



Camberwell
Primary
School
French English Bilingual Education

2023

PARENT HANDBOOK



Camberwell Primary School

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Bienvenue

Dear Parents,

I would like to extend a warm welcome to you and your family as your child commences their journey in our learning community. Our commitment to you is to enable your child to be the best they can be in a rich, diverse community that values everyone for their individual qualities and characteristics.

Our goal, as educators, is to deliver rich curricula, skills and understandings to equip each child to achieve their potential and better navigate a complex global community. By learning in a bilingual environment, students implicitly acquire high-level thinking and problem solving skills, as well as being more fluent in a multilingual world. We explicitly teach children to think about their thinking, to be critical thinkers, to act independently with integrity.

Wellbeing is a priority at CPS with all learning being underpinned by a positive psychology approach which focuses on children developing a growth mindset, resilience and empathy; where they enjoy meaningful and long-lasting relationships in a safe, nurturing environment. Our staff recognise the critical role of social, emotional, physical and mental wellbeing in supporting the whole child to be active participants in our learning community.

We hope that your child settles into the school and their new class happily and smoothly, and that you as a parent or carer enjoy being a part of our wonderful school community. We understand that school is a busy place and that there is a lot of new information to take in when you are new to a community. The following information will help make your time at Camberwell Primary School an easy and happy one.

The information in this booklet is designed for you to keep on hand and access, as you require throughout the school year. If you require any further information, please do not hesitate to contact the office at either campus or a member of the school leadership team.

We are proud to be providing our students with a high quality bilingual education and look forward to engaging with you as parents and carers to provide the best possible learning environment for our students.

Raising a child takes a community and we look forward to sharing this journey with you.

Janet Gale

Principal



Our School Vision and Mission

Mission

We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.

Vision Statement

Our learning community is inclusive, collaborative and stimulating.

We support and challenge our students to be the best they can be. Our students are enthusiastic and motivated learners who learn the value of being active local and global citizens. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others' learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

We provide an innovative, bilingual education, which is internationally recognised as a model of excellence. We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.

Values

The core values that underpin our actions and behaviours are:

Be respectful	for ourselves, others and the environment
Be kind	and generous to others, doing good deeds for others
Be perseverant	believe in what we do and be able to face future challenges
Be collaborative	working together, we can achieve far more than we can on our own



Designated Neighbourhood School

Eligible children and young persons have the right to be admitted to their designated neighbourhood government school, regardless of capacity. Accordingly, all students that reside within the area of a designated neighbourhood school (referred to as a 'school zone') must be offered a place when seeking enrolment.

A student's designated neighbourhood school is generally the school that is nearest the student's permanent address as determined by the school zone. The [Find My School website](#) provides guidance on which school zone a student's permanent residence is located within.

For information on verifying a student's permanent address, refer to: [Determining permanent residence](#).

In circumstances when a school may not be able to accept all applications due to existing or future capacity concerns, schools must manage enrolment applications in accordance with the following priority order of placement:

1. students for whom the school is the designated neighbourhood school
2. students with a sibling at the same permanent address who are attending the school at the same time
3. where the Regional Director has restricted the enrolment, students who reside nearest the school
4. students seeking enrolment on specific curriculum grounds
5. all other students in order of closeness of their home to the school.



Bilingual Program

Camberwell Primary School offers every student the opportunity to learn in the most extensive French/English bilingual program in Victoria. Your child will spend from 50% to 80% of each day being taught in the target language (French).

What does that look like?

At CPS, there are different models in place:

- Increased immersion in Foundation and some Y6 classes:
 - Students are taught in French for 80% of the week, and 20% in English.
 - Some classes will be taught by one teacher who teaches both the French and the English curriculum.
 - Some classes will have a French teacher for the majority of the week and an English speaking teacher for the rest of the week.
- Other year levels follow a 50:50 model where the two teachers (one English speaking and one French speaking) share the teaching and learning of two classes. In this context, the two-paired teachers work in their own classrooms and are responsible for the teaching of certain curriculum subjects over two classes of students. They are mutually responsible for all aspects of the students' education and welfare.

Immersion

Offering bilingual education since 1991, we continually strive to improve the model of education to respond to our students' needs and educational initiatives.

We want to ensure that:

- students are able to thrive in the target language
- students are provided with the necessary tools to become more confident as highly proficient bilingual learners.

In our increased immersion model, Foundation teachers will either teach both French and English, or share with an English teacher who will provide instruction for the English lessons.

By increasing the exposure to French language in Foundation, students will:

- develop a stronger base in the target language
- be more confident to start talking in French earlier.

Bilingual education has a research based positive impact. Learning another language enhances a learner's capabilities:

- It requires constant problem solving
- It adds a supplementary cognitive challenge on a daily basis - making meaning out of what the teacher is saying, what the text means
- And, all importantly, it teaches us how to become a risk taker to communicate your thinking in the target language.

Our School

There are administration offices at both the Junior and Senior Campuses which are staffed from 8:30am to 4:00pm. Families can make payments and general inquiries as well as sign students (and visitors) in and out at either office, depending where your child/children's classes are located.



The School Day

Drop Off and Pick Up Times

The playground is supervised by a staff member from 8:40am each morning when the gates open. For safety reasons, any students who arrive at school earlier than this must be supervised by an adult until the gates open as the school cannot take responsibility for duty of care before 8:40am.

At the end of the school day, staff members will be on duty between 3:30 and 3:45pm. All students should be collected at 3:30pm and any unaccompanied students will be taken to the office at 3:45pm when we will contact you. If parents cannot be contacted or are running more than 5 minutes late, students will be taken to OSHC at your cost.

If pick up arrangements change for your child during the course of a day, please email or phone the school office ahead of time. This allows us to notify your child in advance, reducing any confusion and /or anxiety at the end of the school day.

Please note that if you are unable to collect your child from school, you will need to inform the office who will be collecting them. If we do not have written permission, we will not be able to release your child into their care.

Senior Students

If you have given your Senior School student permission to walk to school, please make sure that this is communicated to the classroom teachers and the office so that it is on record.

8:40am	Gates open - Playground supervision is in place.
8:50am	Gates locked - The school day commences with Ready to Learn Time
9:00 – 9:50am	Session 1
9:50 – 10:40am	Session 2
10.40 - 10.50	Eating time before recess - in classrooms
10:50 – 11:20am	Recess
11:20 – 12:10pm	Session 3
12:10 – 1:00pm	Session 4
1:00 – 1:10pm	Lunch eating time- in classrooms
1:10 – 1:50pm	Lunch Play Time
1:50 – 2:40pm	Session 5
2:40 – 3:30pm	Session 6
Gates are unlocked at 3:30pm.	

Late Arrivals and Early Departures

Any students arriving at school after 8:50am must be accompanied to the office by a parent or carer to be signed in.

At the office, the parent or carer will sign the student in, collect a late pass for the student and accompany the student to their class when possible. Please do not drop students alone in the schoolyard or outside of school after 8:50am, as all late arrivals must be recorded appropriately at the office as part of our attendance.

For early departures, parents or carers must sign the student out at the office before collecting the child from their classroom when possible. Students may only be collected by someone other than their parent or carer if appropriate written authorisation has been provided to the school.

Absences

If your child/children are going to be absent please advise us prior to 9:30am logging the absence via Compass Parent Portal.

At 9:45am each morning a notification will be sent to all parents whose child has an 'unexplained absence' for that day as this is a legal requirement. It would support the school's compliance requirements if you would then inform us of the reason for your child's absence as soon as you are notified.



Teaching and Learning at CPS

Swimming

Every student participates in an Intensive Swimming program usually held during Term 2 or 3 at a local swimming pool.



School Assembly

Every Friday afternoon from 2:50-3:20pm we hold an assembly in the Hall on the Senior Campus. Assembly alternates between Whole School, Senior School and Junior School. Details can be found on the Compass School Calendar.

When possible and depending on restrictions due to COVID, we welcome parents, carers and friends attending assembly and will endeavour to ensure families are notified in advance if students are to be specifically recognised at an assembly. Afternoon assemblies are an ideal time to come together and celebrate our school community, while reserving morning time for learning and teaching.

Assembly is an opportunity for students to perform a musical piece, share their learning, whether it be academic or performing arts and showcase the projects that are occurring in the school with an audience.



Extra-Curricular Activities

The current extra-curricular activities are:

- Junior and Senior Choirs – details will be sent via Compass
- Chess Club - Wednesday lunchtimes <https://www.kidsunlimited.com.au/chess.html>
- Junior Rockers music tuition - after school <https://www.juniorrockers.com/>
- MiniRoos Soccer – Tuesdays after school. Email: lesley@ashburtonsoccer.com.au

Some activities are run by registered external providers and may incur a cost.

Out of School Hours Care – Team Kids

TeamKids provides a before school care program from 7:00am to 9:00am and an after school care program from 3:30pm to 6:00pm each school day. Holiday and Curriculum day programs are also available. There is a special program for Foundation Students in Term 1 during the Foundation entry testing appointments.

You can find a wealth of information on their website and register with Team Kids at

www.teamkids.com.au

We strongly recommend that all families register for Team Kids, whether you are intending to use the program or not. It is free to register but ensures that if you are ever stuck or running late you can quickly and easily book your children in online and know that they will be well cared for until you can be there to collect them.



Transition

Ensuring a positive transition into, through and out of school is important to develop a sense of connectedness for children and families. At CPS we foster a positive transition with many opportunities for students to experience the school environment as they enter school.

Into School - Foundation

CPS recognises the critical importance of a positive start to school. There are a number of opportunities for new Foundation students and families to experience the school during the transition program, which commences in the second half of each school year.

In Term 3 2022, school leaders, teachers and bilingual teaching aides conduct bilingual storytime sessions in the school library. These sessions provide an insight into the bilingual education model at CPS and are a fun and engaging way for young children to experience school for the first time.

In Term 4 2022, there are two structured Foundation transition sessions, held in the Foundation classrooms. These sessions will provide the students with an introduction to their school environment as well as the opportunity to meet some of the staff whom they will see when they start school in Term 1. In early Term 1, a third and final transition session is held prior to commencing school in their new classes.

In Term 4 2022, parents and carers are also invited to attend an information evening where they will have the opportunity to ask questions to teachers and members of our community.

Through School – Transition Ambassador Program

Each year in Term 4, students have the opportunity to become one of four ‘transition ambassadors’ for their year level. This whole school program is designed to facilitate a positive transition into the next year level by empowering students to help each other through the challenges of transition.

Transition ambassadors, supported by teachers, lead discussions and answer questions from younger students about what to expect when moving up to the next year level. Year 1 Transition Ambassadors assist Foundation students, Year 2s present to Year 1s and so on throughout the school.

Out of School – Year 6

Every secondary school has its own transition program. Teachers provide transition information to schools regarding student achievement, interests and wellbeing to ensure a smooth transition into secondary schools. In addition to this, CPS provides Year 6 students with events to celebrate their graduation and opportunities to find out about secondary school life during their final year of primary school.

What can I do to support my child starting school?

It is best to arrive at school at 8.40am each morning. This ensures that students arrive at school calmly and with enough time to meet up with friends in the playground before entering their classroom for Ready to Learn time and their first session at 8:50am.

Ready to Learn time, from 8.50 to 9.00am, is an essential part of the school day where students are provided with targeted activities to promote calm and focussed start to learning.

Parents and carers are encouraged to say goodbye quickly and calmly at the school gates to support their child's increasing independence.

At the end of the day Foundation and Year 1 children are brought to a designated school gate to meet their parents/carers. Teachers verify that every child has been picked up by a parent or carer. Children attending OSHC are collected from the Junior Campus by staff from TeamKids.



To build students' self-confidence in Foundation we encourage all students to do the following independently at school:

- Look after their belongings - Recognise their own belongings such as hat, school and library bag and jumper. Each item needs to be labelled with your child's full name and class in case it gets misplaced. It may also help your child if their hat has a recognisable badge or patch attached.
- Getting dressed - encourage your child to get dressed without help e.g. Jumper or jacket on and off, shoes on and off, tying their shoelaces.
- Model the skills of sharing, taking turns and co-operating through playing games as a family to support your child developing positive relationships.
- Nose wiping - Students should be able to blow and wipe their nose using a tissue.
- Toileting - children are expected to be using a toilet independently by the time school commences. It would be beneficial if children are used to shared toilets, such as those at school and kindergarten (including closed cubicles and urinals for boys).

As accidents do happen, please provide a spare set of clothes in your child's school bag including underwear and socks.

Starting School

The start of your child's Primary School journey is an important and exciting time in your family's life.

At CPS, we aim to support our Foundation students and families to make a positive transition into school by gradually introducing the students to the routines and expectations of the school day.

Foundation entry testing appointments will be held during the first week of Term 1. Students will only attend school at their scheduled appointment time. During the Foundation entry-testing period, TeamKids will provide optional care for Foundation students. You can register and book for this care from early 2022 via the TeamKids website www.teamkids.com.au

Term dates 2023

Term 1	31 January to 6 April
Term 2	24 April to 23 June
Term 3	10 July to 15 September
Term 4	2 October to 20 December

Opportunities to participate in learning

Camberwell Primary values and encourages a strong partnership between school and home. Your child will delight in sharing their learning and the pieces of work that they bring home. You can also be part of your child's learning journey by participating in the classroom Literacy and Mathematics programs.

Parent training sessions are organised over four evenings early in the year for those parents who would like to be a classroom helper.

CPS encourages parents to continue in this role throughout their child's schooling. Research shows there is a positive effect on children's attitudes, learning and behaviour when parents are actively involved in their child's education.



Student Health

Anaphylaxis

CPS has a comprehensive Anaphylaxis policy, which is in line with all recommendations from DET.

Every child at risk of anaphylaxis is required to have an ASCIA Action Plan for anaphylaxis provided by their doctor. After Anaphylaxis plans are medically reviewed, a copy of the new plan, an up to date photo of the child at risk of anaphylaxis as well as an in-date adrenaline device should be provided by parents to the school nurse.

Each child must also have an Individual Management Plan, which details strategies to reduce the risk of anaphylaxis. This Individual Management Plan is developed after a meeting between an appointed staff member and the child's parent(s). Parents will be contacted by the School Nurse to arrange a meeting prior to the commencement of the new school year. The Individual Management Plan is reviewed yearly as well as after a reaction, in case management strategies require change.

Asthma and other Health needs

Asthma and other health needs also require an action plan detailing the health need as well as any actions that staff will need to provide if necessary, this should also include any medication that is required for this health need. The school nurse will also complete an Individual management plan for your child which parents will review yearly.

Medications

If your child requires medication during school hours, a medication authority form must be completed in order for them to be administered by the school nurse. Medical authority forms can be found under school documents within Compass. All medication must be in the original bottle and within its expiry date.

First Aid at School

All staff at CPS are trained in Level 2 First Aid, CPR and asthma / anaphylaxis management, as per DET requirements. In addition to this, our school nurse provides first aid care and information on both the Junior and Senior Campuses. If students are feeling unwell at school or become injured in the playground they can see a teacher, who will assess the situation, and determine if the child should be sent to the school nurse.

Parents of any student who sees the school nurse for a head injury or for a significant illness or injury will be notified by phone if possible or email.

We recommend that any students who are unwell, whether suffering flu-like symptoms, vomiting, diarrhoea etc. should remain at home for at least 48 hours **after** these symptoms

have resolved. It is important to limit the spread of illnesses at school and also to ensure that the student has the appropriate rest and recovery time.

In addition to all staff members having first aid training, we are fortunate to have a school nurse that works from 9.45am-2.45pm every school day.

The school nurse is based on -

- Senior Campus 9.45am-12.45pm
- Junior Campus 12.45pm-2.45pm

The nurse is fluid in her movements and will go between campuses as needs arise.

The school recommends that you have Ambulance cover as an Ambulance will be called in emergencies.

Head Lice

Please check students' hair regularly for head lice. If any eggs are present, treatment with an appropriate head lice product is recommended and we ask that you notify the school that you have done so. If live lice are found in students' hair, they should remain at home until treatment has been completed and there are no further live lice present.

If live lice are suspected on your child whilst at school, you will be contacted to collect your child. Your child can return to school the next day after treatment has commenced.

SunSmart - Hats and Sunscreen

CPS is a SunSmart school and, as such, is committed to ensuring safe levels of UV exposure for students and staff. Students are required to wear an approved SunSmart hat at all times when outdoors in Term 1 and in Term 4. Please ensure that your child wears the broad brimmed school uniform hat, brings it each day and that it is clearly named.

Please apply sunscreen before students arrive at school between September and April. Students may have a small container of sunscreen in their school bags to independently re-apply during the day, however please be aware that staff are not permitted to apply sunscreen to students.



General Information

Uniform

Our school uniform is an important and symbolic way to demonstrate how proud we are of being a part of the CPS school community. By making sure that your child's uniform complies with the colour scheme, you too are supporting them to feel proud of their school.

The CPS uniform is designed to be flexible, economical and appealing to the children. Items are reviewed regularly and, from time to time, changes are made to ensure our uniform continues to meet children's needs. It is important that all students wear approved school uniform colours at all times.

CPS Uniform Supplier is PSW – 12 Strathalbyn St, Kew East

For opening hours see website or call 9768 0381 / Shop online at www.psw.com.au

Uniform Options Available

- Red CPS logo polo shirt (long or short sleeve)
- Navy blue shorts or skort
- Navy blue track pants
- Summer dress
- Navy blue winter tunic
- Navy blue polar fleece jacket
- Navy blue polar fleece vest
- Red windcheater with embroidered CPS logo
- Navy blue Sun Smart Hat: wide brimmed
- School shoes (black) or runners with white or navy socks or stockings.

Additional Items

Each Foundation/Year 1 and Year 2 student should have:

- Monogrammed CPS school bag
- Blue library bag
- Red reader bag
- Year 5/6 ONLY: Sports top
- Year 6 ONLY: Special hooded windcheater (monogrammed)
- Year 6 ONLY: Special polo shirt (monogrammed)

Important Points:

Please ensure you name your child's clothing clearly. Lost property is sorted regularly and named clothing is returned to children via class teachers. Unnamed clothes are put in a basket near the office and donated to charity if unclaimed at the end of each term.

Check labels as children often exchange clothing and bags inadvertently.

We are a SunSmart School and approved SunSmart hats must be worn every day. All students are required to have a hat in their bag year round.

Lost Property

Lost property is located outside the reception area of the Senior Campus and in the ground floor corridor on the Junior Campus. Where lost items are clearly named we make every effort to return these to their owners so please ensure that all belongings are clearly named and check them regularly to ensure labelling has not faded or fallen off.

Children should not bring precious items or toys to school as these items are often lost or damaged, which can cause distress. If precious items are required for educational purposes (e.g. class presentations), they should be handed to teachers at the beginning of the school day for safekeeping.

Food at School

Sharing food can be dangerous due to food allergies.
Please **do not** send any type of food to school to share for birthdays or other celebrations.

At school, children need to manage their meals independently. Children should bring a healthy packed lunch (please, no lollies), including a water bottle. It is important that students are able to open their lunchbox and water bottle independently and are aware of which food to eat at recess and lunchtime.

Children have 10 minutes in the classroom to eat their lunch each day, before going outside to play. More time is provided for Foundation and Year 1 students as they usually take slightly longer to eat their lunch. Children will bring home all packaging, wrappings or uneaten food which will help you monitor how much your child is eating.

At CPS we encourage the eating of healthy food snacks. Children learn the positive effects that healthy foods have on their bodies and the best way to support this is to involve your child in packing their own healthy lunch.

Please package a snack for recess separately; for younger students, explain to your child what it is for and show him/her what it looks like and where to find it. Play lunch should be nourishing and quick to eat to ensure students have enough time to play at recess.

If your child has any food allergies or other health concerns please notify the school on enrolment. Action plans for Anaphylaxis, Asthma or Allergies **MUST** be completed and submitted and medication provided before the child commences school to ensure their safety at school.

Nuts

We are an 'allergy aware' rather than a nut free school as this is impossible to guarantee. We follow departmental advice and prefer to educate students and our community to provide a safe environment for our students. We do not wish to potentially provide a false sense of security to students, parents/guardians and staff. Although we have no blanket bans on food depending on class you may at times be asked to avoid providing certain food if possible. We emphasise strict hand hygiene prior to and after eating. Students eat in their classrooms or in designated areas outside and tables are frequently cleaned.

Nude Food

Our school promotes 'nude food' to avoid rubbish at school. Please remove packaging before packing your child's lunchbox and use recyclable containers for drinks to reduce waste in the school. Please use named plastic containers at school and NO glass containers.

More information on Nude Food can be found in the Sustainability section of our website.

Lunch Orders

Orders are completed online through Classroom Cuisine and delivered to classrooms for lunchtimes (www.classroomcuisine.com.au).

The cut off time for orders each morning is 8:30am, and please note that lunch orders are not available on Tuesdays. As lunch orders are delivered at lunch eating time (12:50pm), is it important that you still send a separate morning snack for your children on days when they will be having a lunch order.



End of Term and Pupil Free Days

Term dates are included in the calendar on the Compass Parent Portal and in the newsletter, Le Journal.

On the last day of Term 1, 2 and 3, school finishes for students at 2:30pm. On the last day of Term 4 school finishes at 1:30pm. Team Kids OSHC program commences at 2:30pm on the final day of each term for those students who require it.

The Department of Education requires schools to identify four pupil free days each year for teachers to engage in professional learning. You will be advised of these dates in Le Journal and on the Compass News Feed.

Security

Gates are locked between the hours of 8:50am and 3:30pm. If you have an appointment during the school day, please come to either the Junior or Senior School reception to sign in and receive a visitor's pass.

Working with Children Checks

All classroom helpers require a 'Working with Children Check (WWCC) to be able to assist with school activities. These permits are free of charge for volunteers and can be easily obtained by visiting: www.workingwithchildren.vic.gov.au

Once you have completed the online application and received your WWCC card, you will need to provide the Senior Campus Administration Staff with a copy of your card or receipt.

Codes of Conduct

Respectful relationships between parents and staff support a harmonious learning environment for all concerned. To support this, our codes of conduct reflect the importance of modelling positive, respectful, solutions-based communication and a commitment to fostering a growth mindset in our community.

The student, staff and community codes of conduct are available on the Compass Parent Portal and school website and apply to all conduct on the school grounds and at off-site school events.

Travel to and from School

Bikes and scooters

At CPS we encourage safe and active travel to and from school, by walking, riding or scooting to school. This is a wonderful time to prepare students for a positive day while also limiting the traffic congestion around the school.

Both campuses have scooter and bike storage areas but please bring a lock for your bike or scooter. Students must walk scooters and bikes at all times when inside the school grounds.

Dogs

If your dog is accompanying you on your walks to and from school, please ensure that it remains on its leash at all times. In such a congested school environment, we prefer dogs **not** to come onto school grounds.

To ensure safety and peace-of-mind for all students, dogs should be under the direct supervision and control of an adult owner.



Parents Association

The CPS Parents' Association (PA) is a vibrant and diverse group of committed parents and carers who make a significant contribution to the life of the school. PA works with the school leadership team, staff and School Council in building effective partnerships between home and school. Detailed information can be found in the Parents Association Handbook on Compass.

Sustainability

CPS has committed to becoming a Sustainable School and is a part of the ResourceSmart School Program administered by Sustainability Victoria.

We have a Sustainability Subcommittee of the School Council which enables parents and teachers to work together with the student Green Team on sustainability initiatives. Details can be found on the Compass portal.

Sister School

Global education is an important element of the CPS vision, mission and Strategic Plan. We have a wonderful sister school in France with whom we continue to maintain a strong relationship that benefits students and staff at both schools.

Our sister school is École des Cobbers in Fromelles, France.

CPS students attend a wreath laying ceremony at the Shrine of Remembrance to honour the service and sacrifice of those who fought in the Battle of Fromelles.



Communication

At CPS we endeavour to communicate clearly, positively and respectfully with our community.

The school website provides the wider community with general information about CPS, including enrolment information, school policy and an overview of curriculum and learning opportunities.

The website is intended as a first port-of-call for prospective families and general community members. You will find a link to Compass on the school website along with links to our Sustainability page, TeamKids and School tours.

School Website - www.camberwellps.vic.edu.au

Compass - Parent Portal

Compass enables you to:

- View School newsfeed, documents and forms
- Monitor your child's attendance, and enter an explanation for absence or lateness
- Communicate with your child's teachers, and update your family contact details
- View your child's timetable and the school calendar
- Monitor your child's homework and assessment tasks
- Download and view your child's academic reports
- Access the Continuum Trackers as part of your child's report
- Book parent-teacher conferences
- Pay and provide consent for events and school fees
- Sign authorisation forms

For more information about Compass: <https://www.compass.education/guide>

Weekly Newsletter - Le Journal

The newsletter includes a report from the Principal, and details all the current activities and relevant issues at CPS. It also provides important diary dates, listing school and parent activities and events. Parents will receive a News Feed when it is available and past issues can be accessed on Compass.

Meetings with Parents

At CPS we believe that a strong partnership between home and school is a vital factor in student achievement and wellbeing.

While we have two formal opportunities for parents / carers and teachers to meet throughout the year, please do not hesitate to contact your child's classroom teachers at any time if you would like to discuss their learning or wellbeing. Your child's teachers may also request a meeting with you at various times throughout the year to ensure a strong home-school partnership.

The best way to communicate with teachers in the first instance is to send an email briefly outlining your concerns and requesting a conversation or a face-to-face meeting. These meetings involve both classroom teachers to ensure that all aspects of your child's learning and wellbeing are attended to.

If you have a concern or query about a child at the school, ensure that you communicate directly with the teachers or leadership. It is not appropriate to approach the child directly.

Where further support or information is required teachers and/or parents may request a meeting with the Wellbeing Officer who will engage with you and the teachers to achieve a positive outcome. This process may include DET Student Support Services who can assist with finding strategies to support children's academic, social and emotional learning at school.

Reporting to Parents

Each semester you will receive a written report outlining your child's progress and achievements against the Victorian Curriculum Standards. Written reports are published in the Compass Parent Portal and also emailed home to parents / carers. In addition to the report, your child will bring home a portfolio with work samples demonstrating their progress over the semester.

In Terms 1 and 3, reporting to parents takes the form of a face-to-face conference. These conferences have different purposes, depending on the time of year, as outlined below:

Term 1: Meet and Greet

At the beginning of Term 1, you will have the opportunity to meet with your child's teachers in a "Meet and Greet" session. This ten-minute meeting is an opportunity for you to establish a strong home / school partnership and share important information that will help teachers meet your child's academic, social and emotional needs. Children do not attend this meeting.

Term 3: Parent-Teacher Conferences

Early in Term 3, Parent Teacher Conferences will be held. The focus is on the student's achievements and goals for future learning. This session is an opportunity to celebrate their achievements. These sessions are not a time to discuss concerns regarding a student's learning or wellbeing. To discuss concerns, please make an appointment with your child's teachers for another time.

Emailing Teachers

Email is a convenient way to communicate non-urgent information with your child's teachers. All teachers' email addresses are available on the Compass Parent Portal. Please be mindful of the following points when you choose to email teachers:

- Please phone the school office for urgent information that must be communicated during the school day.
- Teachers in classrooms do not check emails during the school day.
- Teachers may take up to 24 hours to read and / or respond to email communications during the working week. School leadership does not request teachers to respond to emails outside of business hours, on weekends or during school holidays.
- Please do not email staff after 7.00pm or before 7.00am.

Contact Book

CPS publishes an online contact book containing the contact details for every family attending the school, including children's names, classes and parent contact details.

Your details will only be published in the contact book if the school receives your signed permission form, which will be provided at the beginning of the year. The information held within the book is kept the same for each year, only adding new enrolments etc. If at any point you no longer wish your contact details to be displayed please contact the office.

The contact book is available when all families have completed their enrolment forms and the information has been collated.

The contact book can be found in the Compass Parent Portal under the Community tab, then School Documentation.



Governance

The CPS community supports and enhances the teaching and learning environment of the school in many and varied ways. We support and encourage the involvement of parents, carers and community members in the life of our school.

School Council

Each Victorian Government School is governed by a School Council.

This is the group of people who support the Leadership Team to set the key directions of the school and endorse the key school planning, evaluation and reporting documents including the School Strategic Plan (SSP), the Annual Implementation Plan (AIP), the school budget and the Annual Report to the School Community. It is the School Council's responsibility to ensure that the school is effectively managing its finances and setting appropriate guidelines in regard to how the school functions.

School Council is made up of parent members, DET employee members and community co-opted members (optional). All School Council members are elected on a two-year term. The CPS School Council meets once per month during school terms. Members are also required to sit on at least one School Council Subcommittee.

The current Subcommittees of the CPS School Council are:

- Finance
- Education
- Sustainability
- Wellbeing
- Site
- Sponsorship, Fundraising and Events
- Futures

School Council elections are run at the beginning of each school year (February / March). The Principal will call for nominations and those interested can either nominate themselves or arrange for a nomination to be made by someone else. A ballot will be held if there are more candidates than the number of positions available. Office bearers (President, Vice-President, Treasurer etc.) are elected at the first meeting of the new School Council each year.

Serving on School Council is a rewarding and enlightening experience for many parents and community members.

At CPS we enjoy a strong, robust and supportive School Council and we encourage any parents who feel they are able to contribute to stand for School Council election.

Policy

CPS has a range of policy documents that guide key areas of school operations. All school policy adheres to DET guidelines.

School policy documents are developed and ratified by the School Council, and are available for parents and carers to read on the Compass Parent Portal or on the CPS website www.camberwellps.vic.edu.au

School Strategic Plan (SSP) and Annual Implementation Plan (AIP)

Every government school in Victoria develops a four- year School Strategic Plan with a focus on continual improvement. This document is supported by Annual Implementation Plans, created each school year, which provide a more detailed outline of the goals for each year of the Strategic Plan.

The current CPS Strategic Plan and Annual Implementation Plan are available on the school website. These documents identify the strategies the school leadership and staff will undertake to improve Student Achievement, Student Engagement and Student Wellbeing. At the end of each four-year strategic plan, schools participate in a School Review to demonstrate progress against the current SSP and set goals for the next four-year cycle.

Budget



The Department of Education and Training (DET) provides an allocation of funds per student enrolled at the beginning of each school year. This budget is used to employ staff and to pay for amenities and the upkeep of the school facilities.

Parent contributions support the school to provide all consumables used in teaching and learning from stationery, specialists equipment to the digital resources and online subscriptions now used in student learning.

The funds from DET and parent contributions are aligned with the Strategic Plan and daily operational needs. All matters relating to budgeting and allocation of school funds are overseen by the School Council through its Finance Sub- committee, convened by the School Council Treasurer.


School Fees and Parent Payments

All school contributions at CPS are developed in line with DET Parent Payment guidelines and are designed to minimise costs to families while maximising the learning opportunities for students. The following graphic outlines the different types of contributions at CPS:




PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.




PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:


Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.