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## PRINCIPAL'S REPORT

Dear parents and carers.

It has been absolutely amazing having all students and staff back onsite. I have certainly missed their smiles, laughter, and morning greetings. Although we had a rocky start returning to face to face learning last week, overall, the students have settled in extremely well and the staff are back in full swing.

Unfortunately, due to COVID restrictions we have not been able to have visitors including parents and carers onsite. I want to thank all Cambridge families for your ongoing support during remote learning. I also wanted to thank families for your flexibility. It is never easy returning to face to face learning and having to ensure you adhere to all new restrictions. As you have done during the previous 4 lockdowns, you have demonstrated the resilience of the human spirit. Thank you.

Some excursions and incursions were cancelled or postponed upon our return however teachers are working tirelessly to try and book new dates if there is availability. Please ensure you continue to check Compass for all updates.

You may have noticed a temporary fence erected on the school oval. The School Council approved plans for an additional soccer pitch to be installed and works are now well underway to have this completed before the end of the term.

The plans for our new playground continue to be developed with the architect. It is so important that we get this right and I am not prepared to accept a mediocre design for Cambridge Primary School. I certainly want to ensure we use every ounce of the \$380,000 funding we received.

I sincerely want to encourage all families to contact the school if you have any concerns for your child's wellbeing following the recent lockdown. We have support people and resources available to help so please do not hesitate to contact the Wellbeing team through the office.

*Honey Stirling*

# KEEP CAMBRIDGE SAFE

R

Respect

—

Integrity

S

Self-resilience

M

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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.

### 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.

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.

## STAY COVID SAFE



<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!**

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# WHAT'S ON?

## TERM 3 - WEEK 4

|                 |   |
|-----------------|---|
| 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 | • District Athletics (to be confirmed) |
|--------------------|--|

|                  |  |
|------------------|--|
| Friday 13 August | • <b>CURRICULUM DAY</b> (pupil free day) |
|------------------|--|

## TERM 3 - WEEK 6

|                  |   |
|------------------|---|
| Monday 16 August | • |
|------------------|---|

|                   |  |
|-------------------|--|
| Tuesday 17 August | • Year 2 Serendip Sanctuary Excursion (2B, 2D, 2F split) |
|-------------------|--|

|                     |   |
|---------------------|---|
| Wednesday 18 August | • |
|---------------------|---|

|                    |  |
|--------------------|--|
| Thursday 19 August | • Year 2 Serendip Sanctuary Excursion (2A, 2C, 2F split) |
|--------------------|--|

|                  |  |
|------------------|--|
| Friday 20 August | • Year 6 Luke Kennedy Presentation                       |
|                  | • Year 2 Serendip Sanctuary Excursion (2E, 2G, 2F split) |
|                  | • Kryal Castle Excursion (Year 3-6 only)                 |

## TERM 3 - WEEK 7

|                  |   |
|------------------|---|
| Monday 23 August | • Book & Science Week Parade (Dress up day) |
|------------------|---|

|                   |                       |
|-------------------|-----------------------|
| Tuesday 24 August | • Book & Science Week |
|-------------------|-----------------------|

|                     |                       |
|---------------------|-----------------------|
| Wednesday 25 August | • Book & Science Week |
|---------------------|-----------------------|

|                    |                       |
|--------------------|-----------------------|
| Thursday 26 August | • Book & Science Week |
|--------------------|-----------------------|

|                  |                       |
|------------------|-----------------------|
| Friday 27 August | • Book & Science Week |
|------------------|-----------------------|

## TERM 3 - WEEK 8

|                  |   |
|------------------|---|
| Monday 30 August | • |
|------------------|---|

|                   |   |
|-------------------|---|
| Tuesday 31 August | • |
|-------------------|---|

|                       |                     |
|-----------------------|---------------------|
| Wednesday 1 September | • Year 4 Camp Oasis |
|-----------------------|---------------------|

|                      |                     |
|----------------------|---------------------|
| Thursday 2 September | • Year 4 Camp Oasis |
|----------------------|---------------------|

|                    |                     |
|--------------------|---------------------|
| Friday 3 September | • Year 4 Camp Oasis |
|--------------------|---------------------|

# PRINCIPAL AWARDS



Congratulations to the following students:

## WEEK 3 - P-2

|  |   |  |
|--|---|--|
| <p>Adira<br/>Krant<br/><br/>Prep A</p> |    | <p>Adira comes to school every day with a vibrant smile and is ready to learn. She is a confident, bubbly and friendly class member. Adira continually demonstrates our school values and has a positive attitude towards learning. Keep up the great work Adira!</p>  |
| <p>Riyan<br/>Shah<br/><br/>Prep E</p>  |  | <p>Riyan demonstrates the RISE values every day at our school and in the community too. He arrives at school with a big smile on his face ready to take on challenges in his learning. He has been working really hard to improve his letter formation, use capital letters and full stops in his writing. Riyan treats others with empathy and kindness by listening to their stories and being a gentle, caring friend. He thinks of ways to make the world a better place. We are so happy to have you in our class, Riyan, super effort.</p> |
| <p>Rayan<br/>Naeem<br/><br/>1A</p>     |  | <p>Rayan has been working extremely hard all term to meet his writing goal. With daily practice, Rayan worked on his goal with determination and focus. Rayan responds to feedback and makes the necessary adjustments to improve his learning. Well done Rayan, you are a true lifelong learner.</p>  |

R

Respect



Integrity



Self-resilience



Excellence

# PRINCIPAL AWARDS



Congratulations to the following students:

## WEEK 3 cont'd

|   |   |  |
|---|---|--|
| <p><b>Muhammad<br/>Affan</b></p> <p><b>1B</b></p> |    | <p>Throughout the year including during remote learning Muhammad has consistently demonstrated our school value of excellence. Muhammad always works hard to reach his full potential and takes the time and effort to make sure his work is completed to a high standard. Congratulations Muhammad, keep up this excellent attitude and continue to take pride in your learning.</p>  |
| <p><b>Ashvath<br/>Alluri</b></p> <p><b>2A</b></p> |  | <p>For your great learning behaviour shown in remote learning. Ashvath, I can tell you are working on the school value of Excellence even without a teacher there to encourage it because you always come to every WebEx, you participate and ask questions about your tasks so that you can do your very best, and you put so much effort into your feedback tasks. Well done – these skills are going to help you be excellent throughout your whole life!</p> |
| <p><b>Zaid<br/>Khan</b></p> <p><b>2G</b></p>      |  | <p>Zaid is this week's Principal Award recipient for 2G as he consistently demonstrates Cambridge Primary School's values. He is always kind, caring, has a positive attitude and a Growth Mindset. Well done Zaid!</p>  |

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# PRINCIPAL AWARDS



Congratulations to the following students:

## WEEK 4 - 3-6

|  |   |   |
|--|---|---|
| <p><b>Husna Khan</b></p> <p><b>3B</b></p>            |    | <p>Husna is a responsible and prepared student who constantly challenges herself to improve her writing, reading and numeracy skills. Husna is a quiet achiever but will offer thoughtful questions to improve her understanding and support her peers. She regularly offers assistance to her classmates and shares examples of her work with enthusiasm and pride. Husna displays exemplary focus during class and always gets her work completed to high expectations. She has beautiful handwriting and emphasises being neat and well-organised when she presents any of her work. Husna consistently displays the school values and is always kind and respectful to everyone in the Cambridge community.</p> |
| <p><b>Jayden Harrison</b></p> <p><b>3C</b></p>       |  | <p>Jayden is the epitome of positivity and happiness, coming to school each day with a huge smile, ready and willing to learn. He approaches his schoolwork with a growth mindset and always demonstrates excellence in all he undertakes. Jayden is a respectful and caring student who always treats his peers and teachers with kindness, even when others aren't around. Congratulations Jayden, keep being you!</p>  |
| <p><b>Scarlette smarandache</b></p> <p><b>4B</b></p> |  | <p>Scarlett has made an incredible start to term 3, both in the classroom and at home remotely. She has embraced this challenge by completing all her work to the highest standard, taking part in all daily discussions and helping other students with their transition back into the classroom. Scarlett has shown our school values of self-resilience and excellence, and this is evident through her hard work and her willingness to stay connected with her class. Scarlett has approached each day with a positive outlook and is a very well-liked and respected student in 4B. Congratulations!</p>  |

R

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# PRINCIPAL AWARDS



Congratulations to the following students:

## WEEK 4 cont'd

|  |   |   |
|--|---|---|
| <p><b>Paiten Hawkins</b></p> <p>4C</p> |   | <p>For displaying the Cambridge school value of self-resilience. He has been working hard on improving his growth mindset and has shown a willingness to try harder when faced with challenges. As a result of his improved mindset Paiten has achieved fantastic results in his learning and is growing in confidence each day. Well done, Paiten, keep it up!</p> |
| <p><b>Mia O'Reilly</b></p> <p>5B</p>   |   | <p>Mia has done an incredible job with her learning this year. She has become more confident in herself and made lovely friendships. Mia is beautiful to have in the class, she is friendly and helpful and displays all of the school values. Well Done Mia I am so proud of you.</p>  |
| <p><b>Jarvis Hanson</b></p> <p>5C</p>  |  | <p>For always having a positive attitude and showing resilience when faced with challenging situations. He is focused and determined to do his best work, readily accepting feedback and striving to improve.</p>   |
| <p><b>Milla Dunstan</b></p> <p>6B</p>  |  | <p>Milla has encompassed all of our school values throughout the year. Her self-resilience and excellence has shone - seeking support when she is uncertain and challenging herself at every turn. I'm so proud of you Milla, well done!</p>  |

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## Cambridge Wellbeing Support.

Our brains are highly geared to prediction and certainty. Uncertainty about a situation or our purpose causes significant uncertainty and we can use up vital resources available to our thinking brain in trying to find and create certainty. Living in a global pandemic is causing higher levels of stress and anxiety for many of us and our children.

Not all children respond to stress in the same way. Some common changes to watch for include:

- Excessive crying or irritation “acting out” behaviours
- Returning to behaviours they have outgrown (for example, toileting accidents or bed-wetting).
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Avoiding school and difficulties with attention and concentration.
- Avoidance of activities enjoyed in the past.
- Unexplained headaches or body pain.

If you have any concerns about your child and their current level of coping, please contact Sue McGowan or Pene Toose through the school number 9748 9011 or email [cambridge.ps@education.vic.gov.au](mailto:cambridge.ps@education.vic.gov.au) for support. The Wellbeing team has a referral process to allocate mentors to support students and can provide resources for support in the class if required.

Some great online resources you can access at home are:

[The Brave Program](#)

[Kids Helpline](#)

You can also make an appointment with your GP to discuss a Mental health Plan. This will allow you to access 6 free sessions with a mental health professional with a referral to more sessions if required.

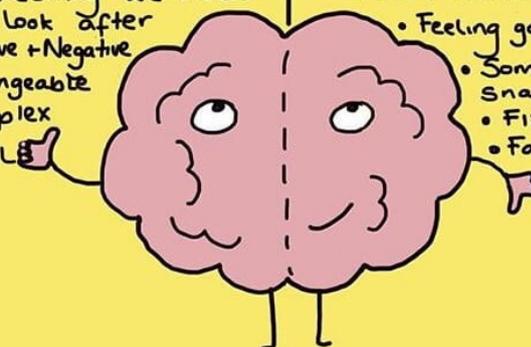
## MENTAL HEALTH

### IS...

- Important
- Something everyone has
- Intrinsicly linked to (+ probably inseparable from) physical health
- On a continuum
- Worth making time for
- Part of being human
- Something we need to look after
- Positive + Negative
- Changeable
- Complex
- Real

### ISN'T...

- A sign of weakness
- Shameful
- All in your mind
- Always something negative
- Something you decide to have
- Something to think about only when it feels broken
- An interchangeable term with mental illness
- Feeling good all the time
- Something you can snap out of
- Fixed
- Fake news



## GROWTH MINDSET FORTNIGHTLY FOCUS

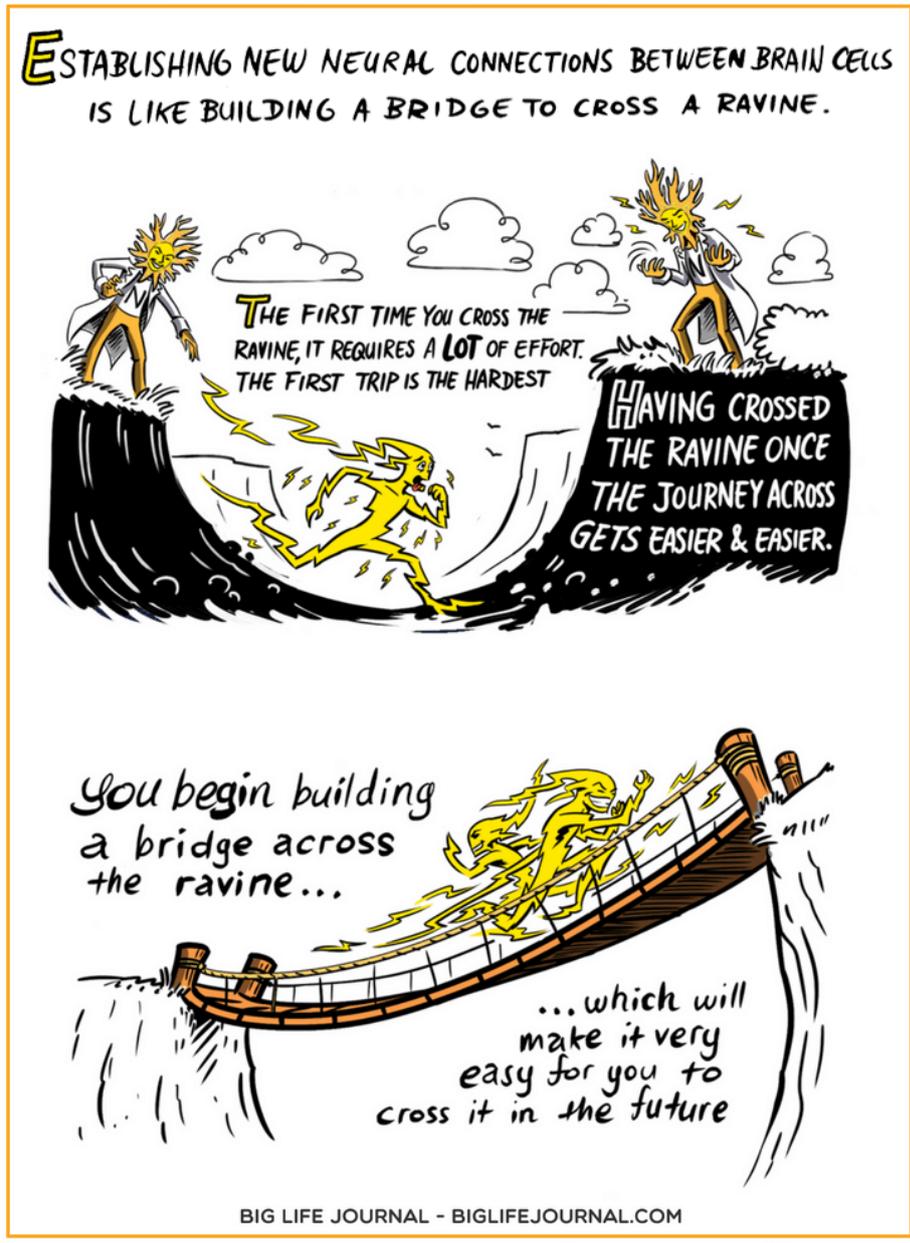
This fortnightly focus is “Learning is my superpower”.

Continue having discussions with your child/ren about the learning of the brain and discuss how when you were born, your brain came with neurons, a type of tiny cell. When you learn things, your brain sends messages from one neuron to another. If you do the same thing enough times, your brain eventually makes a connection (or path) between neurons. This makes activities easier, and you can do them better and better. Everyone can learn anything and the only reason that we doubt that is because of our mindset.

Most people are held back not by their innate ability, but by their mindset. They think intelligence is fixed, but it isn't. Your brain is like a muscle. The more you use it and struggle, the more it grows.

People with a growth mindset know they can get better by working hard. They keep trying even when things are tough and they say things such as, ‘I can't do this...yet’ or ‘Mistakes help me learn.’

People with a fixed mindset feel differently, as if they are stuck with the way things are. A fixed mindset can happen to anyone at some other but it's we choose to growth mindset trying and challenges.



# ATTENDANCE

## Term 3 Attendance Priorities

Welcome back from our short lockdown! The wellbeing team will be monitoring late arrivals and unexplained absences as our priority for the rest of the year. A tutorial has been created to explain how to add an ATTENDANCE NOTE and is accessible on our website.

If your child has arrived late and it is a once off this is understandable, however many students are arriving 2 to 3 times per week after 8.45am and this is lost learning time. Please leave home with enough time to get your child/ren to school so they may be ready to enter class on time at 8.45am to set up for their learning day.

The table below shows the late arrivals from our first newsletter this term:

| Late Arrivals<br>Week 1 Term 3 | Year<br>Prep | Year<br>One | Year<br>Two | Year<br>Three | Year<br>Four | Year<br>Five | Year<br>Six | Total Num-<br>ber |
|--------------------------------|--------------|-------------|-------------|---------------|--------------|--------------|-------------|-------------------|
| 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<br>Level       | 8            | 16          | 13          | 33            | 11           | 7            | 23          | 111               |

This table shows late arrivals from last Wednesday July 28th to Tuesday August 3rd:

| Late Arrivals<br>Week 3 to 4 | Year<br>Prep | Year<br>One | Year<br>Two | Year<br>Three | Year<br>Four | Year<br>Five | Year<br>Six | Total Num-<br>ber |
|------------------------------|--------------|-------------|-------------|---------------|--------------|--------------|-------------|-------------------|
| Wednesday                    | 4            | 6           | 7           | 13            | 5            | 3            | 9           | 47                |
| Thursday                     | 4            | 2           | 3           | 8             | 3            | 5            | 11          | 36                |
| Friday                       | 4            | 2           | 5           | 9             | 6            | 0            | 5           | 31                |
| Monday                       | 5            | 2           | 13          | 5             | 8            | 4            | 3           | 40                |
| Tuesday                      | 2            | 3           | 2           | 4             | 2            | 3            | 3           | 19                |
| Totals per Year<br>Level     | 19           | 15          | 30          | 39            | 24           | 15           | 31          | 173               |

### Data trends and wonderings:

- Year 5 students and their families are to be congratulated on their timely arrivals
- Year 3 students have a consistent number of late arrivals
- Wednesday's have a high number of late arrivals
- A significant amount of learning time has been lost with 173 late arrivals
- Although there was one more day of data collection there was a significant amount of more students late this first week back? Why?

Was your child late to school? Please help them arrive before 8.45am as of tomorrow and each day after that.

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

## F-2 DOING MATHS TOGETHER AT HOME

### Counting everyday

You can incorporate counting into everyday activities such as:

- Cut fruit into six pieces and ask your child to count the pieces.
- Count the pieces of toast you cooked at breakfast.
- Add the total number of cutlery items at the table.
- Count the number of people travelling in the car or on the bus.
- Count the number of houses as you walk along the street.
- Count how many steps it takes to walk from the kitchen to the bathroom.
- Practice counting when grocery shopping with your child (for example, counting the number of apples you put into the bag).
- Encourage your child to talk about the number of things in the pictures they draw.

## EXPLORING NUMERACY WITH YOUR 3-6 CHILD

### Sharing recipes

Discussing maths when cooking can provide a daily maths lesson involving measurement, time, and cost.

Here are some activities you could try at home:

- Collect and read recipes and discuss the use of fractions, millilitres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.
- Discuss how you would double or halve a recipe. Encourage your child to record new measurements for the recipe. Discuss why and when you might need to do this.
- Identify the temperature and cooking time on the recipe. Discuss why different recipes have different temperatures and cooking times.
- Estimate the cost to buy all the ingredients to make the recipe. Compare this with the actual cost of items. Ask your child if they think it was cheaper to buy the ingredients and make dinner or get takeaway.
- Make a list of the abbreviations used in the recipe and then write them in full – for example, L for litre, ml for millilitre, tsp. for teaspoon, tbsp. for tablespoon.
- Investigate the prices of fresh fruit and vegetables available in the supermarkets compared with market vendors.

### PREP

Hi Prep Families,

Thank you for your support during remote learning, we really appreciate all your efforts. It has been great to be back at school seeing everyone. The preps got to celebrate their 100 days. Everyone looked amazing.



100 Days of School Celebration



In the coming weeks, we'll be focusing on the comprehension of texts and orally retelling familiar stories for Reading and Speaking and Listening. In writing, we will be continuing to explore digraphs ('sh', 'th', 'wh') and language experiences to build our students' confidence when writing interesting sentences about their experiences. In maths, we will be exploring subtraction and different strategies to solve subtraction sums such as, using objects, drawing, tens frames and number lines to count back and count up.

### Year 1

It's safe to say the Year 1 students are all very happy to be back at school after our latest round of remote learning. The big smiling faces and chattering amongst the students has been lovely to see. Once again, the Year 1 teachers are so proud of our students for the hard work and resilience they showed during remote learning. We thank the students and families who took the time each day to join their class WebEX and submit their work on to Google Classroom.

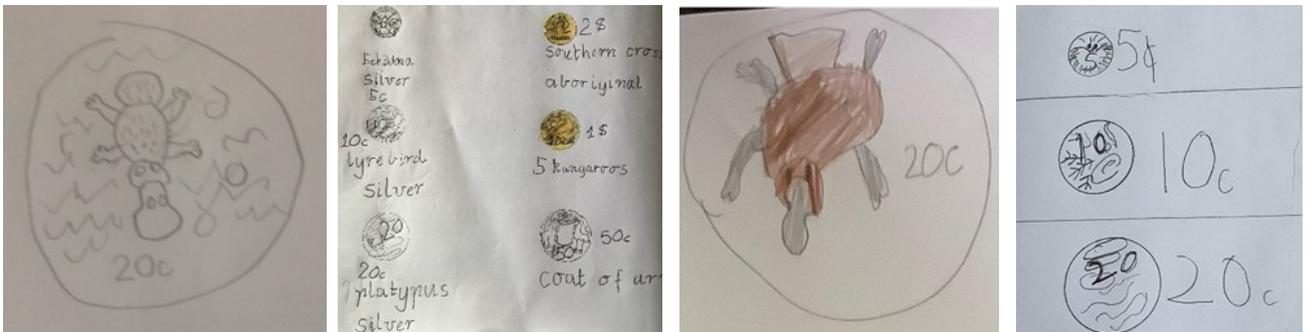


### Year 1 cont'd

Back in the classroom there has also been a lot of excitement around the Olympic Games. This has been a great opportunity to learn about other countries who participate, different sports and of course track the medal tally each day. Our discussions about the Olympics has also been a fantastic way to expose students to a lot of new vocabulary.



In Maths, the students have absolutely loved learning about money and since we have returned to school have had lots of hands on interactive opportunities to work with money to count collections of coins, adding up the total cost to buy items, and how much change to give. These hands-on activities allow students to apply their knowledge of money in to real life learning situations.



### Some of the great drawings of coins from remote learning!

In Science we are all busy and excited about our forces and motion experiments. Students have started to participate in 'Motion Mission' rotational activities to explore toys and games such as bubbles, pin wheels, spinning tops, cars and ramps, bouncy balls and marbles. It has been lots of fun!



### Upcoming Events: Book Week Dress Up Day

- Check Facebook for more details.

### Year 2



The Grade 2s are very excited to return to school after remote learning!

## YEAR 2 cont'd

2D has been counting large collections in Maths and talking about the best strategies to organise objects for counting.



Rithul organized his counters in tens so he could skip count and use place value – he has 3 ways of



Navitha organised her counters in 5s and then 3s, but when she organized them by 3s it was hard to skip count beyond 50



Jon used rows of 6, then changed it to 5s because it was easier to count and Harrison organized his counters by colour then changed to rows of 10



Lacey organized her counters in groups of 5 and counted them by 5s

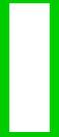


## YEAR 3

It's been great to see so many students settling back into our class routines after another disruption to our term. We are all very proud of the work ethic, and engagement from students during the remote learning 5.0,

Reading: reading this term we are focusing on the skills of solving unknown words, synthesising, and summarising. Check out the poster attached to find some helpful strategies for solving unknown words.

Writing: We have been focusing on information reports. Through investigating animals and the excitement of the Olympic games in Tokyo, students have been using their new knowledge to create an interesting information report.



## YEAR 3 cont'd

Maths: Over the past few weeks, students have been exploring units of measurement. We have covered length and area, and looking forward to covering mass and capacity.

Humanities: We have been exploring Australia, our states and territories, Students have also looked at the neighbouring countries surrounding us. Students will be exploring what similarities and differences there are between Australia and our neighbouring countries, and identify problems that some countries are facing.

Have a great week!

The Year 3 Teachers

## Types of Context Clues

When we see a word we do not know, we can use **IDEAS!**

|   |  |
|---|--|
| <b>Infer:</b> You can make a guess based on the text and what you already know. | I know Mrs. Sue will want to help. She is very <b>compassionate</b> .            |
| <b>Definition:</b> The word is defined in the sentence or text.                 | The police <b>thwarted</b> , or stopped, the thief.                              |
| <b>Example:</b> There is an example of the word in the text                     | The waitress will bring a <b>beverage</b> , such as a coke, sprite, or lemonade. |
| <b>Antonyms:</b> A word with the opposite meaning is in the text                | Missy likes spinach but Tommy <b>detests</b> it.                                 |
| <b>Synonyms:</b> A word with the same meaning is in the text                    | The loud car crash was <b>deafening</b> .  |

## YEAR 4

The year 4s have made an incredible start to term 3! Our focus in humanities has been on the great journeys of exploration, mainly focussing on the journey of the First Fleet. We have also looked at why and where Europeans settled in Australia. In literacy we have been building up our planning in preparation to write historical narratives, which include a blend of real and made up events. In numeracy we have been working hard on learning new strategies in multiplication and division.

Our next big event will be Camp Oasis from Wednesday the 1st of September to Friday the 3rd of September. Last week your child would have received important medical forms that are to be sent back to their teacher as soon as possible. Having these forms handed back will help staff to prepare anything necessary in the lead up to camp. Your child also would've received a checklist of what to bring, please contact your child's teacher if you have misplaced this.

### Reminders:

Students need to be reading every day and are to record this in their planner.

Tissues are running low in the classrooms so if you could send in a box with your child that would be greatly appreciated.

iPads need to be fully charged each day, there has been a number of students arriving at school with little or no battery.

Please monitor the use of messages on your child's iPad, any inappropriate messaging will not be tolerated.

Thank you for your ongoing support throughout the year, if you have any concerns do not hesitate to contact your child's teacher.

The Grade 4 Team

## YEAR 5

The year fives are to be commended on their smooth transition back to onsite learning. As challenging and disruptive as the changing situations can be, it is important that we are all as adaptable and resilient as possible in order to maintain high standards of learning.

Students have been continuing to looking into the effect of colonisation on Australia's First People. They have been looking into significant colonial figures and events and have thought about the impact this would have made on the lifestyle and living conditions of aboriginal people.

Grade fives have been exploring a variety of poems and poetic elements. Students are familiarising themselves with different aspects of figurative language and have been analysing poems using the SMILE acronym (Structure, Meaning, Imagery, Language, Effect). There have been some wonderful discussions and deep readings of a variety of poetry styles. Grade fives are beginning to incorporate some of the aforementioned elements into their own creations and are enjoying reading them aloud to peers and teachers.

Recently, students have investigated some chance and probability activities involving dice and been representing the likelihood of specific outcomes occurring as fractions. Next week, they will embark on a week of angle based activities where they will be locating, estimating, naming, measuring and making angles using protractors.

### ***Faraway Land***

In a place where there is day,  
But no night,  
Happiness,  
But no sadness, loneliness or anger.

No trees, no flowers, no plants,  
White walls,  
Grey concrete,  
Black days,  
In a place where only one person stands,

Walks to an open door,  
Where there is a spark of  
light...  
Waiting for it's only hope.

### ***Martina 5E***

as light invades darkness,  
as kids create an immense mess,  
as school rings its bell,  
as teachers compel

Dawn appears and creates distress

### ***Taimoor 5E***

Breathing yawning closing your eyes  
Hearing noises people talking imagining feeling  
Your tummy going up and down music playing  
Wind blowing people moving

### ***James 5E***

The stars hung high  
in the sky  
shinning bright  
in the night  
giving light  
to the blight  
in the sky  
the stars hung high  
giving light  
to the night.

### ***Rohan 5E***

## YEAR 6

### Grade 6 Camp

Camp Starts Monday the 9th of August, please arrive at school at the standard arrival time.

#### Census

After consulting the ABS, students need to be recorded on your census form at home, as if they had slept there for the evening. They will not be recorded at camp. Further information about this was sent out through compass.

#### Towels

Towels have now been added to the clothing and gear list for camp, students will need one towel for use after showering.

The full gear list is provided below.

#### **FREQUENTLY ASKED QUESTIONS**

Absolutely no aerosols/sprays of any kind, excluding medications

- No mobile phones or other devices
- Children are responsible for any valuables brought on camp. The school will not accept any responsibility for lost or damaged items.

Please note: bags can be **no bigger** than 55cm

#### Clothing

Suitable, respectable clothing for three days

#### **Suggestions include:**

- 2 pairs of trousers (jeans, tracksuit pants) - one of these could be worn on the Monday
- 1 pairs of shorts (suitable length)
- 3 tops (with sleeves that cover the shoulder)
- 3 pairs of socks
- 3 pairs underwear (just to be on the safe side)
- 2 jumpers/windcheaters or cardigans - one of these could be worn on the Monday
- 1 pairs of walking shoes – runners or boots comfortable enough for the children throughout the hectic day
- Raincoat or waterproof jacket for any wet weather
- Pajamas and slippers
- Thongs for the shower

#### Personal Items

- Toiletries in a waterproof bag or small case (toothbrush, toothpaste, shampoo, washer, soap, roll-on deodorant, tissues)
- 1 plastic bag for storing worn clothing
- Plastic drinking bottle
- Book to read
- Day backpack
- Money – the children may bring up to \$25.00 to purchase souvenirs only this will be their responsibility
- Towel
- All medication must be handed to the teacher.

#### Luggage

- Students need a travel case or bag no larger than 55cm in length. They can also have a small daypack to carry a water bottle and other things in. A school issued bag is too large to carry around the city.

*Please clearly label ALL items so that lost articles can be returned.*

## ENRICHMENT

### Australian Parliament

For our Humanities unit, Miss Meracis organised for member of the Australian Parliament education team to speak with us. Lara shared with us information about parliament. This included:

- the three levels of government
- different forms of government
- how laws are made
- Parliament House
- how the House of Representatives and the Senate work together.



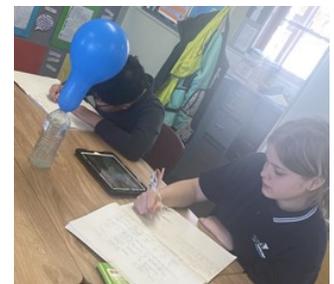
Overall, the video conference was an enjoyable experience and we walked away with lots of information and more questions to ask. We recommend this experience for other classes as it is a great learning opportunity. - Andrei, Sid

### Science

In week 3, we started science with Ms Green. On the first day, we observed states of matter. We put a number of materials on a table and used our five senses to describe them. Some of the materials we observed were oobleck, slime and oil. Our focus was on writing scientific reports. We paid particular attention to the observations section.



During our next science session, we poured vinegar in a bottle, we placed baking soda in a balloon, then we mixed them both together to make a chemical reaction. The result was an explosion, releasing chemicals to inflate the balloon and making the vinegar and baking soda fizz. We wrote a scientific report to describe what happened. Our focus was looking at the different ways the states of matter move and react. In our scientific report we were looking at identifying the different variables that may affect our experiment. - Avik, Moosa, Syakir

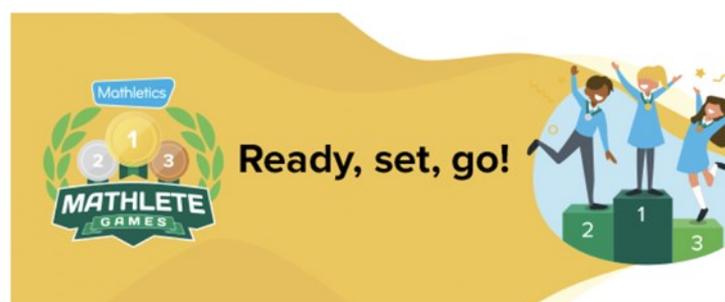


### Mathlete Games

Lately, we have been competing against students around the world in Mathletics Live, in an attempt to earn our class a Mathlete Games medal. To do this, we need to earn enough points to get into the top 100 by answering questions based on the four operations. At the moment, none of us have made it into the top 100, however, we are confident that we will get there! We are enjoying the experience, especially being competitive! - Areeb, Abdul

Mathletics

A SP Learning product



## ENRICHMENT cont'd

### Olympics

Over the past two weeks, the Olympics Games have begun, and events have both started and concluded. The athletes are doing really well! We are currently fourth on the medal tally, scoring 34 medals: 14 gold, 4 silver and 16 bronze. Emma McKeon already has 7 medals to her name, which is an Olympic record for Australia. Kareena Lee has won a bronze medal for the 10km marathon swimming.

Meanwhile, Owen Wright has won the first surfing medal Australia has ever won! The Australian men's hockey team, the Kookaburras, are in the finals and they're soon playing against Belgium. The women's football team sadly lost against Sweden in the semi final, but they're playing against the U.S.A. in the bronze medal match. The Boomers, the Australian men's basketball team, have beaten Argentina in the quarter finals and are soon going to play against the U.S.A. in the semi final. Go Aussies! - Mel, Eelaf

### Remote Learning 5.0

This was our 5th remote learning lockdown. We completed our work and kept in touch with our teachers for both our learning and wellbeing. Remote learning may have not been the most pleasant experience for some, but our teachers and peers made it possible. We worked on our specialist work and attended our online meetings. We continued with our literature groups and reading, online. Our literacy revolved around poetry, and our mathematics focused on real numbers. Our humanities, however, had numerous focuses, including government, democracy, voting and economics.

There is a Virus Called Covid-19,  
And we must stay in Quarantine,  
Is the end near?  
Or do we just fear?  
Could this be a big dream

Remote learning was sometimes challenging, but the enrichment students persevered and approached it maturely and responsibly. - Amelia, Kim

## PREP FAMILIES - PLEASE READ

Dear Families,

At the beginning of the school year, the Department of Education and Training provided every Prep student attending a Victorian government school with a red Prep bag.

The Prep bags contained 14 items, including children's storybooks, flyers, stickers, and stationery items, all designed to help Prep students and their parents and carers thrive from the start of Term 1.

The Department is now inviting families of current Prep students to participate in a short survey, closing Sunday 29 August.

Feedback will help inform what Prep students and their parents and carers like about the Prep bags and what can be improved in 2022. To have your say, complete the survey through SurveyMonkey.

[2021 Prep bag evaluation survey.](#)

The survey takes about five to ten minutes to complete. For more information on this year's Prep bags, refer to the Prep Bags 2021 web page on the Department's website.

Thank you for your time.

# AROUND THE SCHOOL

# R

Respect



Integrity



Self-resilience



Excellence

## CANTEEN - FOOTY DAY LUNCH ORDERS:

I will be sending out footy day notes this week for a special footy day lunch which will be held on Tuesday 7th of September 2021. If you are halal please tick the relevant box on the note. If you order a footy day lunch order on Flexischools - please send the slip back with 'flexi school' written on the note. *If you have any special dietary requirements, such as gluten free, please speak to Jasmine in the canteen.* All proceeds from footy day will be going towards a new fridge for the canteen (so I hope that everyone will order a footy day lunch).



Footy day notes will be due back on Wednesday 1st of September, please ensure that the notes are back before the due date - **no late orders will be accepted.**

I have a new Bulla ice cream cup that is \$1.50 and a Bulla frozen yogurt cup (halal) that is \$2.50. You might also notice on Flexischools that some items are not available, I should be receiving these items in the next week or two. Sorry for any inconvenience.

Thanks - Jasmine

## LIBRARY

### BOOK FAIR

Unfortunately, due to COVID, we have had to cancel our Book Fair for this year.

### OVERDUE LIBRARY BOOKS

We currently have a large number of library books that are overdue, please help your child to check at for them at home and return their library books so they can borrow different ones.





Ciao a Tutti!

This is a reminder newsletter piece to say that there are still a number of students who still are not on Google classroom / Italian. Parents/Carers, if you could please take a few minutes to make sure that your child/ren have joined the

appropriate Italian Google classroom. If not, I have added our class codes once again .

Parents, you too are more than welcome to join the Italian Google Classroom as another form of communication between home and school.



## 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 | srxnxm6 |
| Grade 1E | twfcurd |
| Grade 1F | wxkzadb |

|          |          |
|----------|----------|
| Grade 4A | 7rmlgwh  |
| Grade 4B | fbcb3gui |
| 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. 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.

This is also a reminder that many students have yet to upload the tasks that they have been working on. Signore Sowter and I would really like to see these before your Italian lesson.

*grazie!*

# SPECIALISTS

## Italian Term 3 Topics

### Grades prep to Grade 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

### Grades 4 to Grade 6 + 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.



**ABBI CURA DI TE**

Signore e Signora Sowter  
e Tregilgas

# SPECIALISTS

# R

Respect



Integrity

# S

Self-resilience

# E

Excellence

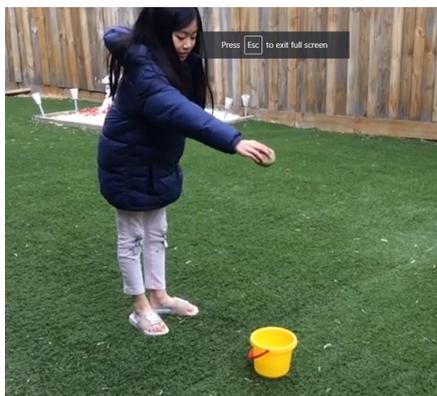
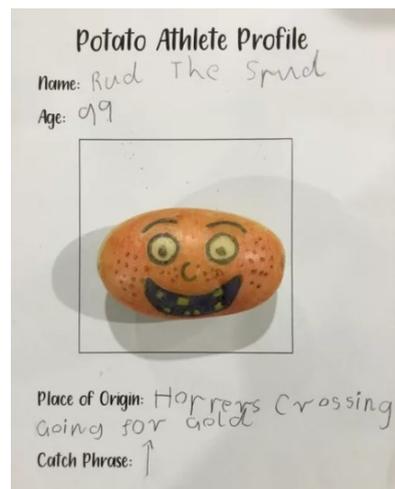
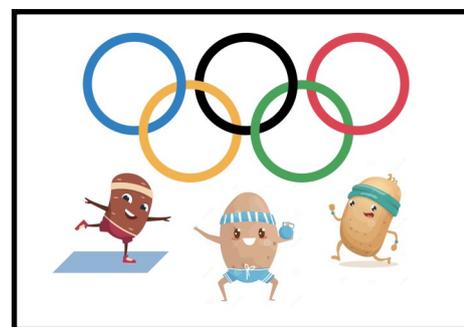


Last Monday, during Remote Learning, we decided to have some fun with the students and run a special event in PE. Students from Prep-6 had the opportunity to participate in the Potato Olympics!

For this event, students were asked to decorate a potato, which become known as their Potathlete. Students then had an opportunity to use their Potathlete to compete in a range of different events. The events included Bowling, the Luge, Archery and Diving.

Well done to everyone who got involved!

Miss O'Mealley & Miss Wilkinson.

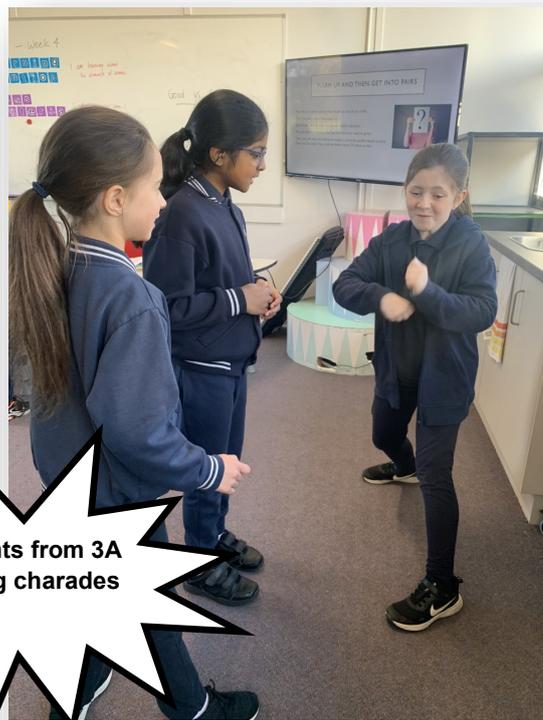
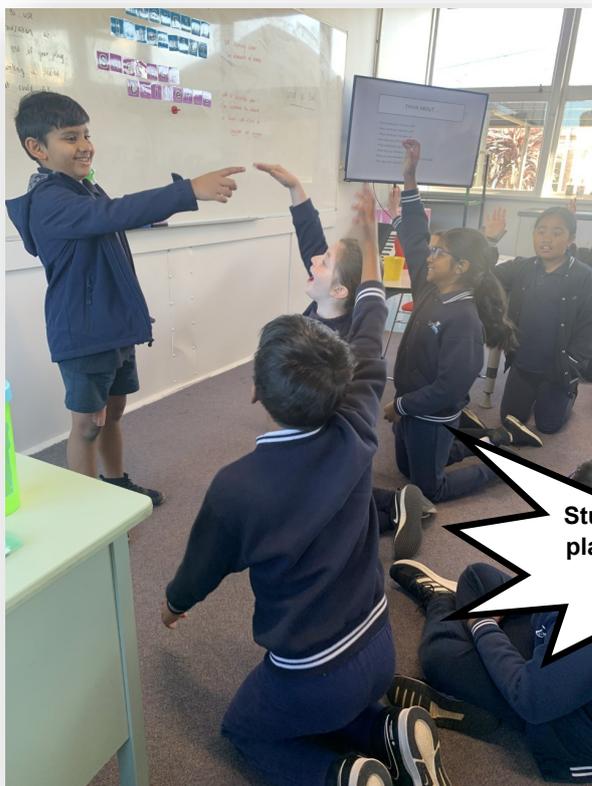




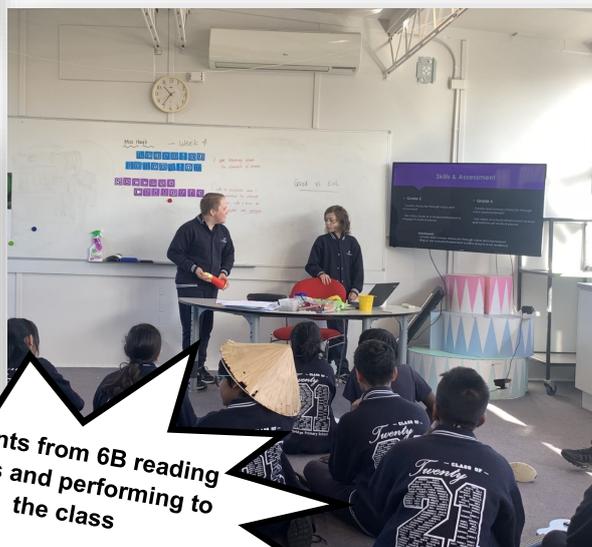
## PERFORMING ARTS: DRAMA!

*"an actor I know fell through the floor recently. I think it is just a stage he was going through.."*

Since returning to on-site learning, students in have been exploring drama! Students are learning about what it takes to become a character and practicing using voice and movement to do this. Students are learning about the different elements of drama and developing their ability to read from a script and tell a story using actions. In the coming weeks, students will apply their new knowledge to work on drama from well-known musicals!



Students from 3A  
playing charades



Students from 6B reading  
scripts and performing to  
the class

# SPECIALISTS

## ART ROOM NEWS



### ART SMOCKs!



All Grade P/1/2 should have a functional art smock in their school bag or their locker tub, at all times.

- Remember, if a student **DOES NOT HAVE THEIR OWN FUNCTIONAL ART SMOCK** in their school bag or individual locker tub when required **THEY WILL NOT BE EXCUSED OR EXCLUDED** from the activity.

### MONOCHROMATIC SELF PORTRAITS



Grade Prep students have been drawing monochromatic self portraits. A monochromatic self portrait is drawn with tints (lighter) and shades (darker) of one colour. These are by Chloe and Ace from Prep B – WOW!



### FOUND OBJECT RAINBOWS



Grade 1 students have been creating covers for their art journals, drawing rainbows and creating found object rainbows with the colours in ROY G BIV order. These are by Srihan 1A and Ryan 1C – fantastic work!



### VISUAL ARTS WORDS



Grade 2 students have been drawing covers for their art journals and creating Visual Arts words using objects. These are by Adithya

2F and Christian 2G – well done! These are the words that have been created with objects by Grade 2 so far



Thank you!

Shell Menhennet

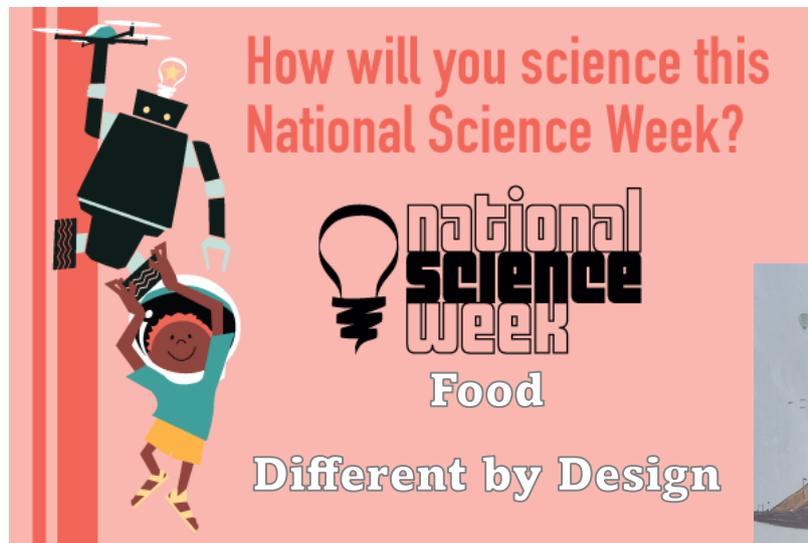
Visual Arts Teacher

ART, VISUAL, ART SMOCK, PAINT, HOME, COLOUR, CRAYON, LOVE, PICTURE, DRAW, PAPER, FUN. WIN, PEACE, CRAFTY, CRAFT, PEN, MAKE, SKETCH, CLAY, PENCILS, PENCIL, TEXTURE, ICE, PATTERN, PINK and SCISSORS!

# BOOK WEEK & SCIENCE WEEK

23rd ~ 27th

August



We are excited to celebrate National Science Week '*Food—Different by Design*' and National Book week '*Old Worlds, New Worlds, Other Worlds*' with our students. Students will be engaging in a variety of literacy and science activities throughout this week in their classrooms.

The week starts off big with...

## Dress Up Day!!! Mon 23rd Aug

Students are encouraged to dress up as their favourite book character or science related character. Here are some costume ideas relating to the Science and Book Week themes.



Remember that students need to be able to participate comfortably, including wearing appropriate shoes, and be mindful that any costume accessories brought to school promote safe play.

R

Respect

—

Integrity

S

Self-resilience

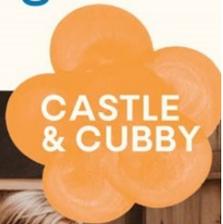
E

Excellence

# We're registered to WIN a \$20,000



## Play-Based Learning Village for our School!



Nominate yourself & our school TO WIN

And if we WIN, so could YOU!

For the chance to win a \$2,000 cubby for home simply register at

<https://www.castleandcubby.com.au/pages/competitions>



R

Respect

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Integrity

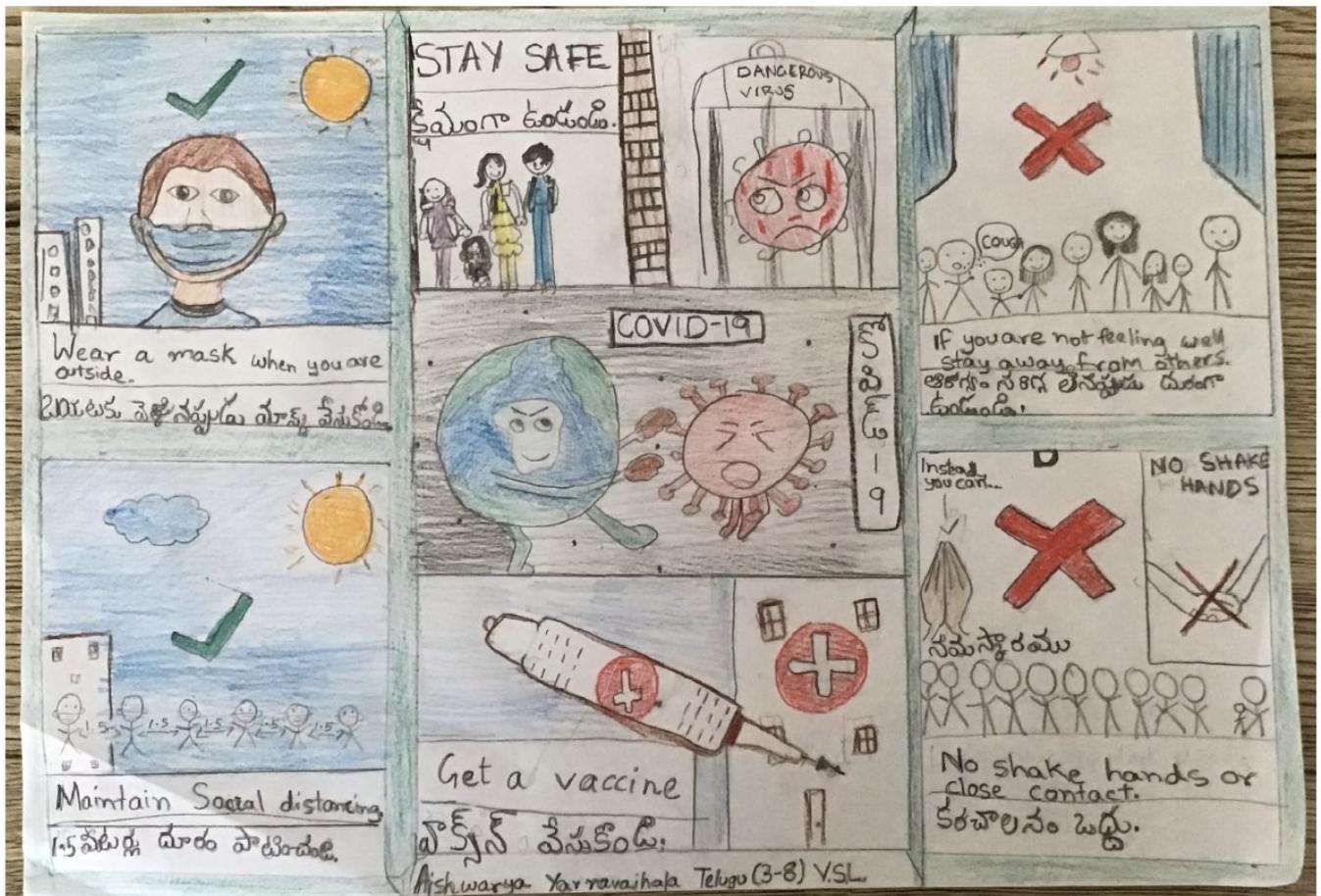
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Self-resilience

M

Excellence

## REMOTE LEARNING 5.0



# REMOTE LEARNING 5.0

# R

Respect



Integrity

# S

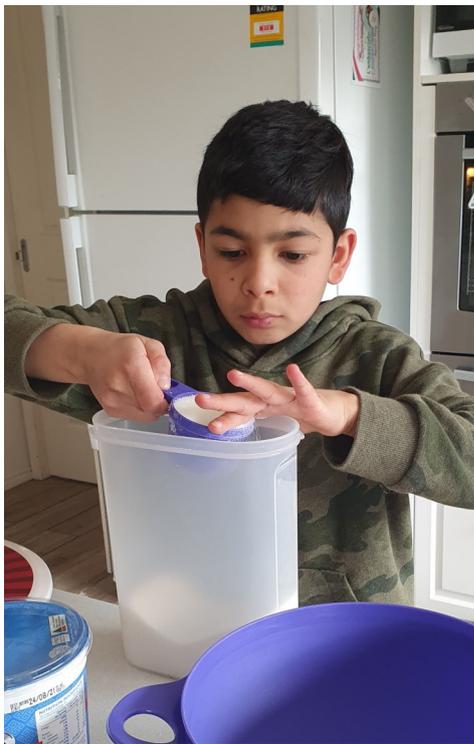
Self-resilience

# M

Excellence



Amani, 2C, and Aiman, 2E, working on a Treasure Island task for Maths.



Hemish, 6E, and Krish, 4B, keeping themselves busy during remote learning.

# OUR SCHOOL PARTNERS

R

Respect



Integrity

S

Self-resilience

M

Excellence



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**FREE** MULTICULTURAL AUSKICK PROGRAM (AGES 5-12)

**4 WEEKS**

MONDAY,  
AUGUST 23

MONDAY,  
AUGUST 30

MONDAY,  
SEPTEMBER 6

MONDAY,  
SEPTEMBER 13

TIME: 3:45-4:45PM

WHERE: MAINVIEW BOULEVARD RESERVE, TRUGANINA

**GIVEAWAYS!  
MASCOT APPEARANCE!  
REGISTER NOW!**



**SCAN  
ME**

For more information contact  
Shannon Gore at [Shannon.Gore@afl.com.au](mailto:Shannon.Gore@afl.com.au)





**FREE** MULTICULTURAL AUSKICK PROGRAM (AGES 5-12)

**4 WEEKS**

TUESDAY,  
AUGUST 24

TUESDAY,  
AUGUST 31

TUESDAY,  
SEPTEMBER 7

TUESDAY,  
SEPTEMBER 14

TIME: 3:45-4:45PM

WHERE: MANOR LAKES RESERVE

**GIVEAWAYS!  
MASCOT APPEARANCE!  
REGISTER NOW!**



**SCAN  
ME**

For more information contact  
Ifrah Ibrahim at [Ifrah.ibrahim@nmfc.com.au](mailto:Ifrah.ibrahim@nmfc.com.au)

