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Camelot Rise Primary School Newsletter

Issue 9 · 18 Jun 2024

Our vision is to be a connected community, learning, growing and achieving together. Our Purpose is to maximise student learning through building a desire for personal excellence, a high sense of self-worth and a love of learning. Camelot Rise Primary School is committed to implementing a culture of child safety, inclusive of all school environments, in and outside of school hours and practices zero tolerance of child abuse.

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From the Principal

Attitudes to Schooling Survey

Every year all Year 4 – 6 students complete an 'Attitudes to Schooling Survey'. This survey is completed online and enables students to reflect on their experiences at school. Our results are always excellent; however, we are always looking at ways to improve these results even further.



We are still unpacking a lot of the data we received but we would like to share with you some of the initial results:

Effective Teaching Practice for Cognitive Engagement	% Positive responses
Effective Teaching Time	90%
My teachers tells us what we are learning and why	94%
My teacher asks questions to check what we understand	90%
My teacher asks me questions that challenge my thinking	88%
My teacher explains difficult things clearly / My teacher helps me understand things	88%
Differentiated learning challenge	91%
My teacher understands how I learn	85%
My teacher gives extra help when students need it	93%
My teacher helps me to do my best	94%
My teacher gives extra help when students need it	95%
Effective Classroom behaviour	85%
My teacher expects students to pay attention	98%
My teacher sets clear rules for classroom behaviour	99%

Teacher – Student Relations	% Positive responses
High expectations for success	96%
My teacher expects me to do my best	98%
My teacher believes I can do well at school	94%
I usually pay attention in class	90%
My teacher expects nothing less than our full effort	93%
My teacher cares about how I am feeling / My teacher looks after me	87%
Learner Characteristics and Disposition	% Positive responses
Learning confidence	85%
I am good at learning	85%
I try again when I don't succeed	89%
I want to learn new things	90%
Self regulation and goal setting	87%
I try very hard at school / I try my best at school	88%
I ask my teacher for help when I find my work difficult	86%
I always try to attend school	93%
My parents believe that going to school is important	93%

Social Engagement	% Positive responses
School Connectedness	85%
I like this school	92%
I am happy to be at this school	93%
I feel like I belong at this school	86%
Sense of inclusion	93%
I have lots of chances to be part of class activities	93%
I have friends at this school	98%
My teacher makes me feel like I matter	86%
My teacher makes sure all students feel included	95%
My teachers gave me enough help to settle in at this school	100%
Student Safety	% Positive responses
At this school, there is a teacher or another adult who cares about me	88%

There is a teacher or another adult at this school who believes that I can be successful	87%
At this school, there is a teacher or another adult who listens to me when I have something to say	91%
I know where to get help if I feel bullied / I know where to get help if someone hurts me or I feel upset	87%
There is a teacher or another adult at this school who tells me when I do a good job	92%
It is okay to be different at this school	86%

These are excellent results, and we will continue to strive to improve to ensure Camelot Rise PS provides the best learning environment for all our students.

Student Reports and Parent-Teacher-Student Conferences

Thursday June 27th 3.40pm - 5.30pm & 6.00pm - 8.00pm

Camelot Rise Primary School is a traditional educational setting with modern approaches: our instructional models reflect the significant technological developments and societal changes over the years. In the past education was delivered through recitation and memorisation techniques, whereas the modern way of doing things involves more interactive methods, including developing critical thinking, problem solving and decision-making opportunities. Twenty-first-century schooling encourages students to collaborate, be more involved in their own learning, and therefore be more productive.



At CRPS we continue to make considered efforts to improve the way that we work with our students and their parents to improve each student's learning.

In an approach that reflects the intention of our Annual Implementation Plan (AIP) we create opportunities for students to be actively involved in their learning, as well as the assessment of their progress. In Professional Learning Communities (PLCs) at CRPS, teachers collaboratively map each student's learning against the achievement standards, and individually place each student on the learning continuum, to best reflect the student's level of performance and progress.

Along with developing student voice and agency, assessment and reporting are vital processes which provide information about what students know and can do, and makes recommendations for future learning. Teachers collect, record and analyse information about student learning on a daily basis and use this information to (i) identify a student's learning strengths, their challenges and their next steps; (ii) plan programs building on the prior knowledge and learning that a student brings to school; and (iii) inform the child, parents and other teachers about the student's learning.

Building on Meet the Teacher Interviews from Term 1, this outline gives you an idea of the ways that we will report to you as parents about your child(ren)'s achievement for the remainder of 2024:

- **Individual Written Reports:** at both the end of Semester 1 and the end of Term 4 you will receive a published report that provides a succinct written summary of your child/ren's progress as well as a measurement of the core curriculum areas on a 5-point scale. This learning continuum is organised by levels and not necessarily year levels of schooling, as students' progress along the continuum at their own rate and from their own starting point, and are taught at the level appropriate to their needs.
- **Seesaw:** teachers provide parents with regular Seesaw posts which show the learning that has occurred in the classroom. These posts are timely and are sent when the student has just finalised a piece of work so parents have up-to-date, real-time feedback on the work that has been completed.

As our teachers are formally reflecting on your child's achievements during the first 6 months of this year within the Semester 1 reports, it is worth remembering that all students (regardless of year level) are individuals and develop physically, emotionally, and academically at different rates. As educators it is our role to provide students with every opportunity to help them achieve their goals and reach their potential. This will vary from child to child, and is why we see our students as individuals, rather than students who we can compare against other students.

I know parents appreciate the many hours of work that go into these reports. Teachers review their assessments and moderate within their teams to ensure that each student's report is as up-to-date and accurate as possible. Each report includes areas of achievement as well as future learning goals. These goals will be worked on in Semester 2.

Our student reports will be 'live' on Compass on Friday, 21st June from 3.30pm. Our Student / Parent / Teacher interviews will be held on Thursday, 27th June between 3.40pm – 8.00pm.

Information about booking interviews will be communicated with families via Compass soon.

Parents will have the option to either attend 'in person' or 'online'. The Compass communication will contain the individual links to the teacher's Webex accounts for parents that request an 'online interview'.

Camelot Rise Primary School Olympics Day

We are thrilled to be organising a special Camelot Rise Olympics Day on Thursday, 25th July.

This is a whole school event, and students will be allocated into one of five teams. These teams will be in the colours of the Olympic Rings: Red, Yellow, Blue, Green and Black.



Students will participate in many 'Olympics' events, complete an Art and French activity all linked to the Olympic Games.

More information about this event will be posted on Compass.

Thanks to Mr Stillman for leading and coordinating this event.

What is the meaning of the Olympic rings?

The **Olympic symbol** consists of five interlaced rings of equal dimensions, used alone, in one or in five different colours, which are, from left to right, blue, yellow, black, green and red. The Olympic symbol (the **Olympic rings**) expresses the activity of the Olympic Movement and represents the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games.

End of Term 3 Dismissal: Friday 28th June at 2:30pm

End of term

Timetable for the last day of Term Two, Friday, 28th June



Friday, 28th June is the last day of term and the timetable for the day will be slightly different.

9.00am – 10.40am	Students in class
10.40am – 11.10am	Recess
11.10am – 12.50pm	Students in class
12.50pm – 1.00pm	Students eat lunch in class
1.00pm – 1.50pm	Lunch play
1.50pm – 2.30pm	Students in class
2.30pm	Students dismissed from their classrooms.

Our Camp Australia, Out of School Hours Care (OSHC) program commences at 2.30pm on the last day of term.

Raising Children Network - The Australian Parenting Website

We just wanted to take the opportunity to inform you all about the Raising Children Network. This website provides parenting videos, articles and apps backed by Australian experts. The Raising Children Network is designed for busy families and full of tips and tricks for you to try, the content is easy to find and easy to digest.

Please click on the link below to access all the free content. It has been very useful for our own families.

<https://raisingchildren.net.au/>

Happy holidays

On behalf of all the staff we would like to wish all students and families a wonderful holiday. It has been a great Term Two at Camelot Rise Primary School, and we look forward to this continuing in Term Three.

We welcome the community using our facilities during the holiday break as it is great seeing children and families being active and playing outdoors, however, if you see anyone acting suspiciously or inappropriately



around the school grounds please contact the Glen Waverly Police Station 9566 1555 or contact 000.

We look forward to seeing you all back at school on Monday, 15th July.

Matthew Coney & Ben Heys



Dates to remember

School Term Dates 2024

Monday 7th October - Friday
 Term 2
 20th December
 Monday 15th April - Friday 28th
1:30pm finish
 June
2:30pm finish
 Term 3
 Monday 15th July - Friday 20th
 September
2:30pm finish
 Term 4

Curriculum Days 2024

(Student free days)

Term 4
 Monday 4th November

Professional Practice Days

2024

(Student free day)

Term 3
 Friday 16th August

School Council Meeting

Thursday, 5th December

Dates for 2024:

(6.00pm start)

Term 2:

Thursday, 20th June

Dates for the diary

Swimming Monday 17th June -

Term 3:

Thursday, 8th August

Thursday 27th June

Thursday, 12th September

Olympics Day Thursday 25th

Term 4:

July

Thursday, 21st November

Whole School Disco Thursday

8th August



Student of the Week Awards

Friday 7th June 2024

Class		
FJ	<p>Elisia</p> <p>In recognition of the positive attitude she has towards all areas of her schooling. Elisia loves to learn and approaches all tasks with an open mind and a big smile. Fantastic, Elisia!!</p>	<p>Oscar</p> <p>In recognition of the wonderful sentence he wrote about a giraffe who can read. Oscar wrote down the sounds he could hear in words, used finger spaces and ended his sentence with a full stop. Well done, Oscar!!</p>
FL	<p>Kylan</p> <p>In recognition of your outstanding sentence about 'giraffes' that you</p>	<p>Zoe</p> <p>In recognition of your wonderful rainbow fish colouring</p>

	<p>thought of independently. You used punctuation including a capital letter, full stop and finger spaces. Well done!</p>	<p>connected to our learning about 'how to be a good friend'. You display the qualities of being a good friend every day and seek to support others in need. Great job Zoe!</p>
FN	<p>Lydia</p> <p>In recognition of always trying her best in any learning task she does. Lydia approaches everything with a positive mindset and a smile on her face!</p>	<p>Zaid</p> <p>In recognition of making responsible choices when transitioning between classes. Zaid was respectful of other students when he entered the classroom and was ready to begin learning.</p>
1KR	<p>Patrick</p> <p>In recognition of the amazing learning and thinking you have demonstrated in the classroom. The way you approach solving tricky problems and explaining your thinking makes you a fabulous role model. You do blow our socks off!</p>	<p>Yen</p> <p>In recognition of the kindness and care you show all your friends in class. You light up our class with your big heart and positive attitude.</p>
1L	<p>Nhien</p> <p>In recognition of settling well into 1L and doing an amazing job of forming grammatically correct sentences in writing. Well done Nhien!</p>	<p>Thomas</p> <p>In recognition of an interesting plot for his story on the Praying Mantis and taking on feedback to improve his writing.</p>
1GW	<p>Alex</p> <p>In recognition of an outstanding report about butterflies! We are very proud of your efforts in using details and diagrams in your writing.</p>	<p>Ellie</p> <p>In recognition of all her hard work in naming fractions, using the symbol, language and models. Well done Ellie!</p>
2JR	<p>Leila</p> <p>In recognition of doing a great job researching information, writing down key words, and creating an information report on Ladybugs. Well done Leila! You did a great job!</p>	<p>Lilia</p> <p>In recognition of the respect and responsibility she shows towards her teacher and classmates every single day. Lilia treats others with kindness and always</p>

		makes good choices. Well done, Lilia!
2G	<p>Karen</p> <p>In recognition of her hard work during our shapes unit in maths. You did an extra great job at drawing and labelling shapes on the computer, well done Karen!</p>	<p>Jayne</p> <p>In recognition of continuously upholding the school values and being a responsible member of a class. We can always count on you, Jayne!</p>
2S	<p>Emma</p> <p>In recognition of your continual hard work in all subjects. You are always focussed on your learning and trying your best.</p>	<p>Tyler Gilson</p> <p>In recognition of your skills in reading. Your reading has improved and your have developed effective skills at understanding the text. Keep it up - as the more you read, the better your reading will be.</p>
3HB	<p>Ryle</p> <p>In recognition of Ryle's responsible and helpful behaviour in the classroom, particularly with his teachers. We are so impressed with Ryle's willingness and thoughtfulness and he is a wonderful addition to our class. Terrific work, Ryle!</p>	<p>Alice</p> <p>In recognition of Alice's kind and caring nature towards her fellow students. Alice gets along with everyone in our classroom and can always be relied upon to show compassion to others. We appreciate all that you do, Alice!</p>
4Y	<p>Jeremy</p> <p>In recognition of showing responsibility for his own learning and showing remarkable flexibility in adjusting to the changed schedules during the last two weeks. He followed the teacher's instructions with respect. Keep up the great work, Jeremy!</p>	<p>Aboo</p> <p>In recognition of showing excellent growth in following multiplication and division processes. Keep up the fantastic focus and attitude, Aboo!</p>
4W	<p>Jiya</p> <p>In recognition of her thoughtful responses during our reading sessions focusing on thick and thin questioning.</p>	<p>Rohan</p> <p>In recognition of his positive attitude and readiness to learn towards Maths. You come to</p>

	<p>You offered some fantastic thick questions for the book 'Fly Away Home' showing that you are deeply thinking about the text and its meaning.</p>	<p>each session with a big smile on your face and a growth mindset ready to tackle new concepts and ask questions.</p>
5YT	<p>Teagan</p> <p>In recognition of her commitment towards fulfilling her learning potential. We commend you on your decision making about how you can achieve your best in class. You are making the most of class time by displaying increased focus, and by making mature decisions about where you choose to sit. Well done and keep it up!</p>	<p>Haider</p> <p>In recognition of his increasing focus and effort during class time. We have noticed a growing confidence during all lessons and are pleased to see you asking for help when you need it. Well done and keep it up!</p>
5B	<p>Keane</p> <p>In recognition of the responsible way you have cleaned up the school yard this week. You took it upon yourself to pick up rubbish, without even being asked. The school yard is much cleaner because of your efforts. Thank you Keane.</p>	<p>Jessica</p> <p>In recognition of the effort you have put into writing your biography. Your writing included lots of interesting facts about your subject, but it was written in such a way that I could also hear your 'voice' throughout. Keep it up Jess!</p>
6J	<p>Godfrey</p> <p>In recognition of his excellent work when completing his biographical writing. Godfrey used his skills to create a truly entertaining, yet informative and well-written piece. Really great work, Godfrey!</p>	<p>Dilan</p> <p>In recognition of his wonderful analysis of bias found within news articles. Dilan superbly located and explained several sophisticated examples of writers subtly attempting to influence readers. Fantastic work, Dilan!</p>
6E	<p>Rapha</p> <p>In recognition of his increasing focus and effort during class time. Rapha has been making responsible decisions</p>	<p>Bethany</p> <p>In recognition of her excellent biography writing over the last couple of weeks. Bethany has</p>

	and is completing tasks to a standard of which he should be proud. Keep up the hard work Rapha!	included interesting details in her piece, whilst also using her own voice to engage the reader. Great work Bethany!
PERFORMING ARTS	Patrick In recognition of the enthusiasm he displayed when composing his Zoo Rhythms in Performing Arts. I liked the way you tried playing them with a variety of percussion instruments.	Jasmine In recognition of the capable way she wrote her musical alphabet words as notes on a stave in Performing Arts, and then confidently played it on a xylophone.
VISUAL ARTS	Zaid Fahad In recognition of his persistence when completing his robot weaving. Zaid listened carefully and did his best, even when the weaving became tricky. Well done, Zaid!	Zoe, Cynthia, Miranda and Claire In recognition of the effort they put into making their foil prints. They listened carefully to the instructions and kept the designs simple. The final prints look amazing. Excellent work!
PE	Charlie In recognition of the wonderful improvement in your attitude toward PE. Well done, Charlie. Keep up the great work!	Daniel 6 E In recognition of the wonderful attitude and enthusiasm you display each week in PE. Congratulations, Daniel. Keep up the great work
STEM	Chace 3HB In recognition of his amazing effort in STEM last week. Chace did a fantastic job of his annotated diagrams. His diagrams explained why different gloves are made from different materials. Well Done Chace!	Bolen 3HB In recognition of his amazing effort in STEM last week. Bolen did a fantastic job of his annotated diagrams. His diagrams explained why different gloves are made from different materials. Well Done Bolen!
Specialist Trophy: 1 GW		



School Events

Grade 1 students lunch time adventures

As a lunch time activity Grade 1 students built a hotel for mini beasts. The students have been learning about mini beasts in Inquiry. Thanks to Chad for his initiative. In class they have been talking about the importance of being kind and gentle with mini beasts to ensure they are safe and well looked after and here at Camelot Rise PS they are!



Karaoke Fun

Thank you to Miss Eaves and Mis Gabrielle for organising a karaoke lunch time activity for the whole school. Students loved performing and the back up singers were a great support.



Scholastic Book Fair

Thank you to Mrs Hewett for organising the Scholastics Book Fair. Families enjoyed the opportunity to browse and purchase books. A percentage of money spent goes to the school. We will be able to add to the school library with funds raised. Thank you for your support.



Community News



Congratulations

Congratulations to Thomas (25th) and Isla (35th) who represented the school at the Eastern Metropolitan Cross Country event last week at the Yarra Valley Race Course. Everyone did so well in cold, muddy conditions.



Happy School

Our school is a proud member of the Happy School program.

Click on the link below for more information

<https://www.happyschool.com.au/What-is-the-Happy-School-program/>



Gardening Club

The Camelot Rise PS Gardening Club is looking for donations. If you have any seeds or seedlings that you could donate, we would greatly appreciate them. We are looking to plant new things in our garden boxes. Flowers, vegetables and herbs would be ideal.

Please leave all donations at the office or take them directly to Ms Tusia 5YT.



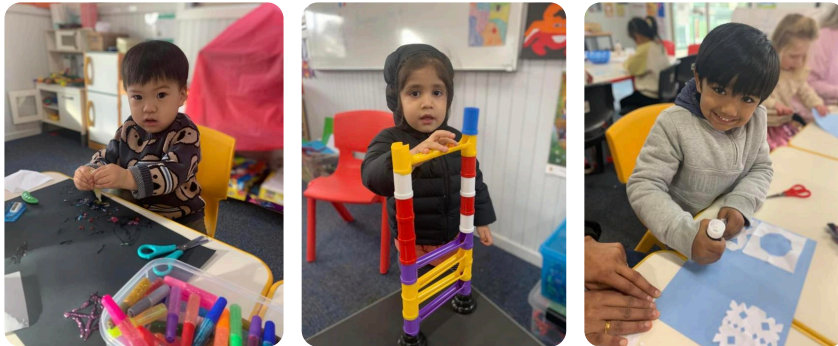
playgroup@CamelotRise

Playgroup at CRPS is on a Wednesday morning.

If you would like to join in the fun please contact us via the playgroup email address playgroup@camelotrise.vic.edu.au or for further information please call 98035344.

Playgroup is held in the Tydeman Arts Centre starting at 9.15am until 10.30am.

This is a fantastic opportunity for our school and local community to experience an informal play group session within the school grounds and provide the opportunity to develop social interactions for parents and children alike. We can all learn and grow together through play.



OHSC Newsletter

STEP INTO A WORLD OF HOLIDAY FUN!

ROCKETEERS
Specialising in Holiday Entertainment

SCHOOL HOLIDAY BOOKINGS NOW OPEN!

Embark on a winter holiday adventure like no other, with over 150 captivating experiences tailored to ensure your child's winter break is nothing short of extraordinary! From celebrating the Olympics with Ancient Adventures in Greece, to the return of Big Art Day, plus dive into the awesome world of LEGO® DreamZzz as we attempt to capture The Never Witch!

Plus, don't miss the launch of MunchKids, where your child will explore the culinary universe of Jamaica.

DID YOU KNOW?
You don't have to attend the school where we operate to join our awesome holiday programs. Simply book into any of our convenient locations.

SAVE BIG THIS WINTER!
Child Care Subsidy available for eligible families.

Whatever your child's passion, Rocketeers is the ultimate destination for exploration, friendship, and endless fun.

BOOK INTO SCHOOL HOLIDAY FUN NOW!

www.campaustrelia.com.au/rocketeers

by Camp Australia

Canteen

The Canteen is now open soon for window sales on Wednesdays and Fridays.

Thank you to Apana and volunteers for making this possible.

We are looking for more volunteers to assist on Wednesday and Friday in the canteen. If you have a WWC and would like to help out between 1:00pm and 2:45pm on either day please contact the school office or complete this google form <https://forms.gle/6aypZcUtwpBHwGDC8>



We appreciate your assistance.

Parking

Parking is available along King Arthur Drive, Galahad Crescent and Avalon Avenue. Monash City Council Parking Inspectors regularly monitor the parking situation in Galahad Crescent.

As the safety of all our students is our prime concern, we are pleased that the Council has taken this initiative to ensure that the parking restrictions are observed. When vehicles are stopped or parked too close to the crossing, the visibility of drivers approaching the school crossing is impaired and this places our students at risk. We ask parent's co-operation in keeping this area clear at all times.

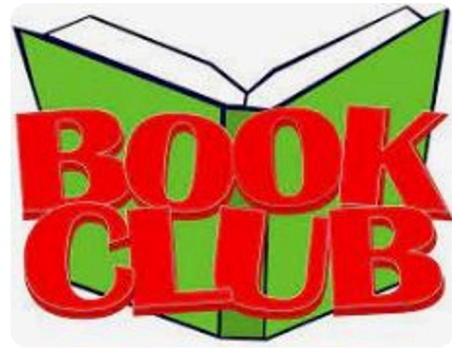
Please remember that to maximise the safety of all our students (and community) it is important to observe and follow all guidelines in place at all times:

- There is a 2-minute drop-off zone in place, which means 2 minutes maximum. Vehicles are not to be left unattended.
- There is a Permit Only Zone in front of the staff carpark. Please do not park here unless you have a permit.
- Abide by all road rules
- Use the crossings provided (manned or not) to cross the road
- Ensure children exit the car on the footpath side
- Encourage your children to stand on the footpath not on the road when leaving the car
- Be patient and respectful of other motorists

Scholastics Bookclub

Scholastic aims to give every child access to quality books and learning materials, and create literacy-rich homes, schools and communities throughout Australia.

To help achieve this goal, Scholastic Rewards were created as a form of currency as a way to give back to schools.



Every time you participate in a Scholastic offering, your School is being rewarded! For example, for every Book Club order that you place, Scholastic gives back 20% of your total order spend to your school as Scholastic Rewards.

Scholastic gives away millions of dollars in Scholastic Rewards each year, helping to stretch countless school and classroom budgets further. In doing so, educators have access to an extensive range of resources and cross-curriculum products to help their students reach their highest potential.

Primary School Wear (PSW)

Wearing school uniform fosters pride in our school, encourages children to identify with the school and feel a sense of belonging. It also assists with supervision and safety on visits out of the school, and unifies students from varying social and cultural backgrounds.

Primary School Wear (PSW) is our school uniform.

PSW is located at 342-350 Springvale Rd Glen Waverley 3150



For PSW uniform information, online ordering and click & collect services click [HERE](#)

Compass Parent information

For all you need to know about Compass



School Uniform and Drink Bottles Reminder

Please ensure that your children are dressed each and every day wearing their CRPS uniform including school Sun Smart hat and school jumper or jacket.

Reminder. No glass bottles or containers should be bought to school, thank you.

Join our Facebook and Instagram page and stay connected



<https://www.facebook.com/Camelot-Rise-Primary-School-162137937140017/>

camelotriseps on Instagram

Camelot Rise Primary School invites you to join and follow our very own Facebook Group and Instagram page. As a school community, we are very keen for you to keep in touch with communications and to make connecting with our school convenient.

Enrolments for 2025

Last year, the Department of Education has introduced a new timeline for children starting Foundation (Prep).

The new timeline advises families when and how to enrol their child into Foundation (Prep) at a Victorian government school and seeks to make the enrolment process simpler, clearer and fairer for families.

You can read about the new guidelines at [Enrolling in Foundation \(Prep\) | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/enrolling-in-foundation-prep).

Upon acceptance of the offer, you will receive details of the transition sessions.

Classroom Cuisine

Lunch can be ordered online through the following Classroom Cuisine website on Monday, Wednesday, Thursday and Friday.



<https://www.classroomcuisine.com.au/docs/menu-website.pdf>



Privacy Information

Privacy Collection Notice for parents and carers

The Department of Education (the department) values your privacy and is committed to protecting the personal and health information that schools collect.

All school staff must comply with Victorian privacy law and the [Schools' Privacy Policy](#). This notice explains how the department, including Victorian government schools (schools), handles personal and health information. On occasion, specific consent will be sought for the collection and use of information, for example, for a student to receive a health service. Our schools are also required by legislation, such as the *Education and Training Reform Act 2006*, to collect some of this information.

Throughout this notice, 'staff' includes principals, teachers, student support service officers, youth workers, social workers, nurses and any other allied health practitioners, and all other employees, contractors, volunteers and service providers of the school and the department.

On enrolment, and during the ordinary course of a student's attendance at a school, schools will collect information about students and their families for the following purposes:

- educating students
- supporting students' social and emotional wellbeing, and health
- fulfilling legal obligations, including duty of care, anti-discrimination law and occupational health and safety law
- communicating and engaging with parents
- student administration
- school management
- supporting policy in relation to student education and wellbeing.

If this information is not collected, schools may be unable to provide optimal education or support to students or fulfil legal obligations.

For example, our schools rely on parents to provide **health information** about any medical condition or disability that their child has, medication their child may take while at school, any known allergies and contact details of their child's doctor. If parents do not provide all relevant health information, this may put their child's health at risk.

Our schools also require current, relevant information about all **parents and carers** so that schools can take account of safety concerns that affect their children. Parents should provide schools with copies of all current parenting plans and court orders about or that affect their children and provide updated copies when they change.

When parents enrol their child in primary school, they will be asked to provide personal and health information in several ways, including via the Enrolment Form, the School Entrance Health Questionnaire (SEHQ) and the Early Childhood Intervention Service (ECIS) Transition Form.

The **Enrolment Form** is used to collect information that is essential for the purposes listed above, and requests information such as:

- **Emergency contacts** – Individuals parents nominate for a school to contact during an emergency. Parents should ensure that their nominated emergency contact agrees to their contact details being provided to the school and that they understand their details may be disclosed by the department if lawful, e.g. in the case of emergency communications relating to bush fires or floods.

- **Student background information** – Information about country of birth, Aboriginal or Torres Strait Islander origin, language spoken at home and parent occupation. This information enables the department to allocate appropriate resources to schools. The department also uses this information to plan for future educational needs in Victoria and shares some information with the Commonwealth government to monitor, plan and allocate resources.
- **Immunisation status** – This assists schools to manage health risks and legal obligations. The department may also provide this information to the Department of Health and Department of Families, Fairness and Housing to assess immunisation rates in Victoria, but not in a way which identifies students.
- **Visa status** – This is required to process a student's enrolment.

All schools may use departmental systems and online tools such as apps and other software to effectively collect and manage information about students and families for the purposes listed above.

When schools use these online tools, they take steps to ensure that student information is secure. If parents or carers have any concerns about the use of these online tools, please contact the school.

School staff will only share student and family information with other school staff who need to know to enable them to educate or support the student as described above. Information will only be shared outside the school (and outside the department) as required or authorised by law, including where sharing is required to meet duty of care, anti-discrimination, occupational health and safety, and child wellbeing and safety obligations. The information collected will not be disclosed beyond the school and department without parent consent unless such disclosure is lawful.

When a student transfers to another school (including Catholic, independent and interstate), personal and/or health information about that student may be transferred to the next school. Transferring this information is in the best interests of the student and assists the next school to provide the best possible education and support to the student. For further detail about how and what level of information is provided to the next school, refer to the: [Enrolment: Student transfers between schools](#)

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to

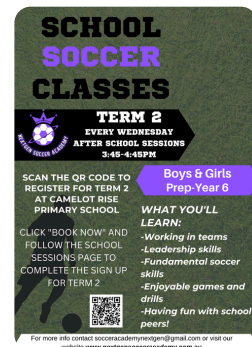
other student information or by others must be made by lodging a Freedom of Information (FOI) application.

To update student or family information, parents should contact their school.

For more information about how schools and the department collect and manage personal and health information, or how to access personal and health information held by a school about you or your child, refer to the: Schools' Privacy Policy



Advertising



Highvale Netball Club is a friendly & inclusive club. We are running NetSetGo sessions for Spring.

Spring NetSetGo program
Wed 5th Aug – Wed 27th Nov 2024 (excluding school holidays)
Session times Wednesdays, 5-6pm
Cost of program: \$89 (no netball & t-shirt)

Location Ashwood Netball Courts:
One Caschia Ave & Farmer St, Ashwood VIC 3147

Contact us for more information:
Ph: Brooke 0429 544 573
Email: highvalenetball@gmail.com

Highvale Netball Club also offer traditional netball in the following age groups:
U9s, U11, U13, U15, U17 & Open
Contact us to find out more.

REGISTER HERE

SCHOOL HOLIDAY CAMP FOR KIDS AGED 5-12 YEARS

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Dates: 1 - 5 July & 8 - 12 July 2024
Time: 9am - 1pm

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DIGIMAKER
Computer Programming Club
Camelot Rise Primary School

In a world where technology touches every aspect of our lives, it is crucial that our children understand basic coding to complement their learning, learn an exciting coding job/skill and improve their schoolwork.

DEVELOP SKILLS
• Coding
• Problem solving

PROGRAMMING LANGUAGES
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MAKE
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• Websites
• Apps

Digimaker structured program can easily be scaled & changed on a per-term basis. Digimaker offers a comprehensive digital toolbox.

9 WEEK TERM PROGRAM
Program for Term 3 2024 is as follows:
Term Starts: 27th June
Term Ends: 31st July

ENROL HERE
1300 66 4400
Enrolment 27th July to 1st Sep 2024

Fill out the form online by www.digimaker.com.au/enrol on **Thursday 27th Jun 2024**
Digimaker will contact your child's school as soon as possible.

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2 HOURS OF FUN FILLED CODING FULLY SUPPORTED ONLINE ROOM (5 DAYS A WEEK)
www.digimaker.com.au/enrol/learn/learn-how-coding-at-home

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- Descriptive Writing

Your child will:

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- Discover how to create compelling characters and settings
- Learn cohesive and structured writing
- Prepare for NAPLAN and ICAS tests
- Join group lessons or tailored one-on-one coaching
- Be given individual feedback after every class

Outstanding NAPLAN and ICAS results

→ For Grades 2-6

LIMITED SPOTS AVAILABLE
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Fridays, 3:45 - 4:45 pm at Camelot Rise Primary School
Cost: \$170.00 (per term)
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