



# SCHOOL NEWSLETTER

24<sup>th</sup> February 2023



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Website: [www.cranbourneeastps.vic.edu.au](http://www.cranbourneeastps.vic.edu.au)

## Coming Events - Also posted on Compass

March	March
Wednesday 1 <sup>st</sup> – Parent Teacher Conferences 4N ONLY 3:30pm to 6:30pm Thursday 2 <sup>nd</sup> – Whole School Cross Country Thursday 2 <sup>nd</sup> – Parent Teacher Conferences 3:30pm to 6:30pm	Tuesday 7 <sup>th</sup> – Athletics Carnival Year 3 & 4 Casey Fields Wednesday 8 <sup>th</sup> – Athletics Carnival Year 5 & 6 <b>Monday 13<sup>th</sup> – Labour Day Public Holiday                      (School closed)</b>

As part of the School SunSmart Policy and Student Dress Code Policy all students are expected to wear the school approved hat on the way to and from school, during the recess and lunch breaks and during outdoor lessons.

### COVIDSafe Plan

The school continues to adhere to the stringent COVIDSafe Plan and COVIDSafe principles: Infection prevention and control: practice good hand hygiene (hygiene stations set up throughout the school), social distancing and staying home if unwell, air purifiers are used in all areas and maximising ventilation.

## Principal's Report

### *Today is a Great Day to Learn Something New*

Hi Everyone

#### **New staff, staff returning to CEPS in 2023 and a staff farewell**

In this newsletter we announce and welcome new members of staff to the school: Katie Moon (Foundation), Kellie Fitzpatrick (Year 2), Paul Fitzgerald (Year 3), Marg Gibson (Year 3), Kyanne O’Grady (Year 4), Hannah McArdle (Year 5), Julie Redpath (Year 5), Kelly Spencer (Year 6), Caroline Leach (PE) and Jean Trungove (Performing Arts).

We also welcome staff returning to school: Nicole Costa (Year 1), Katie Alford (Year 3), Emma Burns (Year 5), Tracey Burns (Science), Tara Stubbs and Jane Lloyd (Visual Arts).

At the start of the school year we farewelled Mareta Singleton on her retirement following an extensive teaching career. Mareta has been at the school since 2012 and taught the Science and Sustainability program with enthusiasm and passion to students across all levels of the school. We congratulated Mareta on a wonderful and rewarding career and wished her well as she enters her retirement.

#### **Who are we as a school community**

As we commence the 2023 school year here are statistics about our school community:

- Total student enrolment - Foundation to Year 6: 1052 Students
- Enrolment by gender: 49.86% male and 50.14% female students
- Top 10 countries of birth (parents): India 754, Australia 405, Afghanistan 262, New Zealand 121, Sri Lanka 68, Pakistan 44, Nepal 38, Samoa 34, Cambodia 34, Cook Islands 22
- 649 students speak a language other than English at home, 537 of these students were born in Australia, but speak a language other than English at home
- It is known that 554 students walk to school and 323 students are driven
- Most students live within a 2-5km radius

- Some students are travelling up to 20km each day to school
- Main reasons for student absence from school to date are family holiday and illness

### **School Annual Implementation Plan (AIP) 2023**

The school enters each year with an Annual implementation Plan (AIP). The AIP is a core part of school business. It documents a focus on school improvement priorities and provides clarity and purpose for all members of the school community as we work towards the Goals set out in the School Strategic Plan (SSP).

The AIP is a plan on how we will implement the Goals and Key Improvement Strategies (KIS) that will be our focus for school improvement this year.

- To achieve consistency across the school in delivering the Writing Instructional Model (F-6)
- To further embed effective explicit teaching practices and data literacy in Numeracy (following our 2022 whole school focus)
- To further implement the School-Wide Positive Behaviour Framework (SWPBS)
- Continue to improve student outcomes through the Tutor Learning Initiative (TLI).

### **Buckets & Tongs**

Thank you to all students who have given up part of their recess or lunch time to walk the grounds with their friends with buckets and tongs to collect papers. I have been welcoming a considerable number of students visiting my office who have performed a wonderful task assisting to keep our school looking beautiful. It is unfortunate that a considerable amount of papers do blow into our school, however thank you to all students for placing your rubbish in the bin.

### **Hats (don't forget to wear a hat)**

It is vital our students wear an approved school hat each day on the way to school, during the recess and lunch breaks, during outdoor activities and on the way home from school to ensure protection from the harmful effects of the sun.

### **We need you at school every day and on time at school to commence your learning (every day counts)**

The wider school community, parents and students need to fully understand the impact of missing school days (unless students are ill, attending appointments or family matters). If a student has a day off, once a fortnight, this would add up to 20 days in a school year (approximately 40 weeks in a school year). 20 days is the same as missing a tenth of a school year.

The 'fallout' of poor attendance is very real. These students will be at risk of not achieving their potential and therefore limit their life choices. Also, other real consequences are:

- Social isolation
- May place themselves at risk of harm while absent
- Could get too easily involved in socially unacceptable activities
- Will have gaps in their learning of knowledge and basic concepts
- Students may feel insecure in the school environment
- More likely to leave school early
- Be over-represented in the juvenile justice system
- Be the victims of bullying and harassment.

When you consider all the above, schools, parents and the wider community need to work in partnership with each other to ensure students enjoy school success and as an outcome more enriching life choices.

### **Some Benefits of Regular School Attendance**

#### **For Students:**

- The development of skills and attitudes such as self-discipline, punctuality, and being organised will optimise life choices
- Regular attendance leads to making friends and learning how to maintain relationships over a length of time
- Regular attendance leads to learning social skills necessary to live and work with others
- It's safer at school than on the street
- The more students attend, the more they will learn and the more they will like school.

### For the Community:

- Young people are the next generation of community leaders and community citizens
- Community agencies can work in partnership with schools towards the shared goal of developing future community leaders and citizens
- Young people who attend school regularly are more likely to be safe
- Young people who attend school regularly are less likely to be involved in crime
- The more students attend, the more they learn and the more likely they are to make a positive contribution to society.

### Remember

- Students need to attend school regularly to make the most of educational opportunities.
- There is a direct link between school attendance and achievement later in life.
- Poor patterns of attendance in the early years lead to poor patterns of attendance throughout the school years.
- Poor attendance makes it difficult for children to form positive relationships with their peers.
- When young people are in school every day, they are safer and less likely to be victims of crime or become involved in crime.

## ***Please ensure your child reads every day including on weekends***

Look out for our students – look out for each other – stay calm, stick to the plan and thank you for staying COVID Safe.

Kind regards  
Garry Rolfe  
Principal

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### **SWPBS - School Wide Positive Behaviour Support** - introducing the sticker reward system



At Cranbourne East Primary School, we use the SWPBS framework to teach and promote expected behaviours. This framework ensures a positive, safe and supportive learning environment. Each learning space displays the CEPS SWPBS Matrix, detailing the whole school expectation relating to one of the CEPS school values: *Respect*, *Responsibility* or *Resilience*, which are all underpinned by the overarching values of Relationships and Rigour. This year, classroom teachers have launched the sticker reward program, where students receive custom stickers relating to our SWPBS goals. These stickers are displayed on Respect, Responsibility or Resilience charts in the learning space. The charts range from Bronze, Silver, Gold and Platinum levels, with student receiving chosen rewards as each level is achieved.



## Around the Grounds at CEPS

### Foundation



The Foundation students have been very busy with their learning over the past fortnight. In Reading we have been revising concepts of print by identifying the different parts of a book. We have also been exploring where we start reading and which way we read. We have been practising how to hold books during independent and buddy reading. In Phonics we are focusing on the skill of rhyming and listening to words that rhyme in songs. We are



concentrating on learning the grapheme 'm' and the sound it makes. In Writing we are working on communicating our ideas using pictures and having a go at writing symbols to express an idea. The students have been writing about their Developmental Learning Experiences and have been doing a wonderful job. Last week in Maths we have been learning about our numbers and practising our counting. The students played a game of memory to help us recognise numerals. This week we have started exploring 2D shapes and looking at these shapes in the environment. We are very proud of their efforts and are looking forward to learning more exciting topics in the coming weeks.

### Year 1



Welcome to Year 1 2023!

Our students have had a fantastic start to the new school year. We settled into our new learning spaces and got to know each other by participating in our start up activities such as Tabloid Sports and specialist activities such as Science and Visual and Performing Arts.

In Literacy our students have been revising reading skills such as segmenting and blending, independent and buddy reading and comprehension skills such as

retelling a story and making predictions about a text. We have been practising our phonemes and graphemes during phonics sessions and in Writing sessions revising how to write complete sentences and making them more interesting by using adjectives and verbs.

Numeracy has seen our students learning more about Place Value, the value of digits in a number and how we use it to identify and make numbers to 100 as well as ordering and comparing numbers.

Students should now be bringing home their Take Home Readers each night and recording their reading in their yellow reader logs. We are looking forward to getting to know our students and families more this year!



### Year 2

The last two weeks have been jam packed for Year 2. We have been building our reading comprehension skills by answering literal and inferred questions during Reading. For Writing we have been focusing on using the correct structure, punctuation and including verbs and adjectives in our narrative pieces. Maths focused on identifying and continuing counting patterns and place value activities. During Health, we have continued to look at ways to help keep themselves and others healthy, safe and physically active. We have discussed the importance of eating healthy food, identifying correct use of medications and how to be safe around the water.



The Year 2 teachers have enjoyed meeting parents during the Parent Teacher Conferences this week and look forward to next week's conferences.

### Year 3

During the first few weeks of Term 1, Year 3 students have focused on settling in and learning the routines of their new learning spaces. It has been terrific to see so many excited students who are ready to learn after their break.

In Reading we have been looking at making connections from the text we



are reading to ourselves, the world, and other texts. We have been building our literal and inferential understanding. In

writing, we have been creating sizzling starters to use when writing a narrative, we have also worked on using descriptive language when writing our narratives.

For our Curriculum Connections this term, we are exploring Australian History. We began with Aboriginal and Torres Strait Islander history, with students working in small groups to research and present information on culture, food, clothing, shelter, and language. The Year 3 students have done a fabulous job working in their teams. We are looking forward to a fantastic year ahead in Year 3.



#### Aboriginal foods

Aboriginals eat foods such as bugs, kangaroos, crocodiles, emus, possum, fruits and vegetables. Men hunt animals while women gather up fruits, nuts and vegetables.



### Year 4

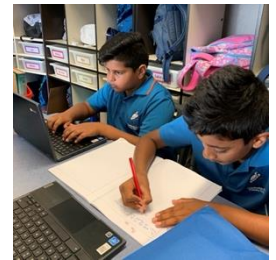


The Year Four students have been learning all about Writing Traits this week and capturing some fabulous ideas in their Writers' Notebook. They then work through the Writing Traits stages and publish their work. The students have really enjoyed exploring their ideas in this way which included a variety of class experiences. In Maths the students have expanded their Place Value understanding, using hands on materials and number expander tool. This week we move into Addition and Subtraction and make links to their Place Value understanding.

We have Athletics Day coming up so please check compass for information.

### Year 5

The Year 5 students have positively entered weeks 3 and 4 of Term 1. The students have begun to find the main idea in Reading sessions. They have focused on developing ideas from prompts in Writing and have imagined many creative responses! It has also been fantastic to see the exceptional Numeracy work produced by the students on the topic of Place Value. Students have continued to explore our Curriculum Connections topic of Civics and Citizenship, where they have been learning about the levels of government. To further their knowledge on this topic, the Year 5 students were lucky enough to have a visit from Pauline Richards MP, who gave the Year 5 students great insights into her role in our community.

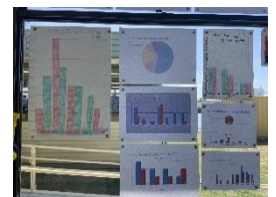


Well done, on another amazing couple of weeks of Term 1. Keep up the fabulous work!

### Year 6



The Year 6 students have begun Term 1 positively and enthusiastically. They have settled into school routines and are incredibly eager for what is in store for the year ahead. We are currently exploring Figurative Language during our Reading and Writing sessions but have also been focusing on Literal and Inferential comprehension in the past weeks.



It has also been fantastic to see the Numeracy work produced by the students on the topic of Data. This term, our Curriculum Connection lessons have been focusing on the learning area, History. So far, the students have learnt about significant events in Australian History such as the First Fleet, The Gold Rush, and the Eureka Stockade.



We are all very proud of the Year 6 students with how they have started off Term 1 and can't wait to see the amazing effort continue into the year!

## Science

It has been wonderful to welcome students back into the Science room. Our year commenced with students across the school participating in science sessions as a part of our Start Up program. Prep students observed 'Dancing Raisins' when they put raisins into soda water. Year 1 and Year 2 students observed 'Walking Rainbows' whilst growing rainbows of their own. Year 3 and Year 4 students created paper dogs and experimented with making them walk down ramps. Our Year 5 and Year 6 Students experimented with designing and creating parachutes that help precious cargo to land safely. We can't wait to start our unit of work on Physical Sciences this term!



- Mrs Sleeman & Mrs Burns

## Auslan



'Feeling'

We have had a wonderful start to our Auslan program this year! Students in Prep to Year 3 have been learning some basic signs to use in the classroom and how to express how they are feeling. This is one benefit of learning Auslan where students can communicate how they're feeling without having to verbalise it. The Year 4 students have been welcomed into the Auslan classroom and are adjusting well to the very fun activity chairs we have while continuing their Auslan journey. Year 5 and Year 6 students have revised many signs and are currently looking at an expanded list of feeling and going into further detail to enrich their Auslan conversations!

## Wellbeing and Respectful Relationships

### Respectful Relationships (Social and Emotional Learning Education)

As well as teaching academic skills, it is part of the core business of Cranbourne East Primary School to promote student resilience, wellbeing and positive social attitudes. One way that we can achieve this is through the teaching of evidence-based programs that explicitly foster personal and social capabilities. Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Social and emotional learning is important in the context of data highlighting that Australian young people face a range of stressors and anxieties, and a high incidence of mental health problems.

### The influence of social and emotional learning on behaviour

Research into the effectiveness of social and emotional learning (SEL) classroom programs highlights the contribution they can make to improved wellbeing, social and academic outcomes. Students who participate in rigorously designed and well-taught SEL programs:

- Demonstrate more positive social behaviour
- Have improved academic outcomes
- Are less likely to engage in risky and disruptive behaviour (including future risk taking behaviours associated with adolescents)

This term, students have begun by learning about Emotional Literacy. Emotional Literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.





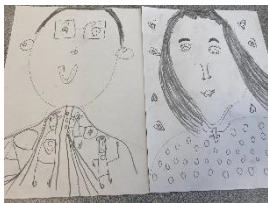
In the first few weeks of school, students across all year levels have been participating in Respectful Relationships lessons each Monday afternoon. Last week students learnt about Safer Internet Day.

It is a global event that works towards helping create safer online spaces. The theme this year was connect, reflect and protect. **Connect** by keeping Apps and devices secure and using social media in positive ways. **Reflect** before we act – by taking a moment to consider how what we do and say online may affect others. **Protect** ourselves and others by taking action – by telling family, friends or colleagues about eSafety and how we can help.

You can read more about Safer Internet Day and view resources by visiting [www.esafety.gov.au](http://www.esafety.gov.au). Over the coming weeks students will be learning all about Emotional Literacy. They will take part in collaborative learning activities that will help them to develop their social skills. Students will build a large vocabulary for emotions which in turn will help increase their emotional literacy, build self-awareness and develop empathy for others. Students will be taught how to interact positively with others and understand how their emotional responses impact others. We are looking forward to developing these skills with your children. At home, you can support by having conversations about emotions and how these affect us and others.



### Visual Art

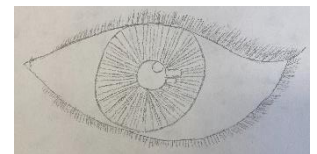


Welcome back to school everyone. The Visual Art teachers are looking forward to teaching many different forms of visual art activities this year. Some activities will involve painting, printing or pasting so we strongly encourage students to wear a named protective art smock or old shirt over their uniform.



We are really looking forward to seeing your wonderful artwork and look forward to sharing it online and in displays around the school. Parents, please keep an eye on Compass where we will post information about any new Art competitions.

Last week every student participated in collaborative artworks for displays in learning spaces or around the school. Students decorated the shape of their hand and attached it to a display designed to motivate them to 'Reach for the Stars'. They look terrific. A great start!



### PE



We were delighted to see all the students arrive back to school happy and eager to start the year.

During Physical Education Classes Year 3 to Year 6 students have been busy participating in Athletic events in preparation for our upcoming Athletics Carnivals. In class time students have had time to practice and perfect their Long Jump, Shot Put, Discus and running techniques. The PE staff cannot wait to see everyone at Casey Fields Athletics Track for an action packed and super fun day.

Do not forget to wear your house colours.

Year 3 and Year 4 Athletics Carnival will be held on Tuesday 7<sup>th</sup> March 2023, with the Year 5 and 6 Athletics Carnival being held on Wednesday 8<sup>th</sup> March 2023.

**School Cross Country Carnival 2023** As a part of our School Physical Education program we are *running* a whole school Cross Country fun run. All students can participate in the run with their peers in a safe and fun environment.

The Cross Country fun run will be held **on Thursday 2<sup>nd</sup> March.**

The fun run will be **held within the school grounds for all year levels.** There will be teachers stationed throughout the course.

- Students in Year 3 and Year 4 will be running in age groups between 9:00am and 10:00am.
- Students in Year 5 and Year 6 will be running in their age groups between 10:00am and 11:00am.



- Students from Prep to Year 2 will be running with students in their year level after recess:
  - Year 2 – commencing 11:30am
  - Year 1 – commencing 11:45am
  - Foundation – commencing 12:00pm

All students are required to wear appropriate clothing (shorts, T-shirt, jumper, tracksuit pants) and footwear (runners) to school that day and are encouraged to wear their house colours (White, Navy Blue, Light Blue or Orange). A change of clothes (socks, shorts, runners) and plastic bag to put clothes in may be needed in case of inclement weather.

Students will also need their drink bottles on the day.

Be SunSmart and wear a hat and sunscreen

## DigiTech

We have enjoyed getting to know the students in the last few weeks.

The students have been introduced to a variety of different activities.

These include:

Foundation students are learning to care for and how to navigate an iPad.

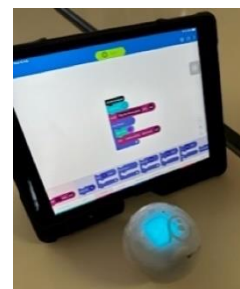
Year 1 students are learning about hardware and software.

Year 2 students are learning to be safe online and what that looks like.

Year 3 students are learning new concepts when coding with Scratch.

The Year 4 students have been coding and drawing with Probots.

Year 5 students were introduced to Binary numbers and our Year 6 students have been coding with our Sphero Boltz.



*Wonderful start to our journey this semester. Mrs Gething and Mrs Hunter.*

## Performing Arts

We've had lots of fun getting to know the students during their Performing Arts classes. The Foundation students have been following simple actions and dance movements to a variety of songs.

The Year 1 to Year 6 students have been learning about beat and different rhythms through movement, songs and playing instruments. Year 5 and Year 6 classes learnt about Gospel music singing various gospel call and response songs.



## Library

Over the past two weeks students have been re-acquainted with the Library procedures for borrowing and book care. The juniors have enjoyed browsing the picture/story books and understanding how they are shelved using the alphabet. Middle and Senior students have learnt about the Dewey system, allowing greater autonomy in finding their favourite authors or series, and being able to correctly re-shelve books. It was Library Lovers Day last week where students were read Love and Library themed texts and entered our Poetry Competition. Mrs Curran, Mrs Gray and Mrs Healy thoroughly enjoyed reading the entries and had a difficult task awarding prizes!





### **Poetry competition winners:**

3 & 4's: Kingston Taulia (3W)  
*Our library is filled with books  
That one of them can get me hooked  
Only by their looks  
It makes me feel smart  
When I get to the final part  
We should have libraries forever  
For it makes us very clever.*

5 & 6's: Ayesha Kaur (6L)  
*It is special, organised, and neat.  
Borrow and have yourself a seat.  
The librarian is a friend, who loves to lend and recommend.  
Or library matters, it helps students gain knowledge and make their  
life better.  
Our library enhances students' performance, which enhances school  
performance.  
Come to the library, browse and borrow, ensure it is there  
tomorrow.*

### **Special mentions:**

To all the students who took the time write some lovely poems, it was a very difficult choice to make.

### **Library Club**

Years 4 - 6 – Monday recess – with Mrs Gray & Mrs Curran  
Prep - Year 3 – Thursday recess – with Mrs Healy & Mrs Curran

## **CEPS ENROLMENTS**



Should parents or carers know of family, friends, or neighbours thinking of enrolling their child or children at the school, we have school tours each week for interested parents.

Please click [Cranbourne East Primary School Tours](#) to book.

## **FROM THE OFFICE**

### **2023 CSEF (Camps, Sports & Excursions Fund) APPLICATIONS ARE NOW OPEN**



- Are you on a Health Care Card or are a temporary foster parent? You may be eligible for CSEF.
- CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.
- If you hold a valid means-tested concession card or a temporary foster parent, please complete the attached CSEF application form and submit to the school with a copy of your health care card.
- **NOTE:** Existing CSEF applicants do not need to complete a new application unless you have a new child enrolled for 2023.
- Contact the office for forms or more information. Ask to speak with Natalie.

**CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM**

School Name

School REF ID

**Parent/carer details**

Surname \_\_\_\_\_

First name \_\_\_\_\_

Address \_\_\_\_\_

Town/suburb \_\_\_\_\_ State \_\_\_\_\_ Postcode \_\_\_\_\_

Contact number \_\_\_\_\_

Centrelink pensioner concession **OR** Health care card number (CRN)

-  -  -  **OR**

Foster parent under a temporary care order\* **OR**  Veterans affairs pensioner (Gold Card)\*\*

\*Foster Parents must provide a copy of the temporary care order letter from the Department of Families, Fairness and Housing (DFFH).

\*\*Applicants must provide a copy of the Veteran Affairs Gold card

Is this an application for special consideration (no CRN needed)? Yes  No

**Student details**

Student's surname	Student's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Families, Fairness and Housing (DFFH) to provide the results of that enquiry to DET.

I understand that:

- DFFH will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the DFFH and /or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## CSEF ELIGIBILITY

Below are the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

### Criteria 1 – General eligibility

To be eligible for the fund, a parent or carer of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one
  - on the first day of Term two
- a) be a holder of one or more of the eligible financially-means tested cards **OR** be a temporary foster parent, and;
- b) submit an application to the school by the due date.

For the list of eligible financially-means tested cards refer to the CSEF Policy:  
<https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy>

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with the above.

### Criteria 2 - Be of school age and attend school in Victoria

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

### Special Consideration

A special consideration category exists for

- Families on a bridging visa, temporary protection visa, in community detention or are asylum seeker families
- Students in temporary out of home care arrangements, including statutory kinship care

For more information, see <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/guidance/eligibility>

### Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/carer concession card being validated successfully with Centrelink on the first day of either term one (30 January 2023) or term two (24 April 2023).

## PAYMENT AMOUNTS

### CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

**For ungraded students**, the rate payable is determined by the student's date of birth. For more information, see:  
[www.education.vic.gov.au/about/programs/Pages/csef.aspx](http://www.education.vic.gov.au/about/programs/Pages/csef.aspx)

**Year 7 government school students** who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents/carers so please register your interest at the school.

## HOW TO COMPLETE THE APPLICATION FORM

### NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/CARER DETAILS section.  
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.  
If you are claiming as a temporary Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.  
If you are seeking special consideration, mark this in the form and provide a copy of the relevant documentation.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2023 closes on the 23 June 2023.



# STUDENT BIRTHDAYS THIS WEEK

Hiyara H	Prep A
Alice C	1K
Simrat S	1M
Omid R	1W
Aleerah D	2G
Helly P	2L
Jacob S	2S
Brock M	3A
Logan D	3A
Jacob W	3W
Gurshaan P	4B
Raiveer B	4H
Kimo Y	4T

Dimitri V	5A
Addison J	5F
Jaswant P	6B
Dylan P	6M
Elisha M	6M
Maler M	6M
Akwol M	6L
Jasmine S	6S
Marcus M	6X



Happy  
birthday