

Glen Waverley Primary School

NEWSLETTER

PRINCIPAL'S REPORT

Dear Members of the Glen Waverley Primary School Community,

Welcome Back

As usual, the holiday period has passed by very quickly and we have now started another new school year. I hope that all families have had a very happy Christmas break and thoroughly enjoyed the beautiful weather and time together. It has been wonderful hearing and sharing holiday stories with families and the children over the past week or so. It is also terrific to see the children returned happy, refreshed and ready for lots of learning!

Our Foundation (Prep) students started last Wednesday and certainly demonstrated a sense of bubbly enthusiasm and feelings of true excitement as they experienced the first few days of their primary education. I firmly believe the beginning of the school year is most exciting as the children return to or begin school with a cheerful zest, spring in their feet and with a look of anticipation in their eyes! I am very confident that 2017 will be another stellar year for all of those associated with our wonderful school.

Welcome to our new students, their families and also new staff

We have had quite a number of new students enrol this year which is extremely pleasing with our overall student enrolments being approximately 850. I would like to welcome all of the new children and their families and congratulate them on selecting our great school as their very important educational setting. We do have a wonderful school and I am sure the new students will thoroughly enjoy being part of the Glen Waverley Primary School Community and Family.

Also a sincere welcome to all of our new staff who have either joined us for the first time or are returning after Family Leave.

UNIFORM SHOP

Situated in the West Wing on the School Grounds
Open Monday between 3.00 – 4.30 pm
Wednesday between 8:15 – 9:30
Closed Public Holidays and School Holidays
Orders may be left with the office

Important Dates For Your Diary

February

15 th	Getting to Know You Interviews	Yrs 1-6
15 th	Coding	
16 th	Chess	
21 st	SMART8	Yrs 3-6
22 nd	Getting to Know You Interviews	Yrs 1-6
22 nd	Coding	
23 rd	Chess	
23 rd	Prep Family BBQ – 5:30 – 7:00	Preps
27 th	Camp – Sovereign Hill Ballarat	Yr 5
28 th	Camp – Sovereign Hill Ballarat	Yr 5
29 th	Camp – Sovereign Hill Ballarat	Yr 5

March

1 st	Camp – Sovereign Hill Ballarat	Yr 5
1 st	Coding	
2 nd	Chess	
7 th	SMART8	Yrs 3-6
8 th	Coding	
9 th	Chess	
14 th	SMART8	Yrs 3-6
15 th	Coding	
16 th	Chess	
22 nd	Coding	
23 rd	Chess	
28 th	SMART8	Yrs 3-6
29 th	Coding	
30 th	Chess	



SCHOOL LUNCH ORDERS

Lunch orders are available from our service provider Balance Living Catering five days a week.

Ordering is done through an online service, details of which are available on our website or visit

<http://www.balancedlivingcatering.com.au/school-lunch-ordering.html>

PRINCIPAL'S REPORT (Cont'd)

2017 Staff Team at Glen Waverley Primary School is as follows:

Classroom Teachers:

Foundation (Year Prep): Roland Lewis, Jessica Smyth, Melinda Tippet, Alana Curro and Samantha Matsoukas

Year One: Debbie Hunter, Olivia Devitre, Manuela Pertile, Joshua Lowe and Samantha Rich

Year Two: Peter Shen, Ruby Robertson, Arezou Javidi, Monique Kelly and Erica Coleman

Year Three: Greg Edwards, Ashley Jacobs, Abigail Brown and Anat Garzberg

Year Four: Sarah Donald, Tim O'Neill, Anna Meng, Kristy Smith and Trish Singh

Year Five: Tania Smith, Jeff Chen, Rebecca Morris and Kate Wheeler

Year Six: Elizabeth Rennie, Laura Donoghue, Bianca Liburti, Andrea Lowe and Sam Laffy

Specialist Programs:

Music: Jessica Wood

Physical Education: Jason McCormick and Anna Hardy

Year P – 2 Languages (Mandarin): Tracy Jom

Year 3 – 6 Languages (Mandarin): Esther Wang

Visual Arts: Aubrey Hudson

Reading Recovery: Lyn Clugg

Advanced Maths: Catherine Peters

Student Wellbeing and Digital Learning Coaching: Kylie Bailey

Multimedia and Digital Learning Coaching: Elisha Park

Student Support Programs:

Year Prep Student Support: Jackie Gilbert

Year 1 and 2 Student Learning Support: Penelope Polydoros (nee Kolovos)

Year 3 and 4 Student Learning Support: Lindy Tran

Year 5 and 6 Student Learning Support: Nicole Dale

Pedagogical Coach: Helen Tomecek

School wide support: Lee-Ean Teoh and Chloe Prince

Librarian and Learning Support: Kay Platt

Learning Assistants: Natalie Doyle, Soula Lucas, Gurbiner Baghat, Nicole Rowland, Helen Davies, Meenu Natoo and Liz Steinke

Administration: Julie Milward (Business Manager), Jenny Bednarz (Office Manager) and Kylie Sayer

Principal Class: Frank Catalano (Principal) and Lisa Gough (Assistant Principal)

Where is Mr. Damien Kitch?

For the members of our school community who may not be aware, at the end of last year Damien (Mr. Kitch) was promoted as the Acting Principal at Knox Central PS. His secondment is at least until the end of Term Two however it may continue beyond this. I have spoken to Damien on numerous occasions and, not surprisingly, he has already made a fabulous impression with the Knox Central PS community and an enormous difference!

An Acting Assistant Principal position for our school has been advertised and I am hoping the selection process will be completed by our next newsletter.

Who is Jaz?

I had a very funny moment last week when one of our parents asked "Who is Jaz as my daughter would like to play with her?" Naturally the mother assumed Jaz was another child. However Jaz has 4 legs and is also new to our school – please refer to Ms. Rennie's piece for further information.

Curriculum (Teaching and Learning) Update

It certainly has been a wonderful start to the 2017 school year with the Prep children settling in very well and the remaining children completing what we refer to as the "Getting to Know You" program.

It would be rather remiss of me not to mention how wonderful it is to see how settled, confident and ready the Prep children are for school. This is a real credit to the outstanding kindergarten teachers, our Prep Transition program and the tireless work of parents who have shared many wonderful stories about how much the children have been looking forward to school. Well done and thank you everyone for all of your efforts in ensuring the children are ready to commence school.

Facilities Update

Over the holidays the major works undertaken throughout our school was the installation of the double storey building. The building is extremely modern with the classrooms containing withdrawal and office spaces which are also large enough to support modern day teaching and learning approaches. The tradespeople are currently finishing some landscaping works which we hope will be completed by the end of next week.



Congratulations to Neev

Neev is an ex-student and a very talented tennis player, he is currently ranked 988 in Australia, and consistently figures in the quarterfinals stage or better in most state/national tournaments he has entered in the past 12 months. However Neev also accomplished something extremely special recently when he was a Ball Boy at the Australian Open. The selection process is exceptionally difficult and multi-staged with more than 4000 children trying out. In the end 380 were selected. Neev had the opportunity to be a Ball Boy for many games however the highlight was a match which featured his idol, Roger Federer – how exciting! Well done and congratulations Neev, hopefully one day we will see you playing at the Australian Open! Below are a few photographs for your enjoyment



School Assemblies

A reminder that our whole school assemblies take place outside the Early Learning Centre every Monday morning from 9:05 to approximately 9:45 am.

If the weather is too hot, too cold or wet, then the assembly is held in the school hall. The Prep to Year 3s from 9:05 to 9:30 and Years 4 to 6 from 9:35 to 10 o'clock.

As with all school events, parents and family members are most welcome to attend.

Individual Book Supplies and School Accounts

I am extremely pleased to report that the vast majority of families have now settled their fees and have collected book supplies. Thank you to everyone for your support and for ensuring that we have had a very smooth start with the children being well resourced and ready to go! As mentioned previously, the family contributions are a vital component of the school's ability to provide resources for us to implement the best possible education for all of the children. For instance, shortly we will purchase the following IT equipment:

40 notebook computers, 80 iPads, a new Server, additional printers, interactive whiteboards for the new Year 5 building and approximately 60 various robots for our coding programs.

If you are yet to settle your school account and need some assistance, please do not hesitate to see me.

Extra-Curricular Programs

As everyone would be aware, at our school we have a magnitude of extra-curricular programs and activities in order to provide the children with additional learning opportunities. An overview of these and permission notices were distributed earlier in the week and if you have any queries regarding any of our extra-curricular programs please do not hesitate to contact the nominated person, Mrs Gough or myself.

Before and After School Care

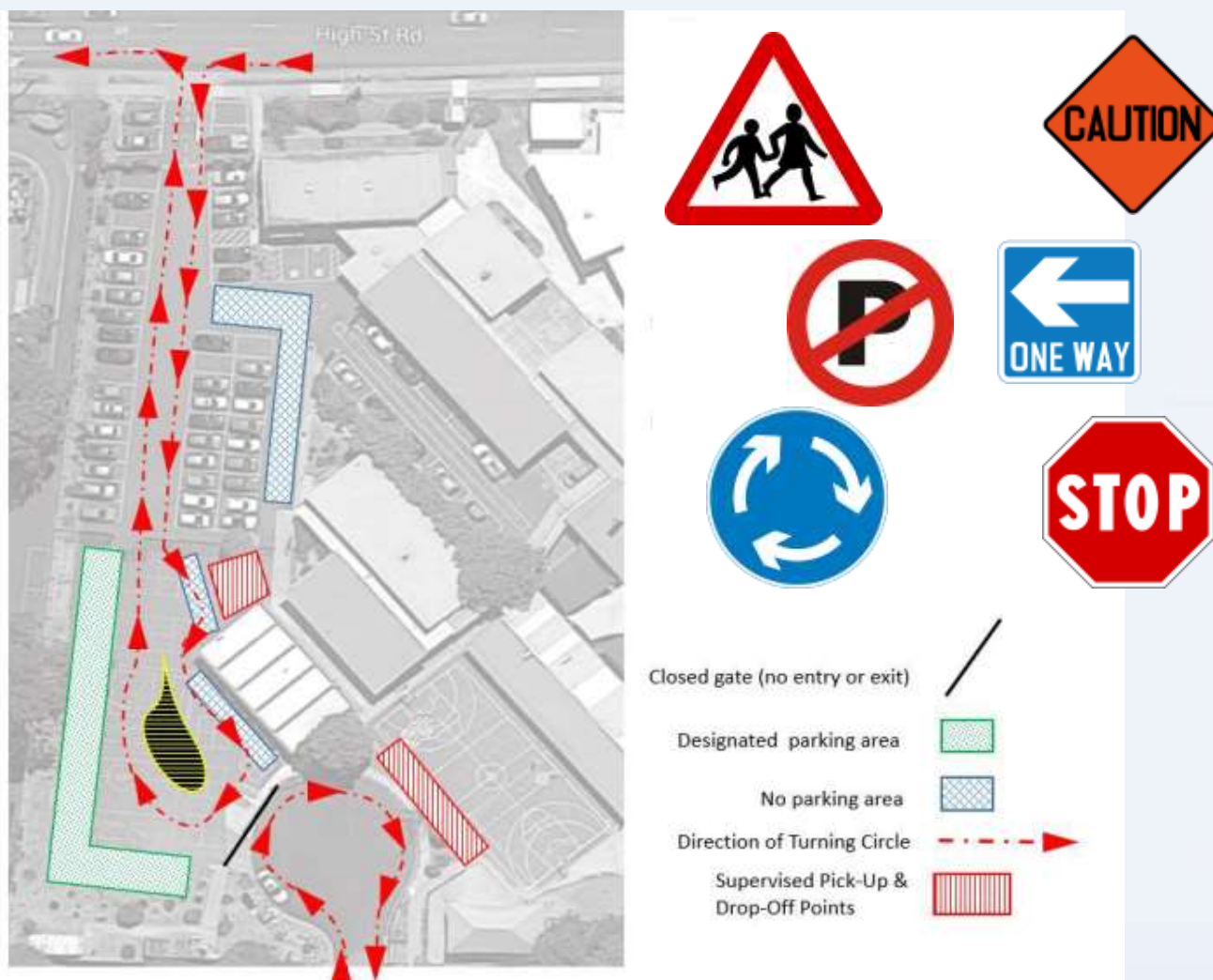
A reminder to all families that our school provides a Before and After School Care Program for those who require such a service. The Before School program operates from 7:15 to 8:45 and after school from 3:30 to 6:30. Prep children will commence when they are released at 1 p.m. however it is imperative that they are booked in. Our program is run by Camp Australia and all the relevant information is located on our school website at www.glenps.vic.edu.au

School Crossings, Car Park and Turning Circle

Our school is fortunate to have Crossing Supervisors on Springvale Road and High Street Road. It is imperative that we ensure everyone utilises the school crossings correctly particularly adults as we need to set the correct example. Also a **reminder that all surrounding streets are 40 km per hour from 8 – 9:30 and also 2:30 to 4:00 p.m.**

We are also fortunate to have a substantive car park which enables some parents to park when taking students to school or picking up after school. However it is not large enough for everyone to park, hence may I suggest you park at the Mountain View Hotel and walk across to our school.

When entering our school grounds either via High Street Road or Brent St, please be aware and refer to the following map.



The turning circle was created to assist families when dropping off and collecting students, so please be patient and ask your child(ren) to wait at the turning circle in order to speed up this process. **A reminder that the children are not allowed to play ball games or on the adventure play ground after school** if they are waiting to be collected from the turning circle. This rule is in place in order to increase the efficiency of the above process.

Parking in Brent, Fairhills and Kennedy streets – please be conscious of the signs in these streets as bylaws officers frequently visit during pick up and drop off times. Of most importance is NOT to turn your car's engine off if you are in line as this will be deemed as you have parked your car and you will be fined. If you are in traffic and are lining up to collect your child(ren), I suggest you leave your engine running.

If you have any queries with any of the above please do not hesitate to see me.



Classroom Fruit Program (Brain Food)

As adults we acknowledge the importance of eating fresh fruit and vegetables on a daily basis and also the significant role they undertake in growing bodies – particularly when learning is occurring at the same time. As a result our school provides a small bowl of fruit to all classrooms however this is not sufficient for every child to have a piece every day. At 10 o'clock the children will stop and have a piece of fruit in order to replenish their vitamins and minerals and we would appreciate it if families could support this by ensuring their child brings a piece of fruit or cut-up vegetables such as carrot sticks or celery to school every day. If you have any questions about Brain Food please do not hesitate to see your child's teacher, Mrs Gough or myself.

Principal Awards

As Principal I ensure that I am involved in the learning process as much as possible and as such strongly encourage all students to share their learning with me. Those who receive a Principal's Award have their names and the reason why they received an award printed in the school newsletter. This is something I cherish dearly as do the children and their families.

CONGRATULATIONS TO THE FOLLOWING STUDENTS WHO RECEIVED A PRINCIPAL'S AWARD RECENTLY:

Prep B: **Mihika** and **Elisha** for singing beautifully and for also being great members of our school community

- 1A:** **Imansa** for creating a wonderful lantern as part of Chinese New Year
- 1B:** **Ben** and **Krishna** for creating a wonderful lantern as part of Chinese New Year
- 1C:** **Revti** and **Samadhi** for creating a wonderful lantern as part of Chinese New Year
Aditi, Aviv and **Lehara** for writing how they will be persistent and improve their learning
- 1D:** **Aditi, Shavini** and **Kishali** for creating a wonderful lantern as part of Chinese New Year
- 1E:** **Senon** and **Reyansh** for writing fabulous recounts about their summer holidays
- 2D:** **Sanomi, Ooviya, Peyton, Sid** and **Nishtha** for learning the difference between a "fixed and open mindset"
Diti for being a great friend
- 2E:** **Anuki, Henish, Lucas** and **Okith** for making excellent progress with their English skills
- 3A:** **Noah** for making great progress with his English
Liam for being a wonderful friend
Yash and **Arish** for making excellent progress with their mathematical thinking skills
- 3B:** **Jivi** and **Jordan** for remembering the names of all of the children in their class and for also starring in the game "People Bingo"
- 3C:** **Josh** and **Malachy** for working so hard on their Maths skills by completing a Maths Talk which involved addition and subtraction
- 4D:** **Chamali** for being very generous and a wonderful member of our school community
Hansi for being a great friend
- 5B:** **Vanessa** for creating a wonderful lantern as part of Chinese New Year
- 5D:** **Nadrah** for completing a fabulous bar graph representing the birthdays of the children in her class
Alicia for being an extremely helpful and loyal friend



The following children who assisted Mrs. Gough, Mrs. Milward and I to move the spare Book Boxes:

Year 3: **Kusal**

Year 4: **Sanuka, Nidula, Tharusha, Aarush, Senula, Dennis, Dinil** and **Uthum**

Year 6: **Tim**



BIRTHDAYS

A child's birthday is a very special occasion and every fortnight I will share this celebration by including a photograph of the birthday children.



Happy Birthday to the following students who celebrated their special day during January:

Prep A: Shayma

Prep B: Sean, Harish, Saumya, Elisha, Dinethya, Masuma and Pavana

Prep C: Deneth

Prep D: Elise, Aarihant and Amyrah

Prep E: Aayat

1A: Hishan, Ahmed, Owen and Nishith

1B: Ria

1C: Russell

1E: Nyasa, Zach, Gurnoor and Senudi

2A: Nafsheen

2B: Harman and Koyal

2C: Dinara, Saveesha, Aarav and Thisha

2D: Ooviya

2E: Tenu and Menuli

3A: Christina

3B: Dennika, Robin and Reyhan

3C: Yashvi

3D: Joshua and Anya

4A: Akisa

4C: Hrishith and Alkan

4D: Yannik and Vihaan

4E: Eva

5A: Sophie, Amy, Sonal and Esther

5B: Priaav, Ramike and Sanjna

6A: Ranuga and Thenuka

6B: Dineth and Nika

6C: Cao-tri, William, Nathan and Molly

6D: Adelle, Aryan, Umar, Sofea and Amy

6E: Dini, Umaiza and Mohammed

Wishing everyone a safe and happy fortnight,

Frank Catalano
Principal



Often, students visit either Frank or I to share their writing. They could be in Prep, Year 6, or anywhere in between. Some of them have obvious spelling errors, but their teacher has not marked them wrong. At home too, I may peek over the shoulder of my 14-year-old daughter to see what homework she is completing, and I may notice a few misspellings on her draft, but I know better than to point them out at this stage. If I were to highlight her errors, I would likely be told, "My teacher told us not to worry about spelling when we're drafting."

What's the deal? Why don't teachers seem to care about spelling anymore?

When children first learn how to write, they grapple with many different skills at once. After they master letters and build them into words, their next step is stringing those words together into complete ideas. That takes a lot of mental work, and trying to spell every word perfectly can slow the whole process way down. For this reason, many teachers in the early grades encourage *inventive spelling*, also known as *temporary spelling* — where the child makes his/her best guess on the spelling of the word, rather than stopping to find out the correct version.

This practice is grounded in research. A number of studies demonstrate that children who are allowed to use inventive spelling learn to write more quickly, more fluently, and with a richer vocabulary than those who work under more rigid spelling expectations (Kolodziej & Columba, 2005), which I have certainly noticed with my 14-year-old daughter as she utilises a rich vocabulary to build imagery and interesting characters when writing.

Researchers suggest that parents think about inventive spelling the way they once viewed their child's early attempts at speech:

When the child said "ba-ba," did the parent say, "No, honey, it is pronounced "bottle"? Parents treasure this developmental step their child took towards conventional speaking by lavishly praising the child and offering the bottle...The child will not call the item a "ba-ba" for the rest of his/her life; rather, when the child is developmentally ready, he/she will be able to say "bottle" (Kolodziej & Columba, 2005, p. 217).

Spelling does "count," but it is taught strategically; at the right time and place. Our Whole School Approach to writing explicitly targets Spelling in the Writing Process; students are taught to (1) gather and group their ideas (pre-writing), (2) flesh out those ideas in sentences and paragraphs (drafting), and (3) reorganize the piece so that it accomplishes the writer's goals (revising). Only then, *after the piece has been revised into a shape that's close to finished*, do most teachers tell their students to start the next step: editing. In this stage, final corrections are made to spelling, punctuation, and vocabulary choice.

The reason spelling and mechanics are de-emphasized in the first few steps is the same as in the younger grades: Too much focus on correctness interrupts the flow of ideas. Furthermore, teachers want students to understand that good writers revise their pieces many times for structure, development, clarity and voice. We target Writing proficiency through the use of the VOICES acronym;

V – Voice

O – Organisation

I – Ideas

C – Conventions

E – Excellent Word Choice

S – Sentence Fluency

What's the deal? Why don't teachers seem to care about spelling anymore?

Although the mechanics are important for polish, *correct spelling can't make up for a poorly structured, underdeveloped piece of writing*. If a piece is going to be revised several times, it makes no sense to keep correcting the mechanics, only to have those words dumped entirely in a later revision – leading to student frustration and disengagement in the process.

Producing a finished piece of writing is a lot like putting on a polished musical performance: It requires the synthesis of many skills, some of which need to be handled separately. Imagine if a band conductor brought a brand-new piece of music to her band and expected all sections to play it together, perfectly, the first time. Even someone with no musical training can see that this is an unreasonable approach. Instead, if each instrument section starts by practicing their part separately, the performers will get really solid on their individual parts before pulling it all together to refine the complete performance.

So what should *you* do if your child comes home with a paper full of spelling or other mechanical errors? Take a cue from the teacher: If the teacher hasn't mentioned the errors, then *spelling was not a priority for this particular assignment or at this particular stage*. Instead, praise the content itself. Here are some specific things to look for, and if they are there, to praise:

Strong, vivid vocabulary: "You chose a really interesting word to describe that monster – ferocious."

Idea development: "You described how the lizard's tongue works really clearly. At first I couldn't understand how a tongue can smell, but this sentence helps."

Audience awareness: "This introduction really grabbed my attention."

Organization: "Nice transition here: 'On the other hand.' That's a good way to show that you're going to talk about a different side of the issue."

Attempts at sophisticated construction: "Is that a semicolon? That's a pretty advanced punctuation mark. I like to see you trying new things with your writing."

Teachers often retain student writing to target spelling through vocabulary lists, home learning, individualised spelling lists as well as revising/editing writing.

Rest assured, teachers still care very much about spelling. They just recognize that learning other skills — harder, more complex skills — often works best when those skills get a student's full attention, delaying but not deleting attention to spelling as an integral part of an effective writing process.

Reference:

Kolodziej, N.J., & Columba, L. (2005). Invented spelling: Guidelines for parents. *Reading Improvement*, 42 (4), 212-223

Kindest Regards,
Lisa Gough
Assistant Principal

KORNER

KIDS

The "Kids' Corner" section of our school newsletter provides the opportunity for the children to showcase their talents or communicate something special

The first Kids Corner for the year has been written by Harani (Year 5) who had a very special and somewhat different holiday experience which she would like to share with everyone.

MY HOLIDAY IN SRI LANKA

We left Australia on the 17th of December in the afternoon. I was super excited and bursting to go on to the plane. One of the main reasons we went to Sri Lanka was to see our cousins and close friends. I couldn't imagine how they would look like. One of my cousins is 20, last time we saw him he was only 15!

When we arrived, my cousin came and picked us up. After we settled at our cousin's house we went to some places. We visited all my cousins, and my parents went to see some friends while I stayed with my cousins and played. We also had a little trip to Jaffna and saw some war-torn areas being rebuilt. But one of my main highlights was that I went to school in Sri Lanka for 3 days to experience their culture and schooling systems.



Senior students welcoming new students...

My First Day Of School 🌟

In Sri Lanka they don't have Prep, they just go Year 1,2,3,4,5 and then they start secondary in Year 6. Since I am in Year 5 in Australia, I was in Year 6 there. The school I went to was called Anuradhapura Central College. You might be wondering how I managed to do it. Well you see, my mum and dad both went to that school when they were in their secondary years. There were still some teachers that taught my mum and dad. They were very happy to give me that opportunity and they were happy to see me in the school uniform too. I also enjoyed wearing the school uniform because it was different. For example, the girls must wear white dress, ties and you can only wear white socks and white shoes. And need to tie your hair neatly.

Since I went with the Year 6's who were also new to the school that day, we had a ceremony and the older girls and boys welcomed us by giving us flowers and directing us to main hall. They showed their special talents such as singing and dancing. When it was finished, we met our teacher and waited for school to finish so we could pick our cousin up. She is in Year 10. When we came back home I was very tired. You see, we must wake up at five and get ready and then leave at six, then school starts at 7:30 in the morning.



At my class...

My Second & Third Day of School

On the other two days we had some subjects and then interval. Since it was the first days of school we had no class, so we were all just talking. There was also no teacher in the room to tell us to be quiet. We were just in the room by ourselves for two hours.

We had Science and History on the second day and English, Buddhism, Aesthetics and Science on the third day. You might be wondering what Aesthetic is. It is basically art, singing and dancing. I chose art and I had a lot of fun too. On the third day, I said "Bye" to my class mates and the teacher. The children gave me pens and rubbers and my best friend that I made gave me an exercise book. The teacher gave a lot of stationery items.



End of the day, leaving the school...

Jaz the Guide Dog Puppy

We are very excited to introduce the newest member of our school, Jaz the Guide Dog Puppy. Jaz was born on the 20th of November and over the next 10 months will be joining us at GWPS to learn all about our fabulous students, community and the world around us.

Guide Dogs play a very important role in improving the health and safety of individuals with various forms of visual impairments. These service dogs help those in need navigate the outside world safely, provide companionship and serve as a reminder that we all experience the world differently.

Jaz is a very happy and playful pup. She loves to chew toys (or anything she happens to find on the ground), chase balls and splash around in her water bowl. She is currently learning to sit, stay, toilet outside and walk happily on the lead.

As a puppy, Jaz has certain roles and responsibilities, the first and foremost being a learner. She needs to gain confidence around people, learn to differentiate between learning time and play time and get to know all the wonderful sights and smells around us. Being a guide dog puppy, she does have a few rules that she needs to follow; including no human food, no climbing on the furniture, no being pet while wearing her vest or on 'walks' and keeping all four paws on the floor. Once she turns 12 months old, Jaz will return to Guide Dogs Victoria to begin her formal training.

At GWPS we have a commitment to service learning. We strive to deliver rich learning experiences that teach our students to be global citizens with an understanding of our civic responsibilities at a local, national and global level. Students are encouraged to use their academic knowledge and skills to help address genuine community needs. Having Jaz at our school will help to foster this sense of service; doing something valuable that will help improve the quality of life for others.

If you have any questions about Jaz, please feel free to see Ms Rennie in 6A or Mr Catalano, or go to <https://www.guidedogs victoria.com.au/> for more information.



Thank you Daniel 5A for donating these wonderful
Geronimo Stilton books



NAMING YOUR CHILD'S UNIFORM.....

It is hard to ensure your child looks after their uniform, especially once they have taken it off at school! Here are some handy hints from other families trying to solve the problem of how to label their children's clothing

- write on all labels with a permanent marker
- write directly onto the collar or waistband
- Sew in embroidered labels - they are excellent because the writing is clear enough for young children to read
- Sew the labels on the clothing, but not on the size tag, so it can't be cut out
- embroider your child's name directly on the rib of their bomber jacket/windcheater
- sew an extra label in a 'hidden' place ie behind the inside pocket flap or inside the cuff

Then there's the food containers

- write on with permanent marker
- stick on personalized labels
- use nail varnish to write their name on plastic water bottles, sandwich boxes etc



FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be 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 are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students.

HOW TO APPLY

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION

For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef



Camps, Sports and Excursions Fund

The Victorian Government unveiled a \$148 million initiative in August 2015 to ensure all Victorian students can take part in school trips and sporting activities. The Camps, Sports and Excursions Fund (CSEF) will run over four years and provide payments for eligible students to attend camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$125 per year will be paid for eligible primary school students, with \$225 per year paid for eligible secondary school students. Payments will go directly to the school and be tied to the student.

CSEF Eligibility

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

Criteria 1 - Eligibility

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

- on the first day of Term one, or;
- on the first day of Term two;
- a) Be an eligible beneficiary within the meaning of the *State Concessions Act 2004*, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
- b) Be a temporary foster parent, and;
- c) Submit an application to the school by the due date.

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 one of (a) or (b) above.

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

School is compulsory for all Victorian children aged between six and 17 years of age inclusive. For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one, **30 January 2017** or term two, **18 April 2017**.

Closing Date

Parents are encouraged to lodge the application form by 3 March 2017, so that payments can be made from March 2016. However schools can accept parent applications up until 03 June 2017.

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.

How to complete the application form

1. Complete the PARENT/LEGAL GUARDIAN 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 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.
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.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

The advertisements in this newsletter are in good faith but no responsibility as to the quality of the products or services offered is accepted by the school



GCM ABACUS METHOD

MENTAL ARITHMETIC with ABACUS PROGRAM

儿童珠心算



An amazing program is now available to interested parents with children from Aged 5 to Year 6 where students can learn mental and manual arithmetic with abacus. This is a "Whole Brain Development" program with a proven concept that can improve arithmetic skills and also enhances the mental abilities like concentration, observation, visualization, imagination and memory.

Venues : Glen Waverley, Mt. Waverley & Ferntree Gully

Time : After School Hrs & Saturday

To assess suitability of the course for your child, please contact Choon at GCM Abacus Method for a **Trial Lesson** :-

Mobile: 0431 616 364

After hours: 03-97580731

Email : gcm.abacus@yahoo.com.au



MEMBER OF ABACUS COMMITTEE OF TAIWAN CHAMBER OF COMMERCE
ABACUS AND MENTAL CALCULATION EXAMINATION IS HELD ANNUALLY

• ALL DANCE STYLES • • ALL LEVELS •



FROM
CLASSICAL BALLET
AND JAZZ TO
HIP HOP, LATIN,
BALLROOM AND DRAMA.

HAVING FUN, MAKING FRIENDS, GETTING FIT:

Learning performance and life skills
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E: wendonds@outlook.com.au

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YOUR CHILDREN ARE AMAZING ALREADY. WE JUST HELP THEM PROVE IT.



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From Prep to Year 10, NumberWorks'nWords after-school tuition brings out the best in Aussie students by:

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and English tuition

The advertisements in this newsletter are in good faith but no responsibility as to the quality of the products or services offered is accepted by the school



"Act, Create, Communicate"

- Creativity, confidence and communication skills are vital in our world.
- Our students learn to speak out clearly, relate confidently and develop social skills for life.
- Our acclaimed self development drama program has been making a difference since 1979.

What's more...it is fun!

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ensure your
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Present this ad to receive your
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CALL NOW 9560 4433
PLACES ARE STRICTLY LIMITED, BOOK EARLY TO AVOID DISAPPOINTMENT

451 Springvale Road, Glen Waverley. **SwimWorld**



WAVERLEY VICTORY FOOTBALL CLUB

Information Day @ Brandon Park Reserve
Sunday 12th February 2017 10am - 2pm
659 Ferntree Gully Rd, Glen Waverley (Behind the fire station) EFTPOS available

Saturday morning - Small sided (5-8yrs) Coerver
SUNDAY (Girls and Boys teams):
U7-U11 MiniRoos, U12 - U16

Waverley Victory FC is more than just playing football. It is learning skills in a structured environment under professional guidance. Providing the best development environment, based on family orientated values, located at a fantastic day/night training facility.

For further information check out www.waverleyvictory.com.au or facebook & Twitter.
Register your interest at <http://www.waverleyvictory.com.au/2017-wvfc-information-request.html>
Contact: Darren Corbett 0403 258 441 Simon Cuce 0409 667 790



A Melbourne Victory Affiliated Club

Learn music

here at school

Come and join in the fun of learning to play violin, here at Glen Waverley Primary School.

Creative Music for Schools conducts a music program here at school each week.

Small group classes or one-to-one lessons of up to 30 minutes give children an excellent grounding in music where they will learn to read music and play their chosen instrument.

Tuition costs from \$16.20 per lesson and enrolments are now being accepted for limited places in term 1, 2017.

Interested parents should call Swee during office hours on 9818 2333 or email swee@creativemusic.com.au



www.creativemusic.com.au



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Look us up on Facebook at
<http://www.facebook.com/WaverleyRaiders>

WINTER SEASON BASKETBALL REGISTRATION - NOW OPEN

Games played on Saturdays

UNDER 8 BOYS & GIRLS (games at 8:30 and 9:20)

UNDER 12 GIRLS (games at 11am, 11:50 and 12:40)

UNDER 12 - UNDER 23

Beginners and experienced players welcome

Terms 2 and 3 2017

One hour training session per week at Mt View Primary School or Wheelers Hill Secondary College

Confidence Communication Skills Creativity

superspeak



Weekly public speaking & drama program for children aged 6 - 15

As featured:



- ✓ Leading curriculum
- ✓ Small class sizes
- ✓ Great teachers
- ✓ Loads of fun!

communication

- ★ quick thinking
- ★ expression
- ★ teamwork
- ★ friendships
- ★ confidence
- ★ leadership
- ★ persuasion
- ★ vocal variety
- ★ diction



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info@SuperSpeak.com.au
www.SuperSpeak.com.au

ROWVILLE FOOTBALL CLUB



GIRLS & BOYS FREE FOOTBALL TRY AFL SESSIONS



CALLING ALL BOYS & GIRLS AGED 7-16

FOOTY SEASON IS BACK!

The Rowville Hawks Football Club has teams for ALL Girls & Boys aged 7-16 and invites all kids who would like to try AFL to come down and participate in our FREE 4 week Try AFL Sessions.

For more details or to book a spot for your child please contact Trevor Flakemore on 0418 335 245 or trevor.flakemore@rowvillefc.org.au

GIRLS ONLY PAY \$100
FOR THE ENTIRE SEASON
+ GET A FREE SHERRIN
FOOTBALL & SHOWBAG!



WWW.ROWVILLEFC.ORG.AU or lookup Rowville Football Club on [facebook](https://www.facebook.com/rowvillefc)