



# SCHOOL NEWSLETTER

19<sup>th</sup> May 2023



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## Coming Events - Also posted on Compass

May	June
<p>Monday 22<sup>nd</sup> - Author Visit: Year 3, Year 5 and Year 6 Postponed.</p> <p>Monday 22<sup>nd</sup> to Wednesday 24<sup>th</sup> – Year 4 City Camp.</p> <p>Wednesday 24<sup>th</sup> – National Simultaneous Story Day: Cranbourne East Secondary College students reading to Foundation to Year 2 students</p>	<p>Wednesday 31<sup>st</sup> May to Friday 2<sup>nd</sup> – Year 5 Camp.</p> <p>Friday 9<sup>th</sup> – Student Free Day - School Closed.</p> <p>Monday 12<sup>th</sup> – King’s Birthday Public Holiday – School Closed.</p> <p>Wednesday 14<sup>th</sup> – School Council Meeting 7:00pm.</p> <p>Friday 23<sup>rd</sup> – Last day of Term 2 Early dismissal at 2:30pm.</p>

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 adheres 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

I hope this week's newsletter finds you well.

### **Mother's Day Stall**

About this time last week our students were attending the Mother's Day stall at the Gym. Thank you to Mrs Wrigley and our Special Events staff team for their incredible organisation, preparation and conduct of the Mother's Day stall. A special thank you to our parents who assisted on the day: Roz Coles, Brittany Silver, Rosemarie Lobo, Holly Sherlock, Baljit Singh Chumber, Uzma Shaheen, Priya Sharma, Munjal Modi, Bianca Garside, Shaveta Rani, Tara Cowie, Stacey Johnson, Jatin Bhatia and Tanu Das.

Thank you to our staff including Lisa Holmquest, Sonja Jelley, Georgina Manning and Jenni Kelly. At the meeting of the School Council on Wednesday evening a parent commented on the wonderful manners, respect and organisation shown consistently by our students during the day. I am always proud of our students and when I receive comments such as these, it just confirms just how wonderful our students are.

### **Colour Explosion Fun Run**

Today, at the time of writing, there is so much excitement around the school as we prepare for the Colour Explosion Fun Run. The staff and I have our colour costumes prepared and eagerly look forward to an afternoon of fun with our students. Thank you in advance to the parents who are attending this colourful event. Look out for the photos in the coming week.

### **School Council Meeting Wednesday 17<sup>th</sup> May 2023**

The President, Roz Coles opened and chaired the Regular meeting of the School Council. There were no matters of conflict of interest to declare, workplace health and safety concerns raised or matters to discuss affecting the Child Safe Standards.

The Finance Committee Report was postponed and is to be presented at the next meeting of the School Council.

The Principal's Report was presented and approved followed by the Fundraising Sub-Committee Report.

General Business included:

- Approving the School Council Parent Helper's List.
- Approving the Professional Practice Day and Student Free days for 2023. The student free school dates where the school will be closed include:
  - Friday 9<sup>th</sup> June – Teacher Common Professional Practice Day (prior to King's Birthday public holiday long weekend).
  - Wednesday 12<sup>th</sup> July – Parent Teacher Conferences.
  - Friday 24<sup>th</sup> November – Staff Report Writing Day.
  - Monday 11<sup>th</sup> December – 2024 Staff Curriculum Planning Day.

It is anticipated Camp Australia will offer a full day care program for families on these days.

### **What is a Professional Practice Day (PPD)?**

Professional practice days provide teachers with release from their scheduled duties (all duties which would have been otherwise scheduled, including teaching) to focus on the improved delivery of high quality teaching and learning. The Victorian Government Schools Agreement 2022 provides teachers with two professional practice days in 2023 and one professional practice day in 2024 and beyond. The work undertaken on PPDs is to be consistent with department and school priorities - School Strategic Plan (SSP) and Annual Implementation Plan (AIP) - selected from the following areas:

- planning
- preparation
- assessment of student learning
- collaboration
- curriculum development
- relevant professional development
- peer observation including feedback and reflection.

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

Take care.

Kind regards.

Garry Rolfe  
Principal

## Around the Grounds at CEPS

### Foundation



The Foundation students have had a busy fortnight so far in Term 2!

Students thoroughly enjoyed buying gifts at the Mother's Day stall on Friday as well as making cards in Writing for Mother's Day.

In Phonics, students have been building words that include the focus sounds 'd,e,f,v'. In Reading, students



have been investigating informative and imaginative texts and looking at their features.

Students have been having a go at writing a correct sentence, with a capital letter at the start and full stop at the end of their writing and matching it with a picture. The students have also been participating in hands-on activities to practice writing High Frequency words and have enjoyed using mini whiteboards to write the words 'want' and 'said'. In Maths, students been practicing identifying days of the week and events that took a short and long time.

### Year 1



This fortnight students in Year 1 have been looking at non-fiction texts and their features. The students have enjoyed going on Epic to explore these texts. In Writing, we have been learning about different animals and writing Information Reports.

In Maths, we have started work on Fractions and continued to consolidate our Place Value knowledge.

in Curriculum Connections, the students have been looking at different types of farms and the equipment and machines used. Students have been enjoying our design and technology unit.

### Year 2



What a couple of busy weeks we have had!

In Reading sessions, we have been focusing on prefixes and suffixes. We have also been continuing to practise Sustained Reading. The Year 2 teachers would also like to ask students to bring their headphones back to school if they took them home at the end of last year.

In Writing, we have been focusing on sentence fluency using Nouns, Adjectives and Verbs in our sentences. This week we have been looking at Procedurals, where students have had the opportunity to write a procedure and perform the procedure on how to make an emoji bookmark. Students were highly engaged and enjoyed actively participating in their procedure. In Maths, we have been learning about Number Patterns – counting forwards and backwards by 2s, 5s and 10s. In New Curriculum Connections students will continue to focus on using our creative thinking, reasoning, and inquiry skills to design a new playground.

### Year 3



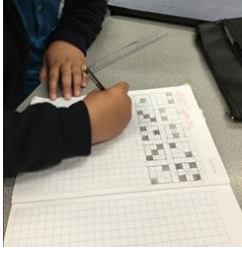
Students have had a fantastic start to Term 2 with lots of activities happening around the school. Last Friday students were excited to attend the Mother's Day Stall and purchase a special gift for their mothers and special people in their lives.

In Reading, we have been focusing on understanding a variety of text types. This involved finding facts and the main idea, and learning how we can understand unknown words. In Writing we are learning to write a Procedure. The students had a great time making their own Whirly Birds, experimenting flying them and then writing the procedure to match. Next week in Writing we will be focusing on

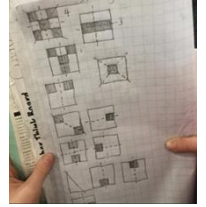


paragraphs in a variety of formats. In Numeracy we have been exploring Fractions – recognising the different parts of Fractions, comparing different sized Fractions and where to find them on a number line. We've also been learning about Multiplication and will learn division next. In Geography, students discussed all things Australia – population, climate, landmarks, flora and fauna. In the coming weeks we'll be focusing our efforts on exploring beautiful New Zealand.

## Year 4



This week Year 4 students have continued to develop their comprehension strategies during Reading, exploring the text 'Are We There Yet?' by Alison Lester. The students have been focusing on inferring meaning, identifying character traits and feelings using text and picture clues. In Writing, students have focused on the writing trait of organisation and how to correctly structure a persuasive text. In Numeracy students have been investigating Symmetry of regular and irregular shapes. They had lots of fun creating 3x3 grids and working out different patterns that were symmetrical. In Geography, students have continued to research into environmental factors around the world and how the environment supports living things.



## Year 5

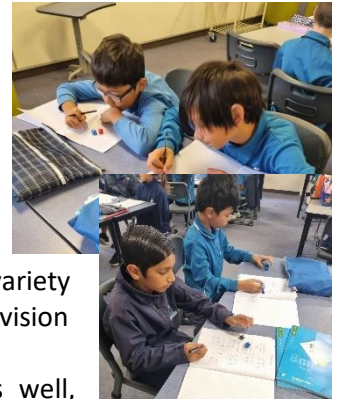
We have had a busy fortnight in Year 5, full of laughter, fun and learning. Literacy sessions have seen students delve deep into the text, 'Room on our Rock'. We have explored the text in many ways, including discussing the perspectives of the



characters throughout the book, making connections to ourselves, the world around us and other texts that we have read previously and identifying the theme of 'Room on our Rock'.

During Numeracy sessions, students have been exploring a variety of strategies that help us to solve both Multiplication and Division Equations.

Curriculum connections has been a whole lot of fun as well, students are learning a lot about Australian History and the discovery of Australia.



Well done, Year 5s on another great couple of weeks of Term 2. Keep up the marvellous work!

## Year 6



We are so proud of our Year 6 students for their resilience and the way they have settled into their new homegroups.

In Reading we have been looking at non-fiction texts. Discussing the features of a non-fiction text and how to find the main idea using the text evidence.

Students have been looking at Newspapers for the different types of writing you might see in a newspaper. The students have used different writing techniques and skills to create an article.

In Numeracy, students have been learning about Angles. We have been looking at the relationship between Angles and various Polygons. We have been using skills such as using a protractor and problem solving.



## Science



A lot of exciting things have been happening in Science! Students across the school have been learning about 'Chemical Sciences'. Our Prep to Year 2 students have explored the properties of cooked and uncooked pasta by making pictures and building structures. Year 3 and Year 4 students have learnt how heating and cooling transform solids, liquids, and gases. Year 5 and Year 6 students have explored chemical reactions by creating erupting volcanoes and combining bicarbonate soda and vinegar to inflate a balloon.

## Auslan



Students have done a wonderful job being able to recall and use many Auslan signs from Term 1. Prep – Year 3 students are continuing to learn the signs for a variety of classroom and school related subjects. It is fantastic to see students using these signs regularly and with increased confidence! In our image you can see Chloe and Millie from Year 3. Chloe is signing where, and Millie is signing PE. They were having a conversation about which specialist subjects they like going to.

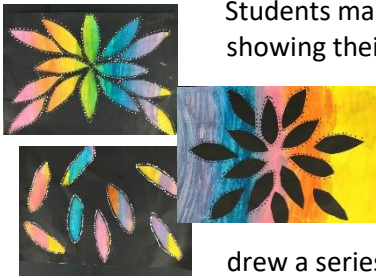
Year 4 students are continuing to learn signs to express why they might be feeling a certain way while students in Years 5 and Year 6 have moved on to signs they can use in everyday conversation. These signs will assist them as we move toward Auslan Only sessions.

## Wellbeing and Respectful Relationships

As we move into week 5 of the term, we will begin to focus on problem solving. It is important to help students learn a range of problem-solving skills through applied learning tasks so they can cope with the challenges they will face in the future. Activities during this time will help students to recognise ways to solve conflict, practise individual and group decision-making and solve interpersonal problems. When we problem solve, we think critically about the problem, come up with various solutions, evaluate which solution will work best and take action. At home, you can talk with your children about how you solve problems in everyday life or talk with them about problems they have worked to solve.

**SWPBS:** To encourage school wide positive student behaviour this fortnight students will be focusing on the following Respect goals: We use property for the correct purpose and we line up when instructed.

## Visual Art

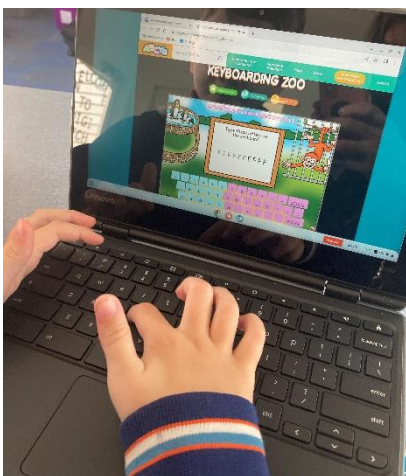


Students made a fantastic start to Term 2 with many students confidently showing their originality in their artworks. Year 5 and Year 6 are currently working on a Sally Morgan inspired artwork focusing on their personal cultural influences. Preps are learning about line and shape and had fun creating their Picasso style portraits. Drawings and paintings of David Hockney's dachshunds inspired Year 1 and Year 2 students. They

drew a series of quick sketches and then concentrated on a final artwork involving shape, texture, colour, and background. It was delightful to see the huge variety in their interpretations. Bush Medicine Leaves by Rosemary Petyarre has inspired the Year 3 and Year 4 students to create beautiful contrasts in colour in their homage to Indigenous artists. Keep on adding your own style to your artworks – that's what makes them special.



## DigiTech



Foundation students are exploring the beginning ideas of coding language using Scratch (CS First). They have been introduced to new coding concepts and vocabulary such as “block coding, sprite and stage.” Year 1 students are continuing to build their skills in navigating Chromebooks including logging on to the computer, using the touch pad to control the cursor, locating, and opening a program. The Year 2 students continue to explore the program Code.org to learn about block coding. They have looked at simple block codes and have begun to build on these codes to make a character move.

Year 3 students have enjoyed exploring the We Do 2.0 Lego and have followed instructions to build Lego models and connect these to a device, which can then be programmed. Year 4 students have enjoyed coding Micro:bit devices to show a unique LED design. Year 5 and Year 6 students have focused on the important concept of Cyber Safety and a Digital

Footprint. Students have had insightful discussions to explore these ideas and are currently working towards gaining their Digital Licence on the eSmart platform.

## PE

Lots of fun and fitness has continued in PE over the past two weeks. Foundation to Year 2 students have continued to develop their kicking skills through circuit rotational activities and playing minor games such as Pin Ball Soccer. Year 3 to Year 6 students are playing



Invasion style games to practice and refine their attacking and defending skills. They have really enjoyed learning and playing European Handball.



## Performing Arts

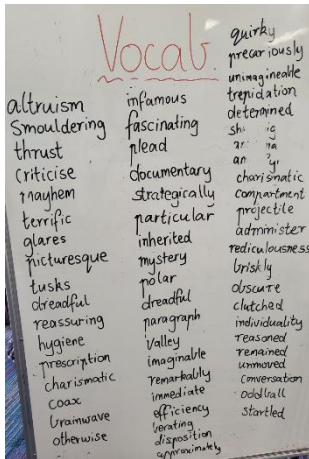


Students have continued to enjoy participating in the dancing unit of Performing Arts. Students continue to explore the social aspects of dance, as well as dances that involve characterisation and self-expression. The complexity of the set dances has increased, and the concentration of the students is remarkable. Year 2 students are dancing such character dances as “Popcorn”, the Year 3 and Year 4’s have added a star formation to the “Mexican Hat Dance” and students in Year 6 are learning the grapevine footwork, as preparation for the “Haida” dance.

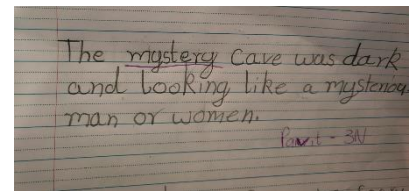
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## Library

Over the past two weeks there has been lots happening in the Library. After buddy-reading the Tim Harris books, Year 3 to Year 6 have put together a vocabulary list and taken on the challenge of trying to use these words in their writing pieces in the classroom. Year 2 to Year 6 have discovered past Year



Books and are enjoying looking at old photos of teachers and finding pictures of their siblings or friends’ siblings. The juniors have enjoyed having Mothers’ Day themed books read to them – particularly *What Do You Call Your Grandma?* We discovered many different names



from cultures around the world. Year 3, Year 5 and Year 6 students are looking forward to the upcoming school visit of Marc McBride – Author/Illustrator. The library is such a wonderful place where some Prep students chose as their SWPBS reward for Mr Muzyk to read them a story.





Year Level	Student	Award
Foundation	Jaimie N (Prep D)	Respect
	Rasah H (Prep D)	Responsibility
	Krishna A (Prep P)	Responsibility
	Adesh B (Prep D)	Responsibility
	Samim M (Prep N)	Respect
	Mankaran S (Prep N)	Responsibility
	Eli C (Prep G)	Respect
	Kiara P (Prep N)	Respect
	Heidi F (Prep N)	Respect
	Pwoch N (Prep P)	Respect
	Liam P (Prep D)	Respect
	Flynn H (Prep D)	Responsibility Respect
	Mal G (Prep D)	Responsibility
	Piyush G (Prep P)	Responsibility
	Ayaan K (Prep D)	Resilience
	Hoorain J (Prep D)	Respect
	Mariah B (Prep D)	Responsibility
	Lavender L (Prep P)	Responsibility
	Summer G (Prep D)	Responsibility Respect
	Rowan B (Prep D)	Responsibility
	Harjasjot S (Prep D)	Respect
	Marwa Y (Prep P)	Respect Resilience
	Fletcher G (Prep D)	Resilience
	Narges H (Prep G)	Respect
	Libby M (Prep D)	Resilience
	Jiya P (Prep D)	Resilience
Nimrat Kaur W (Prep P)	Resilience	
Year 1	Dawood S (1C)	Responsibility
	Amyra L (1C)	Respect
	Amber B (1M)	Respect
	Kripa K (1C)	Responsibility Respect
	Janice A (1M)	Respect
	Mosiah B (1W)	Responsibility
	Caleb W (1M)	Respect
	Ricky H (1M)	Responsibility
	Oska R (1W)	Respect
	Hunter W (1M)	Respect
	Salina L (1W)	Respect
	Blake B (1W)	Responsibility
	Arvin K (1C)	Responsibility
	Hamza E (1W)	Respect
	Agamjot K (1C)	Responsibility
	Krishwin B (1C)	Responsibility

	Amyra M (1C)	Responsibility
	Sam T (1K)	Responsibility Respect
	Dylan K (1H)	Respect
	Folau F (1H)	Respect
	Reet G (1H)	Responsibility
	Everly B (1K)	Responsibility
	Ezra J (1L)	Responsibility Resilience
	Lokkenghjiny A (1T)	Resilience
	Ayaan A Y (1T)	Responsibility
	Joy M (1T)	Responsibility Respect
	Darcy G (1L)	Responsibility
	Riley M (1L)	Responsibility
	Elina Z (1L)	Responsibility
	Amelia D C (1L)	Responsibility
	Rimon A (1K)	Respect
	Gurveer H (1K)	Respect
	Dhivesh S (1K)	Respect
	Ahranbir Singh R (1L)	Responsibility
	Nazila R (1L)	Respect
	Ibrahim A E (1T)	Resilience
Year 2	Hadissa A (2P)	Respect Responsibility
	Nithin B (2F)	Respect Responsibility
	Jiya Y (2P)	Respect Responsibility
	Benson C (2F)	Respect Responsibility
	Aarudhraa D Rajkumar (2P)	Responsibility Respect
	Tiana P (2P)	Responsibility
	Mia K (2F)	Responsibility Respect
	Eknoor K (2F)	Responsibility Respect
	Harper H (2F)	Responsibility Respect
	Allie S (2P)	Respect Responsibility
	Mudassir A (2P)	Respect
	Armaan B (2P)	Responsibility
	Sophia B-D (2P)	Respect
	Saba Batool L (2P)	Respect
	Angelina N (2P)	Responsibility
	Sehaj S (2L)	Respect
	Apishana R (2L)	Respect
	Riana S (2L)	Respect Responsibility
	Shubnoor K (2L)	Responsibility
	Arya-Ali B (2L)	Respect
	Jax T (2L)	Respect
	Suhana K (2L)	Respect
	Stephanie S (2S)	Responsibility
	Jacob S (2S)	Responsibility
	Jannet A (2S)	Responsibility
	Nabhya G (2S)	Responsibility
	Grace N (2S)	Responsibility
	Behzad H (2F)	Respect
	Almir I (2F)	Respect



	<i>Vihaan K (2F)</i>	<b>Respect</b>
	<i>Vedik P (2F)</i>	<b>Respect</b>
	<i>Matilda M (2F)</i>	<b>Responsibility</b>
	<i>Samrudh S (2F)</i>	<b>Respect</b>
	<i>Matilda M (2F)</i>	<b>Responsibility</b>
	<i>Siena M (2F)</i>	<b>Responsibility</b>
	<i>Dhiyon P (2P)</i>	<b>Responsibility</b>
	<i>Mootii T (2P)</i>	<b>Responsibility Respect</b>
	<i>Maysoun M (2F)</i>	<b>Responsibility</b>
Year 3	<i>Emmanuel J (3M)</i>	<b>Respect Responsibility</b>
	<i>Brooklyn M (3M)</i>	<b>Respect</b>
	<i>Edha K (3G)</i>	<b>Responsibility</b>
	<i>Yousra W (3G)</i>	<b>Respect</b>
	<i>Sukhreet B (3G)</i>	<b>Resilience</b>
	<i>Hannah W-M (3N)</i>	<b>Respect</b>
	<i>Jiakor J (3Z)</i>	<b>Responsibility</b>
	<i>Reyaan S (3N)</i>	<b>Resilience</b>
	<i>Millie C (3Z)</i>	<b>Respect</b>
	<i>Krish P (3N)</i>	<b>Respect</b>
	<i>Tahira H (3N)</i>	<b>Responsibility</b>
	<i>Hana R (3Z)</i>	<b>Respect Responsibility</b>
	<i>Vihaan P (3Z)</i>	<b>Responsibility</b>
	<i>Amelie J (3Z)</i>	<b>Responsibility</b>
	<i>Rozina E (3Z)</i>	<b>Respect</b>
	<i>Stavros V (3M)</i>	<b>Respect</b>
	<i>Kingston T (3W)</i>	<b>Responsibility</b>
	<i>Gursamar Singh K (3W)</i>	<b>Responsibility</b>
	<i>Angel H (3M)</i>	<b>Respect</b>
	<i>Mashia K (3M)</i>	<b>Respect</b>
	<i>Jayden T (3W)</i>	<b>Responsibility</b>
	<i>Gursamar Singh K (3W)</i>	<b>Resilience</b>
	<i>Sehajveer S (3W)</i>	<b>Resilience Respect</b>
	<i>Arezoo M (3M)</i>	<b>Responsibility</b>
	<i>Jacob W (3W)</i>	<b>Responsibility</b>
	<i>Anika R S (3M)</i>	<b>Respect</b>
	<i>Harbir J (3M)</i>	<b>Respect</b>
Year 4	<i>Seerat D (4H)</i>	<b>Resilience</b>
	<i>Ilene J F (4H)</i>	<b>Resilience</b>
	<i>Rayan S (4B)</i>	<b>Resilience</b>
	<i>Sahar S (4B)</i>	<b>Resilience</b>
	<i>Sumaiya L (4H)</i>	<b>Respect Responsibility</b>
	<i>Sophie W (4H)</i>	<b>Respect</b>
	<i>Tyler T (4H)</i>	<b>Respect</b>
	<i>Zen M (4B)</i>	<b>Respect</b>
	<i>Gurshaan P (4B)</i>	<b>Respect</b>
	<i>Kayhan J (4H)</i>	<b>Respect</b>
	<i>Nate P (4B)</i>	<b>Respect Responsibility</b>
	<i>Saira S (4H)</i>	<b>Responsibility Respect</b>

<i>Sanah T (4B)</i>	<b>Responsibility</b>
<i>Lila T (4B)</i>	<b>Responsibility</b>
<i>Quinn L (4B)</i>	<b>Responsibility</b>
<i>Jackson G (4B)</i>	<b>Responsibility</b>
<i>Palk K (4N)</i>	<b>Responsibility</b>
<i>Jackson J (4V)</i>	<b>Responsibility</b>
<i>Jaden R (4V)</i>	<b>Responsibility</b>
<i>Parthiv S (4N)</i>	<b>Responsibility</b>
<i>Mackenzie B-S (4V)</i>	<b>Responsibility</b>
<i>Gunveer S (4N)</i>	<b>Responsibility</b>
<i>Zara K (4N)</i>	<b>Responsibility</b>
<i>Kush P (4V)</i>	<b>Responsibility Respect</b>
<i>Aryan J (4N)</i>	<b>Responsibility</b>
<i>Kiara D (4V)</i>	<b>Respect</b>
<i>Roncy S (4V)</i>	<b>Respect</b>
<i>Japji K (4V)</i>	<b>Respect</b>
<i>Mustafa S (4V)</i>	<b>Respect</b>
<i>Ansh P (4V)</i>	<b>Respect</b>
<i>Noah B (4H)</i>	<b>Respect</b>
<i>Raiveer B (4H)</i>	<b>Respect</b>
<i>Hasanat A (4H)</i>	<b>Respect</b>
<i>Tesota D (4B)</i>	<b>Respect</b>
<i>Aarav G (4H)</i>	<b>Responsibility</b>
<i>Kanishk B (4H)</i>	<b>Responsibility</b>
<i>Devika I (4H)</i>	<b>Resilience</b>
<i>Mohammad M (4F)</i>	<b>Resilience Respect Responsibility</b>
<i>Gurdit S (4F)</i>	<b>Resilience</b>
<i>Anuk A (4F)</i>	<b>Resilience Respect</b>
<i>Tafiti S (4T)</i>	<b>Resilience Responsibility</b>
<i>Vaanya S (4Z)</i>	<b>Resilience</b>
<i>Bhavani K (4Z)</i>	<b>Resilience Respect</b>
<i>Izna M (4T)</i>	<b>Resilience Responsibility</b>
<i>Kabir I (4T)</i>	<b>Resilience</b>
<i>Hannah W (4T)</i>	<b>Resilience Respect</b>
<i>Deng M (4Z)</i>	<b>Resilience Respect</b>
<i>Robie D (4T)</i>	<b>Resilience Responsibility</b>
<i>Olivia I (4T)</i>	<b>Resilience Respect</b>
<i>Shanna C (4F)</i>	<b>Respect Responsibility</b>
<i>Harjot K (4F)</i>	<b>Respect</b>
<i>Louise S (4Z)</i>	<b>Respect</b>
<i>Isabelle J (4T)</i>	<b>Respect Responsibility</b>
<i>Sifti C (4T)</i>	<b>Respect</b>
<i>Seth P (4T)</i>	<b>Respect</b>
<i>Gurman S (4F)</i>	<b>Respect</b>
<i>Viren P (4F)</i>	<b>Respect</b>
<i>Tiann D (4F)</i>	<b>Respect</b>
<i>Jansi M (4F)</i>	<b>Respect</b>
<i>Navraj S (4Z)</i>	<b>Respect</b>
<i>Eklavya S (4F)</i>	<b>Respect Responsibility</b>

	<i>Gracie C (4T)</i>	<b>Respect</b>
	<i>Parin P (4T)</i>	<b>Respect Responsibility</b>
	<i>Brayden N (4T)</i>	<b>Respect</b>
	<i>Gurbani D (4T)</i>	<b>Respect Responsibility</b>
	<i>Bahram M (4F)</i>	<b>Respect</b>
	<i>Kriti K (4F)</i>	<b>Respect Responsibility</b>
	<i>Mohamed E (4F)</i>	<b>Respect Responsibility</b>
	<i>Gurnick Singh A (4T)</i>	<b>Respect</b>
	<i>Kira P (4F)</i>	<b>Respect Responsibility</b>
	<i>Rosebell J (4F)</i>	<b>Respect Responsibility</b>
	<i>Jacinta L (4Z)</i>	<b>Responsibility</b>
	<i>Dwayne V (4T)</i>	<b>Responsibility</b>
	<i>Macey G (4Z)</i>	<b>Responsibility</b>
	<i>Haider A (4Z)</i>	<b>Responsibility</b>
	<i>Monny D (4Z)</i>	<b>Responsibility</b>
	<i>Cindy M (4T)</i>	<b>Responsibility</b>
	<i>Bahram M (4F)</i>	<b>Responsibility</b>
	<i>Aayush P (4Z)</i>	<b>Responsibility</b>
	<i>Elira R (4F)</i>	<b>Responsibility</b>
	<i>Emma S (4F)</i>	<b>Responsibility</b>
	<i>Sanul N (4Z)</i>	<b>Responsibility</b>
	<i>Emaan Q (4Z)</i>	<b>Responsibility</b>
Year 5	<i>Abbas A (5D)</i>	<b>Respect</b>
	<i>Mary Anabeth R (5D)</i>	<b>Respect</b>
	<i>Sahar J (5B)</i>	<b>Respect</b>
	<i>Alex P (5D)</i>	<b>Respect</b>
	<i>Aksha M (5D)</i>	<b>Respect</b>
	<i>Emily S (5D)</i>	<b>Respect</b>
	<i>Simrah T (5R)</i>	<b>Responsibility</b>
	<i>Vihaan P (5R)</i>	<b>Responsibility</b>
	<i>Avijot M (5D)</i>	<b>Responsibility</b>
	<i>Parneet M (5R)</i>	<b>Responsibility</b>
	<i>Lily C (5R)</i>	<b>Responsibility</b>
	<i>Dylan C (5D)</i>	<b>Responsibility</b>
	<i>Mannat R (5R)</i>	<b>Responsibility</b>
	<i>Indie D (5D)</i>	<b>Responsibility</b>
	<i>Samera S (5F)</i>	<b>Resilience Responsibility</b>
	<i>Helen R (5F)</i>	<b>Responsibility</b>
	<i>Addison J (5F)</i>	<b>Responsibility</b>
	<i>Benjamin W (5F)</i>	<b>Respect</b>
	<i>Milan S (5F)</i>	<b>Responsibility</b>
	<i>Teina I (5F)</i>	<b>Resilience Respect Responsibility</b>
Year 6	<i>Sophia D (6S)</i>	<b>Respect</b>
	<i>Amy S (6S)</i>	<b>Responsibility</b>
	<i>Jasmine S (6S)</i>	<b>Responsibility</b>
	<i>Maler M (6M)</i>	<b>Responsibility</b>
	<i>Scarlett T (6S)</i>	<b>Respect</b>

	<i>Emily M (6H)</i>	<b>Respect Resilience</b>
	<i>Eli I (6H)</i>	<b>Resilience</b>
	<i>Koni S (6H)</i>	<b>Resilience</b>
	<i>Dhyani P (6B)</i>	<b>Resilience</b>
	<i>Gurleen S (6M)</i>	<b>Responsibility</b>
	<i>Aaradhana S K (6B)</i>	<b>Respect</b>
	<i>Jude L (6S)</i>	<b>Responsibility</b>
	<i>Emily S (6S)</i>	<b>Responsibility</b>
	<i>Darshika S (6M)</i>	<b>Responsibility</b>
	<i>Taruna K (6M)</i>	<b>Respect</b>
	<i>Aashvi V (6S)</i>	<b>Respect</b>

**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.

# Staff and Student BIRTHDAYS this Week

Mrs Lowe  
Ms Barreno  
Mrs Curran

Ayanda N	Prep A
Amrin S	Prep G
Agamveer G	Prep N
Amylah I	Prep P
Heidi F	Prep N
Lucy B	Prep A
Armin N	1W
Avreet K	1W
Nikhil S	1L
Hadissa A	2P
Hania B	2F
Maizie C	2L
Arezoo M	3M
Arsh S	3A
Nima B	3S
Reyaan S	3N
Gurbani D	4T
Samarbir S	4V
Jackson J	4V
Akhil R	4T
Anmol C	4Z
Aqil H	4B
Rayan S	4B

Britt M	5F
Changu N	5M
Falmata T	5F
Hudson H	5Z
Kavy J	5B
Mahmood F	5F
Myah M	5D
Rastahn R	5A
Shauneet U	5D
Aidan B	6X
Esha P	6H
Gurleen S	6M
Juel N	6X
Khush S	6B
Saideep R	6M
Sara S	6S
Steele B	6D





# CASEY VOLUNTEER EXPO



Discover great volunteering opportunities in Casey at the Casey Volunteer Expo!



Thursday 25 May, from 10:00 am to 3:00 pm



Bunjil Place, Function Centre,  
2 Patrick Northeast Drive, Narre Warren

**FREE ENTERTAINMENT**

+ a chance to  
**WIN ONE OF THREE \$50 GIFT VOUCHERS\***  
\*Term and condition applies

### Casey Volunteer Expo Agenda:

- Opening address - 10.00 am
- Bollywood Dance - 10.30 am
- Middle Eastern Belly Dancing - 11:30 am
- Mexican Music Man - 1:30 pm
- U3A Casey Lynbrook Line Dancer - 2:00 pm

Afghan food/cuisine will be available to purchase outside the venue.

Meet with volunteer organisations and learn more about the programs they offer, the type of volunteering roles available and how you can get involved with supporting your community.



TIS: 131450 (Translating and Interpreting Service) المترجم الفوري 翻譯服務 24x7 24x7 24x7

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