

OUR VISION

Growth Through Learning

OUR MISSION STATEMENT

Cambridge Primary School strives to equip and empower lifelong learners that contribute collaboratively to build a positive, inclusive, and successful school and community.



Cambridge Primary School

Respect-Integrity-Self-resilience -Excellence.

MESSAGE FROM THE PRINCIPAL

Jane Budd

As a school, we have identified the key learning priorities for the year ahead, as outlined in our Annual Implementation Plan. This year, we have dedicated time to strengthening our revised Instructional Model. At Cambridge, our Instructional Model reflects the shared way teachers plan and deliver lessons to ensure students learn effectively in every classroom. With a consistent approach across the school, students know what to expect and are able to maintain a strong focus on their learning.

An Instructional Model provides a clear and consistent framework for how teaching and learning occurs at Cambridge. It outlines the agreed approach all teachers use when planning, delivering, and assessing lessons to ensure high-quality instruction in every classroom. By having a shared model, we create consistency for students, strengthen teacher practice, and ensure a focused approach to improving learning outcomes.

Our Instructional Model will align with the Victorian Teaching and Learning Model (VTLM) 2.0, ensuring that our teaching practices are grounded in research and evidence. This alignment supports explicit teaching, purposeful lesson design, effective feedback, and the use of data to inform instruction all key drivers of student growth.

In the coming weeks, we will share a parent-friendly version of our Annual Implementation Plan, so our community has a clear understanding of our 2026 strategic focus and the key priorities guiding curriculum planning, professional learning, and school improvement throughout the year.

Last week our year 6 cohort took part in a leadership development session. The session focused on what it means to be a positive role model and how student leaders can make a meaningful difference within our school community. Throughout the workshop, students explored important leadership qualities such as responsibility, teamwork, communication, and integrity. They worked collaboratively in small groups, sharing ideas about how they can support younger students, contribute to school events, and help build a positive and inclusive school culture.

A highlight of the session was hearing students share the kind of leaders they aspire to be and how they can contribute to making Cambridge a great place for learning. Many students spoke thoughtfully about the importance of kindness, being approachable, and leading by example in both the classroom and the playground. It was wonderful to see their enthusiasm and commitment to making our school an even better place for everyone. I look forward to seeing our student leaders continue to grow in confidence as they take on their important roles throughout the year.

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Our Year 5 students have enjoyed participating this week in a Swimming Program. This important program not only builds students' swimming ability but also strengthens water safety knowledge and confidence in aquatic environments. Throughout the sessions, students worked on developing stroke technique, improving endurance, and refining essential water safety skills. It was wonderful to see students challenge themselves, demonstrate resilience, and celebrate personal progress. Many students showed increased confidence in the water as the program progressed.

A big thank you to our staff for supporting the program and to our families for ensuring students were prepared each day. Programs such as this play an important role in promoting health, safety, and lifelong physical activity.

Well done to our Year 5 students on their fantastic participation!

Our Year 6 students are currently enjoying an exciting camp experience at Phillip Island! This much-anticipated camp is a wonderful opportunity for students to build independence, strengthen friendships, and challenge themselves through a range of outdoor and team-based activities. Camp is also a valuable time for social growth. Living and learning together in a new environment helps students develop responsibility, teamwork, and respect for others. These shared experiences often become lasting memories and are an important part of their final year of primary school.

A big thank you goes to our staff & parents for giving up their own family time to make this experience possible. We look forward to hearing all the stories and highlights when our campers return!

Meet & Greet

Meet and Greet interviews will be conducted for Prep to Year 6 families from 1.00 pm to 5.30 pm on Wednesday 4th March 2026. Interviews will be of 10 minutes duration. Meet and Greet sessions are **not** for discussing academics, rather this time is used for our teachers to meet with our families to get to know what makes our students. During this time, you may wish to share things like family dynamics, outside-of-school interests, fun facts about your child/family, or any other important information relating to how your child learns. Information on how to book your 10-minute session will be communicated via Compass closer to the date.

Student will be dismissed at 12.25pm on this day.

The Compass booking system is now open Monday 16th February 2026 at 9.00 am until 4.00 pm Friday 27th February 2026. Once it closes you will need to contact the classroom/specialist teacher to make other arrangements.

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Playgrounds & School Gates

We ask that **no students or siblings** are on playgrounds before or after school. Students are to walk calmly to their classrooms and wait patiently for the bell to go. All school gates will open each morning from 8.35am -8.50am, and afterschool from 3.10pm -3.35pm. Please make sure you are on time dropping off & pick up your child/ren from school. Cambridge Primary Schools' yard duty policy is available through the front office.

Healthy Eating at School

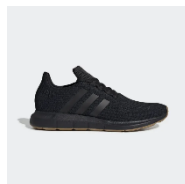
At Cambridge, we prioritise the health and wellbeing of our students. To support this, we encourage nutritious meal choices and do not support fast food being brought to school for student lunches. We kindly ask parents to provide healthy, balanced meals for your children or make use of our school canteen, which offers a variety of nutritious options. By working together, we can promote healthy eating habits that support our students' learning and development.

Uniform

Wearing our school uniform with pride is essential. Please ensure that you send your child/ren to school in our full school uniform. From week 3 onwards our parents and carers will begin to receive notices of incorrect uniform items. If you are unsure of our uniform policy, please visit our website.

A reminder of the schools' uniform expectations – specific jewellery i.e. ear studs and sleepers can be worn, but no necklaces, bracelets or rings are to be worn. Hair ties and bows must be school colours. All students are required to **wear black school shoes or black sport shoes**.

We are starting to experience some very hot days over the holiday period, and it is about to heat up again. It is crucial that all students have a school hat and wear sunscreen. If students are seen without a hat, they must remain in undercover areas. Hats must be worn for PE or any outdoor activity. If a student does not have a hat, they will not be able to participate in the activity. School Hats can be purchased from Noones at 54 Old Geelong Road, (next to Spotlight).



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Parent Contribution 2026

We continue to invite parents once again to make payment towards the 2026 school voluntary contributions.

Cambridge Primary School Council approves the school contributions each year, ensuring costs to parents are kept to a minimum, affordable for families and proportionate to the needs of the school. Contributions go specifically towards items that we believe add value to the school experience for students.

Within our school this support has allowed us to offer a wide range of special curriculum experiences for our students

- New upgrades around the school
- Refurbishment of school grounds

We continue to value your contributions in supporting our school's programs and resources, without your contributions, many of these things may not be possible.

Parent contributions can be made via the office, phone, BPay or Compass Pay. Please contact the school on 9748 9011 or via email cambridge.ps@education.vic.gov.au for your specific family BPay details and any further details you may require.

Once again, we thank you for your ongoing support and valued contribution

Volunteers

All parent and community volunteers must hold a current Working with Children Check (WWCC). This must be recorded with the school, and documentation brought to the office, and complete a school-provided Professional Learning before supporting in classrooms or on excursions begin.

To assist parents with applying for a Working with Children Check please click the link below. The link will direct you to the website to fill in your application.

All community volunteers at Cambridge Primary School are required to have a valid Working with Children Check. This is free for volunteers.

<https://www.workingwithchildren.vic.gov.au/>

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School Council Elections

From 2026, parents, carers and community members who would like to join the school council require a working with children (WWC) clearance to nominate. Effective school councils are a key factor in good governance. Effective councils have a wide range of skills, expertise, and knowledge about how to improve school governance to provide the best possible educational outcomes for students. Each year we conduct elections for school council. Parents and Department of Education and Training (DET) members are elected for a period of two years. Community members can also be co-opted to school council for up to two years.

This year, there are 4 parent positions to be filled (2 years) and 1 DET positions.

If you would like to be involved in school council, which meets once a month. Each member brings their own valuable skills and knowledge to the role. It is important to have an interest in your child's school and the desire to work in partnership with other school council members to help inform and shape direction of the school.

How do I nominate for the election?

If you decide to stand for election, collect a nomination form from the front office, or call and we will arrange to have one sent home with your child or sent electronically. Nominations open on Monday 16th February and close on Monday 23rd February. Complete all details and return the form to school. A ballot will only be held if the number of nominations exceed the number of vacant positions.

Remember these dates:

Monday 16th February– Nominations Open

Monday 23rd February– Nominations Close (4:00 pm)

Monday 2nd March– Ballot Papers issued (if required)

Tuesday 10th March– Close of ballot (4:00 pm)

Thursday 19th March – AGM and first meeting of new school council

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Child Safe Standards

Cambridge Primary School is committed to providing an environment where students are safe and feel safe. Our [child safety framework](#) explains how we support and maintain child safety and wellbeing at Cambridge Primary School. It includes our:

- Child Safety and Wellbeing Policy
- Child Safety Reporting and Responding Obligations Procedures, and
- Child Safety Code of Conduct, which outlines acceptable and unacceptable behaviours for all staff and volunteers at our school.

Our students and families are important partners in providing a child safe environment. These regular newsletter reminders are one of the ways we ensure our school community is aware of:

- our commitment to child safety, and
- how to provide feedback or raise child safety concerns.

If you have any concerns about child safety at any time, please contact one of our Assistant Principals or Principal on 9748.9011 Any child safety complaints or concerns are treated seriously. For more information about our school's complaints process, see our [Complaints Policy](#).

We also welcome your ideas on ways we can improve our approach to child safety and wellbeing. If you have any suggestions or comments, please contact Cambridge Primary School on 9748.9011 or cambridge.ps@education.vic.gov.au



Parent Communication and Grievance Process

At Cambridge Primary School, we value positive, respectful partnerships between families and staff. If you have any questions or concerns regarding your child, we ask that you follow the appropriate communication process so that matters can be addressed promptly, professionally and with care. We would also like to remind families that parents and carers are not permitted to approach, question or address individual students about behaviours, incidents or concerns either on school grounds or outside of school. We understand that situations involving children can sometimes feel emotional or concerning. However, it is important that all student matters are managed by school staff or their adult to ensure fairness, procedural consistency and child safety. Directly approaching a child can unintentionally cause distress, escalate a situation, and compromise our duty of care and child safety processes.

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General Queries

If you have a general question about your child’s learning or classroom matters, please contact the classroom teacher or relevant specialist teacher in the first instance. This can be done via email, phone, or by arranging a face-to-face meeting.

Raising a Concern

If you wish to raise a concern, please discuss this with the classroom teacher or specialist teacher first. They will work with you to address the issue in a timely and supportive manner.

Further Follow-Up or Complaint.

If you feel that your concern has not been resolved after speaking with the teacher, please contact the school office to arrange a meeting or phone call with a member of the Principal Class team, or email us at cambridge.ps@education.vic.gov.au. A member of the leadership team will review the matter and work collaboratively with you to reach a resolution.

Please note that all staff at Cambridge Primary School aim to respond to parent communication within 24–48 working hours during school days.

We appreciate your cooperation in following this process, as it allows us to work together respectfully and efficiently in the best interests of our students.

IMPORTANT DATES		Term 1 2026
18th February – 20th February		Grade 6 Camp
23rd February		Preps start full time
27th February		Breakfast Club
4th March		Meet and Greet Students finish 12.25pm
9th March		Public Holiday
16th March		Breakfast Club Whole School Assembly 9.00am
20th March		Harmony Day

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Wellbeing

At [Cambridge Primary School](#) we continue to place student wellbeing at the heart of everything we do. When students feel safe, connected and supported, they are better able to learn, grow and thrive — and this week has been a wonderful reflection of that commitment.

Ready to Rise Program

Over the past three weeks, students have engaged in our Ready to Rise program — a focused start to the year centred on building positive relationships, establishing safe and supportive classroom environments, and preparing students for another year of social and emotional learning. It has been wonderful to see students strengthening friendships, practising respectful communication, and developing the self-awareness and regulation skills that support both wellbeing and learning success.

Year 5 – True North Visit

Our Year 5 students recently participated in their visit to [True North](#), where they explored important themes around identity, resilience, teamwork and positive decision-making. Students demonstrated curiosity, honesty and respect throughout the experience, and it was fantastic to see them stepping outside their comfort zones, supporting one another and building confidence. These learning experiences play a powerful role in strengthening emotional literacy and helping students develop the skills they need to navigate challenges both inside and outside the classroom.

SSG Week – Bookings Open

A reminder that next week is SSG (Student Support Group) Meeting Week. These meetings are an important opportunity for families and staff to work in partnership to support each child's learning, wellbeing and individual goals. If you have not yet booked your meeting time, please do so as soon as possible through the school booking system or by contacting the office. Strong collaboration between home and school makes a meaningful difference for our students.

Wellbeing at Home – Small Moments Matter

One simple way to continue building wellbeing at home is to create a daily “connection moment” — even just 10 minutes of uninterrupted time to talk, listen or share something positive from the day. Feeling heard and valued strengthens children's sense of belonging and emotional security.

Thank you, as always, for your ongoing support in helping us nurture confident, resilient and happy learners. Together, we are building not only strong students, but strong people.

Warm regards,

The Wellbeing Team

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Understanding mental ill-health

In these workshops, you will learn about particular mental health problems, disorders and risk factors experienced by children and young people. You'll learn how to identify signs and symptoms, and what steps you can take to provide support.

Understanding depression

ONLINE

WEDNESDAY 29 APRIL 2026
9.30AM-11.30AM / \$30

Understanding anxiety

ONLINE

WEDNESDAY 27 MAY 2026
9.30AM-11.30AM / \$30

Understanding personality disorder

ONLINE

WEDNESDAY 12 AUGUST 2026
9.30AM-11.30AM / \$30

Understanding challenging behaviours

ONLINE

WEDNESDAY 9 SEPTEMBER 2026
9.30AM-11:30AM / \$30

Understanding psychosis

ONLINE

WEDNESDAY 16 SEPTEMBER 2026
9:30AM-11:30AM / \$30

Understanding disordered eating and disordered exercise

ONLINE

WEDNESDAY 28 OCTOBER 2026
9.30AM - 11.30AM / \$30

Opening the doors **ONLINE**

WEDNESDAY 25 FEBRUARY 2026
9.30AM-11.30AM / FREE

In this workshop you will learn about referral pathways to mental health services. Clinicians from the Royal Children's Hospital Mental Health, headspace Centres and Parkville Youth Mental Health and Wellbeing Service (PYMHWS) will provide an overview of child and youth mental health services in the western and north-western region. You will learn how and when to refer a child or young person.

Working with School Avoidance **IN PERSON**

WEDNESDAY 25TH MARCH 2026
9.30AM-4.30PM / \$140

In this workshop, you will explore factors underlying school refusal. You will learn how to intervene before school attendance is a concern. You will learn about using a multi-tiered system of support, to assist children and young people to maintain engagement at school or return to school.

Location: Travancore, 50 Flemington St

Skills for responding to self-harm and suicide risk **IN PERSON**

IN PERSON

WEDNESDAY, 13 MAY 2026
9.30AM-4.30PM / \$140

In this workshop, you will explore risk and protective factors for self-harm and suicide in young people. You will develop skills in assessing risk and learn a best practice approach for collaborative safety planning.

Coping Skills Toolkit **IN PERSON**

WEDNESDAY 15 JULY 2026
9.30AM-4.30PM / \$140

In this workshop, you will learn about a range of skill-building interventions that you can use, to assist young people to manage difficulties with their mental health, their emotions or their coping. You will learn strategies to support young people to identify and manage challenging emotions, and you will develop skills and strategies to support young people to learn problem-solving skills.

Opening the doors **ONLINE**

WEDNESDAY 29 JULY 2026
9.30AM-11.30AM / FREE

In this workshop you will learn about referral pathways to mental health services. Clinicians from the Royal Children's Hospital Mental Health, headspace Centres and Parkville Youth Mental Health and Wellbeing Service (PYMHWS) will provide an overview of child and youth mental health services in the western and north-western region. You will learn how and when to refer a child or young person.

Skills for responding to self-harm and suicide risk **IN PERSON**

IN PERSON

WEDNESDAY 14 OCTOBER 2026
9.30AM-4.30PM / \$140

In this workshop, you will explore risk and protective factors for self-harm and suicide in young people. You will develop skills in assessing risk and learn a best practice approach for collaborative safety planning.

Time to Reflect (TTR) for secondary schools

FIVE FORTNIGHTLY SESSIONS
TERM 3 2026

For further details, or to express interest, please contact the Travancore School:
travancore.sch@education.vic.gov.au

Time to Reflect (TTR) is a five-session professional development series for secondary school wellbeing staff, including SWCs, SSSOs, MHPs and year level coordinators working in the northwest and western metropolitan area of Melbourne. TTR aims to enhance practitioner confidence and competence to understand, reflect and respond to the needs of students presenting with more complex symptoms and behaviours. Topics covered will include learning and implementing a model of reflective practice, exploring the role of emotion regulation, understanding the impact of mental illness, understanding young people's relational needs and affirming neurodiversity.

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REGISTRATION AND ATTENDANCE INFORMATION



Registration and payment

All registrations and payments should be made online via www.orygen.org.au/Training/Face-to-Face-Training/Community-Professionals

Costs for all workshops include goods and services tax.

Accessibility

Please let us know if you have any accessibility requirements to support your participation in these workshops by contacting us via phone 99669100 or emailing ymhtraining@pymhws.org.au.

Group discount

Group discounts may apply. Please phone the Community Development team within Parkville Youth Mental Health and Wellbeing Service (PYMHWS) + 61 3 9966 9100 to discuss.

Cancellation policy

Cancellations made at least seven days prior to a workshop will be eligible for a refund

Cancellations made less than seven days prior to a workshop will be charged full price.

Contact and inquiries

To find out more about a workshop and if it suits your learning needs you can contact PYMHWS Community Development team on + 61 3 9966 9100 or email ymhtraining@pymhws.org.au

Attendance

A certificate of attendance will be provided upon request.

Who can attend

Workshops are specifically designed for staff who may not have specialist mental health training and are working with children and young people in community-based settings in Melbourne's western and north-western regions. This may include staff working in education, youth services, child protection, alcohol and other drugs services, settlement services and family support agencies.

To find out more about a workshop and if it suits your learning needs, you can contact the PYMHWS Community Development team on +03 9966 9100 or ymhtraining@pymhws.org.au.

Times and platform

Online workshops

Some workshops on this calendar will be conducted online via Zoom. A link and instructions will be emailed to you one week prior to the workshop.

Please log in 10 minutes before the advertised start time to allow time to trouble shoot any issues before the workshop begins.

In person workshops

All in-person workshops will be held at PYMHWS, 35 Poplar Rd Parkville 3052.

Getting to PYMHWS in Parkville via

Public Transport: The Upfield line train stops at Royal Park Station, which is a 3-minute walk down the hill. Tram 19 runs between Elizabeth Street (City) and Royal Park, then a 3-minute walk from stop 16 to Orygen on Poplar Rd.

Parking: There is parking available at the PYMHWS site and it is available at a cost.

Partner organisations

Parkville Youth Mental Health and Wellbeing Service (PYMHWS) Community Development team provides mental health consultation, training and mental health promotion to community-based services across the child, youth, health, education and welfare sectors.

PYMHWS aim is to strengthen the capacity of individuals and organisations to identify and respond to the mental health needs of children and young people.

We aim to work collaboratively with individuals and organisations in order to identify gaps in the community sector and provide appropriate responses to these needs, such as training, specialist consultation, access to youth mental health resources, help with identifying referral pathways for children and young people, and to support, develop and implement strategies to improve mental health amongst children and young people. Parkville Youth Mental Health & Wellbeing Service (PYMHWS) is a youth mental health service for young people aged 12-25 years. As well as direct service delivery to young people and families in the north-western and western metropolitan region of Melbourne, PYMHWS provides training, secondary consultation and partnership activities. pymhws.org.au

Travancore School is a Victorian Department of Education and Training facility that services the educational needs of children and young people who are clients of Royal Children's Hospital Mental Health or PYMHWS. www.travancoresch.vic.edu.au

Royal Children's Hospital Mental Health provides a specialist community-based child and adolescent mental health service. RCH MH has three community teams located at Tarneit, Sunshine and Flemington for clients aged 0-11 years, and an adolescent inpatient unit. www.rch.org.au

headspace Sunshine, headspace Glenroy, headspace Craigieburn, headspace Werribee & headspace Melton are a one-stop-shop model of care (covering general health, drug and alcohol support, vocational and educational assistance, mental health counselling and support) designed to make it easier for young people 12-25 to get help. www.headspace.org.au

headspace National Youth Mental Health Foundation Ltd is funded by the Australian Government Department of Health under the Youth Mental Health Initiative Program.

GIVE US A CALL

Do you need support, advice or an opportunity to reflect about a specific child or young person you're working with? For secondary consultation regarding a child aged 0 - 11 years call Royal Children's Hospital Mental Health Service on 1800 44 55 11 or for a young person aged 12 - 24 years call PYMHWS Community Development team on 9966 9100.



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Curriculum

In Literacy, teachers are focusing on reading, writing, spelling, and speaking and listening skills. Students are participating in structured reading sessions, explicit writing instruction, and targeted spelling activities using SMART spelling and the Phonics Plus. We are modelling routines such as selecting just-right books, asking and answering literal and inferential questions, and clarifying new vocabulary. In writing lessons, mentor texts are used to demonstrate specific skills such as crafting strong introductions, organising ideas into paragraphs, using descriptive language, and applying correct punctuation. Teachers explicitly highlight these features and guide students to practise them in their own writing. This approach helps students see clear examples of what success looks like and builds confidence as they apply new skills.

In Numeracy, we are revising key number concepts and introducing routines that support mathematical thinking. This includes practising number facts, using problem-solving strategies, explaining reasoning, and working with mathematical language. Teachers use worked examples

to explain their reasoning aloud as they solve a problem, highlighting important steps and vocabulary.

Clear classroom routines — such as how to begin tasks promptly, use resources effectively, and participate in discussions — are being explicitly taught and reinforced. Predictable structures create a calm learning environment and maximise time spent actively engaged in literacy and numeracy learning.

Families can support this focus at home by encouraging daily reading, practising basic number facts, discussing problem-solving strategies, and maintaining consistent homework routines. Talking positively about effort, persistence, and improvement helps foster a growth mindset and builds resilience.


We value our partnership with families and appreciate your ongoing support as we work together to strengthen each child's literacy and numeracy skills. If you have any questions about learning routines or your child's progress, please don't hesitate to contact your child's teacher.

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DISTRICT SWIMMING

Yesterday, 34 students proudly represented Cambridge Primary School at the District Swimming Carnival, competing against six other local schools in a fantastic day of sport and teamwork.

Our swimmers demonstrated great determination, resilience and sportsmanship both in and out of the pool. We are thrilled to announce that Cambridge placed 3RD overall — an outstanding achievement!



Congratulations to all students who participated and supported one another throughout the day. You represented our school community with pride and enthusiasm.



Year 5

Our year 5 cohort has had a busy and productive start to the year. Students have been taking part in the True North program and learning great leadership skills.

This week is our swimming week and students are busy learning new skills in the pool!

Also, a big congratulations to our first Grade 5 RISE award winners last week. Well done to Lakshana Srinivasakumar, Lily Hodges, Dominic Ord-Masters, Gaurish Sharma and Sufian Chaudhary for being positive role models and setting a high standard for the rest of the Year.

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Year 6

On Monday the 9th of February all the year 6 classes went to the small gym and spent half a day to learn about leadership, integrity and respect. Within that day we did many fun activities as a team. We bonded together with an activity that we asked questions about each other with a ball of string, then we passed the string around if someone liked the same thing as the other person until the string was finished. We build a spaghetti tower and split up jobs to make the biggest one. When we finished, we had to put a marshmallow on top and the team with the highest marshmallow would win. After a few laughs and fails we started a new activity – the floor was lava. Each team had four hula hoops to take the whole team from one end of the basketball court to the other. A few people fell but that made the teams work harder to get their team across safely. We had a great day and learnt a lot that will help us be great leaders of our school!

By Reheni, Thisuka & Estifanos 6A



Performing Arts

As part of our celebrations for Harmony Day Week, we would love to learn more about the rich cultural backgrounds within our school community. We are inviting students and their families to share examples of cultural music or dance that are meaningful to them, which we will enjoy and learn about together in Performing Arts.

Families are welcome to email short home video clips or links (for example, YouTube) of a cultural dance or music performance. If possible, we would also appreciate a short 2–3 sentence explanation about the significance of the music or dance, such as whether it is connected to a celebration, ceremony, or religious or cultural tradition. Please email Attn: Lauren McDonald to cambridge.ps@education.vic.gov.au by March 14th.

Thank you for helping us celebrate diversity and foster understanding and respect during Harmony Day Week.

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Visual Arts

STITCHING AND ME!

By Anshika 4E

Hi, my name is Anshika and I am a Grade 4 student who loves Art and creating things. Since I was 4 years old, I have always liked building things and painting things. My parents used to buy me puzzles and Lego. Now I build complex and creative Lego sculptures.

One day in Visual Arts at school we were learning to stitch. I liked it very much. In fact, I liked it so much that I even came to Art at recess and lunch time to stitch. I did that for weeks and weeks!

Over the holidays I started to stitch presents and gifts for people. My Auntie and my Mum know how to stitch too. They helped me a lot. I even packed up my stitching and took it camping. My Auntie taught me new stitches as we sat around the campfire. I love stitching!

The photos are me showing Mrs Menhennet some stitching I had been doing in the holidays



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Our School Partner



**Looking to buy or
sell your home?**

Contact your local area specialist today.

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

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

raywhitewerribee.com



*Scan QR code to
register*

*Join us for an
exciting season!*

**BASKETBALL TRYOUTS -
WINTER SEASON REGISTRATION**



**Sunday
March 15**

**At
Cambridge
Primary
School**

*Registrar's will contact
you with a time
allocation for your age
group*

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STOP LOOK LISTEN THINK

Regardless of your child's age or experience, to cross a road safely they should be taught to:

1. Stop at the kerb, not on the road.
2. Look in all directions for approaching traffic.
3. Listen for any vehicles coming.
4. Think about if it is safe to cross the road.

STOP

LOOK

LISTEN

THINK

SAFETY AROUND SCHOOLS

Children's crossings are usually part-time crossings that operate before and after school hours. When in use, red flags displaying the words **CHILDREN CROSSING** are used. Outside of these times, the area is not a pedestrian crossing.

During peak school zone times we ask parents and carers to take extra care to make sure they are parked safe and legally to ensure the safety of the children and themselves.

Watch for and obey the instructions of the School Crossing Supervisor who operates the school crossing.

School crossing supervisors need to have a clear field of vision in all directions around their crossing, so that they can spot approaching children and vehicles as soon as possible.



SCHOOL CROSSINGS

Pedestrians – Children and Adults

- When flags are displayed all pedestrians should use the crossing
- Always follow the instructions of the crossing supervisor.
- Make sure all traffic has stopped before stepping on to the crossing.
- Only cross when it is safe to do so and Stay Alert.

Drivers and Riders

- Should always watch out for children and pedestrians near schools.
- Must not overtake a vehicle stopping or stopped at the crossing.
- Must approach at a speed slow enough to safely stop.
- Must stop if a hand held 'Stop' sign is displayed.
- Must proceed only when all children and adults, including the supervisor are off the road.

Respect our school crossing supervisors. They do an essential job of keeping everyone safe.

SAFETY TIPS AROUND SCHOOL CROSSINGS

Driving To and From school

- Always park legally and avoid dangerous maneuvers like U-turns and three point turns at or near the crossing.
- Always be alert for children and pedestrians.
- Children should exit the side of the car that is on the kerb side of the road away from passing traffic at all times.

Walking To and From School

- Plan your trip to school so that you are crossing the road at safe places, such as School Crossings.
- Always hold your child's hand up until the age of eight.
- Talk to your children about Stop, Look, Listen and Think, every time they cross the road.
- Drop off and pick up your child near the school gate, avoid calling them from across the road.



COMMON PARKING ISSUES AROUND SCHOOL CROSSINGS

To assist in keeping School Crossing areas a safe place for pedestrians and School Crossing Supervisors, Parking Officers monitor and patrol School Zones. Please find a list of common reasons for infringements below:

Double parking

- Do not stop next to another vehicle already parked next to a kerb, even if you are just quickly stopping to let a passenger in or out.

No Stopping Signs

- You must not park or stop in a No Stopping area for any reason.

School Crossings

- Do not park, or stop within or on a school crossing while it is in operation.

Bus Stop and Bus Zone Signs

- These areas are to be kept clear for school buses and public transport buses only

Nature Strips, Footpaths and Reservations

- Do not stop or park on nature strips, footpaths or reservations as it can create unsafe situations for children, as well as cause damage to council infrastructure.

Driveways

- Do not park fully or partially across a driveway, be respectful of residents that live in the area.

*If you would like more information relating to Parking Laws, please visit
Wyndham City: www.wyndham.vic.gov.au or
VicRoads: www.vicroads.vic.gov.au



OUR VISION
Growth Through Learning

OUR MISSION STATEMENT

Cambridge Primary School strives to equip and empower lifelong learners that contribute collaboratively to build a positive, inclusive, and successful school and community.



2026 Open Days
Tuesday, 3rd March & Sunday, 3rd May

To attend, follow the [link](https://www.trybooking.com/DFNKD)
<https://www.trybooking.com/DFNKD>
or scan the QR code



Hoppers Crossing Secondary College
Fraser Street, Hoppers Crossing, Victoria 3029 | 03 9974 7777
Instagram: @hcschsc

1st Hoppers Crossing Scout Group
133 Powell Drive
Hoppers Crossing
enquiries@1sthoppersscoutgroup.org.au

1st Hoppers Crossing Scout Group is committed to ensuring that all young people who participate in its activities have a fun, challenging, adventurous and inclusive experience.

Scouting is a youth led activity for kids and young adults from 5 - 25 years of age. Scouts Australia provides opportunities for young Australians to experience leadership, resilience, confidence and responsible independence

Section & Age	Date & Time
Joeys	Tuesday
5 - 8 years	5.30pm - 6.30pm
Cubs	Tuesday
8 - 11 years	7.00pm - 8.30pm
Scouts	Wednesday
11 - 14 years	7.00pm - 9.00pm
Venturers*	Mon or Thurs
14 - 18 years	7.30pm - 9.30pm
Rovers*	Monday
18 - 25 years	7.30pm - 9.30pm

*Venturers and Rovers are District groups and meet at different venues.

Scan to Enquire Now!