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PRINCIPAL'S REPORT

Dear parents and carers

It's sad to think that we will not be coming out of lockdown this week and back to face to face learning. I am particularly disappointed for our students, I know more than anything they desire to be back onsite with their friends and working alongside their peers in the classroom.

I hope this week's newsletter finds you all in good health. I know these are challenging times for everyone and please know that the leadership team are here to support you, please don't hesitate to reach out.

We continue to provide onsite supervision for children of essential workers. The numbers continue to increase as the weeks go on and we ask that families supply the school with the correct documentation as early as possible so that we can ensure we are able to cater for the numbers coming onsite.

The revised 'Cambridge Primary School Remote Learning Expectations' document will be sent out this week. Please take some time to sit with your child to review and fully understand the expectations of the school. There have been some changes to the document and it is crucial all students, parents or carers support the expectations outlined in the document.

NAPLAN

Our results are in and they are simply outstanding. Congratulations to the entire school community for your dedication and commitment to the students learning in 2020 where the students spent the majority of the year learning remotely. Thank you to every single teacher, education support person, student and parent or carer at Cambridge Primary School.

I hope to share these results with the community in the coming days.

To all our Fathers or significant males in the lives of our young children, Happy Father's Day for Sunday.

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.

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.

<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 7

Monday 23 August	• Book & Science Week
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 Cancelled
Thursday 2 September	• Year 4 Camp Oasis Cancelled
Friday 3 September	• Year 4 Camp Oasis Cancelled

TERM 3 - WEEK 9

Monday 6 September	•
Tuesday 7 September	•
Wednesday 8 September	•
Thursday 9 September	•
Friday 10 September	•

TERM 3 - WEEK 10

Monday 13 September	•
Tuesday 14 September	•
Wednesday 15 September	•
Thursday 16 September	•
Friday 17 September	• End of Term 3

TERM 4 - WEEK 1

Monday 4th October	•
Tuesday 5th October	•
Wednesday 6th October	•
Thursday 7th October	•
Friday 8th October	•

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 7

<p>Dominic Ord Masters</p> <p>Prep D</p>		<p>We are so very proud of you Dominic for all your terrific learning you have achieved so far this year! You have shown the school values of Self Resilience and Integrity in the way you have always tried your very best with your learning and with how you always know the right things to do both in and out of the classroom. Dominic, you are a good friend to everyone in the class and you show kindness when you take the initiative to help your classmates with little acts of kindness. Well done, Dominic! Congratulations for being such a fantastic and well, liked member of our class, Prep D!</p>
<p>Sahithya Vickram</p> <p>Prep E</p>		<p>Sahithya has shown self-resilience and excellence throughout remote learning this term. She is positive and enthusiastic about all learning areas, setting a positive example to our class. She shared her deep breathing yoga techniques with us which helped to strengthen our mind and bodies. She strives to gain new knowledge and share it with our class. Keep on working hard to achieve your best Sahithya.</p>
<p>Reya Gala</p> <p>1E</p>		<p>During remote learning, Reya has continued to display the school values of excellence and self-resilience. Every day she works hard to produce work of a high standard. She attends all WebEx meetings on time, submits all work and responds to any feedback given. Well done, Reya!</p>
<p>Sarim Khan</p> <p>1F</p>		<p>This student has worked extremely hard during remote learning. He has attended every meeting and contributed in all class discussions. He has used a growth mindset and pushed himself to be the very best learner he can be. I am so very proud of everything you have accomplished and how much growth you have made. Keep up the great work, Sarim Khan.</p>

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 7

<p>Jonathan Tran 2D</p>		<p>For always persisting with his learning, whether it is at school or at home Jon always tries hard to understand and complete his work. He's knowledge is increasing massively because he does every task his teacher assigns to him, and he follows his own curiosity to explore extra topics. Well done, Jon!</p>
<p>Zimal Abbasi 2E</p>		<p>You shine with resilience in your learning, and you set a positive example for others with your growth mindset. You are not afraid of making mistakes and you continue to try even when things get hard. Your actions are full of compassion. You constantly include others and ensure that everyone feels cared for and supported in our class regardless of their abilities or interests which may be different to yours. Congratulations to you, you are a superstar!</p>

R

Respect



Integrity



Self-resilience



Excellence

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 8

Rithvik Ramesh 3A		Rithvik has shown great self-resilience and excellence during remote learning. He always attends class We-bEx's, challenges himself when he completes all his work and asks questions when he needs help. He puts in his best effort every day and aims to help others during group discussions. Thank you for all the hard work and effort you have been putting in- keep up the great work!
Tyrone Gray 3B		Tyrone consistently displays the school's values to the highest standard every day and has exemplified this during remote learning where he has attended every day and put in amazing effort. Tyrone challenges himself with every task and is a positive and supportive contributor in the classroom, both real and virtual. He works responsibly and quietly and can always be relied on to do work of exceptional quality. Tyrone is willing to ask for help and takes on board feedback to improve himself and his work. Tyrone shares positivity, compassion, work strategies and support with
Marwan Rahman 4A		For having a great attitude towards his remote learning. He is constantly trying his best, sharing ideas and asking questions to further his understanding. He is always present at our class WebEx and submits all assigned work which shows how dedicated he is to his learning. Well done!
Jacob Singapogu 4B		Jacob has had an outstanding term 3, both in the classroom and at home remotely. He has embraced the challenge of learning at home by showing up each day with a smile, completing all of his tasks with quality in mind and handing in each assignment on time. Jacob has shown our school values of self-resilience and excellence, and this is evident through his willingness to show up each day with a positive mindset. His sense of humour has entertained us all in 4B through a very challenging time! Congratulations,

R

Respect



Integrity



Self-resilience



Excellence



PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 8		
<p>Ashvin Elango</p> <p>5A</p>		<p>For your positive attitude towards your own learning, and the enthusiastic manner in which you take part in all learning activities! Despite remote learning, you still put 100% effort into all your work and show pride in everything you do. You're always the first one in class meetings and always submit your tasks. I'm so proud of you and of how far you've come.</p> <p>Well done Ashvin!</p>
<p>Tayla Garrard</p> <p>5B</p>		<p>Tayla has done an incredible job during remote learning. She has submitted all her work and the effort that she puts into her learning is to be highly commended. She is a great role model for her peers.</p> <p>Well done Tayla I am extremely proud of you</p>
<p>Holly Elmore</p> <p>6D</p>		<p>For taking initiative in her education during remote learning.</p>
<p>Jowan ONG</p> <p>Enrichment</p>		<p>During this time, you have shown maturity and a sense of responsibility towards your learning, attending all class WebEx's and completing all set learning tasks to the best of your ability. It has been amazing to watch your confidence grow!</p>

GROWTH MINDSET FORTNIGHTLY FOCUS

This fortnightly focus is “I stick with things and I don’t give up”.

Perseverance is the act or power of continuing to do something in spite of difficulties. It is an essential quality for success in life and it often tops aptitude and raw talent and is a more accurate predictor of achievement.



Our ability to stick with our tasks, goals, and passions is vital. Persevering entails effort and practice. It also involves our ability to learn from failure and try again. To develop perseverance, we need to try new things, practice and set goals for ourselves, and know that our efforts matter.

As parents, we may wish to signal that we have high expectations and give all the support we can so that our children can reach them. This includes instilling in them a fundamental belief that they can live up to our expectations. We should also encourage our children to do difficult things that interest them and stick with it.

R U OK? Day 9th September (Week 9)

R U OK? Day is our national day of action dedicated to reminding everyone that every day is the day to ask, “Are you OK?” and support those struggling with life's ups and downs. There are four conversation steps to help navigate a conversation when someone says, “No, I’m not OK”. These steps are ask, listen, encourage action and check in. There will be some activities around this on the day on our Facebook page and online for students.



1. Ask



2. Listen



3. Encourage action



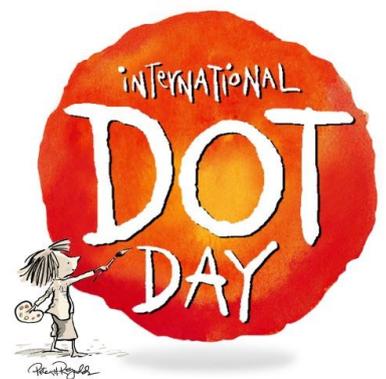
4. Check in

International Dot Day 15th

September (Week 10)

International Dot Day, a global celebration of creativity, courage and collaboration, began when teacher Terry Shay introduced his classroom to Peter H. Reynolds’ book *The Dot* on September 15, 2009.

The Dot is the story of a caring teacher who dares a doubting student to trust in her own abilities by being brave enough to “make her mark”. What begins with a small dot on a piece of paper becomes a breakthrough in confidence and courage, igniting a journey of self-discovery and sharing, which has gone on to inspire countless children and adults around the globe. We invite your children to take part in this event by wearing something with dots or circles. There will be activities on the day provided in your child’s learning grids. You can post photos celebrating the day on the padlet [here](#).





Turns Out, Counting on Your Fingers Makes You Smarter CONTD.

Children who have better perception of their hands tend to be more skilled at math, research shows. Appeared in the October 22, 2016, WSJ print edition [LINK](#)

To test someone's finger recognition, or finger gnosia, researchers block the person's hands from view, touch one or two fingers, and then ask the person to identify which of their fingers was tagged. People with weak finger sense have trouble differentiating one finger from another.

While researchers like Dr. Boaler and Dr. Berteletti believe finger sense is deeply connected to mathematical achievement and should be cultivated, math teachers have traditionally regarded fingers as a bridge to mental representations of numbers and abstract thinking that, after a time, should be discouraged.

"I think the idea of don't count on your fingers is still out there, but math has moved to the idea that fingers and other manipulatives play an important role," said Douglas Clements, executive director of the Marsico Institute of Early Learning and Literacy at the University of Denver's Morgridge College of Education. "We want them to move off fingers but not so soon that when they need concrete representations they don't have it."

Once the movements becomes internalized, Dr. Berteletti said, children will naturally outgrow finger counting.

"It's not something parents should be scared of," she said. "It's OK."

The connection between fingers and math was documented in the 1940s when people with brain injuries lost the ability to perform calculations and, at the same time, identify their fingers. Scientists are still puzzling out the link, but one possibility is that finger recognition helps people visualize abstract concepts.

To demonstrate how visualization can improve mathematical understanding at all levels, Dr. Boaler uses the problem of one divided by two-thirds. The abstract solution involves multiplying one by the reciprocal of the fraction and then converting the result, an improper fraction, to a mixed number.

Dr. Boaler, who encourages students to work out problems like these with diagrams and pictures to "see why the answer is what it is," offers this visual solution. Divide a rectangle into thirds and shade two of the segments to depict how one divided by two-thirds equals one-and-a-half.

The goal is to augment, not replace, abstract computations.

"We're not saying everyone should count on their fingers their entire life and not develop the ability to add abstractly," Dr. Boaler says. "What's being said is if you really know your fingers well, that's going to help you, and it will help you throughout your life."

It's a strategy, she says, that you can count on.

Click the [hyper link](#) or search "youcubed finger activities" to find more fun activities to do at home to build finger sense.

PREP—fun and learning in Remote Learning!

Welcome Prep Families to our Prep Newsletter!

It has definitely been a roller coaster ride of a term so far but our wonderful Preps have shown **Resilience**, **Integrity** and **Excellence** during this time—

We are very proud of you, our terrific Preps!



So far this term we have covered:

Reading—using different strategies when reading (Lips the Fish, Flippy the Dolphin, Eagle Eye and Stretchy Snake. Also, we have explored the different features of non fiction texts.

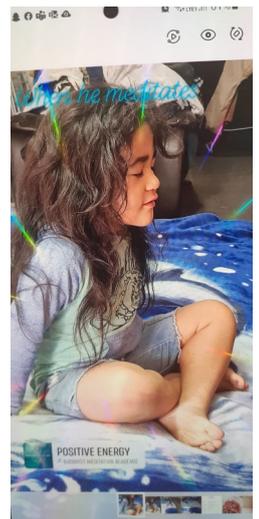
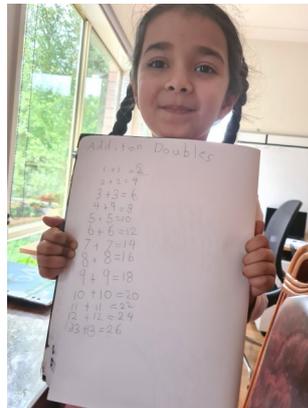
Writing— we have learnt about the digraphs of th, ch and wh and learnt how to write re-count texts about our weekend with capitals letters for beginning of sentences, full stops, how to use the ‘wh’ words of : what, when where, who and why to write detailed sentences.

Maths— we have covered the topics of addition, subtraction, length and location. We have begun ‘Number Talks’ with our Preps to help development their mathematical thinking.

Humanities— we have been learning about being healthy by eating healthy foods and being active.

Science—we have been learning about living and non living things and their differences. We have also explored the different needs of living things.

Finally we would like to share with you some photos of our fantastic Preps involved in their learning during Remote Learning.



Grade 1

Students in grade 1 have worked consistently, with enthusiasm and continue to show amazing work, whilst being resilient in remote learning. We have continued with persuasive writing with students building their writing stamina by engaging in daily writing exercises. We have also focused on volume and capacity within math and students have been able to use measure capacity using items from around the home from to help their understanding. Last week, students created their own toys using household items as part of our Humanities unit on toys”



Book and Science Week



YEAR 2

This fortnight Year 2s are continuing working on Realistic Fiction in Writing, diphthongs in Phonics, reading, analysing and critiquing great authors in Reading and Place Value in Maths.

REALISTIC FICTION

involves stories with characters and settings that are true to life and events that could really happen.



Students can revise or extend their learning by searching Epic for Realistic Fiction to find stories and also “how to write realistic fiction” videos.

In Phonics, we are focusing on diphthongs. These are “a sound that combines two vowel sounds.” They can be tricky to read

the same letter combinations can make more than one sound, and even trickier to spell because there can be 4 or 5 ways of spelling the one sound!

In Reading we are looking at how great writers write, what choices they make and why. Some questions that help with this analyzing skill are:

- o What did the author do to make the characters or situation interesting?
- o What is the *genre* of the book? What are the aspects of this genre that you noticed? (fiction, nonfiction, realistic stories, traditional literature, fantasy)
- o What types of illustrations are in the book (photographs, drawings, etc.)?
- o How can the information gained from the illustrations and words in a print or digital text be used to demonstrate understanding of its characters, setting, or plot?
- o What text features did you notice in the book? How did they help you understand the book?
- o Could this story really happen? Why or why not?
- o What descriptive language did the author use? How did it add to your enjoyment or understanding of the text?
- o Show me where the problem was resolved in the story. How do you know?

In Maths we are focusing on interpreting and manipulating 3 digit numbers using Place Value Understandings. Place value is the value of each digit in a number. For example, the 5 in 350 represents 5 tens, or 50; however, the 5 in 5,006 represents 5 thousands, or 5,000. It can also be made using 50 hundreds or 500 tens. Understanding that numbers can be manipulated in this way will help students understand multi-digit computation later. Understanding the size of a number in comparison with another number is another thing students are building crucial knowledge of.



Using Numbers (also known as digits) <h2>7,165</h2>	Using Words Seven thousand, one hundred and sixty-five
Place Value It's all connected! Here's 4 ways to show the same number	
Using Materials (MAB) 	Using Expanded Form $7000 + 100 + 60 + 5$

PROFESSIONAL LEARNING COMMUNITY NEWS

YEAR 2 Science and Book Week

R

Respect



—

Integrity

S

Self-resilience



M

Excellence



YEAR 3

It was great to see our Year 3 students joining in during Book week/Science Week. We saw lots of students dressing up in their favourite costumes and participating in the activities that were offered during the week.

As we continue with remote learning, we would like to remind carers/parents that if your child is unwell or needs a mental health day to log this on compass. It has been fantastic to see our students working hard to complete their tasks remotely and engaging in meetings.

Friday the 10th and 17th of September will be wellbeing days for our students. This will mean that they will not need to complete school work on these days but will engage in some activities to promote their mental health and wellbeing. More information about these days will follow.

Rainbow Science Experiment



Aishwarya Yarravajhala 3C



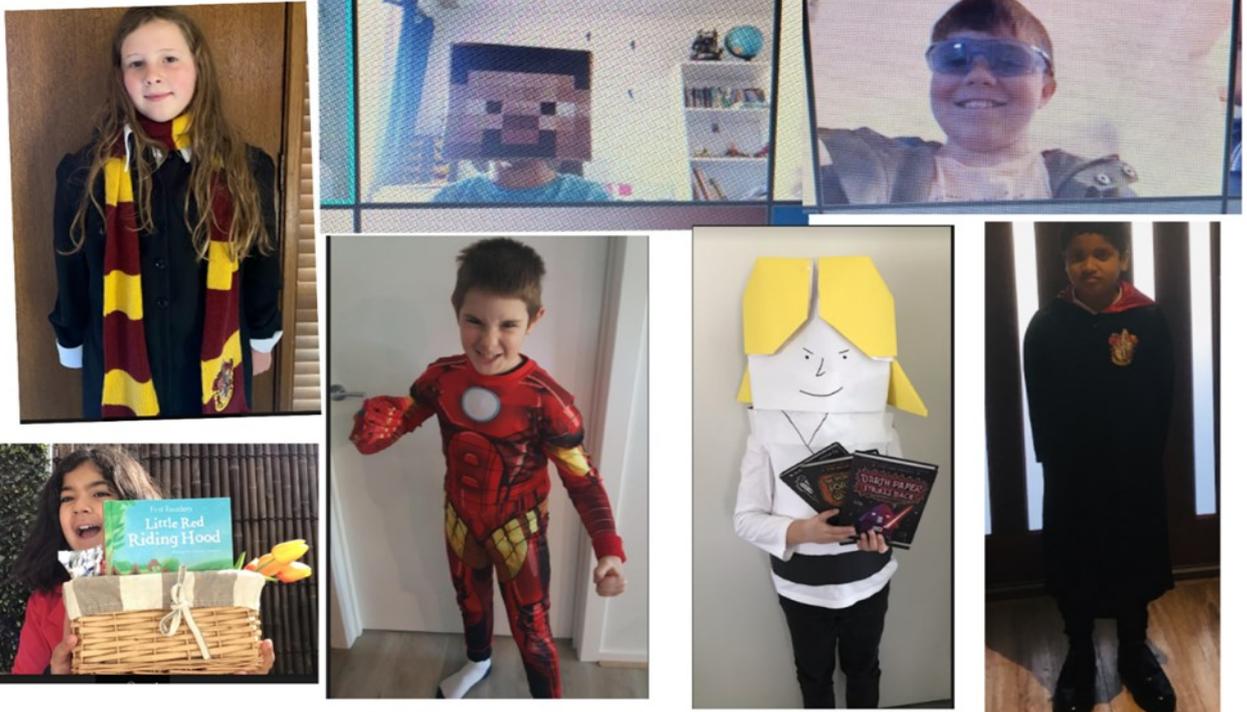
Yu Sim 3D



Year 4

Week 7- the Grade 4's took part in Book and Science Week.

It was fabulous to see some of the children dressed up. Here are a few samples.



PIC•COLLAGE

Reminders: We remind families that during remote learning-

Children need to check in with their classroom teacher every morning between 8.30 and 9.30am.

Children need to attend class WEBEX, they are now used as a whole class teaching tool. Children will have small groups to attend via WEBEX- could be Literacy or Numeracy- this gives the teachers time to give your child more individual assistance.

As we are still in Lockdown, assessment pieces of work are required to assist with report writing.

Please message any queries through Google Classroom attached to an assignment, Ring the office and leave a recorded message which is then forwarded onto the teacher OR send an email to the school website, which is also then forwarded to the teacher.

We thank families for their assistance.



For fun wellbeing activities
in the last 2 weeks of term

YEAR 5

Grade fives are still remote learning and, still doing an amazing job. Students are to be commended for the ongoing excellence in their remote learning. Their positive attitudes and the wonderful support provided by families is enabling some splendid learning achievements.

The Grade fives are continuing their exploration of different poetic devices and different poetic formats. This week, students are exploring limericks and developing their own compositions. Week 10, students will create a limerick about a Grade five teacher. They are encouraged to use humour and the rhyming format of limericks. Students have also been working on a reading goal of their choice. This week they are to pay specific attention to accurately recording their reading in a reading log. This may include reading strategies that they worked on during their independent reading session.

In mathematics, students are completing a range of pre assessments in order for teachers to plan upcoming units and target the cohorts learning needs. These assessments are listed in the learning grid. If students complete them quickly, they are to spend remaining time on My Numeracy units of work or Sunset Maths.

Parents and carers are reminded that students should be attending roll call meetings as well as small group learning groups. These are announced to students by their teachers on Google Classroom.

Know that you are doing all that needs to be done, focus on the things that are working and stay positive. Grade 5 Teachers.

YEAR 6

Remote learning has had a bit of face lift for year 6. Students attending literacy and numeracy remote learning session based on their needs.

Below is a run down of Monday-Wednesday. Thursday is Specialist Day and students will complete tasks for the specialist teachers. Please see their Google Classroom pages for those tasks.

Friday for week 9 and 10 will be wellbeing days. Further details will be posted soon. This Friday, the 3rd, will be as below.

Each Monday, all of the resources for the week are shared on the Cohort page for Google Classrooms.

9am Students comment on a daily post to be marked present on the role. This will posted on the individual class page of Google Classrooms. This includes Thursdays.

9.30am > 10.30am - Numeracy WebEx - See the details shared by the teacher in the group you are in. This information has been shared on your **ASSIGNMENTS PAGE UNDER WEB EX GROUPS**. The details will not change - use the same details each day.

11.00am > 12.00pm - Literacy WebEx: See the details shared by the teacher in the group students are in on Google Classrooms. This information has been shared on your **ASSIGNMENTS PAGE UNDER WEB EX GROUPS** . The details will not change - use the same details each day.

12.30pm > 1.00pm - Wellbeing WebEx:

Each day we will have a fun and engaging activity for students to join and enjoy such as exercise, meditation, science experiments, quizzes, Kahoots and more.

Work Submission

There are three main tasks that are required for assessment and reporting purposes. These are a party project, an information report and an oral report video. All activities have an assignment on individual class pages. At this stage many students have not yet submitted this work. Can you please check with your child to see if this has happened. If they need support please ask them to contact their classroom teacher.

Mental Health

With remote learning and anxiety around preparing to move from primary to secondary school, your child maybe experiencing some mental health challenges. This is always our number one priority. Please reach our to your child's classroom teacher for supports. The Kids Helpline also offers some great resources to help. Head to <https://kidshelpline.com.au/> or they can call 1800 55 1800 to speak to someone.



ENRICHMENT

Over the last few weeks Enrichment have been busy working on a range of assignments and increasing our knowledge on a range of topics:

Literacy:

In week 7 we completed our poetry unit with each student reading their free verse or ballad out to the class. Students have worked tirelessly on the writing process, planning, drafting, editing, revising, and publishing their own poem.

The end of week 7 saw us being a new unit, debates! All the members of Enrichment are excited about this as arguing is top of their list of fun things to do ;) We have begun by exploring how debates are used in the real world, which has linked nicely to our unit on government! We are investigating the structure of a formal debate and will soon be choosing a topic and team to start planning our debates with.

Humanities:

Last Thursday, the Enrichment class attended an online incursion with the Victorian Parliament, where we learned more about what our state's parliament is, and how it works. A member of the Victorian Parliament Tours named Jane shared with us a lot of information about this. We learned about why some special days were created in Australia, such as Labour Day was after the eight-hour movement, when workers didn't agree with the previous twelve hours of work. Jane also talked about how the Victorian Parliament was built; the Upper House and Lower House arrangements; how a law is made into a public law; and much more. Jane demonstrated how a law would be made by selecting two students to be the Government representative, and the other the Opposition. Both students read out a paragraph on the screen, one supporting the ban of plastic straws, and another not supporting the ban of plastic straws. In the end, when it was voted out, the Government representative won the majority. After discussing the Government Bills book, Jane proved to us that she was actually in the Victorian Lower House by taking the Government Bills book and showing it to us! This ended our incursion and left us full of questions and ideas. - Senara

R

SPECIALISTS



Ciao a Tutti!

A big shout out to the following students receiving a RISE

Respect

I

Integrity

S

Self-resilience

E

Excellence

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

Specialist Value Slip

Mase Grade: **Prep D**

Respect
Integrity
Self-resilience
Excellence

For doing a great job with all remote Italian work.
Bravissimo !

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Senya Grade: **1B**

Respect
Integrity
Self-resilience
Excellence

For trying really hard in all of her Italian work.
Eccellente!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Vohan Grade: **2A**

Respect
Integrity
Self-resilience
Excellence

For doing some amazing work in remote Italian.
Eccellente!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Bianca Grade: **3C**

Respect
Integrity
Self-resilience
Excellence

For trying really hard in all her Italian work.
Ottimo!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Noah E Grade: **4D**

Respect
Integrity
Self-resilience
Excellence

For doing a great job with all remote Italian work.
Bravissimo!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Advithi Grade: **5E**

Respect
Integrity
Self-resilience
Excellence

For trying really hard in all her Italian work.
Eccellente!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Ezekia Grade: **6B**

Respect
Integrity
Self-resilience
Excellence

For doing some amazing work in Italian.
Eccellente!

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**

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

Specialist Value Slip

Amelia Enrich. Grade: **6B**

Respect
Integrity
Self-resilience
Excellence

For attending all specialist WebEx's and completing all work with attention to detail.

Teacher: **Signora Tregilgas & Signore Sowter** Date: **Term 3 - Remote Learning**



Drama from the Big Screen!

In Performing Arts, students have been developing their ability to use voice and movement to convey character by reading scripts and learning lines. Students in Years 3-6 have presented well-known drama in their very own homes from films such as 'Annie' and 'Matilda.' A special thank you as well to family and household members who also got involved and took on acting as a character! I am enjoying receiving and watching all of the wonderful plays! A reminder to students: please ensure you submit your Specialist work to the Google Classroom pages via the 'Assignment' tab, as this is needed to assess you.





Canteen

I will let you know what date the footy day lunch will be held. So please make sure that you get your orders in. It won't happen until all the students return to school.

Also the canteen is opened to the students that are on-site. If they would like a lunch or snack they can go to www.flexischool.com.au or they can write on a brown paper bag with their name, grade money and what they would like to order.

If your child would like an order and they are remote learning, they can order a lunch on www.flexischools.com.au choose remote learning lunch and then come to the school to pick it up. You can walk, ride or drive to collect the order. Go to gate 4 ring the number say you're here to pick up eg: Jasmine's lunch and I will bring it out to you. Pick up time is 12:30pm to 1:30pm.

Everyone stay safe and hope to see you all soon
Jasmine



Library

Don't forget that students can borrow ebooks from our ebook library

(Wheelers ePlatform):

URL: <https://cambridgeps.wheelers.co>

Username : student code from Compass

Password: cpsStudent (case sensitive)



You can also join Wyndham Libraries online and borrow their ebooks:

<https://www.wyndham.vic.gov.au/services/libraries/using-library/how-join-borrow>

Go to the Apple Book Store to get *free ebooks and audiobooks* for children. Use the search term "free childrens books" and start downloading and reading. For fans of Andy Griffiths there are free audiobooks, each book is only 10 minutes long.

If you have any questions you can email Mrs Clement library@cambridgeps.vic.edu.au



Classroom Improvement Survey – Students!

School Council's *School Improvements* sub-committee is working on a list of priorities of improvements to be made around the school. As part of this work, we want to find out from our students what they think of their classrooms!

We have put together a survey for students to complete. It's a short survey and shouldn't take long – but students should answer honestly as this will help inform us of what changes could be made and how we prioritise them.

Younger students should be encouraged to complete the survey with their parents to ensure answers reflect their feelings and ideas.

Whilst we expect play stations and swimming pools might be high on student's priorities, they're not realistic, so students should think about what suggestions they can make that could actually be implemented at the school. This is a great opportunity for student voices to be heard.

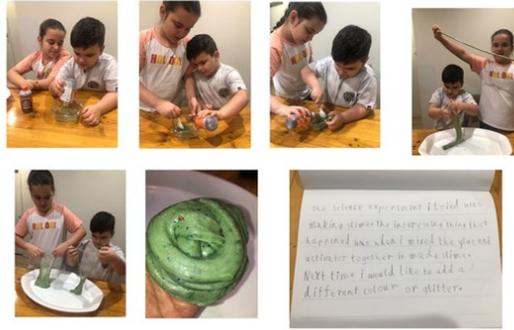
Please complete the survey as the following link **by no later than Sunday 12 September:**
<https://forms.gle/kghqtN7Z4sJPVp6a9>



Book and Science Week in Remote Learning



Science Making Slime



Lava Lamp



OUR SCHOOL PARTNERS

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Respect



Integrity

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Self-resilience

M

Excellence



Looking to buy or sell your home?

Contact your local area specialist today.

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

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

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