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## Inside this issue

Principal's Report	1
Keep Cambridge Safe	2
What's On?	3
Principal Awards	4
Important Message	5
Wellbeing	6
Attendance	9
Mathematics	10
PLC News	11
100 Days of Prep	12
PLC News	13
Specialists	19
Remote Learning 5.0	21
School Partners	24
Community News	25

## PRINCIPAL'S REPORT

Dear Parents and Carers,

It is hard to believe that we are back in a lockdown for the 5<sup>th</sup> time. But, if I know anything, it is that as a school community, we can get through this together.

I posted a video this week to update the school community on the next 5 days of remote learning. I hope you all have managed to watch the video so that you are able to locate the learning grids for the week ahead.

Our teachers continue to meet in their professional learning teams to plan for their students. They will try as best as possible to continue to provide their regular learning program in the timeframes provided by the Department.

If you have any concerns regarding your child's wellbeing, please do not hesitate to contact the office for support. The phones are monitored during normal school hours. A member of the wellbeing team will be in contact within 24 hours.

I am onsite everyday so please do not hesitate to contact me directly via the school email if you would like to raise any concerns.

At the present moment, we have approximately 30 students onsite each day. We are thankful for the support from onsite teachers and education support officers with the day to day supervision of our students.

The most important thing to remember right now is to ensure you are home, well and safe. Take the time you need, or your children need to engage in self-care activities. Your wellbeing is of the utmost importance right now.

Please continue to check Facebook, Compass or the school's website for any updates.

Stay home, stay warm and stay safe.

*Honey Stirling*

# KEEP CAMBRIDGE SAFE



TOGETHER WE  
CAN KEEP OUR SCHOOL  
COVIDSAFE

The following information is taken from <https://www.coronavirus.vic.gov.au/Understanding>

## What do I need to do if I have been to a nominated exposure site?

### Tier 1 exposure sites

Anyone who has visited a Tier 1 exposure site during the times listed must immediately isolate, [get a COVID-19 test](#), and quarantine for 14 days from the date of exposure. You should also contact the Department of

Health on [1300 651 160](tel:1300651160).

### Tier 2 exposure sites

Anyone who has visited a Tier 2 exposure site during times listed should urgently [get a COVID-19 test](#) and isolate until they receive a negative result. You should also contact the Department of Health on [1300 651 160](tel:1300651160).

Continue to monitor for symptoms and get tested again if symptoms appear.

### Tier 3 exposure sites

Anyone who has visited a Tier 3 exposure site during times listed should monitor for symptoms. If symptoms develop, immediately [get a COVID-19 test](#) and isolate until you receive a negative result.

## To stay updated with the latest exposure sites go to

<https://www.coronavirus.vic.gov.au/exposure-sites#public-exposure-sites-in-victoria>

## Who should quarantine (stay at home)?

If you have symptoms of COVID-19 you should get tested and wait (isolate) at home. After your test, you must go home or to your accommodation immediately without stopping anywhere else. For further information, refer to: [Getting tested](#).

You should quarantine at home if:

1. you may have spent time or live with someone who has tested positive for COVID-19
2. you may have spent time or live with someone who may have been exposed to the virus at work, school or somewhere else
3. you may have been exposed to the virus at work, school or somewhere else
4. you have been directed by the Department of Health to quarantine
5. you have been identified as having to quarantine by authorised officers because you have visited an interstate high risk location.

<https://www.coronavirus.vic.gov.au/what-do-if-you-are-close-contact#i-am-quarantining-at-home-%E2%80%93-what-if-i-live-with-other-people>



## How do I check-In?

- Download the Service Victoria App on your phone
- Follow the instructions.

**If you have symptoms - please stay at home and get tested!**

## STAY COVID SAFE



# WHAT'S ON?

R

Respect

—

Integrity

S

Self-resilience

M

Excellence

## TERM 3 - WEEK 2

Monday 19 July	•
Tuesday 20 July	• Melbourne Museum - Year 4
Wednesday 21 July	•
Thursday 22 July	• Cambridge Chess Championship
Friday 23 July	• Interschool Sport



## TERM 3 - WEEK 3

Monday 26 July	•
Tuesday 27 July	•
Wednesday 28 July	•
Thursday 29 July	•
Friday 30 July	• Scienceworks Excursion - Preps • Australian Parliament Video Conference - Enrichment

## TERM 3 - WEEK 4

Monday 2 August	• 100 Days of Prep Celebration
Tuesday 3 August	•
Wednesday 4 August	•
Thursday 5 August	•
Friday 6 August	•

## TERM 3 - WEEK 5

Monday 9 August	• Year 6 Camp (Melbourne)
Tuesday 10 August	• Year 6 Camp (Melbourne)
Wednesday 11 August	• Year 6 Camp (Melbourne) • Year 2 Guest Speaker - Waste and Litter Education Officer from Wyndham City Council
Thursday 12 August	•
Friday 13 August	•

# PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 2		
<p><b>Shaurya Anand</b></p> <p>3A</p>		<p>Shaurya has shown great growth in his learning and also in using conflict resolution strategies when small issues may arise within his friendship group. Shaurya always tries his best and works hard to ensure his work is the best it can be. It is a pleasure being your teacher Shaurya and you should be proud of your progress.</p>
<p><b>Anthony Mitreski</b></p> <p>3E</p>		<p>Anthony worked really hard during semester one and has made some great progress with his learning. He shows enthusiasm and gives everything a go, even when it may seem challenging. Anthony comes to school each day with a smile on his face and a positive mindset. Keep up the great work Anthony!</p>
<p><b>Aarav Arora</b></p> <p>4A</p>		<p>For having a positive and enthusiastic attitude towards his learning. He takes on new challenges with a smile and is always striving to challenge himself, meet his goals and learn new things.</p>
<p><b>Ikuna Holo'ia</b></p> <p>4E</p>		<p>This student has impressed his peers and teachers. He approaches everything in a positive manner, both his learning and his interactions. This student can be trusted to always put 100% into whatever he is hoping to achieve and often finds success. He is kind-natured, a great friend, and always follows set expectations. Thanks for being a star, Ikuna Holo'ia.</p>
<p><b>Niya Mume</b></p> <p>5A</p>		<p>For her focus and self-resilience to achieve her best in all areas of learning. Niya has worked hard to achieve her very best, with fantastic results. She has listened well and taken on all feedback in a positive manner. Congratulations Niya!</p>
<p><b>Amelia Leneghan</b></p> <p>5E</p>		<p>For her wonderful shift in attitude toward her academics, especially mathematics. Amelia, through being vulnerable to mistakes, you've enabled a growth mindset that has allowed you to achieve great progress in your maths learning. Well done!</p>



# PRINCIPAL AWARDS



Congratulations to the following students:

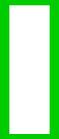
WEEK 2 cont'd		
<p><b>Makydiah Toetoe</b></p> <p>6A</p>		<p>For showing excellence in her learning in term 2 and always striving to be the best that she can be. Makydiah is a kind and considerate student who models the school values with pride.</p>
<p><b>Emily Anderson</b></p> <p>ENRICHMENT</p>		<p>For displaying leadership qualities, taking on additional responsibilities and being a positive role model to class members and the wider school community. Emily has worked hard to complete all of her work across all subjects to a high standard and actively seeks feedback to ensure that she is continuing to better herself and achieve set goals.</p>

## IMPORTANT MESSAGE



**PLEASE KEEP OUR SCHOOL SAFE - PLEASE CONSTANTLY CHECK THAT YOU HAVE NOT BEEN AT ONE OF THE EXPOSURE SITES and BE FAMILIAR WITH WHAT YOU NEED TO DO IF YOU HAVE BEEN AT AN EXPOSURE SITE.**

<https://www.coronavirus.vic.gov.au/exposure-sites>



### Update

In these challenging times, we encourage families to focus on the family unit and maintain safe and healthy home environments. Learning from home is scheduled each day for 2.5 hours for those in Years Prep to 2 and 3.5 hours in Years 3 to 6. Make sure you get out and about if you can and balance work with rest and play.

If your child/ren needs a break, please take some time, even a day or longer, for your family to learn in a different way, with each other, safely and harmoniously. You can add an attendance note or call the school number and let us know you are taking a Wellbeing Day or longer. If you need some support, please ask for a member of our wellbeing team to call you back.

### Parent Opinion Survey

Our school based Parent Opinion Survey resulted in an increased participation from families and results are on the next page. The Department's survey is now open and your family could shortly receive an invitation to respond. It may seem like we are asking lots of questions from you, however, we know you like the opportunity to participate in your child/ren's education and this is an invaluable time to share your thoughts and ideas on a much wider scale with the state education system. Please look out for this opportunity via Compass.

### Wellbeing Team

Our Mental Health and Wellbeing Coordinator, Pene Toose, has been granted another year's work in her role here at Cambridge. This is significant recognition for the wellbeing of students and she will continue to raise awareness around mental health and support for families with our team for the Cambridge community. Mark continues to build rapport with students and is beginning some work with individuals and groups. Our extended team have some students they are mentoring and will continue to do so upon our return to school.

### Facebook Live Sessions

Pene and myself will conduct a couple of live sessions per week on Facebook to discuss results from the Parent Opinion Survey, increase knowledge around student wellbeing, understand parent concerns, explore student ideas and seek to understand other identified issues brought to the team. We would ideally like it to become a Q & A session, or a community member being interviewed, if possible. If you have some ideas, we would welcome your participation. Stay tuned via Compass and Facebook for these scheduled times.

### Wellbeing Referrals

If you feel the wellbeing team could support yourself or your child/ren, regarding any academic, social, emotional, attendance or other issue for your family, please contact the school and request someone from the wellbeing team to contact you. We are here to make your child/ren's journey at school the best it can be.

**Mrs Sue McGowan-Assistant Principal Student Engagement and Wellbeing**

**Mrs Pene Toose -Mental Health Wellbeing Co-Ordinator**

## Parent Opinion Survey

Thank you to the 187 participants who took the time to complete our Parent Opinion Survey at the end of last term. This was an amazing result and an increased number of participants from Term 1. Here are the results:

Question – 187 Responses	Total Agree	Total Disagree
My child enjoys the learning they do at school	88	12
The school treats my child with respect	88	12
My child has been supported this year to adjust to their new year level	84	16
My child feels safe at school	90	10
My child feels confident about the skills and strategies they have learnt at school to address bully behaviours	79	21
I have used the school online bullying form	20	80
My child feels accepted by other students at school	87	13
This school provides opportunities for my child to develop a sense of responsibility	87	13
The academic standards at this school provide adequate challenge for my child	75	25
This school encourages my child to persist when learning is difficult	82	18
My child can explore their own interests when it is related to their class work	81	19
The school provides opportunities for my child to make decisions and solve problems	83	17
This school provides diverse programs for my child's interests and abilities	75	25
The school provides my child with opportunities to build his/her confidence	80	20
This school give my child opportunities to participate in school activities	88	12
My child is taught organizational skills to help with managing homework/schoolwork load	62	38
This school gives me opportunities to participate in my child's education	69	31
I feel confident this school provides a good standard of education for my child	79	21
Teachers are enthusiastic and positive about teaching	85	15
There is effective two-way communication between the teachers and parents at this school	65	35
My child gets extra help with learning from teachers when needed	70	30
Teachers at this school expect my child to do his or her best	89	11
Teachers communicate with me often enough about my child's progress	54	46
Teachers provide useful feedback and respond to the learning needs of my child	63	37
The teachers are very good at making learning engaging	80	20
My child feels motivated by his or her teachers to learn	75	25
Teachers at this school model positive behaviour	86	14

Pene Toose and myself (Sue McGowan) will conduct live Facebook sessions upon our return to school to discuss your responses and gather more information. We will then work with our community in making a difference for everyone at Cambridge Primary.

## GROWTH MINDSET FORTNIGHTLY FOCUS

This fortnightly focus is **“I bounce back and try again”**.

The familiar quote “If at first you don’t succeed, try, try again” can be traced back to The Teacher’s Manual by Thomas H. Palmer written in 1840. This quote may be from the past, but the lesson it teaches is important for the future of today’s young students. If we raise students to work hard, and repeatedly try again, they eventually will be a generation that will succeed in the future. Here are some ways adults can foster students’ attitudes to try and not give up.

### 1. SET KIDS UP TO SUCCEED

Parents and teachers should not expect students to be able to do tasks that are too difficult for them. This can cause the student to become frustrated and give up. It is a good idea to give students tasks that are at their level and that they can try to do on their own. Gradually, the difficulty of tasks can be increased and students should still be encouraged to try to do the more difficult task on their own before asking for help.

### 2. USE WORDS OF PRAISE THAT ENCOURAGE KIDS TO KEEP TRYING

Using the proper kind of praise is what fosters a trying attitude in students. Parents and teachers can encourage students to try to accomplish tasks on their own by praising the amount of effort they give to the task. Saying “I knew you could do it if you kept trying!” or “Practice makes perfect!” are ways to encourage students to keep trying.

### 3. TRY NOT TO PRAISE STUDENTS FOR BEING ‘SMART’

Some students think that they have a certain amount of ability, no more and no less. Students who are praised with phrases like “Your effort really paid off.” or “I can tell you were trying your best.” tend to take on more challenging tasks in the future compared to students who will only attempt to do tasks that they know they can do well. Students who have the attitude that trying hard leads to success is much better than thinking they can only do as well as they already know they can do.

### 4. DON’T GIVE STUDENTS THE ANSWER RIGHT AWAY: LET THEM TRY ON THEIR OWN

It is important to let kids try to figure something out on their own. If a student asks a question, it is best to help encourage them to try it themselves instead of immediately giving them the answer. If a student is really struggling, it is okay to help them along and give them some clues so they don’t feel discouraged if they get stuck for too long.

### 5. SET A GOOD EXAMPLE OF ONE WHO WILL TRY, TRY AGAIN IN ORDER TO SUCCEED

Adults can be a positive pattern of how effort results in accomplishing difficult tasks. Being aware of how to encourage students to keep trying is the key to developing a hard working attitude and resilience to keep on trying.



## Term 3 Attendance Priorities

Last term, we identified three priorities for attendance for the remainder of the year:

- Students arriving on time for the start of school day at **8.45am**
- Families providing an explanation for any recorded unexplained absences
- Increasing overall student attendance to at least 95%.

You may have received a call this term already from your classroom teacher, or Pene or myself regarding an unexplained absence or regarding getting your child to school on time.

This will continue to be our focus in Term 3, with families being contacted each week to explain lateness and absences.

Our communication with families have discovered that many of you do not know how to add an attendance note. We are in the process of creating a tutorial for you to watch and follow to allow families to update student absences as they occur.

Upon our return to school, the wellbeing team will be monitoring late arrivals. As **8.45am** is our start time each day, students must be in class to prepare for their day and be ready for the roll call. Lost class time is lost learning and we ask for your support in getting your child/ren to school for 8.45am to allow for uninterrupted learning.

If your child arrives to school after 8.45am, they will be marked as late and will bring home this note:

**Minutes lost = days lost per year**

A couple of minutes here and there doesn't seem like much, but...

<small>When your child arrives just...</small>	<small>They miss days per year</small>	
<b>5 mins</b> per day	= <b>3</b> days	⚙️
<b>30 mins</b> per day	= <b>18</b> days	⚙️

Patterns of lateness can have a serious impact on your child's education.

**Late Arrival to School Notification – Dear Family**

Thank you for getting your child to school today. As they arrived after 8.45am they have been recorded as late. If your child continues to arrive late, please expect a call from our wellbeing team to seek to understand the reason they cannot be in class for an **8.45am start**. Please contact Mrs McGowan or Mrs Toose if we can assist in improving your child's attendance. 9748 9011

The table below shows the amount of students from each year level late to class each day for our first week back to school.

Late Arrivals Week 1 Term 3	Year Prep	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Total Number
Monday	1	0	3	5	3	0	7	19
Tuesday	1	4	3	9	2	0	2	21
Wednesday	4	7	5	12	4	3	9	44
Thursday	2	5	2	7	2	4	5	27
Totals per Year Level	8	16	13	33	11	7	23	111

Was your child late to school in Week 1? What can you do to change this upon our return to school? Please expect a call from the wellbeing team to discuss an attendance plan, if your child continues to arrive late to school.

Excerpt continued from [Literacy and Numeracy Tips to Help Your Child](#) (See [LINK](#) for original document.)

## F-2 DOING MATHS TOGETHER AT HOME

### Talking about maths

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is a strong support for future learning. Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the ‘one litre’ milk bottle from the fridge, or the ‘one kilo’ bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child’s movements as they climb ‘over’ the fence, slide ‘between’ the poles, and swing ‘under’ the monkey bars. This helps your child understand language related to spatial awareness. Sorting activities support your child to understand concepts such as ‘same’ and ‘different’. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

## EXPLORING NUMERACY WITH YOUR 3-6 CHILD

### Exploring sports

Sports provide a good opportunity to engage your child in maths, particularly if they are a keen sportsperson. Here are some questions to ask your child when watching or playing their favourite sport:

- How does your favourite sport tally the score? What maths is presented on the tally?
- How do other sports tally the score – for example, tennis, golf, cricket, netball, football?
- What maths do you use to find the total of the scores?
- Who is at the top of the ladder? How is this determined?
- Are there other ways to record the score?
- How long do your favourite sport games go for in minutes and seconds? How is the time in the game divided? Into halves, quarters or something else?
- What are the shapes of different playing fields and courts? Talk about edges and angles.
- How can you estimate the perimeter and area of a playing field?
- How many cars could be parked on the MCG field? How could we work this out?

### PREP

Hi Prep families,

Thank you for your continued support during remote learning, We really appreciate it. It has been wonderful to connect with our students via WebEx and see their smiling faces.

### 100 Days of School Celebration

Due to Lockdown we have a new date—Monday 2nd August.

### Visual Arts

A reminder - please provide an old shirt or oversized t-shirt for your child to store in their bag for our Visual Arts program.

### Scienceworks Excursion

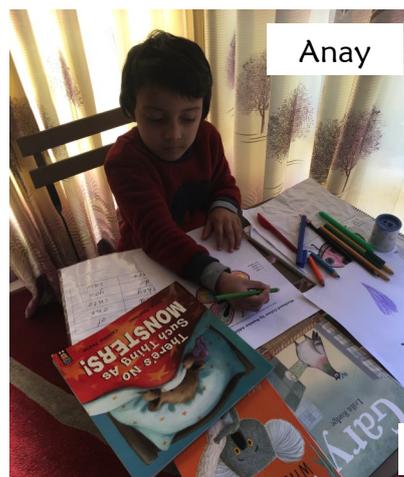
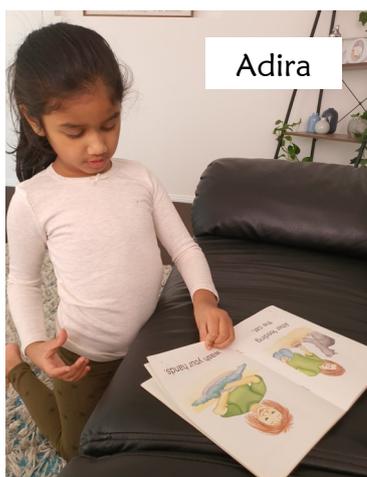
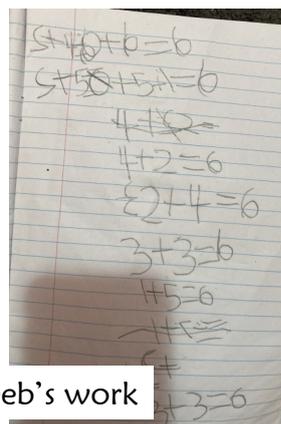
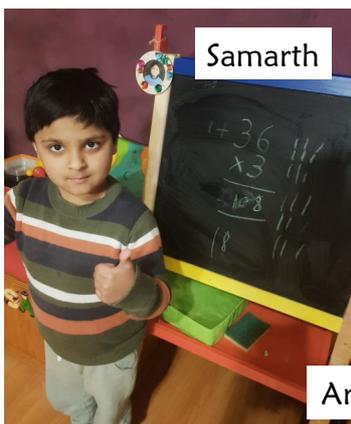
Friday 30th July - we will keep you informed if there are any changes.

### Learning

In reading, we are focussing on decoding words, searching for and using information, identifying features of texts and critiquing texts.

In writing, we are continuing to focus on hearing sounds in words, punctuation and how to write persuasive texts. In MSL, we'll be focusing on long and short vowel sounds and open and closed syllables.

In maths, we are building addition strategies of count all and count on using objects, drawing pictures and number lines. We are also beginning length, where students will compare and order objects using the language longer and shorter and identify which is the shortest or longest object in a group.



100



## Revised note about:

### Prep 100 Days of School Celebration- Change of date!

Due to Lockdown Restrictions not ending in time, we have changed our date to:

## Monday 2<sup>nd</sup> August.

The day will involve the students doing fun activities about the number 100 such as craft, games, writing and drawing.

The students can also **DRESS UP** in a **100 themed costume** eg: dress up as a 100 year old person or a top decorated with the number 100 or decorated with 100 pictures etc. (see below for some ideas!)

We will also have a Parade with the students showing their costumes to the other students in the school.

Also, if parents and families would like their child to have some special foods in their own lunchbox for the day – eg: fairy bread with 100s 1000s, popcorn, smarties etc. (Due to COVID restrictions, we are **UNABLE** to share food).

Thank you from the Prep Teachers

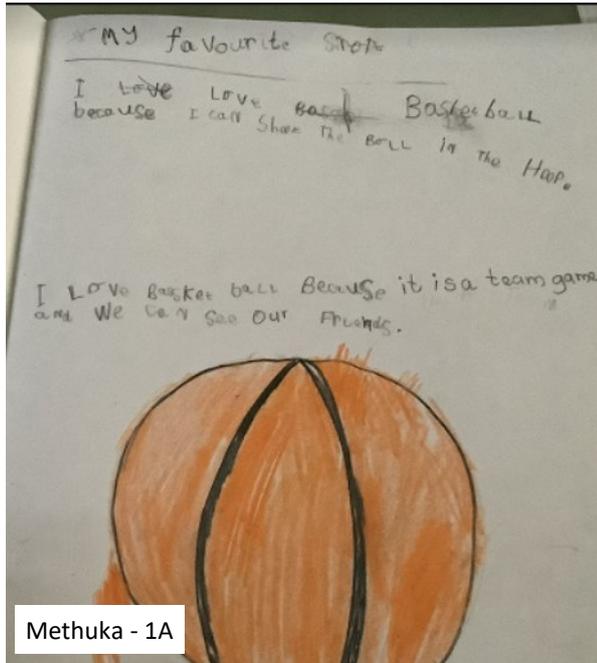


# PROFESSIONAL LEARNING COMMUNITY NEWS

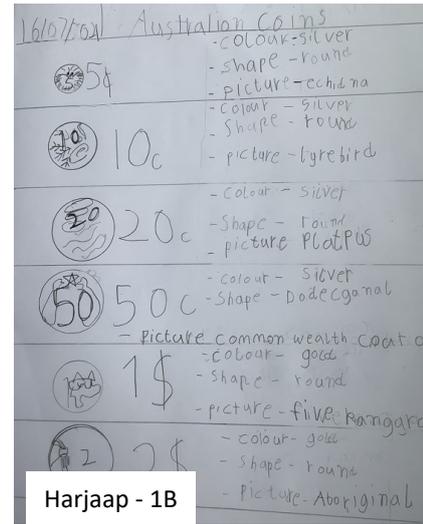
## YEAR 1

Dear year 1 families,

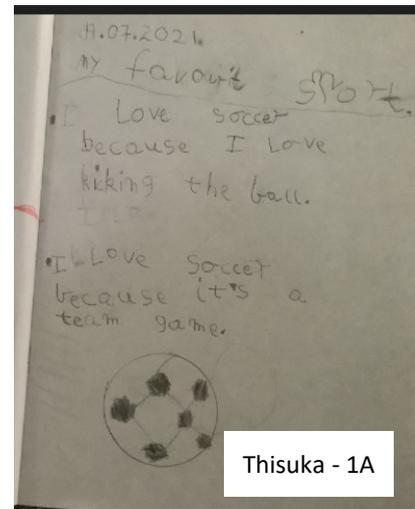
Here we go again! We are all becoming experts at Remote Learning. Our students and teachers are so fantastic and resilient. We are all working together to keep on pushing forward with a growth mindset. Here are some wonderful pieces of work from our year 1 students during remote learning.



Methuka - 1A



Harjaap - 1B



Thisuka - 1A



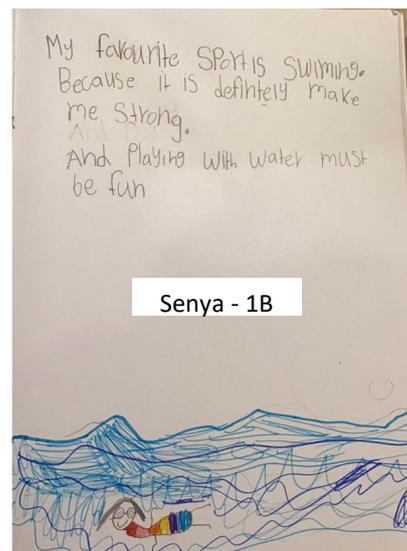
Mitchell - 1B



Max - 1A



Numeracy Math Group



Senya - 1B



William Z - 1A

R

Respect

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Integrity

S

Self-resilience

M

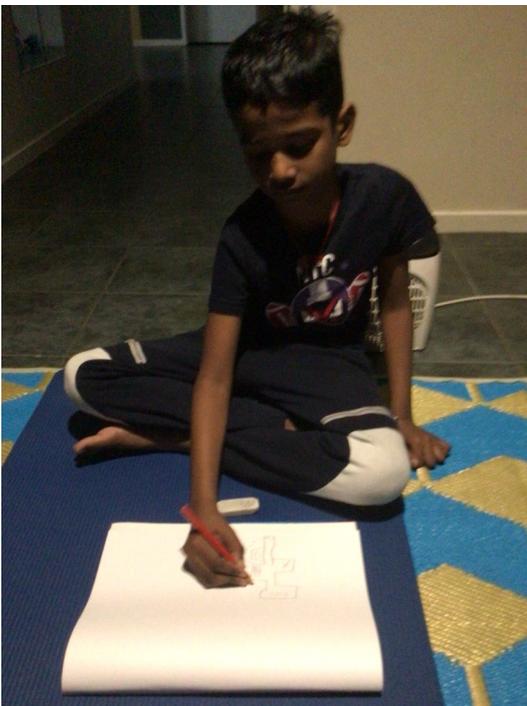
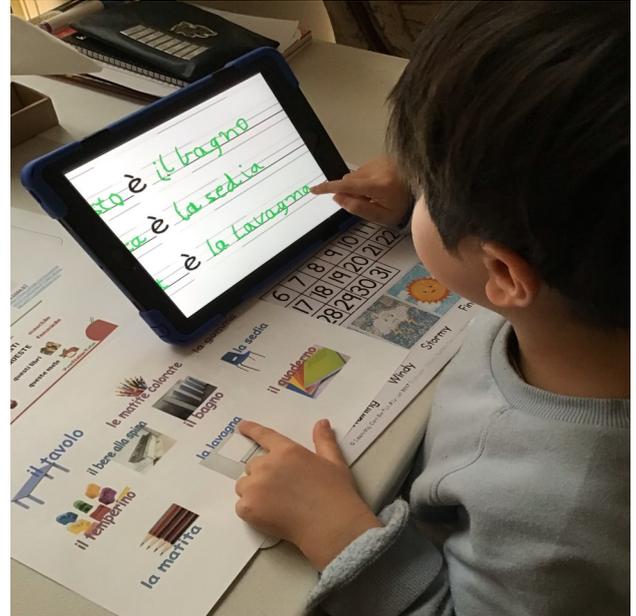
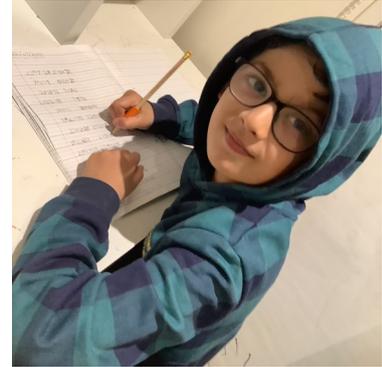
Excellence

# PROFESSIONAL LEARNING COMMUNITY NEWS

## YEAR 2

Welcome back to term 3 - four days in and we are back to remote learning. Although we are all frustrated with this situation, we need to keep on going and know that there is a light at the end of the tunnel.

This term, in reading, students will make connections to text, make inferences, analyse the authors purpose and critique text. In writing, students will learn how to write realistic fiction. In math, students are looking at location and mapping, This links well with geography, which is our humanities topic. These areas of learning also fit nicely with our science topic which is Habitats. To help extend this learning, we have planned an excursion later this term to Serrendip Sanctuary. The excursion will allow students to engage in environmental education by exploring the world around them, as well as giving students the opportunity to interact with habitats and our indigenous wildlife. More information and permission notes will be sent home later in the term.



R

Respect

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Integrity

S

Self-resilience

M

Excellence

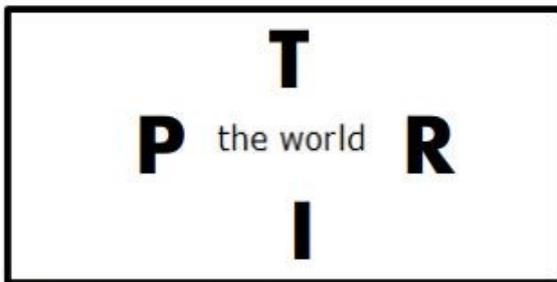
## YEAR 3

Welcome back to term 3! We hope you enjoyed your holidays and were able to spend some quality time getting out and about! We've had a bit of a bumpy start but it has been great to see our students engaging with remote learning and sharing their work. This term in literacy, we are looking at developing our summarising and synthesizing skills in reading. In writing, our students have begun to identify what to include in an information report and researching information on a specific topic. In maths, students have looked at 3D shapes and what they look like as a net.

Some reminders for students, parents/carers while we are in remote learning:

- remember to check in with your teacher so that they can mark you as present on the roll each day
- if your child is unwell just jump onto Compass and record this or give the school a call
- most importantly, remember to look after each other while we are in remote learning. It is a tricky time for everyone.

Here are some fun brain teasers for you to try out with your family!



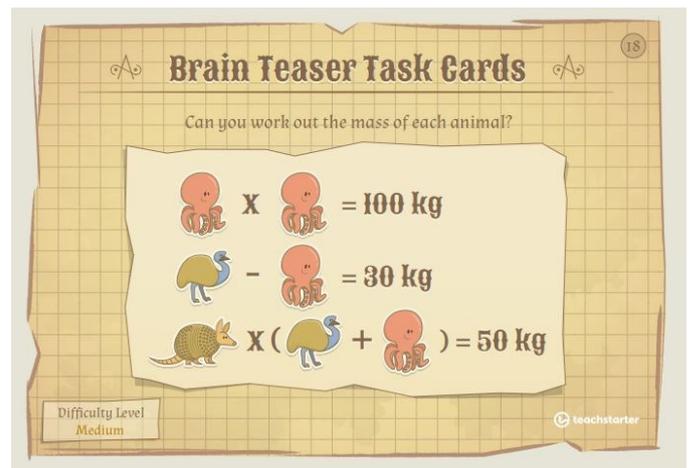
Hint: Dream vacation



Hint: Family member



Hint: Fairy tale character



### YEAR 4

The year 4s have made the transition to remote learning really smoothly and it's impressive to see how quickly they have adapted to the constant changes to their schooling. While we continue remotely for the time being, please remind your child to [log on to Google Classrooms before 9.30am each day](#) and respond to their teacher's post so they can be marked as present.

You are all doing an amazing job and we can't wait to get back to onsite teaching so we can see all your faces again!

### YEAR 5

The year 5 teachers want to thank the students and their families for their flexibility and resilience during this remote learning period. Students have adapted well and are continuing their learning in what is not ideal circumstances. This term, year 5s are beginning by exploring and creating some poetry. They are analysing poetic elements such as figurative language and sound devices like alliteration and assonance. In mathematics, they are delving into fractions, exploring different representations of parts of the whole as well as fractions of collections. For humanities, we are looking into the colonisation of Australia and the impact it had on the indigenous inhabitants and environment .

By Devonté

## Chocolate cake

**Questions**

Which sound devices can I identify?

Why do you think Michael Rosen wrote this poem?

To Entertain kids and young ones to make them laugh

Was he successful? How?

**He was really successful and good because you can hear him clearly and he has a good voice.**

Do you have any similar memories that you could 'preserve' into a poem?

Yes when I was 8 to 10 I use to sneak into my parents room for my iPad every day (not Saturday and Sunday).

## Comparing Fractions

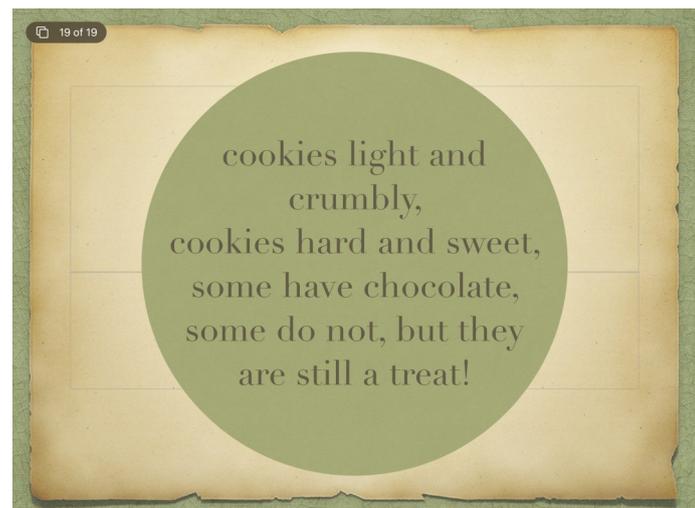
$6/10 > 7/12$

$4/5 > 5/8$

$7/9 < 5/6$

### MY LAKE POEM

WATER FLOWING, FISHES SWIMMING, TURTLES BASKING, FROGS  
CROAKING, LEAFS FLOATING, PEBBLES RUSTLING,  
FOUNTAIN SPLASHING, BIRDS CHIRPING, DINGOS DRINKING, EGGS  
HATCHING, THE LAKE.



### YEAR 6

### Camp

Based on the current information we have, year 6 camp is still happening. Restrictions are due to end prior to the commencement of camp, on August 9th. In the event that restrictions continue and camp can not happen, we have been guaranteed a refund by the accommodation and attractions we are attending.

CYC City has been running camps through the past year, when permitted by restrictions, and have COVID safe measures to keep everyone safe. This includes not mixing groups, hand sanitiser and regular cleaning.

We have many fun activities happening, including visiting the MCG, The Australian Centre for the Moving Image (ACMI), bowling and laser tag, IMAX, the Melbourne Museum and more. Below is a collection of images from various locations programmed through the camp.



## ENRICHMENT

A new term means a new beginning. Coming back after two weeks of busy holidays, Enrichment has found a sense of peace from the ever-growing bond forming between classmates. - Avik



Coming back to school hasn't been that bad! I thought it would be hard to get back into the routine, but it actually hasn't! Knowing what to expect, and getting straight back into it, has helped us settle back in and work hard on our learning tasks. - Jowan

In reading and writing, we have been learning about poetry and have been working on analysing poems. The work has been a bit tricky, especially trying to figure out why the authors have used specific words, rhythm and rhyme. - Justin



### 15th July

I would like to be able to understand, simplify, and calculate ratios.

To do this, I will:

- Raise any questions I have
- Understand and figure out the connection between ratios and fractions
- Explore maths websites and learn about ratios
- Practice problems related to ratios at home on mathematics websites (eg. Maths is Fun)

### 15th July

By the end of this term, I would like to be able to be better at problem-solving and know more strategies to solve a problem that relates to problem-solving.

To do this, I will:

- Conference with Miss Meracis more often.
- Use some strategies from previous Maths Olympiad answer sheets
- Look up simple ways to solve problem solving problems
- Practice different levels of problem solving problems

This term we have begun to explore a new unit in maths, focusing on fractions, decimals, percentages, ratios and real numbers. We have set our long-term learning goals. These goals will be going across the whole term rather than our short-term goals, which are unit specific. - Mel

In humanities, we are finishing off our 'Welcome to Wyndham' book. This book is designed to help young newcomers and refugees feel welcomed in our community. We intend to do this by including information about the landmarks, some of Wyndham's history, groups and clubs to join, places to visit and foods to try in Wyndham, etc. Once our book has been completed, we will be giving it to our local Council member, Jasmine. - Howard and Prama



Over the last two weeks, Miss Meracis and I have been so proud of the flexibility the students have shown, not only in their learning but also in their thinking! The change from holidays to classroom is always a big one but, to add in a lockdown 4 days in, we could not be prouder of the way the students have adapted and not missed a beat. All students have applied themselves to their learning tasks. We cannot wait to see everyone's smiling faces in person and celebrate the adaptability and positivity the Enrichment class have shown! - Miss Green 18

## SPECIALISTS



Buongiorno a tutti!

Everything will be OK. I hope everyone is staying safe!

We only have a few students who still are not on Google Classroom, and we really would like to connect with those students. I have added our class codes once again for those students, and also for parents, who would like to join their child/ren's Google Classroom page.



### Italian Google Classroom Codes

Prep A	6ljm2p2
Prep B	ztgter2
Prep C	le4ouxv
Prep D	tul77ne
Prep E	5j3ukpc

Grade 3A	2mmycvo
Grade 3B	avbnnbs
Grade 3C	xatlofz
Grade 3D	563kdcc
Grade 3E	Tpsglag

Grade 1A	llo475b
Grade 1B	3ugzf4t
Grade 1C	d3atknr
Grade 1D	srxnm6
Grade 1E	twfcurd
Grade 1F	wxkzadb

Grade 4A	7rmlgwh
Grade 4B	fbc3gui
Grade 4C	ejxy62h
Grade 4D	3tb5buy
Grade 4E	ydh5ocp

Grade 2A	5fub6ur
Grade 2B	mrz5x6f
Grade 2C	32flcth
Grade 2D	gw5r5pd
Grade 2E	fva2fmq
Grade 2F	pfs46ms
Grade 2G	6xnlqfb

Grade 5A	37pcjwf
Grade 5B	auzzmdv
Grade 5C	ucs5eyu
Grade 5D	rvz6uck
Grade 5E	rx7hrx6
Grade 6A	lrtxhi2
Grade 6B	ou2su4d
Grade 6C	sw4ooh7
Grade 6D	kbl4w7t
Grade 6E	3kodprk

Enrichment: 3mlxje7

Students should already know that all resources and materials and activity tasks can be found in their Italian classroom folder.

### Term 3 - Italian Resources



This symbol represents any activity task that needs to be completed. It includes instructions/materials and due date.



This symbol represents any resources/materials that we want students to look at and learn to be able to complete any work assigned.

Signore Sowter and I will be conducting some live Google Meet sessions with all cohorts. Please check Google Classroom Italian regularly for dates and details.

*grazie!*

## Italian Term 3 Topics

### Prep to Year 3

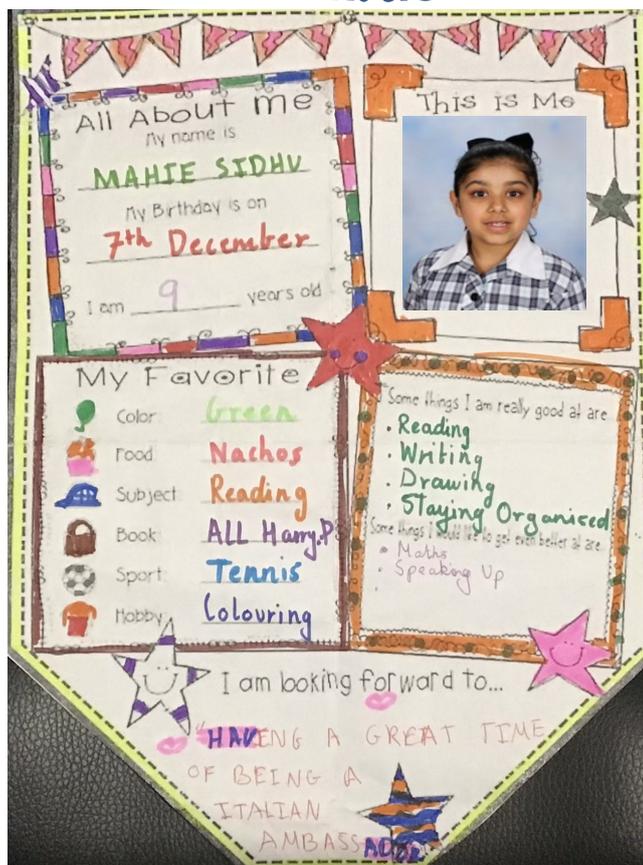
- **La Scuola— The school**
  - gli oggetti della classe—classroom objects
  - attività scolastiche—school activities
  - Mi piace / Non mi piace—I like / I don't like

### Year 4 to Year 6 and Enrichment

- **La casa— The house**
  - le stanze della casa—the rooms of the house
  - gli oggetti della casa—house objects
  - Introducing and describing one's house/ rooms of the house in Italian.

All vocab for these topics can be found on your child/rens Italian Google Classroom under Term 3 - Italian Resources, in the materials folder.

Here are two more of our Italian Embassadors !



**ABBI  
CUBA  
DI TE**

**Signora Sowter  
e  
Signora Tregilgas**

# SPECIALISTS



## Performing Arts—Welcome 3-6s!

The year 3 - 6s have started the term off by exploring different elements of Performing Arts. This included experimenting with percussion instruments, choreographing dance moves and playing charades with their peers. Now in remote learning, they will continue to explore these elements by completing tasks at home including learning dance routines, reviewing films and expressing themselves through music.

With lots of exciting things planned for this term, hopefully we will find ourselves back in the classroom soon! Stay Safe.



Pic-

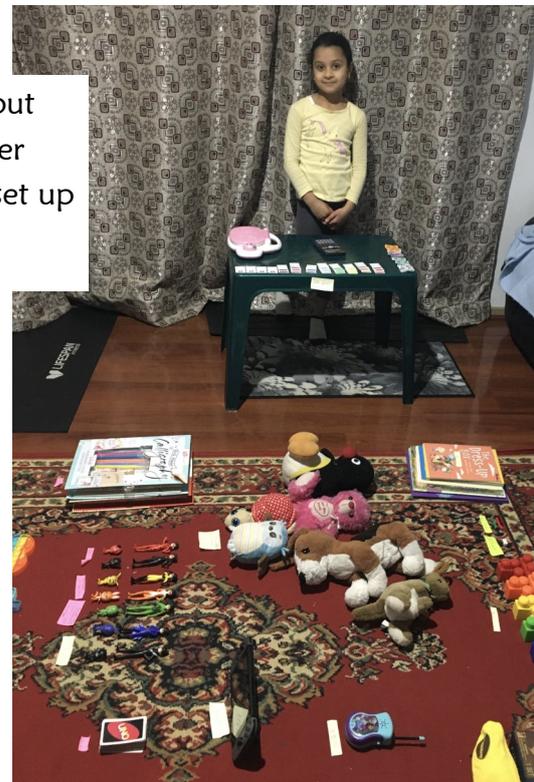
tured above: *Grade 6 students having a go at percussion instruments and playing charades*

# REMOTE LEARNING 5.0



Thraya, 5C, making a pizza for her family to enjoy.

Year 1s are learning about money. To help with her learning, Thridha, 1B, set up a shop!



# REMOTE LEARNING 5.0

# R

Respect



Integrity

# S

Self-resilience

# E

Excellence



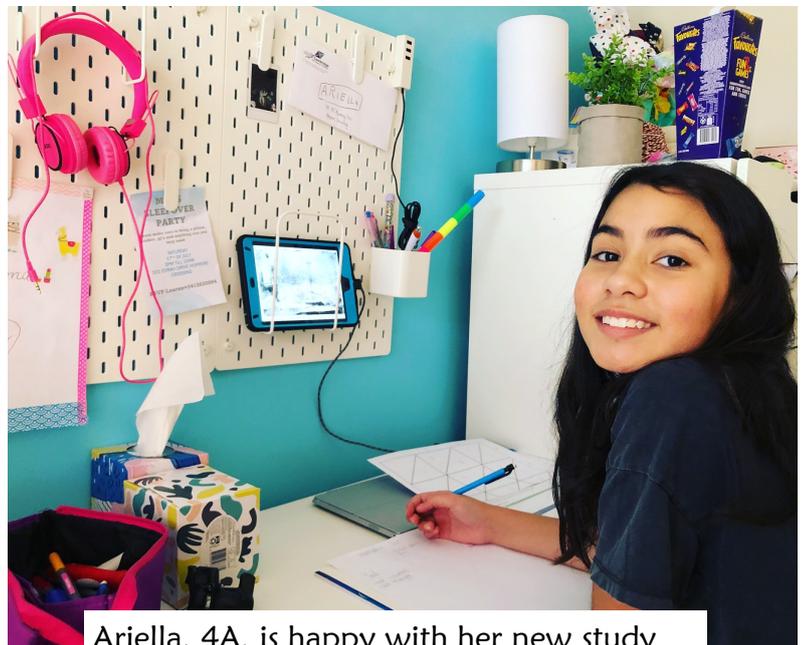
Immi, Prep A, was kept busy making Rum Balls (without the rum, of course).  
Well done Immi. They look delicious.



During this lockdown, Sahithya, Prep E, showed an interest in cooking and helped her mum make Chai/tea. She also enjoys reading books to her little brother.



Ruby, 2G, completing a reading task.



Ariella, 4A, is happy with her new study area at home for remote learning.

# REMOTE LEARNING 5.0

Toy shop set up to practice money skills.



Visual Arts - Roy G BIV

Writing - onset and rhyme.



Jess, 1C, embracing remote learning.

Jump Rope For Heart



Sienna, 4E



Thomas, 1B

R

Respect

—

Integrity

S

Self-resilience

M

Excellence

# 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**  
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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)

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R

Respect

—

Integrity

S

Self-resilience

M

Excellence



# MORE FUN THAN YOU CAN IMAGINE!

MyGolf is Australia's introductory golf program for 5 to 12 year olds.

The program runs over 6-10 weeks and introduces kids to golf in a safe and friendly environment.

Participants learn new skills, make new friends and most importantly, HAVE FUN!

REGISTER NOW AT  
[MYGOLF.ORG.AU](http://MYGOLF.ORG.AU)





THERE ARE THREE STAGES OF THE MYGOLF PROGRAM TO MEET THE NEEDS OF ALL PARTICIPANTS:

**ROOKIE**

Introduction to golf

**STAR**

Develop golf skills

**MASTER**

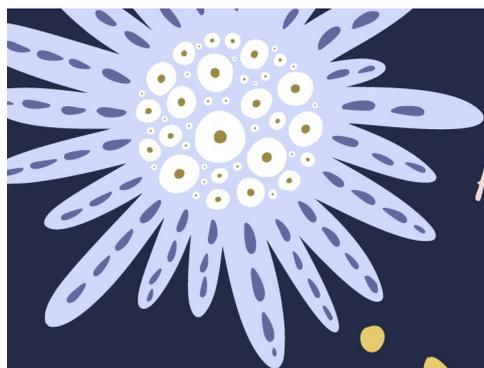
Prepare to play

All participants can order a fantastic MyGolf pack including their very own golf club!

MyGolf uses game-based activities to introduce kids to golf and develop their skills.

There will be cool competitions, promotions and opportunities for MyGolf participants to attend the biggest golf tournaments of the summer, so make sure you don't miss out and visit [mygolf.org.au](http://mygolf.org.au) today.

There are currently MyGolf Centres operating in your area. Please visit [mygolf.org.au](http://mygolf.org.au) to find your closest centre!



A FREE WYNDHAM CITY EVENT



# LIVING Your best LIFE

- GET CONNECTED
- TAKE CONTROL • BE INFORMED

'Living Your Best Life' event

Know your rights, and speak face to face with key services in Wyndham, directly and safely.

## What's on:

Information sessions such as:

- **Victoria Police**  
'Confident Living' safety in the community
- **Fire Rescue Victoria**  
being prepared
- **Take control of bills**
- **\$250 power saving bonus**  
to apply bring electricity bill and concession card

Coffee with a Cop!

**WEDNESDAY**  
**11 AUGUST, 2021**  
**9AM - 5PM**

Encore Event Centre  
80 Derrimut Rd,  
Hoppers Crossing



For more information, session times, visit:  
[www.wyndham.vic.gov.au/livingyourbestlife](http://www.wyndham.vic.gov.au/livingyourbestlife)  
or call 1300 023 411

Contact to discuss any access requirements or for language/Auslan interpreters.

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