

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.

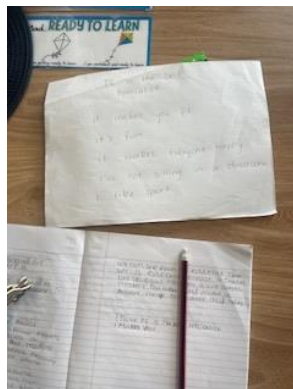
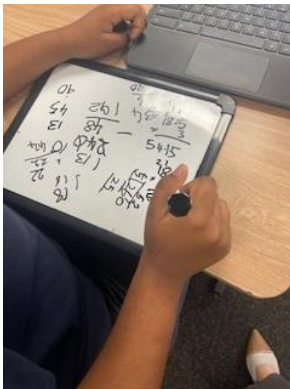
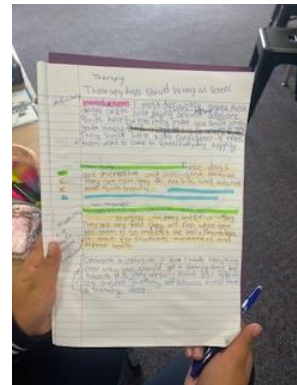
MESSAGE FROM THE PRINCIPAL

Jane Budd

Last week Pauline, Karen and I attended a two-day network conference. Over the two days we got to hear from Rachael Robertson an Expedition leader, Author & presenter, Ryan Dunn who works with Melbourne University and supports middle leaders and staff with VTLM 2.0 and Bruce Armstrong who is a critical friend for collective impact. The two days were jam packed with inspiration, leadership development, and meaningful collaboration.

Over the past few weeks, I have thoroughly enjoyed spending time in classrooms across the school. It has been wonderful to see the strong learning culture that exists in every space and the positive relationships between staff and students.

It has also been a pleasure to see calm and settled classrooms, where routines are well established and students are focused, respectful, and eager to participate. The quality of questioning, feedback, and collaborative learning has been a highlight. The learning I am seeing is truly something to celebrate, and I look forward to continuing classroom visits throughout the term.



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Thank you to our community for being part of our Meet & Greet sessions. Meet & Greet provides an important opportunity for families to connect with teachers in a professional setting, allowing for respectful and confidential conversations about your child's learning and wellbeing. Clear and ongoing communication is important to us, and families are also encouraged to use student diaries to communicate with teachers for general matters or to request a follow-up conversation. As a school we value our partnership with families and appreciate your continued support in working together to achieve the best outcomes for every student.

Compass is our primary and preferred platform for communication with families. All school information, event notifications, permission forms, newsletters, and updates are shared via Compass. To ensure you stay informed and up to date with everything happening at school, I ask that all families please download the Compass app and enable notifications. This will help you receive timely reminders and important announcements directly to your phone. If you have not yet downloaded the app, or need assistance accessing your Compass account, please contact the school office and we will be happy to help.

I would like to remind all families of our expectations regarding end of day pick-up to ensure the safety of our students and the respect of our wider community. If you are waiting in the council carpark at pick-up time, **you must not leave your car unattended**. Please note that this area is not a designated school carpark, and vehicles should not be left without a driver.

If you are using the council carpark, you must always remain in your vehicle. Getting out of your car and entering the school while illegally parked causes traffic congestion and creates unsafe conditions for students and families. I also ask that all members of our community conduct themselves respectfully. It is not acceptable for anyone to be yelling at or speaking disrespectfully to other members of our community.

We are proud of our positive school culture and expect all interactions to reflect our shared values. If grandparents, relatives, or family friends are collecting your children, please ensure this information is passed on to them so that everyone understands the expectations.

Thank you for your support in keeping our students safe and maintaining a respectful and considerate environment for all.

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.

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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 as well as:

- 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

IMPORTANT DATES	Term 1 2026
9th March	Public Holiday
11th March – 23rd March	NAPLAN
16th March	Breakfast Club
20th March	Harmony Day
26th March	3-6 Cross Country
2nd April - Last Day of Term 1	Whole School Assembly 9.00am Community Morning Tea until 10.50am School Finishes at 1.45pm
20th April	Term 2 begins

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The Safe Migration Project

Starting Primary School

Make your child's journey to primary school a safe one with these important tips.

Try using active forms of travel and plan the safest route

Walking, scootering, or cycling are healthy and environmentally friendly ways to travel to school that can also be social and enjoyable. To do so safely:

- consider the safest route – **it might not always be the quickest**
- choose streets with low speed limits (ideally 40km/h or less)
- plan to avoid busy roads or complicated intersections
- choose the safest locations to cross roads, such as pedestrian crossings, traffic signals, pedestrian refuges, and areas where drivers can see you.



Stay close to children when walking

Young children lack the physical or perceptual skills to travel to school safely without active supervision. To be safe:

- stay close to children when walking or scootering to school
- always hold their hand when near traffic and while crossing roads
- role model 'Stop, Look, Listen, Think' when crossing roads.

Ride safely on scooters and bikes

If you choose to scooter or cycle to school:

- make sure you can actively supervise your child
- wear a helmet – it is a **legal requirement** for children and adults riding scooters and bikes to wear one
- helmets must meet Australian standards and fit correctly to provide proper protection – **they can reduce head injury risk by 74%¹**
- ensure you ride with a bell, an effective brake, and a rear reflector on bikes
- plan and choose the safest route by using footpaths on low-speed roads, bike and shared-use paths where available
- you can cycle on the footpath with your child if they are 12 years or younger.

¹ Bambach, M. R., Mitchell, R. J., Grzebieta, R. H., Olivier, J. The effectiveness of helmets in bicycle collisions with motor vehicles: A case-control study. *Accident Analysis and Prevention*, Issue 53, 2013.



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Wellbeing

Wellbeing @ Cambridge Primary

Dear Families,

This week we're shining a spotlight on mental health and emotional wellbeing — for our children and for you. The social and emotional lives of primary school children are rich and complex, and the habits we build now can shape how they handle feelings for the rest of their lives. Below you'll find information, conversation starters, and simple strategies to support your child at home.

Why Emotional Wellbeing Matters at Primary School

Children between the ages of 5 and 12 are developing key emotional skills: recognising their own feelings, managing big emotions, building empathy, and learning to bounce back from difficulty. Research consistently shows that strong emotional wellbeing supports:

- Better focus and learning at school
- Stronger friendships and social skills
- Greater confidence and resilience
- Improved physical health and sleep

Noticing the Signs

Children don't always have words for how they feel. Instead, they show us. Look out for:

Signs to notice

- More clingy or needy than usual
- Complaints of stomach aches or headaches
- Changes in sleep or appetite
- Avoiding school or activities they used to enjoy
- Increased irritability or outbursts

What to do

- Stay calm and listen without jumping to fix it
- Name the emotion: "It sounds like you felt really embarrassed"
- Keep routines stable — predictability is calming
- Let your child know all feelings are okay
- Reach out to your child's teacher if you're concerned

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Starting the Conversation

The car ride home or dinner table can be the perfect moment. Instead of "How was your day?" (which usually gets "fine"), try these:

Conversation starters for every age

Prep & Year 1–2: "What was the best part of today? What was the tricky part?"

Years 3–4: "Did anything make you feel proud, nervous, or left out today?"

Years 5–6: "What's one thing on your mind this week — school, friends, anything?"

5 Simple Strategies for Home

You don't need to be a counsellor to support your child's emotional wellbeing. Small, consistent moments matter most.

1 Build a feelings vocabulary

Use feeling words in everyday life: "I felt frustrated in traffic today." The more words children have for emotions, the better they can manage them.

2 Celebrate effort, not just results

Praise the process: "I noticed how hard you worked on that" builds resilience better than "You're so smart."

3 Model your own emotional regulation

When you feel stressed or overwhelmed, name it out loud. "I'm feeling a bit anxious — I'm going to take a few deep breaths." Children learn by watching us.

4 Protect sleep and downtime

Tiredness amplifies every emotion. Aim for 9–11 hours for primary-aged children. Quiet time without screens also gives the brain space to process the day.

5 Create a "worry box" or worry time

Invite your child to write or draw their worries and put them in a box. Set aside 10 minutes each evening to "open the box" together. This tells children their worries matter — and that there's a time and place for them.

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What We're Doing at School This Week

Our teachers have been embedding emotional learning across all year levels this week. Here is a snapshot:

- Prep–Year 2 classes: Using the ‘Zones of Regulation’ framework to identify how our body feels
- Years 3–4: Exploring empathy through stories and role play in Social & Emotional Learning (SEL) sessions
- Years 5–6: Discussing healthy strategies for managing worry and stress

If you'd like to learn more about the Zones of Regulation or our SEL program, please speak with your child's teacher or contact the school office.

Morning Circles in Our Classrooms

One of the most meaningful wellbeing practices happening in our classrooms right now is the Morning Circle. Each day, before lessons begin, students and their teacher come together as a group — often seated in a circle on the floor or in chairs — to connect, share, and start the day feeling seen and settled.

What happens in a Morning Circle?

While every teacher puts their own stamp on it, Morning Circles typically include a few key elements:

- A greeting — every child is acknowledged by name, helping each student feel they belong
- A check-in — students share how they are feeling, using words, a feelings chart, or a simple thumbs up/middle/down
- A short sharing activity — an open question, a quick game, or a moment to share something from home
- A calm transition into the day's learning, sometimes including a short mindfulness or breathing exercise

Why does it make a difference?

When children feel emotionally safe at the start of the day, their brains are much better prepared to learn. Morning Circles help to:

- Build a strong sense of classroom community and belonging
- Give teachers an early signal if a child is struggling, so support can be offered quickly
- Teach children that naming and sharing feelings is normal, healthy, and valued
- Reduce anxiety and social friction before they have a chance to affect learning

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Try a mini Morning Circle at home

You can bring a similar ritual into your mornings at home — it doesn't need to take more than a few minutes. While getting ready or eating breakfast, try going around the table and asking everyone (grown-ups included!) to share one word or a colour for how they're feeling. It normalises emotional check-ins and gives your child great practice for what they do each day at school.

When to Seek Extra Support

It is always okay to ask for help. If you are concerned about your child's mental health, reach out to:

- Your child's classroom teacher or the school wellbeing team
- Your family GP, who can provide a Mental Health Care Plan
- Kids Helpline: 1800 55 1800 (free, 24/7, for children and young people)
- Parent Line: 13 22 89 (support for parents and carers)

Wishing your family a calm and connected week ahead.

Warm regards,

The Wellbeing Team

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Curriculum

2026 School AIP

An Annual Implementation Plan (AIP) is a 12-month document that outlines a school’s specific, actionable goals aimed at improving student learning, well-being and engagement. In 2026, our school will strengthen this partnership by using student diaries as a consistent communication tool between teachers and families. Our goal will be to use student diaries to communicate student learning goals to families.

The infographic below outlines the key goals in our 2026 AIP.

Cambridge Primary School

Our 2026 Journey Together

The 2026 Annual Implementation Plan (AIP) outlines our commitment to continuous improvement, uniting teachers, students, and values to ensure every child feels safe, supported, and appropriately challenged.

- Excellence in Teaching & Learning**
 - Collaborative Teaching**
Teachers work together to provide the right support and challenge for every student.
 - Personal Learning Goals**
Students collaborate with teachers to set meaningful goals, communicated through student diaries.
- Wellbeing & Our Values**
 - A Safe and Valued Community**
We prioritise emotional regulation and resilience for every child.
 - Living Our Values**
Core principles guide our school culture every single day.

Our Core Values — in Everything We Do

- Respect
- Integrity
- Self-Resilience
- Excellence

- High-Quality Classrooms**
Consistent, engaging, and meaningful learning experiences across the whole school.
- Strong Relationships**
Positive connections ensure every child always has someone to turn to for help.

Cambridge Primary School · Annual Implementation Plan 2026

Respect – Integrity – Self Resilience – Excellence Respect – Integrity – Self Resilience Excellence

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Harmony Day

At Cambridge, we want to build our acknowledgement, pride and inclusion of diversity and languages used within our community. To help us, we want to hear from you on how we can achieve this in our community and in the classroom. Please join us for a cuppa and share your thought to build an even better community that celebrates our diversity.



Living in Harmony

We are incredibly lucky to have a diverse community at Cambridge Primary School. We want to hear from you. Come and share your ideas on how we can embrace our diversity and support multilingual learners.

When: 9am - 10am, Friday 20th March, 2026
Where: Small Gym

HARMONY DAY EVERYBODY BELONGS MARCH 16-20

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Year 3

The Grade 3's has settled wonderfully into the year. We have been working hard on our NAPLAN preparation, ready for testing next week.

Last week, we begun Chess coaching with our instructor John, who will be visiting our classes every Thursday for 4 weeks, before our full day Chess Fest later in the year. The students are enjoying learning about the game, new techniques and playing against one another.

Congratulations to our RISE award winners from our cohort assembly.
Mason 3C, Alexander 3C, Bakr 3A, Bobby 3D, Renish 3B.



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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Canteen

Harmony Day Lunch - 20th March 2026

Just a reminder that the last day to order special Harmony Day Lunches is the 18th March 2026.

Orders can be placed via Flexi Schools www.flexischools.com.au or the Office

Our School Partner



RayWhite

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**

CAMBRIDGE BASKETBALL CLUB

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

