Stress prepares you to perform at your best. Blood gets pumped to your arms and legs, your heart speeds up, and non-essential services like your digestion slow down- you are ready to take on the world. So stress might feel unpleasant but realising that it is your body's way of revving you up and

helping you to perform at your best, will help you to keep these feelings in perspective.

Write Out Your Worries

The second strategy to deal with the stress of an upcoming test or exam is to grab a piece of paper one or two days before the test and write down all your concerns about it. Write out an answer to the question, “What would happen if I fail this test?” Then write out an answer to the next question, “If I did fail what would happen then?” Read your written answers aloud to yourself.

Even if doing well on this test or exam is really, really important to you, knowing your fears will calm you. Knowing the answer to the question, “If I did fail, what would happen then?” helps you to make a back up plan.

Chew Something.

Ok you've done all of that and you still feel nervy. The third strategy is to eat or chew on something either before or during the test or exam. Check with your teacher that chewing something is allowed in test and exam rooms. If chewing is not allowed, at least chew something just before entering the test. Some jellybeans or fruit would be ideal. Chewing gum is not a good idea.

Stress happens when we feel we are in a dangerous situation. It is an automatic process that we can't completely control. Eating or chewing on something sends a signal to your body that says, “Well, if I'm chewing something I can't be in total danger, so relax a bit.”

Focus on now.

Stress can spin your head. It can have you thinking all sorts of weird ideas. Stress can have you remembering that time you failed all those years ago or that time you were so embarrassed by something. Stress can also blow things out of all proportion and have you predicting bad things in your future.

The past is no longer with you and the future hasn't happened yet. Worrying has never changed anything in the past and predictions about the future are usually wrong.

Doing well on a test or exam means you need to focus on the question in front of you now. Keep reminding yourself, "What do I need to do right now?"

Breathe Out - S L O W L Y

When you feel stressed one of the fastest ways to calm down is to breathe out slowly. We all have a calm down system that is controlled by our breathing. If you breathe out and count silently to yourself, "one thousand, two thousand, three thousand", you will start to feel calmer.

Stand tall walk proud

Your brain is incredibly intelligent. In fact, you possess at the top your neck, humanity's latest upgrade- the most intelligent brain in all of history. But! Your brain is also incredibly stupid. It believes what you tell it. This means if you stand-up and maintain a powerful posture your body sends a signal to your brain that tells it you are feeling in charge of things and it can reduce the stress hormones.

Remember the 5 Ps

There is an old saying, "Perfect preparation predicts powerful performance". The best way to prepare for a test or exam is to: study the whole area you have learned;

test yourself;

sort the areas into those that you answered correctly and those you did not;

re-study the areas you answered incorrectly;

re-test yourself;

re-study until you are getting close to 100% right;

test yourself on the entire topic.

Look after yourself

Breakfast- eat "brain food" the morning before a test or exam. Have a higher protein, lower carbohydrate mix at breakfast. That means less toast and more eggs.

Drink water- water lowers your levels of cortisol that causes stressful feelings. Avoid energy drinks as they rev you up and may interfere with your levels of concentration.

Sleep well- try to get a good night's sleep the night before a test or exam. If you are feeling really worried, set an alarm so you can wake up early and do some revision.

Make yourself smarter

The biggest obstacle you face in doing well at a test or exam is not your brain. You have plenty of intelligence. The big issue is your level of anxiety.

If you take the time to prepare for the test or exam and use the strategies suggested in this sheet, you will perform at your best.

Keep Calm and Carry On

You have many, many skills that will NOT be assessed by this test. Tests and exams are important, but they are not the big predictors of life success.

Do your best and prepare as well as you can but don't make the mistake of thinking that your score on a test is a measure of your intelligence or predicts your future.

Andrew's most recent book is "Tricky Teens" (Finch Publishing, 2014)

What sort of start is your child getting?



Just a little bit late doesn't seem much but

He/She is only missing just ...	That equals ...	Which is ...	And over 13 years of schooling that's ...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>half a year</u>
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 Weeks per year	Nearly <u>1 and a half years</u>
1 hour per day	1 day per week	8 weeks per year	Over <u>2 and a half years</u>



Did you know that your child's best learning time is the start of the school day?

Does your child have a chance of being successful?

1 - 2 days per week doesn't seem much but ...

If your child misses ...	That equals ...	Which is ...	And therefore, from Prep to Year 12, that is	This means the best your child can achieve is ..
1 day per fortnight	20 days a year	4 weeks per year	Nearly <u>1.5 years</u>	Equal to finishing Year 11
1 day per week	40 days a year	8 weeks per year – almost 1 term	Over <u>2.5 years</u>	Equal to finishing Year 10
2 days per week	80 days a year	16 weeks per year – 1.5 terms	Over <u>5 years</u>	Equal to finishing Year 7
3 days per week	120 days a year	24 weeks per year – 2.5 terms	Nearly <u>8 years</u>	Equal to finishing Year 4

EVERYDAY COUNTS!

Attendance Priority for Cambridge Students – When should your child be at school?

Regular school attendance is vital to your child's success. Our goal is to ensure that all children fully benefit from their education by getting to school **on time (in class by 8:45)** and **attending school regularly**. Attending school regularly helps children feel better about school, and themselves. You can help your child/ren learn that getting to school on time every day is important. Consistent attendance will help children do well in high school, university, and at work. We expect students to be at school:

- No earlier than 8:35 am - when the school gates open.
- Ready to enter class and prepare for their day on the first bell at **8.45am**.
- On time for attendance to be taken by classroom teachers at 8.50am – if your child enters school/class after 8.50am you will need to sign them in personally at the front office, and explain their lateness to the office administration staff for department records.
- Ready for learning when the instruction bell rings at 9:00 am.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 16 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day, or two days, every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom, if the teacher has to slow down learning to help children catch up.
- By year 6, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.

EXPLAINED ABSENCES/LATENESS – HOW WE PLAN TO HELP OUR FAMILIES

We know that there are a wide variety of reasons that students are late or absent from school, from health concerns to transportation challenges. There are many people at school to help you if you or your child face challenges in getting to school regularly or on time. Our priority, this year, is to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your child attend school regularly and in a timely manner.

WHAT WE NEED FROM YOU?

Have your child attend every day they are well. If you have to drive your child to school, leave yourself extra time in case of traffic or inclement weather. Our gates open at 8:35, so you can drop your child/ren off starting then.

An unexcused reason for lateness would be because of sleeping in, traffic, running late, etc. Examples of excused lateness are illness, health condition, medical appointment and a family emergency. Arriving late to school/class impacts a student's learning, as well as the classroom atmosphere. Being on time for school/class is a positive goal for each of our students. Research has shown that your child's attendance record may be the biggest factor influencing his/her academic success.

If your student is going to be absent or late, please contact the administration office on 9748 9011 or if you require additional support to get your child to school please ask to speak with Assistant Principal, Sue McGowan.

WHAT YOU CAN DO?

- Set a regular bed time and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbour, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance and getting to school on time.
- Talk to your student's teachers if you notice sudden changes in behaviour. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

Please contact Mrs Sue McGowan, Assistant Principal for Student Engagement and Wellbeing, for any further support.

WELLBEING - 100% Attendance

Congratulations to the following students who all achieved perfect attendance in Term 1. They will be recognised at their assembly by their peers and presented with a certificate.

Prep	Ranfateh Benipal, Akhil Dasar, Avyaan Garimella, Jayden O'Mahoney, Akshar Patel, Krishil Patel, Skyla Piercy, Chloe Pratt, Abinaya Sasikumar, Eefa Shafraz, Avika Sharma, Aazam Siddique, Asees Sidhu, Arielle Soo, Naaz Taak, Charlie Wei, Ayah Yusuf.
Year 1	Harjaap Ahluwalia, Likhita Appana, Isaac Brown, Methuka Defonseka, Thisuka Defonseka, Julie Duong, Reya Gala, Senya Hettiarachchi, Aydin Khan, Michael Korwa, Elaine Liu, Maxwell Masters, Thinusha Mudannayake, Lucas Quing, Thenara Samarakoon, Srihan Senbakanath, Anhad Takkar, Ezra Vaitohi, Daniel Zang.
Year 2	Emrys Boulton, Bei Bei Chen, Vaibhav Chitturu, Gloria Huang, Shilyn Hudson, Bhavreet Kaur, Mikayla Kuki-Labrador, Claire Ling, Dylan Nanayakkara, Oscara Nanayakkara, Lavinia Nettis, Edith Percival Tafili, Flynn Redmond, Aala Shafraz, Allen Tang, Grace Thamdam, Jaishnu Thumati, Omar Townsend, Enaya Umar, Aliya Verma, Christine Vuong, Harrison Xu, Aamina Zahra.
Year 3	Parisa Ahmad, Anam Fatehi, Kaiden Fellows, Ananya Gebre, Abdullah Haroon, Akshara Kantu, Tessa Kapenten, Husna Khan, Hannah Millington, Hudson Page, Krishika Patel, Krishiv Patek, Youyou Qing, Rithvik Ramesh, Avyukt Renjith, Jenna Saadati, Matthew Shen, Baxter Sirotic, Levi Skrypnkiw, Alyxa Soo, Scarlett Talbot, Kevin Tang.
Year 4	Dylan Booth, Reuben Boulton, Claire Briones, Jia Yi Chen, Noah Elston, Ansh Gatiya, Karnik Jain, James Lee, Wenbo Liu, Jasmine Luong, Nina McArthur, Mia McAteer, Janessa Mistry, Michael Ormsby-Hopa, Kaashvi Parma, Krish Parma, Ayaan Patel, Rishi Pillai, Elle Polglase, Anirudh Senbakanath, Aishah Shamsuddin, Sienna Solomon, Joseph Thamdam, Emily Zhang.
Year 5	Maddison Beyer, Devonte Bombe, Malakey Boulton, Faruk Hadzic, Dani Hamada, Jappreet Kaur, Ramsha Khan, Nicole Korwa, Shreyan Lakamsani, Gavin Lim, Quan Luu, Brydon Millhouse, Ayan Mohamed Saheer, Yashas Ramesha, Salim Salim, Yuvan Singh, Taha Tashnia, Elva Xu, Breanna Zhao.
Year 6	Caleb Harrison, Yethmin Hettiarachchi, Aashi Jadli, Janifar Janifar, Shania Kisson, Naomi Kodikara, Liam Ludwig, Kahna Luhar, Sian Magalona, Ahmed Marjoub, Zaina Mohamed Fahim, Helena Murphy, Rachel Rhee, Neil Roy, Shaquile Ruawhare, Zoe Samson, Hashini Senthilkumar, Simrat Sidhu, Esha Sirotic, Rayyan Syed, Aleezah Talpur, Teresa Thaw, John Woldegiorgis, Emma Xu.
Enrichment	Kevein Chen, Amelia Duong, Justin Malik, Jowan Ong, Avik Renjith, Eelaf Shafaz, Melisa Vuong.

R

Respect



Integrity



Self-resilience



Excellence

WELLBEING

Parent Opinion Survey 2021 – Term 1 Results

Thank you to the 166 families that took the time to respond to our Parent Opinion Survey, as posted through Compass in Term 1. Here are the results. We will be targeting key areas to improve on this term from the data and hope to see a reflection in the data when we conduct the survey again later this term.

Question	Total % Agree	Total % Disagree
My child enjoys the learning they do at school	87	13
The school treats my child with respect	92	8
My child has been supported this year to adjust to their new year level	88	12
My child feels safe at school	91	9
My child feels confident about the skills and strategies they have learnt at school to address bully behaviours	91	9
I have used the school online bullying form	23	77
My child feels accepted by other students at school	89	11
This school provides opportunities for my child to develop a sense of responsibility	86	14
The academic standards at this school provide adequate challenges for my child	84	16
This school encourages my child to persist when learning is difficult	86	14
My child can explore their own interests when it is related to their class work	84	16
The school provides opportunities for my child to make decisions and solve problems	84	16
This school provides diverse programs for my child's interests and abilities	79	21
The school provides my child with opportunities to build his/her confidence	78	22
This school gives my child opportunities to participate in school activities	85	15
My child is taught organizational skills to help with managing homework/schoolwork load	85	15
This school gives me opportunities to participate in my child's education	70	30
I feel confident this school provides a good standard of education for my child	83	12
Teachers are enthusiastic and positive about teaching	91	9
There is effective two-way communication between the teachers and parents at this school	75	25
My child gets extra help with learning from teachers when needed	79	21
Teachers at this school expect my child to do his or her best	90	10
Teachers communicate with me often enough about my child's progress	58	42
Teachers provide useful feedback and respond to the learning needs of my child	67	33
The teachers are very good at making learning engaging	89	11
My child feels motivated by his or her teachers to learn	83	17
Teachers at this school model positive behaviour	90	10

Mental Health and Wellbeing Coordinator

Cambridge Primary School is part of a pilot program run by the Department of Education and Murdoch Children's Research Institute aimed at providing more mental health support in primary schools.



Pene Toose is the Mental Health and Wellbeing Coordinator for 2021. Mrs Toose will participate in training through the University of Melbourne Graduate School of Education and the role includes supporting staff, students and families and building mental health literacy to identify and support students with mental health concerns. Her role will include touching base with families to improve attendance, and advocating and valuing student voice and agency in their mental health and wellbeing needs.

20 days, 20 ways of Wellness

Want to give your wellbeing a boost in as little as 5 minutes a day?

With life busier than ever, it can be difficult to find the time for yourself, whether you are wanting to get a bit more active, improve your diet or simply feeling better. Follow these 20 easy and simple steps over the next 20 Days to kickstart your mental and physical wellbeing with Wyndham City's 20 Days, 20 Ways of Wellness. Suitable for all levels and experiences.

You can begin your 20 Days any time – schedule a daily reminder in your phone/ calendar and get friends and family to join you along the way – <https://www.wyndham.vic.gov.au/services/sports-parks-recreation/find-local-sports-club-or-activity/20-days-wellness>



Attention Families in Year 2 and Year 4

You are invited to take part in the Mental Health in Primary Schools pilot project. This will be a 15-minute online survey in Terms 2 and 4 that will provide the researchers with valuable information around student mental health and wellbeing. **The links will be available on Compass from Friday 30th April and due for completion by next Friday 7th May** so please check there for further information. Thank you for your participation!

Excerpt from: [Scrap the textbooks: why making maths fun should be a national priority](#). Published April 22 2021 The Courier

By Christopher Hogbin who is education lead at 3P Learning - the name behind online learning programs such as Mathletics and Reading Eggs. [Full Article](#)

Australia-wide, maths is suffering from an epidemic of disengagement, and a whole generation of students are graduating with only limited numerical ability.

The consequences of this trend are beginning to show. According to [the Engineers Make Things Happen Report](#), only 6.2 per cent of girls and 11.5 per cent of boys study advanced maths in year 12 - disturbing figures in a nation that's trying to shift to an innovative, technological economy.

That's not to say we haven't done anything about the problem. Earnestly, we've responded by packing even more into the curriculum, overloading primary schoolers with high-stakes tests, and shaking our heads over NAPLAN results.

The answer is not adding more to the curriculum, focusing on learning facts, and having more higher stakes testing. It's the opposite.

Let's look abroad for comparison, in countries that have successfully improved students' engagement with the subject.

In Finland, students aren't introduced to rules and symbols before the age of seven. They spend their first years of primary school exploring maths through hands-on play - just as they would at home.

In Estonia, maths is integrated across subjects and throughout the learning environment. Schools have numbers painted on stairs and shared charts where children record the daily temperature or tallies of birds they've spotted in the playground.

Closer to home, Singapore has adopted a 'teach less, learn more' policy, so students can build a deep understanding of maths at their own pace, instead of rushing through a packed curriculum.

These approaches succeed because they show students that maths is about more than just rules, memorisation, and abstraction. Instead, it's a living thing: rich, relevant, creative, and maybe even *fun*.

Australian teachers and parents might regard these examples with skepticism. What's well and good for Estonia might not be as applicable to regional Queensland, for example.

This is true, but I'm also convinced that we don't need major institutional changes just to make maths fun instead of repellent.

In truth, it's something any teacher or parent can do whether they're an expert in the subject or not. Here's how -

GET KIDS TO SOLVE REAL-LIFE PROBLEMS

MAKE MATHS COLLABORATIVE

EMPHASISE PLAY AND DISCOVERY

TBC

MATHEMATICS

Next Wednesday 5th May is World Maths Day – held by 3P, the creators of Mathletics.

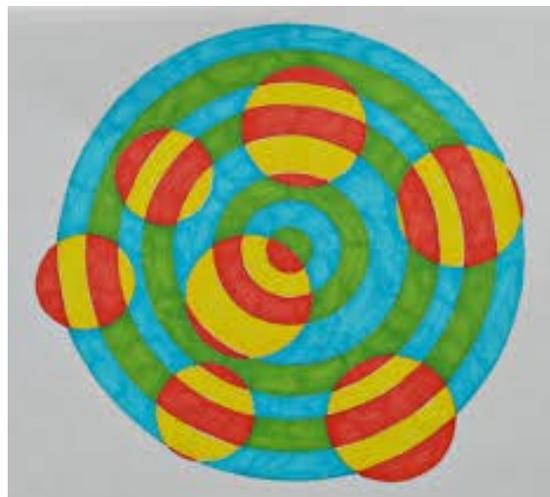
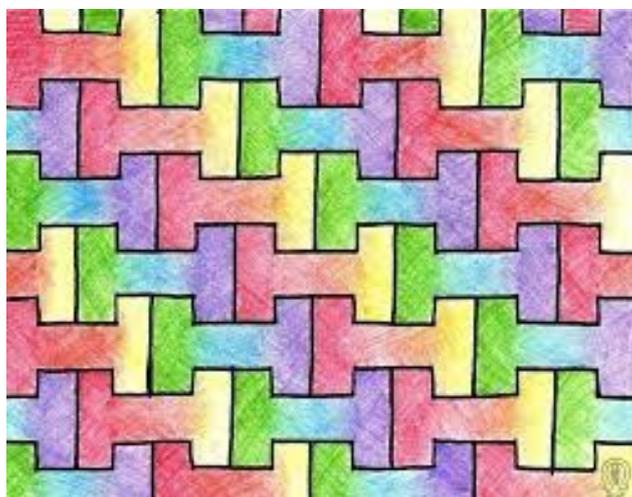
Celebrate with your children by:

- hopping onto Mathletics and joining in the world competition
- create Math-Inspired Art – search maths inspired art on Pinterest or just google for ideas
- go on a maths walk around the your neighbourhood and find numbers, shapes, angles, patterns and equal groups

Please share any other ideas you might have on the Cambridge Facebook post about World Maths Day!

Thank you

Lauren McDonald



CANTEEN NEWS

Welcome back to term 2. I hope everyone enjoyed the break.

I have found a supplier that sells all JJ flavours. These are chicken, pizza, burger and salt and vinegar.

I also stock a new drink called CHILL. The cost is \$2.20. It comes in grape, lemonade, raspberry, apple and cola flavours.

Baked potatoes are back on the menu for terms 2 and 3.

If your child orders a frozen item, please let them know to bring their bag back to the canteen to collect the item that they have ordered.

For the next 2 weeks, I will be making Anzac biscuits every day. They are 70c each.



CLASSROOM HELPER COURSE

R

Respect

CLASSROOM HELPER COURSE

Good morning families,

We will be conducting a Classroom Helper Course for interested parents on Monday 3rd May from 9am - 11am. This program is designed to assist you with strategies for helping in the classroom. We will cover topics such as reading, writing and speaking and listening strategies as well as basic number strategies and mathematics in the real world. There will also be a component where we discuss the confidentiality required when working as a helper at Cambridge Primary School.

If you would like to be a classroom helper, please access the google form below and register.

<https://forms.gle/XXYnsoYRBkhhTUkz9>

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Integrity

NO DOGS ALLOWED ON SCHOOL GROUNDS



Please refrain from bringing your dog onto school grounds.

MY SCHOOL DENTIST PROGRAM



The Australian Dental Foundation Inc's 'My School Dentist' program is a **FREE*** mobile dental program that delivers oral health care and education for students at kindergartens and schools across South Australia and Victoria.

About the 'My School Dentist' Program

The Australian Dental Foundation (ADF) is a charity, dedicated to improving oral health and expanding access to quality dental care for children and teens (2 to 17 years of age) across Australia.

We are proud to deliver the 'My School Dentist' program, a no out of pocket expense mobile dental program that delivers onsite oral health care and education for students at Primary Schools, Secondary Schools, Kindergartens, Child Care Centres and Out of Hours School Care.

Since our beginning in 2012 the 'My School Dentist' program has provided services at hundreds of sites, improving the oral health of thousands of children and making our program the largest mobile dental service in Australia.

In the coming weeks, we are lucky enough to have 'My School Dentist' program come to our school. Your child should have brought home a permission slip to have his/her teeth checked. Once this form is returned to school, it will be passed onto the staff from the 'My School Dentist' program.

*Check-ups and treatment performed at registered schools, pre-schools, OHSC and kindergartens at no out of pocket expense to children (or the school/site).



S

Self-resilience

M

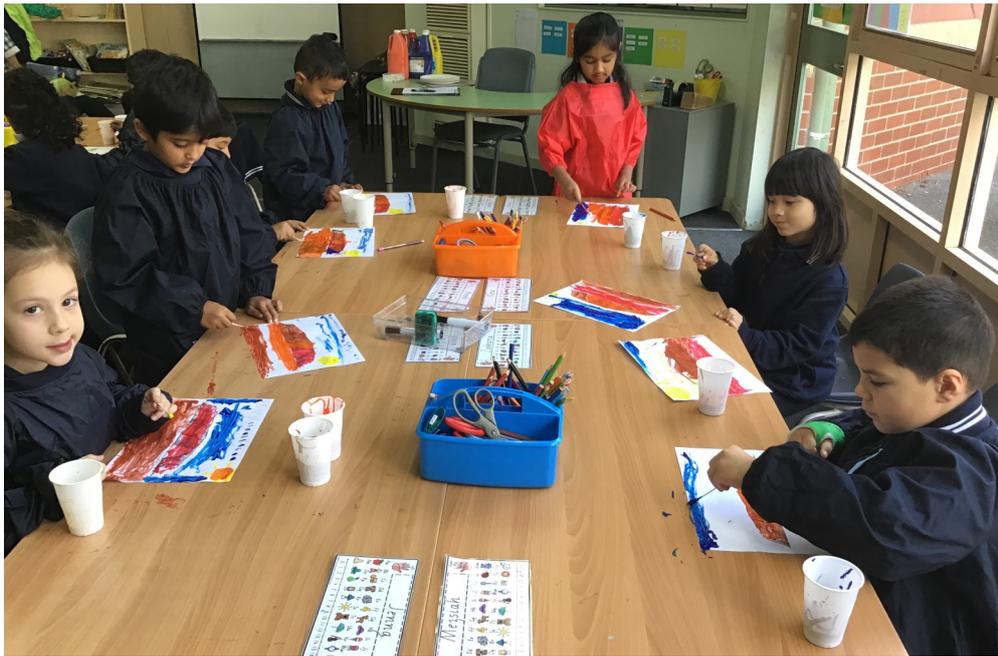
Excellence

PREP

Welcome back! We are very proud of the way our prep students have settled back into school routine. Over the next couple of weeks, we'll be focussing on building letter sound knowledge and hearing sounds in words when writing. In reading, we are learning about fiction and non fiction texts and exploring their features and building reading strategies to solve words. In maths, we are continuing place value, focussing on ordering numbers (initially to 20) and identifying '1 more' and '1 less'. We are also learning about 'data' in Statistics and Probability. Students will answer 'yes/no' questions and interpret the data. They will learn how to record data using tally marks.

A few reminders - students must wear hats outside until May. As the weather becomes colder, your child may wish to wear a beanie or jacket. Please ensure they are navy blue in colour and labelled.

Thank you to our prep families for their continued support with letter and sight word practise at home. We will continue to check your child's yellow reading log once a week and encourage our students to read everyday. Don't forget to log in to Reading Eggs and take advantage of this wonderful literacy program as it complements what we do in the classroom.



Last week, we focussed on the letters 'u' and 'l'. As part of a language experience, students learnt about Uluru, painted it and then wrote about it. Below are some photos of Prep A.



YEAR 1

Welcome back to our year 1 families and students. We hope everyone had a lovely break and are ready to embrace a term full of lots of learning.

The year 1 teachers are super excited about this term, as most of the topics we are learning all link up!

In writing, we are learning how to write an information report.

In science, we are learning about lifecycles.

In humanities, we are learning about Geography (our local area).

In numeracy, we are currently learning about length, followed by addition and subtraction and conclude the term with location.

In reading, we are learning about non fiction texts and how to search for information.

As the weather gets colder don't forget to make sure your child is wearing navy and following the school uniform policy.

Finally, please bring your iPad fully charged every day.

The Year 1 Team

DROP EVERYTHING AND READ

From 11.15am - 11.30am each day, the whole school stops to read. Our school office (including the phones) is closed during this time, as our office ladies are busy reading with students.



Judy Shaw, from the office, reading with Aamina Zahra.

YEAR 2

What a great start to term 2! The students have returned to school with positive attitudes towards learning. This is great to see! In week 1, Mrs Menhennet spoke with the students about how Cambridge Primary has changed over the years. Students were amazed to hear that she had worked at our school since it first opened. This was a great opening to our term 2 humanities unit, which is based around significant landmarks in the local area, how they have changed and ways in which to preserve them.



Teachers are in the process of organising an excursion and will require some parent volunteers to attend. If you are interested and have a current Working with Children Check, please contact your child's teacher.

In term 2, our writing focus is persuasive writing. Students are learning about ways to write persuasively and will soon be writing to convince their readers to agree with their own opinions.



In reading, students are continuing to analyse and critique what they are reading, as well as make connections, search for, and use, information, use strategies to solve unknown words and self correct.

Addition and subtraction are the current focus in maths, and in week 3 we will be moving on to patterns and the relationship between addition and subtraction.

Reminders:

Ensure your child comes to school each day with a fully charged iPad and that all apps from the year 2 app list are installed.

Sun hats must be worn until the end of April.

If you haven't already done so, please send in a box of tissues to your child's class. Some classes have a very low supply.

Make sure your child is in the correct school uniform every day. If unsure, access the uniform policy on the school's website.

Have a lovely week!

YEAR 3

Welcome back! We hope you all had a restful and enjoyable holiday, spending time with your friends and family. We have a big term coming up with lots of exciting opportunities ahead. In literacy, we are learning about Narratives where we will be looking at the different elements such as character development, settings, complications and resolutions. In numeracy, we are looking at patterns and how we can identify and continue the pattern. Our humanities unit, this term, focuses on emotions and how we can manage them effectively. Recently we sent home some information regarding NAPLAN, which included dates and information regarding the process. We are working with students during school time to equip them with the skills they need to be successful in NAPLAN and how to manage their emotions during this new experience.

Reminders:

- * all year 3 students **MUST** have headphones at school for NAPLAN testing
- * Athletics Carnival note due Monday 10th May

Upcoming events:

- * NAPLAN testing Tuesday 11th May to Friday 14th May
- * Athletics Carnival Tuesday 25th May
- * Curriculum Day Friday 11th June
- * Queen's Birthday Monday 14th June



3D made some amazing poppies after learning about their significance and how they relate to ANZAC Day.

Toolbox



Be successful IN YOUR ZONE!

BLUE ZONE TOOLS:	GREEN ZONE TOOLS:	YELLOW ZONE TOOLS:	RED ZONE TOOLS:
REST STOP *TAKE A BREAK *THINK HAPPY THOUGHTS *TALK TO SOMEONE ABOUT HOW YOU ARE FEELING *ASK FOR A HUG *LOOK AT A PICTURE BOOK	GO TIME *FINISH YOUR WORK *LISTEN TO YOUR TEACHER *HELP A FRIEND *SMILE *GET A HIGH FIVE	SLOW DOWN *TAKE A BREAK *TALK TO YOUR TEACHER *GO FOR A WALK *TAKE BELLY BREATHS *SQUEEZE A STRESS BALL OR SQUISHY	STOP *TAKE A BREAK *SQUEEZE A STRESS BALL/SQUISHY *TAKE 3 BELLY BREATHS *COUNT TO 10 *TALK TO SOMEONE ABOUT HOW YOU ARE FEELING

THE ZONES OF REGULATION

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch try talking to someone	Drink water do something you enjoy	Deep breaths do something you enjoy lay down distract your mind	Take a break have some fresh air try talking to someone about it

We have been learning about the zones of regulation and ways that we can manage our emotions using lots of different strategies.

YEAR 4

Welcome back to Term 2!

The year 4s have made a fantastic start to Term 2 and settled back into the routines of their classrooms really well. This term, in writing, we will be working on writing explanations, so we have been exploring the features of explanations and the way the author has presented the information in an engaging way. In numeracy, we have been learning about different strategies for solving subtraction problems. Our humanities unit for this term is Geography, which focuses on comparing the landscapes of Australia, Africa and South America. This week, all the students attended an incursion conducted by City West Water, who explained the water cycle and how much water is used to make everyday items. This will be really useful information that students will be able to use later in the term when writing explanations.



R

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Excellence

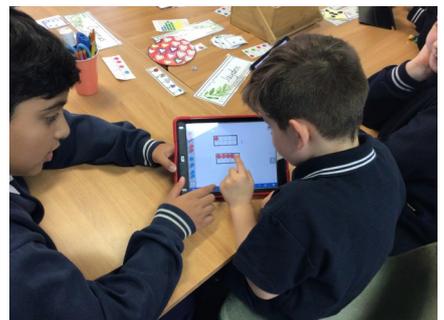
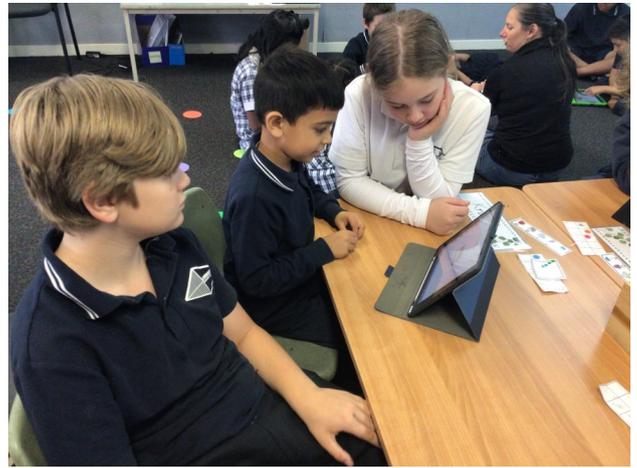
YEAR 5

What an impressive start the year fives have made to term two.

Students have begun investigating the characteristics of Science Fiction texts in order to create their own. This week classes have been introduced to their classroom novel.

All chosen texts contain elements alluding to a dystopian future. In mathematics, year fives have begun to explore the idea that we can pull apart and put together numbers in many different ways. They have embarked on the exploration of different strategies to add and subtract and to compare and evaluate the efficiency of these. In order to apply some of these strategies, they will be investigating differing problems related to the measurement of perimeter and area.

Below are photos of our students working with their Prep Buddies. They used ten frames to represent numbers and were asking questions like: What is one more? What is one less? and How many to the next ten?



YEAR 6

School Uniform

School uniform is a symbol of our school, this means wearing it with pride and showing respect. Why do we have to wear it with pride? Wearing school uniform shows how we respect our school and our community. We also show that we are happy to wear our uniform.

Winter Uniform

- Navy unisex track pants/trousers with navy jumper, navy polo shirt, white, black or navy socks. Navy beanie, navy scarf (no other logos).
- Coat – plain block colours, blue preferred.
- Cambridge checked pinafore or tunic with navy blue tights.

by Inder and Bella

Interschool Sports

This term, the year 6 cohort have started winter sports and the selection of sports are - T ball, AFL, volley ball and soccer/football. Last Friday, we went head to head against Saint Peters. Some of the teams went to Saint Peters, while many of the teams stayed at Cambridge. Have a chat to your child to ask them which sport they are doing for the winter portion of the competition.

by Ethan

Library

Having a library at this school is a wonderful opportunity and so we should relish this by borrowing and returning library books and placing them in the correct order. 42% of the world's children do not have easy access to books so we should therefore be grateful for our library and the freedom to read and enjoy books.

by Thinuli



ENRICHMENT

Miss Meracis and I would like to welcome back all of our parents and students of enrichment. We hope that you have had a relaxing holiday and enjoyed spending time as a family.

This term is going to be just as busy as term 1, with students working on numerous projects that will culminate to a gallery which we are hoping to hold at the end of term.

As a school, we are focusing on ensuring school pride by ensuring that all students are in full school uniform. As the weather cools down, we would like to remind parents that students are welcome to wear beanies, scarves and gloves, but they need to be navy, with no logos. Please ensure that your child's name is on all items of clothing.

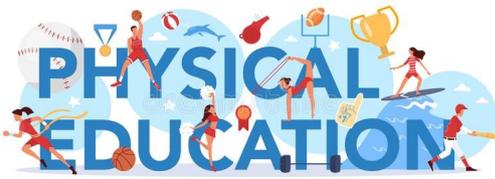
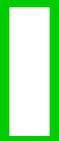
It is an expectation that all students come to school with all resources ready to go, for example a fully charged iPad and pencil case. – Miss Green

After the holidays, the students of the Enrichment Class were anxious to get back to school. Last week, we published our AMAZING memoirs that we have spent 8 weeks working on. This term we will be writing and studying biographies.

In mathematics, we have begun a new unit – data, where we have been looking at mean, median and mode, as well as exploring stem and leaf plots.

In humanities, we have been learning about community hubs, and ways we can provide help for new migrants. We have also been liaising with Cr. Jasmine Hill from the Wyndham Council.

On an extra-curricular note, the year 6's have started their winter sports for interschool sports and our year 5 class mates are busy preparing for NAPLAN.



Welcome back everyone! Term 2 is jam packed with events.

This Friday, 30th April, we have a number of students attending the District Cross Country at Heathdale. These students will be competing against other schools, with the hopes of progressing onto the next stage. Congratulations to everyone who made it to district, and the best of luck for Friday!

In May, we have our years 3-6 Athletics Carnival. On this day, students will be competing against their peers in a variety of different events, earning house points and ribbons. It is sure to be an exciting and energy filled day. More information about this day will come out in the next couple of weeks.

Years 5 and 6

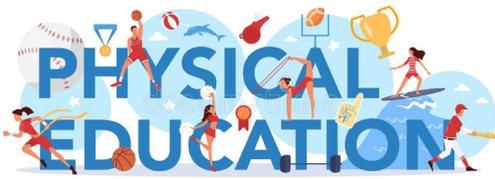
In PE, the years 5 and 6 students have been learning about Target Games. Within this unit, they have been learning about accuracy and aiming at a target. The students have engaged in a variety of different games and activities and experimented using harder and softer throws in order to reach or hit their target.

During one of our lessons, the students practiced these skills by participating in frisbee golf. There were Frisbees flying everywhere, but the students had lots of fun during this lesson!



Year 5 students participating in frisbee golf.





ARE YOU BORED IN THE MORNINGS?

DO YOU WANT TO GET IN SOME EXTRA FITNESS?

DO YOU WANT TO HAVE FUN?



EVERY MONDAY AND THURSDAY
ON THE SENIOR BASKETBALL COURT
JOIN MISS WILKINSON IN A FITNESS SESSION
STARTING AT 8:35-8:45!

WE WILL DO THINGS LIKE...



& MORE

COME ALONG AND JOIN THE ACTIVE TRIBE!

OUR SCHOOL PARTNERS

R

Respect



Integrity

S

Self-resilience

M

Excellence



Looking to buy or
sell your home?

Contact your local area specialist today.

Jeff Gaul
0406 270 790
jeff.gaul@raywhite.com

For every home sold through mention of the school, Cambridge Primary School will receive a generous donation.

raywhitewerribee.com

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**MEN'S
CATCH UP**

*SECOND & FOURTH
TUESDAY OF EACH
MONTH 6:30 PM*

*A CHANCE TO
CONNECT AND SHARE
WHAT IS HAPPENING
FOR YOU IN A SPACE
WHICH IS
CONFIDENTIAL,
SUPPORTIVE AND NON-
JUDGMENTAL.*

*CALL SHAUN ON 0455
521 154 FOR MORE
INFORMATION*





VIRTUAL MOTHER'S GROUP

A CHANCE TO CONNECT AND SHARE WHAT IS HAPPENING FOR YOU IN A SPACE WHICH IS CONFIDENTIAL, SUPPORTIVE AND NON-JUDGMENTAL



SECOND & FOURTH TUESDAY OF EACH MONTH | 10:30-11.30AM

CALL SANDRA ON 0429 984 478 FOR MORE INFORMATION

The Grange P – 12 College

Correspondence to:
PO Box 730 Werribee 3030

College Administration:

Deloraine Campus (7 – 12)
Deloraine Drive, Hoppers Crossing 3029
Telephone: 9748 9166 Facsimile: 9749 4980
email: the.grange.p12@edumail.vic.gov.au

Callistemon Campus (P – 6)
Callistemon Drive, Hoppers Crossing 3029
Telephone: 9748 6555 Facsimile: 9748 6777
internet: www.thegrange.vic.edu.au



Dear Parents /Guardians,

On behalf of The Grange P-12 College, we would like to formally invite possible future students and parents to attend our **2022 Year 7 Information Evening on Tuesday 20 April in the Deloraine Campus Performing Arts Centre from 6 – 7pm**. Within this presentation we will outline our teaching and learning programs, the High Achievers Program, our Sports Science Academy programs and the procedure for enrolling your child based on the Department of Education Transition process.

We would also like to invite you to book into one of our available parent tours. These tours are conducted in smaller groups and showcase what our College has to offer your child. The dates for these tours are advertised on the flyer on the back of this letter.

If you would like to attend either the Parent Information Evening or the Parent Tours, please call our administration office and reserve your place on (03) 9748 9166.

We look forward to working with you in the future and are more than happy to assist you by answering any questions or queries you may have.

Regards,

David Smillie
College Principal

Brendan Chircop
Years 7 & 8
Assistant Principal

Kendall Clarke
Sport Science Academy
Assistant Principal



Respect
Learning
Working Together



THE GRANGE P-12 COLLEGE

YEAR 7 2022 PARENT INFORMATION EVENING

TUESDAY 20
APRIL 6pm

Deloraine Campus
Performing Arts

30 Deloraine Drive, Hoppers Crossing

SCHOOL TOURS:

Wednesday 21 April 2021

9.15am and 10am

Friday 23 April 2021

9.15am and 10am

Monday 26 April 2021

9.15am and 10am

Tuesday 27 April 2021

9.15am and 10am

Wednesday 28 April 2021

9.15am and 10am

For Parent Tour Bookings, Contact Anita Knight – Enrolment Officer (03) 9748 9166



Manor Lakes P-12 College 2022 Year 7 Parent Information Evening

Dear Prospective Families,

The first parent information evening will be on **Tuesday the 4th May** with tours available prior during the following time slots:

School Tour to begin at 5:30pm

Information Presentation to begin at 6:30pm in Victoria Secondary Administration Building

Please assemble in front of the Victoria Administration building (Gate 2) where you will be met by staff.

During the information session, "Future Important Dates" information will be distributed and staff will be able to answer any questions you may have during the tours and at the conclusion of the presentation.

On **Saturday the 8th May** the Secondary Principal Team will run additional tours every half an hour. The first tour will be at 10.00am, with the last tour at 11.30am. Each tour is for about 30 minutes.

We look forward to meeting with you all,

Regards,

*Renee Liprino
Secondary Principal*

