School Vision: Our vision is to be a connected community learning, growing and achieving together.

Purpose: To maximise student learning through building a desire for personal excellence, a high sense of self-worth and a love of learning.

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>Diary Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 03</td>
<td>August Community Engagement Sub-committee 6:00pm</td>
</tr>
<tr>
<td>Thursday 04</td>
<td>August Finance Sub-committee 7:00pm</td>
</tr>
<tr>
<td>Wednesday 10</td>
<td>August Level 5 Community Involvement Program 2</td>
</tr>
<tr>
<td>Thursday 11</td>
<td>August Level 5 Community Involvement Program 3</td>
</tr>
<tr>
<td></td>
<td>Level 3/4 Hoop Time 9:00am (selected students)</td>
</tr>
<tr>
<td>Friday 12</td>
<td>August 2017 Foundation Transition Session 1 Commences at 2:15pm</td>
</tr>
<tr>
<td>Monday 15</td>
<td>August School Council Meeting 7:00pm</td>
</tr>
<tr>
<td>Tuesday 16</td>
<td>August ICAS Mathematics 8:00am</td>
</tr>
<tr>
<td>Tuesday 16-18</td>
<td>August Medieval Incursion Whole School Incursion</td>
</tr>
<tr>
<td>Friday 19-24</td>
<td>August Book Fair</td>
</tr>
<tr>
<td>Monday 22</td>
<td>August Waverley Eistedfod Senior Choir 11:30am</td>
</tr>
<tr>
<td>Wednesday 24</td>
<td>August Level 5/6 Hoop Time 8:00am (selected students)</td>
</tr>
<tr>
<td>Friday 26</td>
<td>August 2017 Foundation Transition Session 2 Commences at 2:15pm</td>
</tr>
<tr>
<td></td>
<td>Level 4 Phillip Island Camp Instalment Due</td>
</tr>
<tr>
<td>Monday 29</td>
<td>August National Literacy and Numeracy Week</td>
</tr>
<tr>
<td>Monday 12</td>
<td>September Level 3-6 BullyZero Presentation 2:00pm</td>
</tr>
<tr>
<td>Tuesday 14</td>
<td>September Parents BullyZero Presentation 5:00pm</td>
</tr>
<tr>
<td>Friday 15</td>
<td>September District Athletics TBC</td>
</tr>
<tr>
<td>Friday 09</td>
<td>September 2017 Foundation Transition Session 3 Commences at 2:15pm</td>
</tr>
<tr>
<td></td>
<td>Level 3 Sleepover Camp 6:00pm</td>
</tr>
<tr>
<td></td>
<td>Level 4 Phillip Island Camp Instalment Due</td>
</tr>
<tr>
<td>Monday 12</td>
<td>September Education Sub-committee Meeting 6:00pm</td>
</tr>
<tr>
<td></td>
<td>Building and Grounds Sub-committee Meeting 7:00pm</td>
</tr>
<tr>
<td>Friday 14</td>
<td>October Level 4 Phillip Island Camp Balance Due</td>
</tr>
<tr>
<td>Tuesday 18</td>
<td>October Foundation-Level 2 including 3H Jake the Jester Incursion</td>
</tr>
<tr>
<td>Wednesday 19</td>
<td>October Level 4-6 Including 3I and 3P Jake the Jester Incursion</td>
</tr>
<tr>
<td>Thursday 20</td>
<td>October Level 6 Student Workshop – Getting Ready for Secondary School</td>
</tr>
<tr>
<td></td>
<td>12noon</td>
</tr>
<tr>
<td></td>
<td>Level 6 Parent Information Session – Getting Ready for Secondary School</td>
</tr>
<tr>
<td></td>
<td>7:00pm</td>
</tr>
<tr>
<td>Friday 21</td>
<td>October 2017 Foundation Transition Session 4 Commences 2:15pm</td>
</tr>
</tbody>
</table>
100 days of Foundation

Congratulations to our Foundation student on their first 100 days of school. They celebrated the day by making crowns, reflecting on their time at school and eating jelly and fairy bread. We are all very excited to celebrate this milestone with them.

Literacy and Numeracy Week Parent Workshop

Literacy and Numeracy week is coming up! We are currently organising various events to celebrate this week. We are also organising a Parent Workshop Evening on 31 August between 6:00pm-7:00pm. More information about the Parent Workshops will be communicated next week.

Making Choices

We regular use the word choices at school when discussing students behaviour and reactions. We define choices as being either good choices or poor choices.

When children are young, adults make most of the decisions for them but there are still times when they have to decide things themselves.

Making decisions can lead to consequences which can be either positive or negative.

Below are some tips to discuss with your child to help them make good choices.

- Define the problem. Work out what it is you have to make a decision about.
- Brainstorm all the possible solutions.
- Evaluate all your ideas and consider what would be the consequences of each.
- Decide on a solution and carry it out.

If children think things through then they are likely to make good choices.

Accept responsibility for your decisions

Once a child has made a decision, particularly an important decision then they must be prepared to accept the consequences.

Further information about decision making can be found [here](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2975)
National Aboriginal and Torres Strait Islander Children’s Day is the largest national day to celebrate our children. Children’s Day is celebrated across Australia each year on 4 August.
Children’s Day is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that culture, family and community play in the life of every Aboriginal and Torres Strait Islander child.

The theme for Children’s Day 2016 is My Country, Our Country, We All Belong. This year Children’s Day is all about helping our kids feel connected and proud in culture. It’s all about ensuring all our kids feel like they belong.
This year’s theme aims to provide a space for everyone to come together to celebrate the achievements of the early learning services and the families and children they support.
Make sure you get involved! Register your event, promote it and let everyone know how you'll be celebrating.

How you can raise awareness
Insert the banner pictured above in your email

How you can celebrate

Ideas for Early Learning Centres and schools
- Arrange for kids at school or in early learning settings to create their own paintings and artwork about the Children’s Day theme and display them for everyone to enjoy.
- Bring Elders, families and their children together in your service or school for storytelling and cultural activities

For more information
**Fortnightly Curriculum Outline - Weeks 4 and 5**

**Term 3**

**Level Foundation**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>The QUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Literacy we are:</strong></td>
<td><strong>In Numeracy we are:</strong></td>
<td><strong>Through our QUEST we are:</strong></td>
</tr>
<tr>
<td>- Introducing <strong>CVC</strong> words - <strong>Consonant Vowel Consonant</strong> c- For example: on, op, ot, od</td>
<td>- Investigating numbers to 20 and beyond.</td>
<td>Exploring how stories shape us.</td>
</tr>
<tr>
<td>- <strong>Consonant Vowel Consonant</strong> u – ut, ug, up, un</td>
<td>- Using counting strategies to solve subtraction problems.</td>
<td></td>
</tr>
<tr>
<td>- Discussing the elements of a story.</td>
<td>- Exploring place value.</td>
<td></td>
</tr>
<tr>
<td>- Practising the qualities of a good listener.</td>
<td>- Exploring chance, statistics and probability</td>
<td></td>
</tr>
<tr>
<td>- Exploring stories including Fairy Tales, Fables and Traditional Tales.</td>
<td>- Counting forwards and backwards from various starting points</td>
<td></td>
</tr>
<tr>
<td>- Practising the qualities of a good listener and speaker.</td>
<td>- Sorting and naming common 3D shapes</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Intention**

**Literacy**

- Students at able to recognise word families.
- Students understand the purpose of stories, how they inspire children to be well-behaved, imaginative and resilient.
- Students extend their thinking and opinions using when, where, what, who and why when taking part in show and tell class discussions.

**Numeracy**

- Students are able to use different strategies to solve subtraction problems. E.g. counting on and concrete materials.
- Students understand place value to 10s.
- Students develop an understanding of chance and the likelihood of something happening.
- Students are able name common 3D shapes and give examples in their environment.

**The QUEST**

- Students are able to relay key information after listening a story.
- Students understand the difference between fairy tales/fables and stories.
- Students understand the difference between factual story and fiction.
- Students understand how fairy tales help us make good choices.

**Success Criteria**

**Literacy**

- I can use word families to make new words. E.g. ot- hot, cot, lot, not
- I can record the words.
- I can name the moral of the story.
- I can describe the problem/solution.
- I can describe the characters and settings.
- I can answer when, where, what, who and why questions about experiences.

**Numeracy**

- I can subtract numbers and give the total
- I can draw pictures to represent the number story.
- I can bundle a group of 10s.
- I can write and name the numbers in the correct place value position.
- I can explain if something is likely, unlikely, possible or impossible to happen
- I can name common 3D shapes like cube, sphere, cone and recognise them in my life.

**The QUEST**

- I can identify a story’s:
  - Hero/villain
  - Setting
  - Problem/solution
  - Moral
  - Wowser (interesting part of the story)
- I can identify the features of a Fairy Tale.
- I can describe the difference between a true story and a made up story.
- I can explain how fairy tales help us make good choices in the classroom.
Ways in which you can support your child at home

<table>
<thead>
<tr>
<th>Ways in which you can support your child at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review letter sounds.</td>
</tr>
<tr>
<td>Practise Magic Words (found in reading cover) daily.</td>
</tr>
<tr>
<td>Log on to Reading Eggs.</td>
</tr>
<tr>
<td>Visit the following websites:</td>
</tr>
<tr>
<td><a href="http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html#3">http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html#3</a></td>
</tr>
<tr>
<td><a href="http://www.familylearning.org.uk/phonics_games.html">http://www.familylearning.org.uk/phonics_games.html</a></td>
</tr>
<tr>
<td>Play board games involving dice to encourage automatic number recognition.</td>
</tr>
<tr>
<td>Discuss and explore the length of items around the houses using informal units.</td>
</tr>
<tr>
<td>Read stories with your children and discuss setting, characters, problem solution and beginning/middle and end.</td>
</tr>
</tbody>
</table>

Reminders:
- Encourage your children to play with Foundation student rather than older sibling.
- Practise Magic words daily to assist with reading.
- Rehearse show and tell.

Fortnightly Curriculum Outline Weeks 4 & 5, Term 3 Level 1 and 2

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>The QUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Literacy we are</strong></td>
<td><strong>In Numeracy we are</strong></td>
<td><strong>Through our QUEST we are</strong></td>
</tr>
<tr>
<td>- Using the pictures in a text to gain an understanding of a story</td>
<td>- Exploring time</td>
<td>- Exploring African stories</td>
</tr>
<tr>
<td>- Morals and values taught through stories</td>
<td>- Exploring graphs</td>
<td>- Exploring European stories</td>
</tr>
<tr>
<td>- Exploring excellent word choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Punctuating speech in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Intention</strong></td>
<td><strong>Learning Intention</strong></td>
<td><strong>Learning Intention</strong></td>
</tr>
<tr>
<td>- Students will explore how authors use pictures and symbols to tell stories.</td>
<td>- Students can tell time on an analogue clock</td>
<td>- Students will understand that the same story can be told in different versions.</td>
</tr>
<tr>
<td>- Students will understand the purpose of stories.</td>
<td>- Students can describe duration using months, weeks, days and hours.</td>
<td>- Students will understand how different cultures tell stories.</td>
</tr>
<tr>
<td>- Students will broaden the vocabulary in their writing.</td>
<td>- Students can collect data and create a graph to display information.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to punctuate speech correctly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Success Criteria

<table>
<thead>
<tr>
<th>I can understand a story through pictures</th>
<th>I can find the moral of a story</th>
<th>I can identify the values in the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use sensory adjectives in my writing</td>
<td>I can identify words being said</td>
<td>I can punctuate speech correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can read half-hour times on analogue and digital clocks</th>
<th>I can describe the duration of familiar events using months, weeks, days and hours</th>
<th>I can ask questions and gather responses for a simple investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can draw a simple graph</td>
<td>I can identifying and understand information from a simple graph</td>
<td></td>
</tr>
</tbody>
</table>

### What you can do to support your child at home

| When reading a picture book, look at the pictures only, describing in depth what you see. Try to figure out what is going on in the story. | Ask your child to tell the time on an analogue clock. Practise reading the time to the hour, half hour, quarter to, quarter past, 5 minute or 1 minute intervals. | Discuss with your child different ways of storytelling. For example, traditional oral storytelling, pictures, videos, hieroglyphics, etc. |

### Fortnightly Curriculum Outline Weeks 4 and 5

**Term 3**  
**Levels 3 and 4**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>The QUEST</th>
</tr>
</thead>
</table>
| **In Literacy we are**  
**Reading:**
Exploring the strategies of skimming and scanning. | **In Numeracy we are**  
Exploring and gaining a variety of strategies to multiply and divide. | **In QUEST we are**  
Continuing to deepen our knowledge and understanding about the different changes our community has undergone over time. |
| **Writing:**  
Developing strategies to write with the appropriate voice to match the different purposes of writing. | **Learning Intention**  
**Reading:**  
Students will be able to:  
- Know how and when to skim or scan a text | **Learning Intention**  
**Students will be able to:**  
- Use mental strategies, written strategies and appropriate digital technology to multiply and divide |

| Learning Intention  
**Reading:**  
Students will be able to:  
- Explain why some things have changed over time | **Learning Intention**  
**Students will be able to:**  
- Use mental strategies, written strategies and appropriate digital technology to multiply and divide | |

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Camelot Rise Primary School Galahad Crescent Glen Waverley Victoria 3150  
Telephone 9803 5344  
Facsimile 9887 8972  
www.camelotrise.vic.edu.au  
email camelot.rise.ps@edumail.vic.gov.au
**Writing:**
Students will be able to:
- Adapt their writing style for different audiences and purposes i.e. to inform, to persuade, to entertain.

**Success Criteria**

**Reading:**
I can:
- I can skim and scan texts for appropriate content relevant to the information required.
- I can read a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information.

**Writing:**
I can:
- Write in the 1st person (I), 2nd person (you) and 3rd person (he/she).
- Write for different purposes.
- Show self through writing.
- Communicate my own perspective and ideas.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Success Criteria</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can:</td>
<td>I can:</td>
<td>I can:</td>
</tr>
<tr>
<td>- Quickly and accurately recall the number facts - multiplication and division.</td>
<td>- I can use more than one strategy to calculate multiplication and division.</td>
<td>- Explain some of the changes that have occurred over time.</td>
</tr>
<tr>
<td>- I can use more than one strategy to calculate multiplication and division.</td>
<td>- Select the appropriate strategy to multiply and divide.</td>
<td>- Explain the causes and effects of some of the changes over time.</td>
</tr>
<tr>
<td>- Select the appropriate strategy to multiply and divide.</td>
<td>- Solve problems involving multiplication and division.</td>
<td></td>
</tr>
<tr>
<td>- Solve problems involving multiplication and division.</td>
<td>- Use appropriate methods to check my calculations.</td>
<td></td>
</tr>
</tbody>
</table>

**Ways in which you can support your child at home:**
- When your child is reading at home have him or her skim or scan the next chapter or pages and provide one sentence which tells you about those pages.
- Play times table games in the car or on the walk to school.
- When out and about play “Spotto”. Who can spot the oldest:
  - car
  - building
  - shop

**Reminders**

**Being on time for school allows a child to:**
- Have more time to prepare: literally and figuratively gives children more time to wake up
- Never miss important information: students receive the daily announcements, changes to the day’s timetable etc.
- Develop positive lifelong habits
### Fortnightly Curriculum Outline

**Week 4 and 5**  
**Term 3**  
**Level 5 & 6**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>The QUEST</th>
</tr>
</thead>
</table>
| **In Literacy we are focusing on:**  
  - Reading – building up stamina when reading independently and working on participating successfully during reciprocal reading. Students will also focus on their individual goals.  
  - Writing – writing independently, contributing during conference groups and using different sentence types when writing independently.  
  - Reading and writing Dreamtime stories | **In Numeracy we are focusing on:**  
  - Fractions, decimals and percentages  
  - Worded problems  
  - Problem solving strategies | **Through our QUEST we are:**  
  - Focusing on indigenous Australian culture, traditions, events and people. |

**Reading Learning Intention**  
Students will learn about Dreamtime stories and why and how are they used in Aboriginal culture.

**Reading Success Criteria**  
Students will:  
- Explain what a Dreamtime story is and recognise common features that occur in all stories  
- Identify how Dreamtime stories are an important part of Aboriginal tradition and heritage.  
- Identify the moral or meaning of the Dreamtime stories  
- Compare and contrast different Dreamtime stories.

**Reading Learning Intention**  
Students will actively read for 40 minutes during independent reading.

**Reading Success Criteria**  
Students will:  
- Remain focused for 40 minutes.  
- Stay in their seat the entire time.  
- Organise their belongings to ensure they have what is need for the entire session.  
- Get back on track when they lose meaning.  
- Track their thinking when and where necessary.  
- Show that they are actively working on their goal.

**Maths Learning Intention**  
Students will be able to solve a variety of problems involving fractions, decimals and percentages.

**Maths Success Criteria**  
Students will:  
- Order fractions and decimals and place on a number line.  
- Add and subtract fractions and decimals.  
- Find a fraction of a quantity.  
- Identify equivalent fractions, decimals and percentages.  
- Multiply and divide fractions.  
- Understand ratio and how to use it.

**Maths Learning Intention**  
Students will use their knowledge of the 4 operations, fractions, decimals and percentages to solve worded problems.

**Maths Success Criteria**  
Students will:  
- Become familiar with different problem solving strategies.  
- Use different strategies to solve worded problems.  
- Use their knowledge of the 4 operations, fractions, decimals and percentages to solve worded problems.

**Inquiry Learning Intention**  
Students will learn about some important events and moments in Indigenous Australian history?

**Inquiry Success Criteria**  
Students will:  
- Be able to recall many facts and details about important events in Aboriginal history e.g. The Stolen Generation.  
- Place a series of historical events on a timeline.  
- Understand how these events have helped shaped Australia today.
<table>
<thead>
<tr>
<th>Reading Learning Intention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will actively participate in a reciprocal reading group, working quietly and cooperatively with their peers.</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Success Criteria**

*Students will:*
- Remain focused for 40 minutes.
- Write detailed notes on each area in preparation for the group’s discussion.
- Listen, contribute and respond appropriately to others within their group.
- Keep the noise level to a minimum, so other classmates and the teacher are not disturbed.

<table>
<thead>
<tr>
<th>Writing Learning Intention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a piece of writing following the writing process of planning, drafting, editing, revising, publishing.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Success Criteria**

*Students will:*
- Plan a selected piece of writing using various templates
- Draft a piece of writing using the correct structure and appropriate features.
- Edit and revise their writing focusing on spelling, grammar and punctuation.
- Edit and revise their writing focusing on word choice, sentence structure

<table>
<thead>
<tr>
<th>Writing Learning Intention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will actively write for 40 minutes during independent writing.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Success Criteria**

*Students will:*
- Remain focused for 40 minutes.
- Stay in their seat the entire time.
- Organise their belongings to ensure they have what they need for the entire session.
- Get back on track when distracted.
- Show that they are actively planning, drafting, editing and revising their writing.

<table>
<thead>
<tr>
<th>Writing Learning Intention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will actively contribute in a small conference group to discuss their writing.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Success Criteria**

*Students will:*
- Remember to hand their writing in the day before their conference.
- Listen to others carefully and offer suggestions and ideas.
- Organise their belongings to ensure they have what is need for the entire session.
- Get back on track when they get distracted.
Students will be able to use simple, compound and complex sentences in their writing.

**Writing Success Criteria**

Students will:
- Recognise simple, compound and complex sentences in texts.
- Write simple, compound and complex sentences.
  Use their knowledge of simple, compound and complex sentences to make their writing more interesting.

**Ways in which you can support your child at home**

- Encourage your child to read a variety of texts
  - e.g. newspapers, non-fiction texts, magazines
- Listen to them read at least once a week.
- Ask your child to ‘pick’ out simple, compound, complex sentences when reading and see if they can improve them.
- Play games with them that involve mathematical concepts e.g. Yahtzee, Monopoly.
- Ask your child about strategies they can use when solving worded problems.
- Continue to practise times tables and number facts.
- Discuss Aboriginal culture and issues with your child.

**Reminders**

- **28th** July 5 - Community Involvement Program Week 1
- **1st** August and throughout - ACER French Competition
- **2nd** August 2016 ICAS English
- **4th** August - Community Involvement Program Week 2
- **9 August** - Level 5 Richmond Football Clinic
- **10th** August - School Photos - Sports & Special Groups/ Level 6 Graduation
- **11th** August - Community Involvement Program Week 3
- **16th** August - 2016 ICAS - Mathematics
- **16 -18th** August - Medieval Education Incursion
- **19th** August - Level 5/6 Softball Grand Final
- **24th** August - Level 5 /6 Hoop Time Basketball
<table>
<thead>
<tr>
<th>Class</th>
<th>Student</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN</td>
<td>Vibha A</td>
<td>In recognition of listening to the sounds you hear and recording them in your writing, you are making fantastic progress, well done!</td>
</tr>
<tr>
<td>FS</td>
<td>Anita H</td>
<td>In recognition of the amazing improvement she has displayed when writing a sentence. Keep up the great work, Anita!</td>
</tr>
<tr>
<td>1B</td>
<td>Claudia W</td>
<td>In recognition of her being such a friendly, kind and helpful class member. Keep it up Claudia.</td>
</tr>
<tr>
<td>1H</td>
<td>Heath C</td>
<td>In recognition of his enthusiasm and thoughtful contributions during our Level One excursion. Your Bollywood dance moves were magnificent, Heath!</td>
</tr>
<tr>
<td>1W</td>
<td>Sanvi S</td>
<td>In recognition of her amazing enthusiasm and participation during our Level One excursion. Well done Sanvi!</td>
</tr>
<tr>
<td>2G</td>
<td>Hana M</td>
<td>In recognition of her wonderful enthusiasm when participating in the Bollywood dancing session at CERES.</td>
</tr>
<tr>
<td>2N</td>
<td>Declan S</td>
<td>In recognition of his enthusiasm during the Bollywood dancing session at CERES. In recognition of her positive attitude towards all her learning. Fantastic effort, Olivia!</td>
</tr>
<tr>
<td>2S</td>
<td>Naia J</td>
<td>In recognition of using her knowledge of the three times tables to recognise a pattern on an analogue clock.</td>
</tr>
<tr>
<td>3H</td>
<td>Namrata J</td>
<td>In recognition of always being a caring and considerate member of 3H. Well done Namrata, an admirable quality.</td>
</tr>
<tr>
<td>3I</td>
<td>Adam C</td>
<td>In recognition of your preparedness for writing conferences and your willingness to take on board feedback. Well done!</td>
</tr>
<tr>
<td>3P</td>
<td>Jun Ho O</td>
<td>In recognition of his persistence and hard work on his reading goal to infer characters’ feelings.</td>
</tr>
<tr>
<td>4S</td>
<td>Michael L Jake S</td>
<td>In recognition of creating a rhythmic poem about fruit and recording it on iMovie.</td>
</tr>
<tr>
<td>5J</td>
<td>Arun S</td>
<td>In recognition of his ability to identify and construct well worded simple, compound and complex sentences. Fantastic work, Arun!</td>
</tr>
<tr>
<td>5Y</td>
<td>Spencer S</td>
<td>In recognition of his concise, yet adequately detailed reflection of the first week of his Community Involvement experience. Well done Spencer!</td>
</tr>
<tr>
<td>5/6H</td>
<td>Paige D Thomas W</td>
<td>In recognition of putting herself out of her comfort zone during Community Involvement. Paige showed initiative whilst working with Foundation students during their 100 days of school celebrations. In recognition of his excellent attitude and work ethic during Mathematics this year. He has pushed himself every week which has been great to see.</td>
</tr>
<tr>
<td>6BM</td>
<td>Cheynee de V</td>
<td>In recognition of the conscious effort she has made in contributing to class and group discussions.</td>
</tr>
<tr>
<td>6S</td>
<td>Aaron C</td>
<td>In recognition of writing a great book review essay, discussing characters, setting and theme in detail. Great work Aaron!</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Sophie A - 5H</td>
<td>In recognition of communicating her feelings about the Stolen Generation through an elaborate, monochromatic X-Ray drawing of a turtle. Wonderful detail Sophie!</td>
</tr>
<tr>
<td>Music</td>
<td>Evan C</td>
<td>In recognition of his participation and ability to identify high and low sounds on the xylophone. Well done Evan!</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>Aidan A - 6BM</td>
<td>In recognition of his thoughtful contribution during a class discussion on fitness components.</td>
</tr>
<tr>
<td>French</td>
<td>Jessica X - 6BM</td>
<td>In recognition of in recognition of writing a perfect draft for her picture story book. Fantastique, Jessica.</td>
</tr>
</tbody>
</table>
It has been a busy and productive start of term, where students have been immersed into a world of storytelling. Students have been exploring the art and illustrations that have been used to tell stories and the various media that can be used to retell these stories. Based on this theme, Foundation-Level 1 students have used various materials to construct storytelling character puppets. There have been many giggles as they attempt to recreate and retell their stories. In preparation for their stop motions.

Level 2 students are retelling their favourite stories from 2D to 3D using construction materials and mixed media, including modelling clay. Students have created the most spectacular backdrops and modelled characters. I am very proud of all their efforts. Keep up the great storytelling!

Ms Molenaar
MUSIC SPOTLIGHT

Senior Choir:
Students have been working hard in rehearsals demonstrating strong commitment and dedication as the Waverley Eisteddfod approaches (22nd of August, provide consent via Compass). We will be singing two songs *Split Point* by Stephen Leek, and *Rap Trap Snap* by Coco’s Lunch.

Junior Choir:
The Junior Choir have similarly been working hard. They have been working on songs from *Matilda, The Musical*. Stay tuned for an Assembly performance!

CRPS Talent Show
The Talent Show will be running this term, towards the end of Term 3. There will be more information in the following Music Spotlight.

Ms Nyhuis
Physical Education Spotlight

Our Foundation-Level 2 students have started Term 3 with a bang, beginning a unit on gymnastics. So far the students have practised static and dynamic body positions, as well as various ‘animal walks’. In weeks 3 and 4, students will begin to perfect various forms of rolls.

Level 3-6 students have completed their unit on hockey in the first two weeks of Term three. Some fantastic skills and sportsmanship was shown throughout the whole unit, especially during the class tournaments held in week two. Students were careful to play hockey safely, even in a competitive environment.

With Level 3/4 and 5/6 Hoop Time Basketball tournaments fast approaching, our teams have been finalised and training has commenced. A big thank you to Brett Stringer who has been working closely with our 5/6 Hoop Time teams to sharpen their skills before the tournament.

Upcoming Dates:
August 11 – 3/4 Hoop Time Basketball tournament.
August 24 – 5/6 Hoop Time Basketball tournament.
September 2 – WESA District Athletics

Mr Roberts

French Spotlight

Nouméa Study Tour
An Expression of Interest form was sent home to all students in Levels 4 and 5 for the Study Tour to Nouméa in 2017. At the moment there are insufficient numbers to make it viable so if you are interested, we have extended the deadline to the end of this week (5th August).
If you have any questions about the proposed tour, please see Kirrily George or Rosemary Arney.

In the classroom
We are now well into the busy Term 3 and all students are enjoying increased focus on speaking and listening.
There have been a number of requests from students in Foundation for references to some of the songs we sing in class. Here are a few of their special favourites:
https://www.youtube.com/watch?v=P0aLw_Mfilo
https://www.youtube.com/watch?v=YHiI3ydsL8U
https://www.youtube.com/watch?v=UsEz58BbiMY
https://www.youtube.com/watch?v=SaGi9PL3KzQ

Mrs Arney
Thank you to the families and Staff who attended our 2nd Project Day last Sunday.
Coombs, Loughnan, Bain, Wale, Yaron, Morton, Johnson, Bernardi, Louie, Loci, Tran/Lawford, Caradoc-Davies, Miller, de Vries, Agar, Jivanjee, Sperryn-Jones, Ioannou and Stillman

**Year 7 Transition Dates**
Wednesday 10th August, current Level 6 parents notified of year 7 placement.

**Sport, Special Interest and Level 6 Graduation Photos**
Wednesday 10th August

**Book Fair Dates**
The Book Fair is coming to Camelot; please mark these dates in your diary.
Friday 19th August 8:30am–9:30am and again at 3:00pm-4:00pm
Monday 22nd August 9:00am-10:00am
Tuesday 23rd August 3:00pm-4:00pm

**Level 4 Phillip Island Camp Payment Dates**
- Deposit $70.00 Due - 12th August
- Instalment 1 $60.00 Due - 26th August
- Instalment 2 $60.00 Due - 9th September
- Final Payment Due $60.00 Due - 14th October
Total Cost $250.00
You’re invited to our

SCHOLASTIC

BOOK FAIR!

DON’T CALL ME BEAR!

AUSTRALIA!

STORY COUNTRY

FIND YOUR STORY AT THE

Book Fair!

ANH-DO

BIG

WEBDO

Tracy Lacy

in completing

CocoLeo

became her

Tracy Lacy

ella Oliva

Anniversa

Pixel Raiders

Date 19th–23rd August Time See Compass

Place CRPS Library

All purchases benefit our school!
CRPS MEDIEVAL FESTIVAL - CHILDREN'S BOOKS AND TOYS STALL

One of the stalls at the Festival will be a ‘Children’s Books and Toys Stall’ in which we will sell second hand CHILDREN’S books, toys, games and puzzles.

If you have any second hand children's books, toys, games and puzzles we would love you to donate them to the school to be used at this stall.

If you’re considering a spring clean now is the time!

Donations can be dropped in the Festival Box in the foyer of the school office or email us at camelotrisefestival@gmail.com and we can organise collection.

Any donations will be gratefully received

Thanking you in advance
Festival Committee

2016 TERM DATES

Term 1: 27 January (school teacher’s start) to 24 March

*(Curriculum days – Wednesday 27th January, Wednesday 10th February, Tuesday 15th March and Friday 6th May)*

*Students commence Thursday 28th January, 2016*

Term 2: 11 April to 24 June

Term 3: 11 July to 16 September

Term 4: 3 October to 20 December

Camelot Rise Primary School Galahad Crescent Glen Waverley Victoria 3150
Telephone 9803 5344 Facsimile 9887 8972
www.camelotrise.vic.edu.au email camelot.rise.ps@edumail.vic.gov.au
Parents’ Club News

Reminder to bring your child’s Movie Knight order to school before Friday 5th August.
The canteen will be offering snack sales only on Tuesdays, Wednesdays and Thursdays during lunchtime.

We always need help, so please contact Belinda Foster djabf@tpg.com.au or mobile 0413 308 978 if you would like to volunteer.

Canteen duty involves arriving at approximately 1:00pm for set up; we serve the children snacks between 1:10-2:00pm

It’s a great way to get involved, meet new parents and spend time with the children!

<table>
<thead>
<tr>
<th>Tuesday 2/8</th>
<th>Wednesday 3/8</th>
<th>Thursday 4/8</th>
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</thead>
<tbody>
<tr>
<td>Natalie G</td>
<td>Lindsey S</td>
<td>Michelle R</td>
</tr>
<tr>
<td>Lisa C</td>
<td>Fay K</td>
<td>Help Needed</td>
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<tr>
<td>Tuesday 9/8</td>
<td>Wednesday 10/8</td>
<td>Thursday 11/8</td>
</tr>
<tr>
<td>Kathryn B</td>
<td>Nicole H</td>
<td>Michelle R</td>
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<tr>
<td>Tracy C</td>
<td>Help Needed</td>
<td>Joanne R</td>
</tr>
<tr>
<td>Tuesday 16/8</td>
<td>Wednesday 17/8</td>
<td>Thursday 18/8</td>
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<tr>
<td>Natalie G</td>
<td>Lindsey S</td>
<td>Michelle R</td>
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<tr>
<td>Lisa C</td>
<td>Ann-Maree J</td>
<td>Rema G</td>
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<tr>
<td>Tuesday 23/8</td>
<td>Wednesday 24/8</td>
<td>Thursday 25/8</td>
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<tr>
<td>Kathryn B</td>
<td>Fay K</td>
<td>Michelle R</td>
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<tr>
<td>Tracy C</td>
<td>Help Needed</td>
<td>Joanne R</td>
</tr>
<tr>
<td>Tuesday 30/8</td>
<td>Wednesday 31/8</td>
<td>Thursday 1/9</td>
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<tr>
<td>Natalie G</td>
<td>Lindsey S</td>
<td>Michelle R</td>
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<tr>
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<td>Help Needed</td>
<td>Rema G</td>
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<td>Tuesday 6/9</td>
<td>Wednesday 7/9</td>
<td>Thursday 8/9</td>
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<td>Kathryn B</td>
<td>Ann-Maree J</td>
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<tr>
<td>Tuesday 13/9</td>
<td>Wednesday 14/9</td>
<td>Thursday 15/9</td>
</tr>
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<td>Natalie G</td>
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</tr>
</tbody>
</table>
Dear Parent

What is on at OSHClub

August 4th is Aboriginal & Islander Children's Day. We will be doing some special activities to celebrate it. We hope to have a guest coming to play the didgeridoo for the children.

Breakfast at before School Care

Parents are reminded that breakfast finishes at 8:15 am. We then have time for the children to do the planned activities. Our children have been developing their life skills by getting their own breakfast and washing their dishes.

Late Pick Ups

Parents and Families are reminded that OSHClub closes at 6pm. This is a licencing requirement. Sometimes it is unavoidable and you are running late. Please try your emergency contacts first before calling and letting us know.

Bookings and cancellations

Our attendances at both Before School Care and After School Care have increased rapidly. Parents are reminded to book early as we are required to work to ratio and may be fully booked. Call the service to ensure we have space for your child.

If you child has an After School Care booking and doesn’t arrive we will contact you.

Child Care Rebate (CCR)

Most families are eligible for the 50% rebate of all out of pocket expenses for attending OSHClub programs. Many families are getting half their fees back as an immediate discount when they ask for their rebate to be applied to their account. Please note the CCR is not means tested.

Changes to the CCR payment method can be made online at www.humanservices.gov.au or alternatively call 136150, give your Customer Reference Number (CRN), enter your PIN (if you have one) then say ‘Child Care Rebate Options’ and follow the prompts. Ask for your Child Care Rebate to be paid ‘directly’ to OSHClub on your behalf as a fee reduction.

OSHClub information:
Program Phone: 0407342157 (leave an SMS or voice message)
Coordinator: Denise
Assistants: Sumarni, Naomi, Regina
OSHClub Head Office: 03 85649000

All families must be enrolled to attend the program, remember this is free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account.

For on the day bookings and cancellations please contact the coordinator direct at the service.

**OSHClub News**

**Before School / After School Care**

<table>
<thead>
<tr>
<th>8/8/2016</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School Care</td>
<td>Jenga</td>
<td>cubby houses</td>
<td>Good Manners Poster</td>
<td>Go Fish – cards</td>
<td>Olympic games word search origami Olympic rings</td>
</tr>
<tr>
<td></td>
<td>Goofy door knob sign</td>
<td>fruit salad game</td>
<td>ZAP</td>
<td>Dodge ball</td>
<td></td>
</tr>
<tr>
<td>After School Care</td>
<td>Making chocolate crackles</td>
<td>Paper plate birds</td>
<td>Splat</td>
<td>Animal</td>
<td>Making Olympic medals</td>
</tr>
<tr>
<td></td>
<td>OSHClub Mini Olympics</td>
<td>Make an Olympic torch</td>
<td>Icing Olympic Biscuits</td>
<td>crosswords</td>
<td>Medal Chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Olympic round robin</td>
<td></td>
</tr>
</tbody>
</table>

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Camelot Rise Primary School Galahad Crescent Glen Waverley Victoria 3150
Telephone 9803 5344 Facsimile 9887 8972
www.camelotrise.vic.edu.au email camelot.rise.ps@edumail.vic.gov.au
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GRANDPARENTING SEMINARS

SESSION 1: What does it mean to be a grandparent in today’s world of changing expectations and needs?

SESSION 2: What are YOUR needs?

SESSION 3: How do you manage your relationships with your children’s new partners?

SESSION 4: What does discipline look like now, compared to when you were parenting?

SESSION 5: Financial considerations: How do you help out whilst meeting your own financial needs?

SESSION 6: Resilience: How do you manage to offer support whilst maintaining your own mental and physical health?

WEDNESDAY 5th NOVEMBER 2016

Camelot Rise P.S. will be holding a school reunion for past students and staff to celebrate 40 years of education. The reunion will be held on Saturday, 5th November in the school gym, straight after the Medieval Festival. If you are a parent and an ex-student of Camelot Rise P.S., please spread the word. We will have a dedicated C.R.P.S. Reunion Facebook page shortly to provide further information and updates.

Cris Stavrou

CAMELOT RISE 0th BIRTHDAY SCHOOL REUNION 5th November 2016. 4-6pm.

Save the date. Spread the word. Camelot Rise P.S. will be holding a school reunion for past students and staff to celebrate 40 years of education. The reunion will be held on Saturday, 5th November in the school gym, straight after the Medieval Festival. If you are a parent and an ex-student of Camelot Rise P.S., please spread the word. We will have a dedicated C.R.P.S. Reunion Facebook page shortly to provide further information and updates.

Cris Stavrou
To a child a book is not just a book; it's a journey to wherever their imagination wants to take them.

The Lions Club of Wheelers Hill invites you, as parents, to take your children on a journey of excitement to their Book Sale at Blackflat Community Centre – Cnr. Waverley and Springvale Roads in Glen Waverley on 6-7th August.

There will be 100’s & 100’s of books for children of all ages, from infants through to teenagers. Prices for these books range from $0.50 to $3.00 and the doors will open at 8.00am on Saturday and at 9.00am on Sunday. Oh yes, we also have 1000’s & 1000’s of books for adults as well.

CAMELOT RISE FACEBOOK PAGE

Camelot Rise has a Facebook page up and running with regular updates of exciting things that are happening in our school community. Please go to ‘Camelot Rise Primary school’ and ‘like’ our page to stay up to date in conjunction with Compass. Also while you’re there, please have a look and ‘like’ the Camelot Rise PS Medieval Festival page for news on our 40th Anniversary and Festival coming up in November.