



Cambridge Primary School  
Carruthers Drive  
Hoppers Crossing VIC 3030  
Telephone: (03) 9748 9011  
Fax: (03) 9748 8924



email: [cambridge.ps@edumail.vic.gov.au](mailto:cambridge.ps@edumail.vic.gov.au)  
<https://www.facebook.com/cambridgepsvictoria/>

## Inside this issue

Principal's Report	1
What's On?	2
Chess News	3
Book Fair	3
Wellbeing	4
Mathematics	6
PLC News	7
Specialists	18
Our School Partners	21
Community News	22

## PRINCIPAL'S REPORT

Dear Parents and Carers,

Welcome to the end of term 2. We made it!

I want to thank all of our parents and carers for your ongoing commitment to your children. It hasn't been an easy term, but TOGETHER, we made it to the end.

Parent teacher interviews were conducted online so that we can continue to keep our school COVID 19 safe. Thank you all for your flexibility. Overall, they ran exceptionally well.

Our school photos looked fantastic. This was the first time we have used a different photographer and I have to say, I was very impressed. Special thanks to Jane Budd for organising and coordinating the school photo process.

The dental van has worked tirelessly to work through checking in with over 500 students. This has been a wonderful service for our students and the school.

It is exciting to know that excursions and incursions can be planned for term 3. I know that many year levels are actively seeking activities that support the learning in the classroom. Fingers crossed, we don't have another lockdown.

Next term, we have a new staff member joining us in year 2 as Zoe Johnson heads off on a new and exciting journey called motherhood. Eunice Tan will join the Cambridge family in term 3. We will make a time available for parents and carers of 2E to meet Miss Tan within the first week. I am sure our school community will make her feel welcome.

As you head off into the school holidays, I want to ask our local families to please keep a watchful eye over the school and report any suspicious behaviours to police immediately. Sadly, the school holidays becomes a time where vandalism increases, so it is important we continue to keep an eye out to reduce this. Your support is greatly appreciated.

I hope families are able to reconnect with friends and family members over the coming break, especially with those in regional Victoria. Remember to keep safe, stay warm and return safely to us in term 3.

Take care, everyone.

*Honey Stirling*

# WHAT'S ON?

# R

Respect

—

Integrity

# S

Self-resilience

# M

Excellence

## TERM 2 - WEEK 10

NO LIBRARY

Thursday 24 June	<ul style="list-style-type: none"> <li>Next Newsletter</li> </ul>
Friday 25 June	<ul style="list-style-type: none"> <li><b>END OF TERM - SCHOOL FINISHES AT 1.45pm</b></li> </ul>

## TERM 3 - WEEK 1

Monday 12 July	<ul style="list-style-type: none"> <li>Term 3 begins</li> </ul>
Tuesday 13 July	<ul style="list-style-type: none"> <li></li> </ul>
Wednesday 14 July	<ul style="list-style-type: none"> <li></li> </ul>
Thursday 15 July	<ul style="list-style-type: none"> <li></li> </ul>
Friday 16 July	<ul style="list-style-type: none"> <li>Regional Cross Country</li> </ul>

## TERM 3 - WEEK 2

Monday 19 July	<ul style="list-style-type: none"> <li></li> </ul>
Tuesday 20 July	<ul style="list-style-type: none"> <li>Australian Parliament Video Conference - Enrichment</li> <li>Melbourne Museum - Year 4</li> </ul>
Wednesday 21 July	<ul style="list-style-type: none"> <li></li> </ul>
Thursday 22 July	<ul style="list-style-type: none"> <li>Cambridge Chess Championship</li> </ul>
Friday 23 July	<ul style="list-style-type: none"> <li>Interschool Sport</li> </ul>

## TERM 3 - WEEK 3

Monday 26 July	<ul style="list-style-type: none"> <li></li> </ul>
Tuesday 27 July	<ul style="list-style-type: none"> <li></li> </ul>
Wednesday 28 July	<ul style="list-style-type: none"> <li></li> </ul>
Thursday 29 July	<ul style="list-style-type: none"> <li></li> </ul>
Friday 30 July	<ul style="list-style-type: none"> <li>Scienceworks Excursion - Preps</li> </ul>

## TERM 3 - WEEK 4

Monday 2 August	<ul style="list-style-type: none"> <li></li> </ul>
Tuesday 3 August	<ul style="list-style-type: none"> <li></li> </ul>
Wednesday 4 August	<ul style="list-style-type: none"> <li></li> </ul>
Thursday 5 August	<ul style="list-style-type: none"> <li></li> </ul>
Friday 6 August	<ul style="list-style-type: none"> <li></li> </ul>

# CHESS NEWS

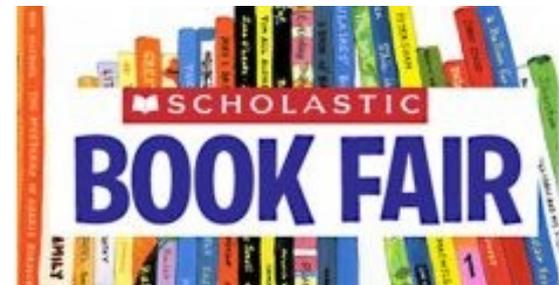


**Coaching:** Students who paid for coaching in term 2 have missed out on four lessons. Those four lessons will be made up in the first four weeks of term 3 (all going well), and then we will advertise for the remainder of the year.

**Cambridge Chess Championships:** Due to Covid, this was cancelled last term and is now booked in for July 22. Students who have already paid will be automatic entries. Any other students who wish to participate should see Mr Jarred for a permission slip.

# BOOK FAIR

This year we will be having our Book Fair in weeks 2 and 3 of term 3. Due to the uncertainties regarding COVID restrictions, we will not be having parents onsite at our Book Fair. Instead, students will be able to look at the books that are for sale (during their library session) and complete a wish list. They then take their wish list home so their parents can then [go online to pay for any books they wish to purchase](#). Students then need to bring their proof of purchase (wish list with payment receipt number and full titles of purchased books included) to the library where Mrs Clement will arrange for the purchased books to be delivered to the student's classroom. All Book Fair sales earn commission for our school library.



## The Mental Health and Wellbeing Coordinator Team

In the last few newsletters, we have introduced you to Sue McGowan - Assistant Principal of Student Wellbeing and Engagement, Pene Toose - Mental Health and Wellbeing Coordinator, and Mark Wilkinson - Wellbeing Mentor

Today, we are introducing 3 staff members who are also part of the Mental Health and Wellbeing Coordinator Team.



### Miranda Obieglo

My name is Miranda Obieglo and I am currently teaching in year one. I have been teaching for just over 7 years now. Prior to that, I worked as a social worker. My passion for supporting children and their families has stayed with me, continuing into my teaching role. I'm excited to be a part of the wellbeing team at Cambridge and look forward to spending more time with different students in our school.



### Heath Puddefoot

My name is Heath Puddefoot and I'm part of the Wellbeing Team and a year 4 teacher.

This is my 8th year of teaching and my 5th at Cambridge, where I have loved being a part of the school community.

My role on the Wellbeing Team has allowed me the opportunity to work with students and teachers to help continue building the safe and welcoming space Cambridge has provided for so many in the community.



### Kobie Scott

My name is Kobie Scott and I am a year 5 teacher this year. I have been lucky enough to be at Cambridge Primary school for 9 years. I love being a part of the Cambridge community and have had the opportunity to meet so many students and families over the years, having taught years 1 – 5 in my career.

Before teaching, I was a professional swimmer and competed in the Paralympic Games in 2004. After retiring from sport, I decided to turn my attention to public speaking, where I spoke to schools and companies about topics such as motivation, achieving your dreams and advocating for people with a disability. It was during my time speaking in schools that I fell in love with the idea of teaching and instilling confidence in students. I am extremely passionate about the wellbeing and mental health of students and I am very excited to be a member of the MHWC Team.

## GROWTH MINDSET FORTNIGHTLY FOCUS

In term 3, we will be having a fortnightly focus on an area of Growth Mindset. Weeks 1 and 2 will be an introduction to Growth Mindset, where students will learn the basics about Growth Mindset and the difference between Growth and Fixed Mindsets. Many of our families at CPS will be familiar with Growth Mindset, but we have decided given the events of the last 18 months, it's an area we think is important to re-engage with across the school. We will include information in the newsletter each fortnight to help you continue to develop these skills at home.

### WHAT IS GROWTH MINDSET?

We all have beliefs about our own abilities and potential. These beliefs are part of our mindset which is so powerful it can fuel our behaviour and predict our success. Mindset shapes our everyday lives, helping us interpret our experiences and future possibilities. In her research at Stanford University, Dr. Carol Dweck identified two different types of mindsets. Growth mindset occurs when we believe our intelligence and abilities can be improved upon with effort and the right strategies.

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset. Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.

In contrast, those with a fixed mindset believe their intelligence and abilities cannot be altered in a meaningful way. As a result, mistakes are often seen as failures rather than opportunities to grow and learn. When stuck in a fixed mindset, we may fear new experiences, avoid risks, and feel the need to repeatedly prove ourselves to others.

**GROWTH VERSUS FIXED MINDSET**

**Growth Mindset**

- Embrace challenges
- Persevere in the face of failures
- Talents and abilities can be developed
- Focus on the process not the outcome
- Find inspiration in others success
- Engage deeply and process the error with a desire to correct it
- Accept criticism as a way to learn
- Embrace novelty with a desire to master new skills
- Look for people who challenge them to grow
- Leads to collaboration and innovation

**Fixed Mindset**

- Avoid challenges
- Give up easily
- Talents and abilities are fixed
- Focus on the outcome
- Feel threatened by the success of others
- Run from error, do not engage with it with a desire to look smart
- Ignore negative feedback even though it may be useful
- Avoid new experiences with fear of failure
- Look for people who can reinforce their self esteem
- Can lead to cheating and deception

How are you practicing Growth Mindset today?

Cambridge Primary School  
Respect | Integrity | Self-resilience | Excellence

## LITERACY AND NUMERACY TIPS TO HELP YOUR CHILD EVERY DAY

*A GUIDE FOR PARENTS OF CHILDREN AGED 0-12*

### Excerpt from [LINK](#) BIRTH TO SCHOOL YEAR 2: NUMERACY

A child's first years are a time of rapid learning. Research tells us what babies have an innate capacity to understand numbers. As your child's first teacher, you play a key role in developing their numeracy skills from an early age. Developing numeracy skills early gives children an important foundation for their learning and development. It helps prepare them for daily life, including general problem solving and handling money. Maths includes noticing numbers, shapes, patterns, size, time and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and at home. Children need lots of experiences in making, counting, drawing and talking about numbers. The activities in this section will help your child to develop these skills. You may feel the maths your child is doing at their early childhood centre, kindergarten or School is different from how you were taught, but you can still support your child in many ways. Make connections for your child by explaining how numbers and counting are a part of everyday life.

### YEAR 3 TO YEAR 6: NUMERACY

Family participation in learning is one of the most accurate predictors of a child's success in school and beyond. Providing opportunities to discuss and engage in mathematics supports your child's learning in and out of school. Your child will also begin to connect the importance of maths with their everyday activities, such as navigating public transport, comparing and choosing the best item to buy in stores, setting a budget, and cooking. Talk positively about maths so your child also values it. If your experiences in maths at school were less than ideal, avoid making comments like "I was bad at maths at school," or "I didn't like maths because it was too hard." Comments like these can lower your child's expectations of themselves, and can perpetuate myths about people being naturally bad or good at maths. Conversely, if you did well at maths in school, avoid jumping in with answers or solutions. Encourage your child to talk about how they might work out maths problems. This helps boost their confidence and deepens their understanding. Regardless of your own school experiences in maths, be reassured that maths today is not about learning by rote. Today, the focus is on recognising that there are multiple ways to get an answer, and being able to explain how and why you chose the approach you did. There are many activities you can do at home to help explore maths with your child. When participating in these activities, avoid associating them with speed. Expecting your child to work quickly on maths can cause maths anxiety. Try to focus on the process and not the outcome.

### PREP

Wow! What another fantastic term our Prep children have had. They have worked so hard to consolidate in all areas of their learning. They managed learning from home and have returned to school ready to go. Preps are starting to write short sentences using capital letters and full stops. They are using strategies to solve unknown words when reading and have been learning how to tell the time to o'clock in Maths. We look forward to next term. We will be learning all about being healthy in Humanities. We will explore having a healthy body and mind. Students will also celebrate 100 days of Prep with lots of fun hands on activities.

Once again, we thank all of our Prep families for working in partnership with us. We thank you for getting your children to school on time, making sure they wear the correct uniform, reading every night with them and practising their letters and high frequency words. We really appreciate all that you do and it really does make a difference.

We wish all our Prep families a wonderful holiday, with lots of time to relax and enjoy time together.



Preps engage in fine motor activities to develop their hand eye strength and coordination. They also practice taking turns, problem solving and oral language.

# PROFESSIONAL LEARNING COMMUNITY NEWS

R

Respect

—

Integrity

S

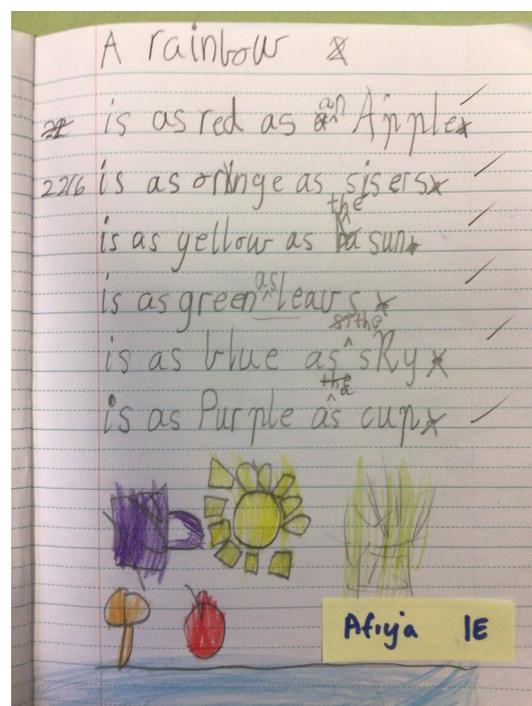
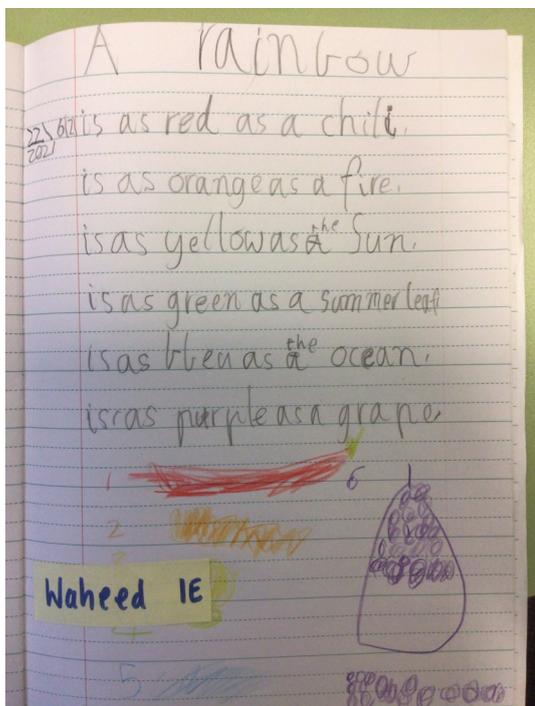
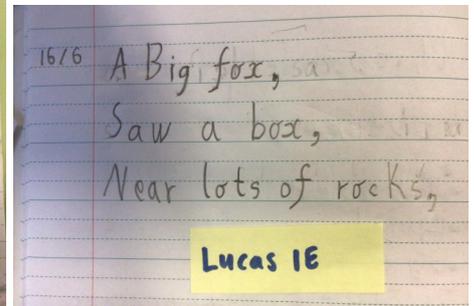
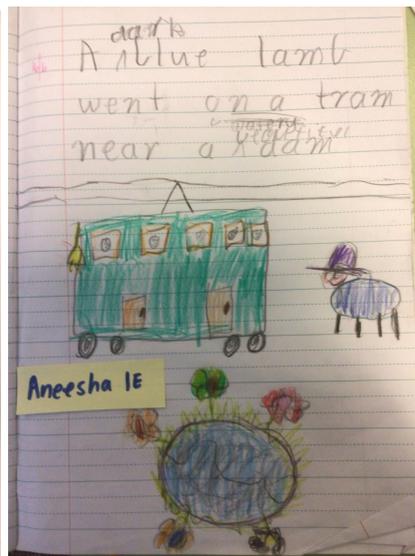
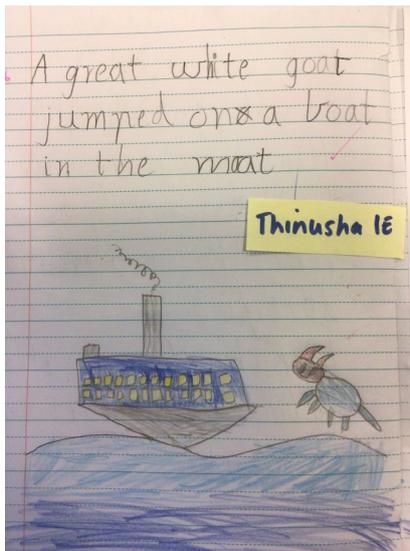
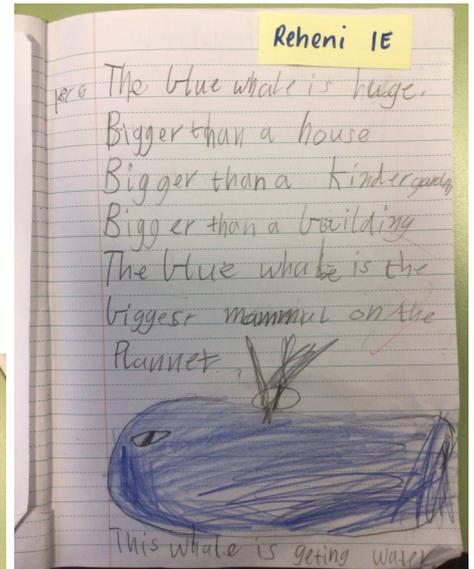
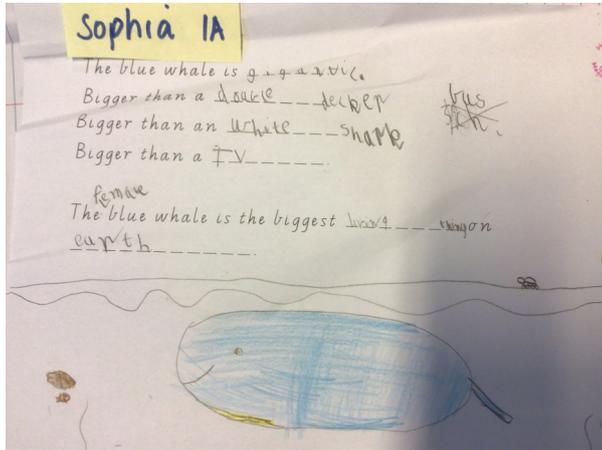
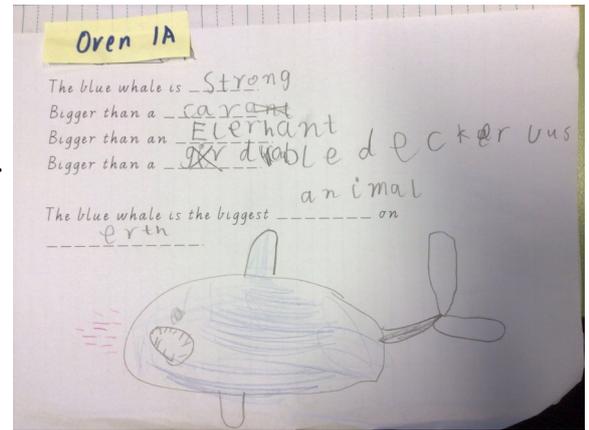
Self-resilience

M

Excellence

## YEAR 1

The year 1 students have continued to expand their vocabulary during writing. They have been writing poetry and also copying the writing of known authors. Here are some examples based on *Big Blue Whale* by Nicola Davies. You can also see some examples of rhyming poetry and simile poems.



# R

Respect

—

Integrity

# S

Self-resilience

# E

Excellence

## YEAR 2

And just like that, we are halfway through the year - two terms down, two more to go. The year 2 students have demonstrated fantastic resilience since being back at school after remote learning. In writing, students have been learning about poetry. Students learnt to define poetry, identify the purpose and audience, identify the features and explore types of poems. They channeled their inner Shakespeare to create rhyming, acrostic, autobiographical and cinquain poems. In reading, students have been learning about verbs, adverbs and continued to read and make connections to themselves, to another text and to the world. In the last two weeks, students have been using informal units to measure and compare objects using mathematical vocabulary they have learnt. We focused on area, mass and capacity. To conclude 'Our Toys Over Time' unit, students had opportunities to deliver their PowerPoint presentation to their class, demonstrating their understanding of how toys have changed from the past to toys used today. A HUGE thank you to you all for your continued support throughout the term.

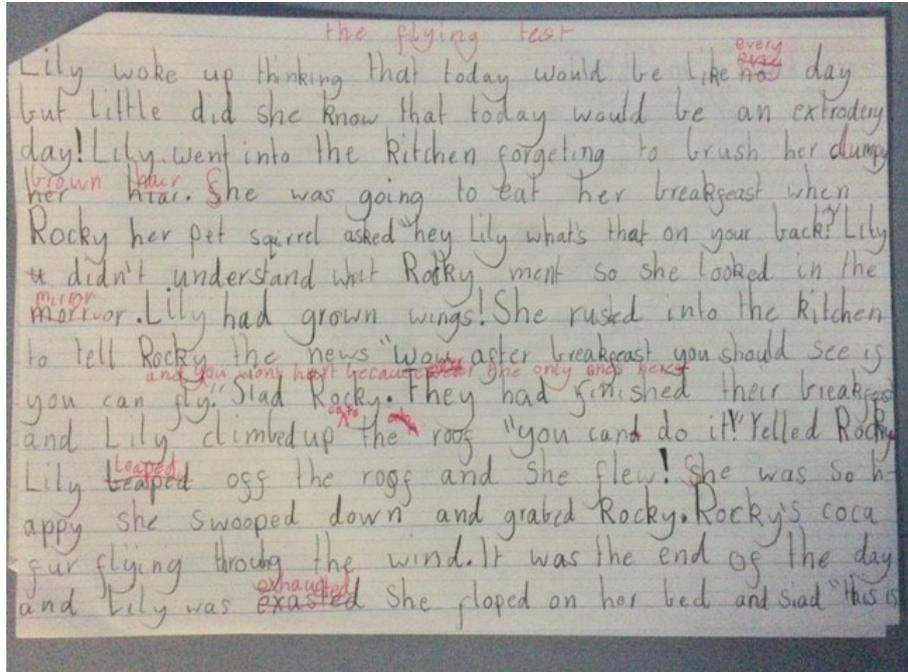


The year 2 teachers wish all our families a happy and safe break. We look forward to seeing all the students back and refreshed for term 3.

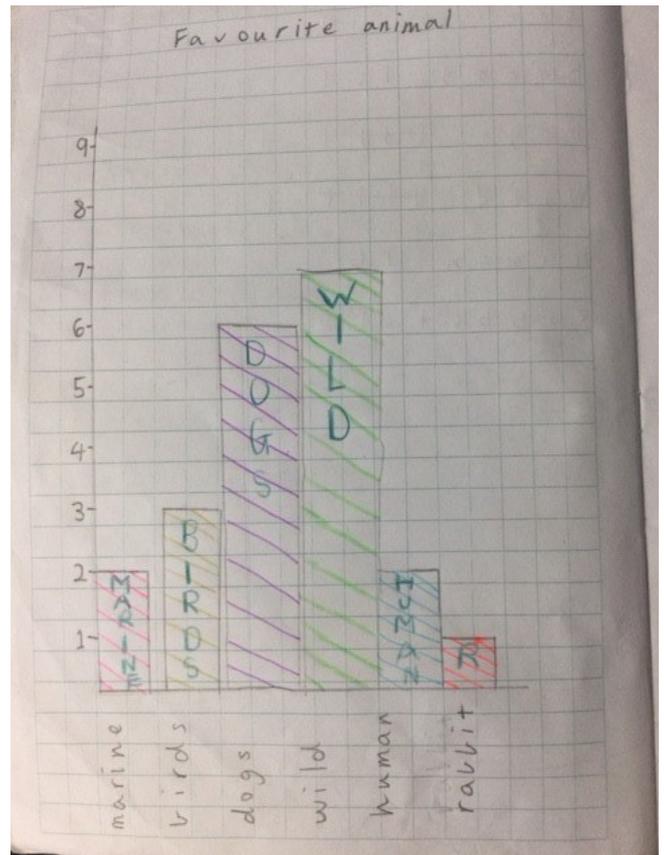
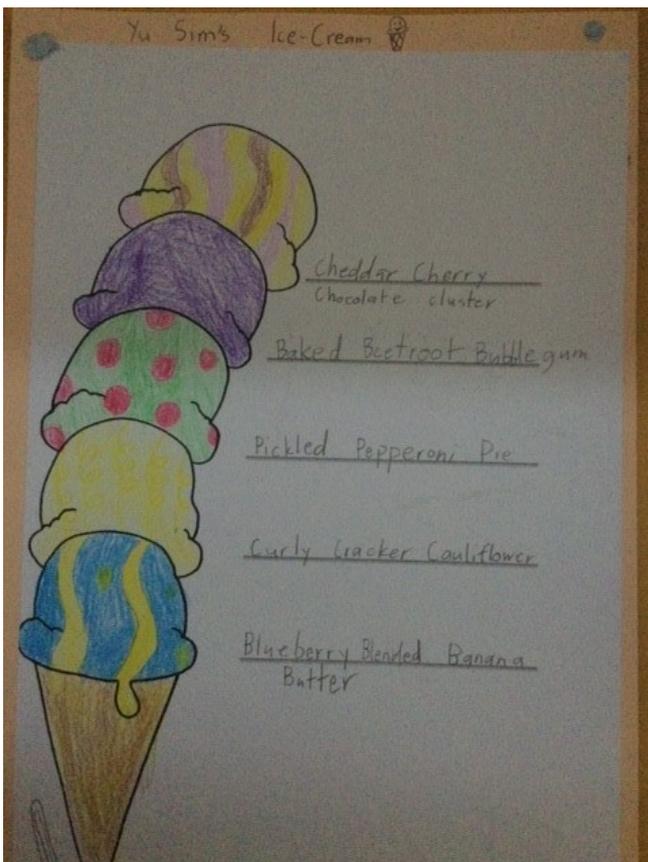


### YEAR 3

We have made it to the end of term 2 with only a few minor hiccups! Our year 3 students have made some great progress and learnt lots of new skills this term. In literacy, our students have learnt about figurative language including similes and metaphors, onomatopoeia, alliteration and hyperbole. Students have then used this in their narrative writing to engage and excite the reader. In numeracy, they have learnt about collecting and sorting data, using questions. Students have then used this data to create data displays and graphs to show the information that they have collected. Our students have been working hard on developing a presentation that displays the coping skills that they have learnt during our Humanities unit. In science, we have been looking at and identifying living and non living things in the environment around us.



We hope you have an enjoyable holiday spending time with your friends and family and can't wait to hear what exciting adventures you got up to when you come back in Term 3!







### YEAR 5

Congratulation to the wonderful cohort of year 5s. You've done a tremendous job completing this semester of learning, especially with the disruption of Naplan and Remote Learning. This week, students completed their science-fiction stories and shared these with their classmates. As a celebration of the thorough investigation of this genre, classes watched a science-fiction movie and unpacked elements of the craft. As part of humanities, year 5s were fortunate to plan and construct their own city scape using cardboard, connectors and small LEDs. Students had enormous amounts of fun collaborating to build towers, tunnels, bridges and other infra-structure.

Parents and carers, please remember it is a legal requirement that you inform the school of reasons for student absences. This can be done through Compass or by writing a small note in your child's diary or on a separate piece of paper.



### PLC 5 ENGINEERING OUR CITY

This week the **Year 5** students have been busy collaborating together to plan, design, test, and build miniature cities in their classrooms. Students worked in small groups to create and construct a vital component of their city. If you look closely at the photos below, you will be able to see road, rail and bridge infrastructures, schools, police and fire stations, hospitals, shops, dwellings and much more.

The students were guided by Dr Loz, and her videos showing them how to test different conductors and insulators of electricity and how to make an electric circuit. This experience was thoroughly enjoyed by the teachers and the students alike. Thank you Dr Loz, West Gate Kids and the West Gate Tunnel Projects for supplying the kits.



## BUILDING OUR CITY INCURSION

R

Respect



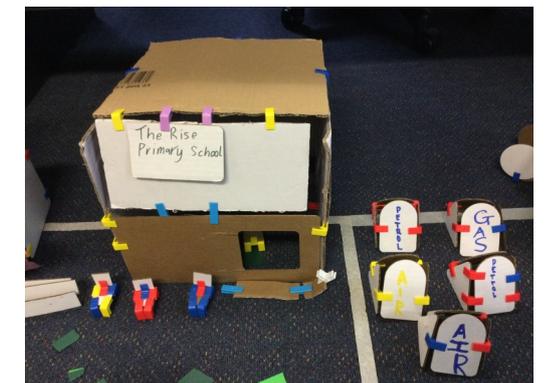
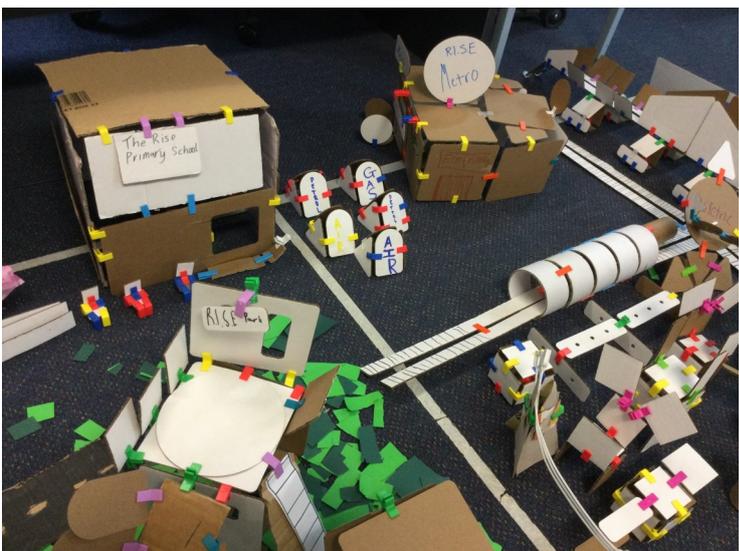
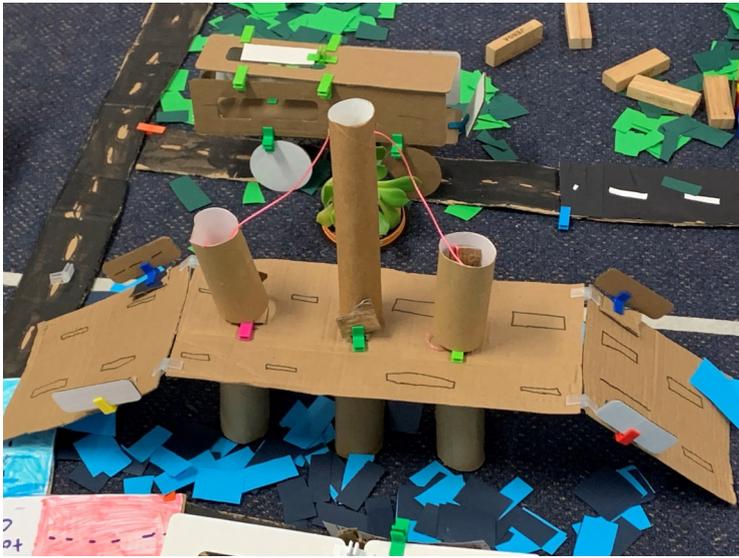
Integrity



Self-resilience



Excellence

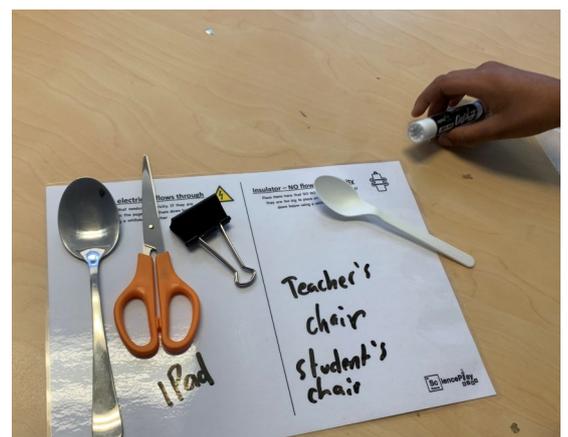


"I liked how the lights worked using the conductor and the electric stick." Yuvan 5C

"My favourite thing I did was working with my group" Ali M 5D

"I like how we had so many activities to keep us busy" Sarah 5C

"I loved the fact that we could be so creative and resilient in this task." Nishka 5C



## YEAR 6

### The Importance of Mathematics

Mathematics is one of the most vital components in the real world. This subject makes our life orderly and prevents chaos. Certain qualities that are nurtured by mathematics are power of reasoning, creativity, abstract or spatial thinking. Critical jobs like data scientists, astronomers and actuarial analysts all require knowledge of mathematics. It's evident that for students to have the most amount of success in the future is to dedicate more time to learning mathematics.

By Caleb

### Remote Learning

Due to the rising Covid cases, the whole of Victoria had gone in to 14 day lockdown from Thursday 27th May to 10th June. Because of the lockdown, all the students have been doing remote learning.

The good things about remote learning is that kids can concentrate on their work, you can get more help and attention from your parents and your older siblings. When you are doing remote learning, you can work at our own speed. You don't have to wake up so early to go to school and so you can sleep in for a longer time. Doing remote learning means you can have breaks when ever you want and also you can eat with your family. You can spend time with your family like going on lunch time walks with them and more. Just imagine not going to school on bad weather days - how good is that?

However, doing remote learning can also be bad. For example, you can't see your amazing friends. You also miss out on your specialist subjects and assembly, We are all so happy to be back at school.

By Manniya and Gimesha

### Melbourne Camp

From 9th August to 11th August 2021, the year 6 cohort will all be going to Melbourne for their camp. It was planned that the year 6 would go to Canberra but, because of COVID restrictions, they unfortunately had to cancel it. This all seems sad, but the year 6s will be going on a much better camp. The year 6 teachers have planned a 3-day camp to enjoy and experience Melbourne. There will be fun activities like visiting an Olympian with a Q+A session and touring the wonderful MCG, visiting Parliament House, the Shrine of Remembrance, Federation Square, Fitzroy Gardens and much more! The year 6s will have the opportunity to work as a team in activities such as bowling. This might be the best camp I'll ever go to, and I'm not the only one who thinks that. The rest of the year 6 students are incredibly ecstatic and cannot wait for the camp. Again, this could be canceled, however, this has a very unlikely chance of happening. So, I'm thankful that the year 6 teachers figuring something out and not abandoning the idea of a camp. We're all very grateful.

By Vansh

## ENRICHMENT

With the end of the semester drawing closer, so is the first round of electives and humanities unit. Today's newsletter article is dedicated to our elective and humanities.

### Electives

#### Art

In Art, we have been continuing to create our sculpture of a person whom we feel has made a positive impact in this world. Most of us are up to the painting stage and we are all very close to finishing it off.

- Justin

In Enrichment Art electives, some of our students were asked to create a sculpture that presented or represented their idolised person who could be from the past, present, or a show.

The students in the Art electives (six people in total) have worked very hard and even sacrificed a few lunchtimes to complete these sculptures. This was no easy task. Structuring, painting, and adding details were a part of this process. Not only this, but we had to create a small speech to go with their art when presenting it. This presentation will be held in term 3, to our invited guests, Mrs Stirling, Mrs Menhennet, Ms Green, Ms Meracis and peers.

This was a very enjoyable process, but a very challenging one too. We wish them good luck!

- Amelia and Kim



#### Chess

In chess, we have been learning the golden, silver and bronze rules. We have also learned about different techniques, such as finding a number of ways to checkmate our opponent's king.

- Eelaf

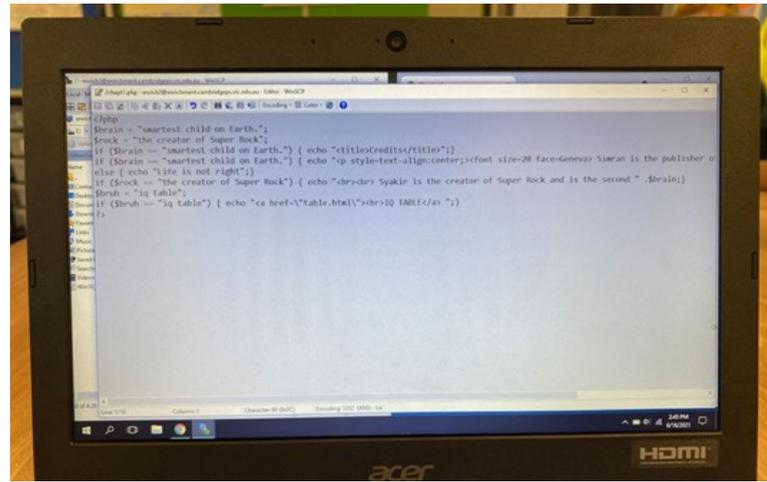


## ENRICHMENT cont'd

### DigiTech

In DigiTech, we have been creating websites using HTML, PHP and Javascript. We have been learning how to add amazing features like clocks, passwords and music.

- Areeb



### Music



In music, the Hummingbirds, our band, worked hard on completing our group song: Waterloo. With the bass, keyboards, guitar and drums, we learned new chords as we put this music together to create a masterpiece. During the middle of the lesson, our small band of four would play a *music theory game*, where we expanded our knowledge around music theory, which includes notes. What we all enjoy most is seeing what we have in common and our love for music.

- Senara and Heili

### Humanities

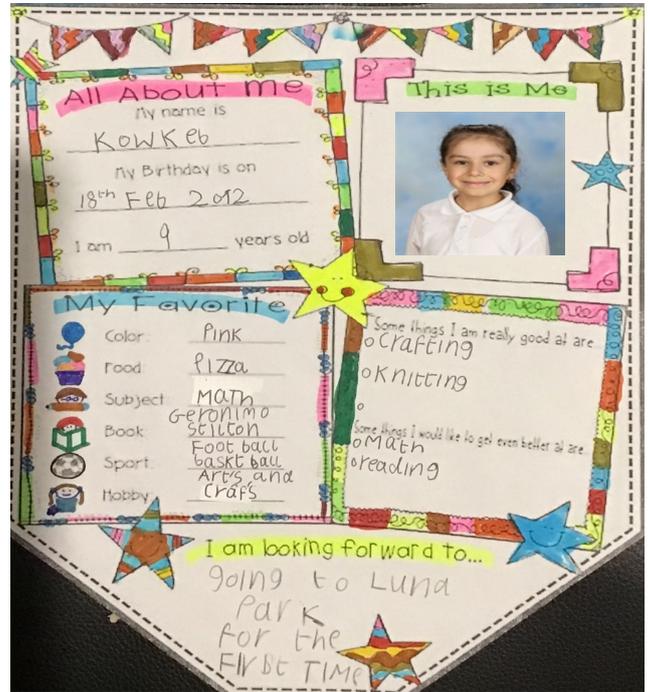
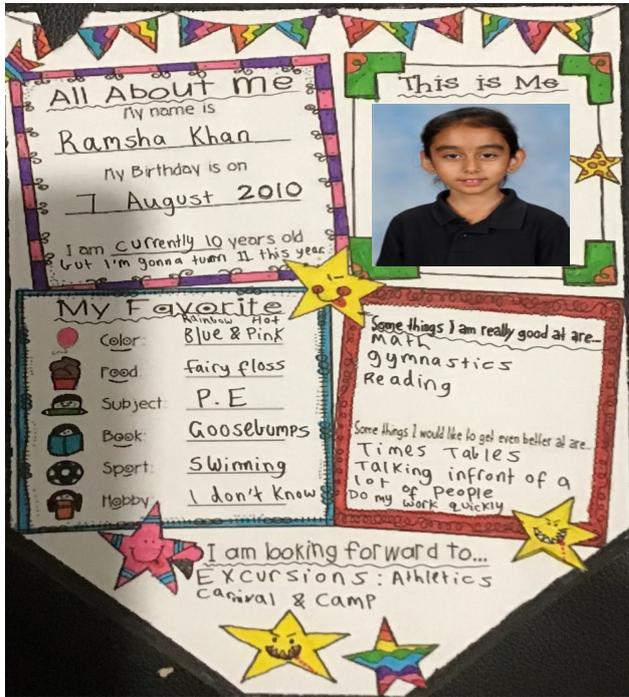
In Humanities, we've been creating digital portraits for our biographies which we wrote. We've also been planning our "Welcome to Wyndham" book. Everyone in the class is planning their page either by themselves or with a buddy. We are planning to give our "Welcome to Wyndham" book to the Wyndham Council as a happy welcome to children who have migrated to Wyndham.

- Andrei and Sid

# SPECIALISTS



Meet some more of our Italian Ambassadors!



## Remote Learning

The students from Prep to 6 did some amazing work over the remote lockdown period. Scan the below QR codes to have a look and listen to some amazing oral and written work the students have completed.



R

Respect

I

Integrity

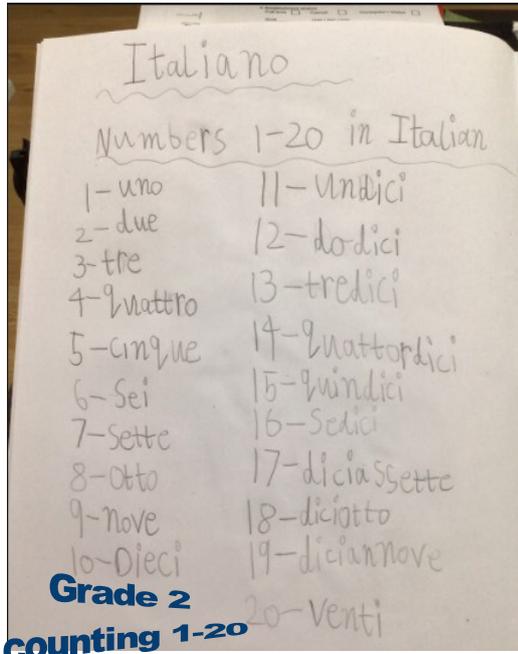
S

Self-resilience

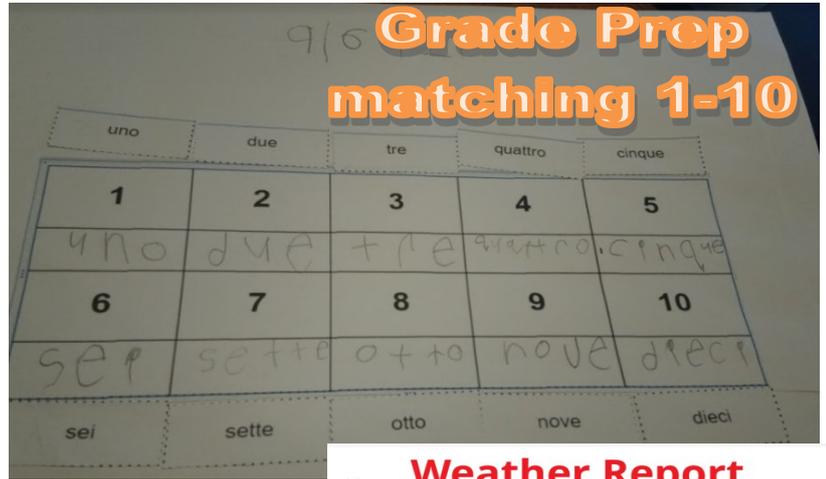
M

Excellence

# SPECIALISTS



Grade 2 counting 1-20



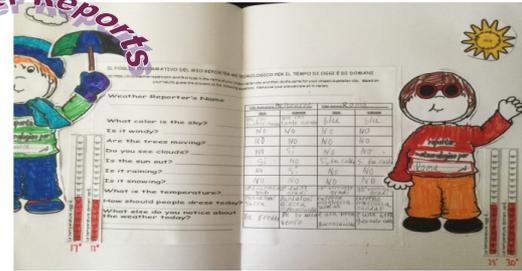
Grade Prep matching 1-10

<b>Cose che mi rendono felice</b> (things that make me happy)	<b>Mi emoziono quando</b> (I get excited when)	<b>Sono rimasto (o/a) sorpreso (o/a) quando</b> (I was surprised when)	<b>Cose che mi rendono triste</b> (things that make me sad)	<b>Mi arrabbio quando</b> (I get angry when)	<b>Er_ (o/a) preoccupat_ (o/a) quando</b> (I was worried when)
e.g. Cose che mi rendono felice <u>are gelato and sunny days.</u>	e.g. Mi emoziono quando <u>it is my birthday.</u>	e.g. Sono rimasto sorpreso quando <u>I received a big bunch of flowers for my birthday.</u>	e.g. Cose che mi rendono triste <u>are rainy days and being sick.</u>	e.g. Mi arrabbio quando <u>my computer is broken.</u>	e.g. Er_ preoccupat_ quando <u>I lost my favourite earrings.</u>
Cose che mi rendono felice. 😊 When I'm swimming.	Mi emoziono quando 😊 It's my birthday 🎂	Sono rimasta sorpresa quando 😱 I get scared 😱	Cose che mi rendono triste 😞 Are when I get hurt 😞	Mi arrabbio quando 😡 Eli touches my stuff	Era preoccupata quando 😟 I'm not with my mum.

## Grade 3 - Emotions

## Weather Report

### Grade 4 Weather Reports



Ciao, Sono Sienna la vostra giornalista meteorologico per Melbourne, Australia.  
Hi, I am Sienna your weather reporter from Melbourne Australia.

Oggi a Melbourne la temperature é di diciasette gradi  
Today in Melbourne, the temperature is 17 degrees.

Fa freddo ma splende il sole quindi teniti al caldo.  
It's cold but the sun is shining so keep warm.

Domani a Melbourne la temperature sarà tredici gradi con tanto pioggia.  
Tomorrow in Melbourne the temperature will be 12 degrees with rain.

Ciao, Sono Sienna, il vostro giornalista meteorologico per Roma, Italia.  
Hi, I'm Sienna, your weather reporter for Rome, Italy.

Oggi a Roma fa bel tempo. La temperature e ventiotto gradi.  
Today in Rome, it is beautiful weather. The temperature is 28 degrees.

Il sole brilla.  
The sun is shining.

Domani a Roma sara trenta gradi.

Tomorrow in Rome it will be 30 degrees.  
Una buona giornata per la spiaggia stai al sicuro.  
A good day for the beach be safe.



## Grade 6 Italy's Natural Disasters

il dodici di Novembre duemiladiciannove

### Livello di distruzione (level of destruction)

The Italian city of Venice was flooded  
The water levels were 1.87m high.  
It flooded the historic basilica & cut power to homes.  
More than 80% of the city was under water.  
It was the highest water levels in more 50 years.  
The damage cost hundreds and millions of euros.

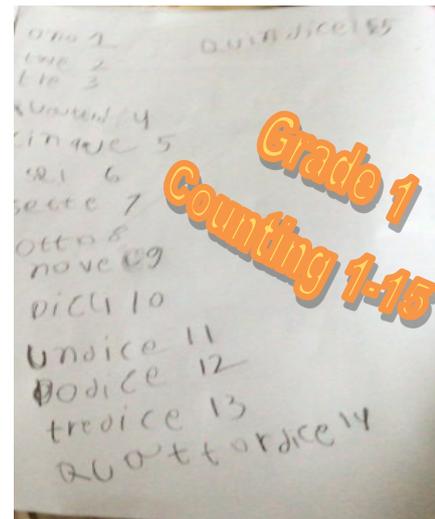


Ezekia Vosa 6B



## Grade 5

## Il Sistema Solare



# SPECIALISTS

R

Respect

—

Integrity

S

Self-resilience

M

Excellence



## Put On Your Dancing Shoes!

The year 1s and 2s have been finishing off term 2 Performing Arts by learning Dance!

Students have been working on different dance moves and routines, including 'The Chicken Dance' and the 'YMCA!' Students have also had the chance to choreograph their own dance routines using Dance Cards and perform their dances in front of others.



*Students from 2A practicing the YMCA!*



*1B students creating a conga line!*



*Students from 2E doing the Chicken Dance!*

# 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](http://raywhitewerribee.com)

AUGUSTUS  
GELATERY

MenuLog Uber Eats

12453625-NG44-20

76 WATTON ST WERRIBEE, (03) 8763 1486



## INTRO TO EMOTION COACHING

A free workshop and preview of our 6 week parenting course, Tuning Into Kids, on how to develop emotionally intelligent children.

Where: online via WebEx

When:

30th June 6.30pm and 2nd July 10.30am

Call Sandra on 0429 984 478 for more info or register online:

[https://www.surveymonkey.com/r/CaPSS\\_ECW](https://www.surveymonkey.com/r/CaPSS_ECW)



*Please keep safe!*