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NEWSLINK

www.cranbourne-ps.vic.edu.au

The teaching and learning pedagogy at Cranbourne Primary School is developed on a

RECIPE (Relevant Engaging Challenging Innovative Personalized Enjoyable)

based curriculum that supports the members of the school community to develop intrinsic

PRIDE (Persistence Responsibility Independence Discipline Enthusiasm) *in their learning.*

Issue 06

7th March 2018

CALENDAR

UPCOMING EVENTS



Month of February

Monday 12th March

Labour Day Public Holiday

No School

Tuesday, 13th March

Athletics Carnival

Monday 19th March

School Council AGM

7.00pm

Thursday, 22nd March

Cross Country

Thursday, 29th March

Last day of Term 1

PRINCIPAL'S NEWS

March has begun with the appearance of marbles again – students have been establishing their own games around the school where they use marbles to play against each other. Students of all ages get involved in this traditional game, which promotes eye-hand coordination, concentration, persistence and resilience. If your child is experiencing any challenges with playing Marbles, you are encouraged to contact your child's home group teacher to discuss possible solutions.



Cheryl Van Deursen
Principal

BREAKFAST CLUB

TUESDAYS & THURSDAYS

8:10 AM BER KITCHEN

Quote of the Week

'We develop resilience when we play games where we can experience 'losing'

SCHOOL COUNCIL

What is school council and what does it do?

All government schools in Victoria have a school council. They are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who is on the school council?

There are three possible categories of membership

- A mandated elected parent category – Because parents have such an important part to play in schools, there is an elected parent member category. Parent members must comprise more than one-third of council's total membership. DEECD employees are eligible to be parent members at their child's school, as long as they do not work at the particular school.
- A mandated elected DEECD employee category – Members of this category may make up no more than one third of the total membership of school council. As the Executive Officer, the principal of the school is automatically one of these members.
- An optional community member category – Its members are coopted by the decision of the council because of their special skills, interests or experience, for example parent club representative, student representatives, an accountant.

DEECD employees are not eligible to be community members.

Why is parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school

Those parent who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging

How can you become involved?

The most obvious way is to vote in the elections which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this you might seriously consider

- Standing for election as a member of the school council
- Encouraging another person to stand for election

School Council AGM is scheduled for March 19th – if you are interested in joining school council, please complete a nomination form (located at the front office) for consideration

HAPPY BIRTHDAY TO OUR MARCH BABIES!

OLLIE O
KAYLYN O
ZOE A
ALINA J
NILA H
JOSH B

*Happy Birthday to
those students who
are celebrating
their special day!*



CPS BANK DETAILS

BSB 013 593

Account Number
499102494

*Please put your
child's name in the
subject line.*

Stars of the Week

These students have demonstrated intrinsic **PRIDE** (**P**ersistence, **R**esponsibility, **I**ndependence, **D**iscipline, **E**nthusiasm)

Learning Community	Home Group	Student
FOUNDATION	FA	Ollie O
	FB	Travis N
JUNIOR	JA	Bailey W
	JB	Sehasna L
	JC	Sunny D
	JD	Lillie R
MIDDLE	MA	Behroz R
	MB	Mansoor A
	MC	Nathan N
	MD	Yasmin Y
SENIOR	SA	Fariba
	SB	Danish
	SC	Vena
	SD	Mahdi
ICT	FA	Amaya O
MUSIC	JC	Hayden B
ART	MC	Piper M
PE	JC	Tallis N
Assistant Prin Mrs C	SC	Zac H
Assistant Prin Mrs F	SD	Isaac
Principal	JB	Fayth

FROM THE OFFICE

If anyone has any clothes borrowed from sick bay, please return as soon as possible.

If you have received a letter asking for specific forms such as asthma or allergy form, birth or immunisation certificates, please hand into office staff as soon as possible.

For families with a Healthcare or pension card, CSEF payment will soon be credited to your account, a statement will be sent home to all families once credit is completed.

**PUBLIC HOLIDAY
MONDAY, 12/3/18.**

Curriculum

Discussing writing with your child.

One of the most helpful things when we are learning to write is to have the opportunity to **talk about our ideas before writing**. Students are learning how to write a **persuasive piece** of writing in class.

You can help by discussing and comparing different points of view.

Persuasive writing often begins with a statement:

Dogs are better than cats

Summer is better than winter

Cars are better than bikes

Vehicles pollute the air

Students use paragraphs to explain their reasons and include persuasive words in their text.

A persuasive text finishes with a conclusion and summary that restates the reasons for their point of view.

We encourage you to **have conversations** that encourage your child to discuss what they like or don't like and then create a statement that reflects their view.



Kate Couacaud - Assistant Principal



Persistence Responsibility Individuality Discipline Enthusiasm

Next Week in Social Skills students will be looking at the 'P' words of our P.R.I.D.E. Motto in more detail.

Foundation and Juniors	Middle School	Senior School
Developing	Demonstrating	Becoming
Persistence	Patience	Purposeful
The quality that allows someone to continue doing something or trying to do something, even though it is diffi-	The quality that allows someone to accept and tolerate delays or problems without becoming annoyed or anxious.	The quality that allows someone to have a clear intention and remain focused on completing a task.

Continuing on from last week's article here are some tips for helping children make community connections

Here are some ideas for helping your child connect with your family and friends, and people in the neighbourhood and community:

Practise social skills – for example, saying hello, using 'please' and 'thank you', saying 'excuse me' and waiting for your turn in a conversation. Your child will watch the way you talk with others and follow your example.

Encourage your child to ask his grandparents and family friends about when they were young.

Look at photos of family and friends with your child to spark interest in the relationships that are important to your family.

Make opportunities for trusted relatives or family friends to have time with your child. Check with your child that they are OK with this and enjoy time with these people.

Walk or cycle to a local park and let your child play on the equipment. Being out in your neighbourhood gives you and your child the chance to meet new people.

Get involved in community events and take your child along with you. Working bees at school, community gardens, fetes and festivals give you and your child an opportunity to connect with people who are working together.

Show your child that connection is a two-way thing. When you work with others and help them, they'll do the same for you. For example, you might collect your neighbours' mail when they're on holiday and then they collect your mail when you're away.

If your child has special needs, try to foster her relationship and your relationship with people who help to care for her – for example, carers, teacher aides, therapists, doctors and so on. For example, you might help her to choose a photo of a special holiday to share with her carer.

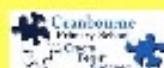
Your child's safety in the community

When your child is starting a new activity led by paid or voluntary staff, it's worthwhile finding out about the child safety policy of the organisation that employs them. If it isn't mentioned in the enrolment information and permission forms, it's OK for you to ask.

Always meet and talk with adults who'll be in contact with your child away from home or school, and share information about them with other parents. It's also a good idea to encourage your child to tell you about adults they are coming into contact with – for example, a new helper at the sports club.

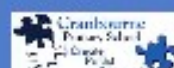
CAMERON

Cameron Cameron
we're not wrong
We're bold and brave
and very strong
We try our best
until we win
Inspiring every kid to
sing
Gooooo Cameron!



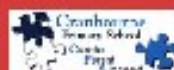
CHILDERS

Extra Extra
read all about it
Childers gonna win
no doubt about it!
We're rough,
we're tough,
we're hard to beat
So c'mon childers
do your stuff!



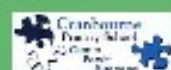
BAKEWELL

Turn on the radio
what do you hear?
Bakewell Bakewell
that's our cheer
shout to the east,
shout to the west
come on Bakewell
we're the best!



RUSSELL

Russell is hot to go
H-O-T-T-O-G-O
AahhOOOOO
hot to go
AahhOOOOO
hot to go
H-O-T-T-O-G-O



School Crossing Safety



There are over 80 Primary Schools in the City of Casey, serviced by over 240 school crossing supervisors. Over 35,000 students attend these schools each day, travelling by foot, private vehicles and public transport.

The City of Casey encourages drivers, parents and others responsible for children, to carefully read the information below to minimise the risk of accident or injury at and around school crossings.

Why are school crossings important?

Young children do not have a well developed sense of danger. They also do not have well developed peripheral (side) vision or spatial sense. This makes it difficult for them to properly judge the safe time to cross a road. Supervised school crossings were formally introduced in the 1970s to protect children from this risk.

Why do we need parking and traffic controls around school crossings?

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

Because children are often very small, cars parked or stopped too close to crossings can completely obscure them from the view of supervisors and drivers. Coupled with children's limited ability to identify danger, this can create a very hazardous situation.

Parents and other people who are dropping off/picking up children also need reasonable access to parking for that purpose.

What sorts of controls can I expect to find around schools?

A range of restrictions may apply according to the needs of the particular area. The following restrictions may apply at and around your school:

No stopping



What does no stopping mean?

No stopping means you cannot stop your vehicle for any purposes, no matter how short the time.

No parking



What does no parking mean?

No parking means that the area is a pick up/drop off zone and that you cannot leave your vehicle un-attended and you cannot be parked for more than 2 minutes.

Bus Zone



What does bus zone mean?

Bus zone means that this area is for buses only. You cannot stop there at all.

Disabled Parking



What does disabled parking mean?

Disabled parking means that only vehicles displaying a valid Disabled Person's parking permit may park in these spaces.

As a driver what am I required to do around school crossings?

When approaching school crossings, slow down to 40km/h or less, watch for children and remember not to stop too close to the crossing. You **MUST** stop before the STOP LINE marked on the road once the stop sign is displayed to you.

The crossing must be completely vacated of all pedestrians before proceeding, including the supervisor.

Also watch for, and obey, the instructions of the School Crossing Supervisor.

Look for parking restriction signs and make sure to obey them or you may be fined.

For further details call 9705 5200, log onto www.casey.vic.gov.au or visit one of our customer service centres at Bunjil Place Narre Warren, or Centro Cranbourne.

**FREE
FACE
PAINTING**

**FREE
EVENT**

**COME DOWN AND
MEET NICKELODEON'S
TEENAGE
MUTANT
NINJA
TURTLES**

**NICK JR.'S
DORA THE
EXPLORER**



**FREE
RIDES AND
ACTIVITIES**

**NICK JR.'S
SHIMMER
& SHINE**



**nick jr.
DORA
the
EXPLORER**

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**nickelodeon.
TEENAGE MUTANT NINJA
TURTLES**

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**nickelodeon
Shimmer
& Shine**



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caseyKids carnival

Saturday 24 March, 11 am – 4 pm

Akoonah Park, Princes Highway, Berwick

Amusement rides • Stalls • Performances • Food • Animal farm

Roving entertainers • Interactive workshops

Contact: 9705 5200 or visit www.casey.vic.gov.au

TIS: 131 450 NRS: 133 677



Cranbourne Primary School and broader community are getting involved in the Coles Sports for Schools program once again. During the Sports For Schools program, students and families will be able to collect Coles Sports for Schools vouchers for their school from Coles stores across Australia. When the program ends, our school can exchange these vouchers towards sporting equipment!

Every \$10 spent at Coles during the program, will earn a Coles Sports for Schools voucher. The more vouchers our school collects, the more equipment we could receive.

Hanging around the school you will see the Coles Sports for Schools posters to keep everyone on track. A large submission box picturing Usain bolt, can be found in the corridor near the deck door.

When the program ends, Coles will tally our vouchers and then it's time for us to go shopping - for our new sporting equipment.

Let the collecting begin!

Ms Gramc

Some tips for our new parents!

- Payments and notices are to be given to class teacher first thing in the morning. All payments are then sent to the office together.
- Only EFTPOS payments will be taken at the office.
- Students who are late to school are to be signed in by parents.
- If your child is late and not signed in by a parent or is absent without notification, you will receive a text message to advise you.
- Late payments for excursions, camps, incursions will not be accepted under any circumstances.
- School Banking Day is Thursday—bank books are to be given to the teacher first thing Thursday morning.
- Students must be in school uniform with appropriate footwear.
- If your child bumps their head at school, we will send a courtesy text message. You do not have to respond to this message it is just so you are aware. We will ring you if there is a significant injury and you are required to pick your child up.
- School finishes at 3:15 pm, please ensure you have organised alternate arrangements if you cannot pick up your children up at 3:15 pm. Our After School Care information is in Newsletter.
- Front door of school is only to be used if you have business at the Office.

Don't forget your bank book

Please contact the office if you are interested!

AFTER SCHOOL CARE INFORMATION

Please note that here at Cranbourne Primary the school day finishes at 3:15pm. Please ensure children are collected promptly as Yard Duty Supervision finishes at 3:30pm. If you are unable to collect your child by this time, you will need to make alternative arrangements. We do not offer after school care on site however after school care is available from Judy Clarkson Cranbourne Day Care and Kindergarten Centre or Westernport Child Care Centre.

JUDY CLARKSON CRANBOURNE DAY CARE AND KINDERGARTEN

Centres include Sladen Street, Cranbourne Drive, Duff Street, Mundaring Drive, Schoolie Central and The Barn (Cooper Court).

Phone: 5996 1415

HOURS OF OPERATION: Monday – Friday

6:00am – 6:30pm

52 weeks of the year

Closed weekends and public holidays

WESTERNPORT CHILD CARE

144 Camm's Road

Cranbourne 3977

Phone: 5995 4970

Email: wpcccranbourne@bigpond.com

HOURS OF OPERATION: Monday – Friday

6:00am – 6:30pm

52 weeks of the year

Closed weekends and public holidays