

13 JUNE 2025 • TERM 2 WEEK 8

# CARRANBALLAC P-9 COLLEGE

## Newsletter



### TERM 2 & 3 CALENDAR HIGHLIGHTS

<b>Tuesday 17 June</b>	BW & JW Grade 5/6 Interschool Sports
<b>Thursday 19 June</b>	BW Grade ½ Miniboss Incursion
<b>Friday 20 June</b>	Winter Solstice Pyjama Day Fundraiser Primary Assembly 2:30pm in gym
<b>Monday 23 June - Friday 27 June</b>	BW & JW Grade 5/6 Water Safety Program
<b>Tuesday 1 July Wednesday 2 July</b>	Student Learning Conferences 3:20pm - 5:30pm Student Learning Conferences 3:15pm - 4:30pm
<b>Wednesday 2 July</b>	BW & JW Year 9 Beetlejuice Excursion
<b>Friday 4 July</b>	<b>Last Day Term 2, 3pm finish</b>
<b>Monday 21 July</b>	<b>First Day Term 3</b>
<b>Wednesday 23 July</b>	<b>JW School Photos Day</b>
<b>Thursday 24 July</b>	<b>BW School Photos Day</b>



(03) 9395 3533  
carranballac.p9@  
education.vic.gov.au

**Boardwalk Campus**  
Cnr Dunnings Rd &  
Foxwood Dr, Point Cook

**Jamieson Way Campus**  
Cnr Jamieson Way &  
La Rochelle Blvd,  
Point Cook

**VISION:**  
One College,  
Infinite Possibilities,  
Working Together,  
Embracing the Future

**MISSION:**  
Our College fosters  
excellence in life long  
learners who are  
resilient, connected and  
respectful

# PRINCIPALS' REPORT

JUSTINE RYAN, BRETT WATSON &  
JANELLE BARKER



Dear Families,

## **Thank You for Your Feedback on SWPBS**

Thank you to all families who recently provided feedback on our School-Wide Positive Behaviour Support (SWPBS) approach. Your thoughtful comments are helping us to refine and strengthen our systems to better support students and families.

## **What's working well**

Many families shared that the green chronicles and certificates are meaningful for students, who feel proud to receive recognition and often share their achievements at home. Timely notifications through Compass and detailed teacher comments were also appreciated, and several parents noted that the SWPBS values are having a positive impact on behaviour both at school and at home.

## **Areas for improvement**

Some families, particularly in secondary, would like more consistent information about amber chronicles—especially the reasons behind them. There were also requests for more clarity in communication and a stronger focus on recognising improvement, not just achievement.

### **Next steps**

We will continue to refine our approach based on your feedback. This includes improving the quality and consistency of chronicle comments, promoting SWPBS more clearly to new families, and sharing simple, practical tips through the newsletter to help support positive behaviour at home.

## **Electives Parent Survey**

Families of year 7 - 9 students have also received a survey requesting feedback on your children's elective subjects. We are always aiming to improve stimulated learning and engagement for our students so please take a few minutes to complete this survey also. We will be seeking feedback from the students and staff also to refine and improve the electives program for 2026.

We appreciate your ongoing partnership in helping create a respectful, inclusive and values-driven environment for all students at Carranballac.

## **Attendance Competition-Term 3**

In term 3 we will be having an attendance competition with some exciting incentives! Stay tuned for more information on this. In the meantime your attendance at school is so important- every day counts!

Congratulations to Owen 9L!

Owen represented Carranballac P-9 College at the Junior Secondary Boys' Epee Schools League State Championship over the weekend.

There were 110 fencers participating in the competition, with students from various schools. Owen fenced exceptionally well and ultimately won the Gold Medal for the school. Owen has reported it would be his honour to contribute to the school as part of the Carranballac family. He is very happy to have achieved this goal in his graduation year.

Owen travels to Richmond four days a week to train. Well done Owen!



← → ↺ 🔄 🔊 📄 4 ⋮

fencingtimelive.com

Junior Secondary Men's Epee				
SCHEDULE	MY FENCERS	FENCERS	FORMAT	TABLEAU
RESULTS				
Final Results				
Search 🔍 CSV 📄				
Place	Name	Club(s)	Division	Country
1	QU Owen	Carranballac P-9 College / VRI Fencing Club		
2	GUO Derrick	Melbourne Grammar School / KIRIN Fencing Club		
3T	WANG Zhirun Rex	Balwyn High School / Blacklords Fencing Club		
3T	LUI Ian	Balwyn High School / Blacklords Fencing Club		
5	CHEN Daniel	Camberwell Grammar School		
6	HUANG Collin	Camberwell Grammar School / KIRIN Fencing Club		
7	CROSS William (Billy)	Scotch College		
8	ZHANG Edison	Trinity Grammar School / Tizona Fencing Club		
9	DOMO Zivica (Michael)	Small Business School / KIRIN Fencing Club		



RESILIENCE



INTEGRITY



INCLUSIVENESS



RESPECT



RESPONSIBILITY



# WINTER SOLSTICE PYJAMA DAY!

*When  
Friday  
20 June*



*Please make a  
gold coin  
donation*



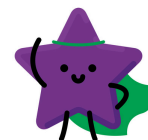
All donations will be used towards  
school ground improvements

Students can wear Pyjamas to school on this day.





# Carranballac College



# GREEN CHRONICLES

Term 2 Weeks 1-5



Cohort	Boardwalk Campus Green Chronicles
Prep	26
Year 1	41
Year 2	33
Year 3	20
Year 4	37
Year 5	8
Year 6	19
Year 7	192
Year 8	115
Year 9	161
Total:	652

Cohort	Jamieson Way Campus Green Chronicles
Prep	20
Year 1	47
Year 2	57
Year 3	56
Year 4	56
Year 5	59
Year 6	95
Year 7	122
Year 8	281
Year 9	271
Total:	1064

**Well done to all our students!**



You've achieved a fantastic number of Green Chronicles in the first five weeks of Term 2. What a great job!

Keep up the excellent effort—your teachers are very proud of you, and we're excited to celebrate the next group of 'All Stars' as they earn their award.

## Primary All-star Awards:

Hot off the press, our primary all-star awards have arrived.



# Every Day Counts!

We hope that by reading our regular newsletter articles you know that attending school every day is vital for student success - not just academically, but socially and emotionally too. Every lesson builds on the last, and regular attendance ensures students stay connected to their learning and their community.

## The Power of Daily Attendance

Students who attend regularly are better prepared for lessons, more involved in classroom discussions and build stronger relationships with teachers and peers. In the long term, these habits create a strong foundation for future education and career success.

Daily school attendance isn't just about academics. It helps students:

- Keep up with lessons and avoid falling behind
- Build social skills and friendships
- Strengthen discipline, commitment, and responsibility
- Develop confidence and resilience
- Build habits that prepare them for life after school.

When students attend every day, they stay on track and feel more connected to their learning journey. While we know that sometimes life gets in the way (like illness or family emergencies) meaning that 100% attendance isn't always possible, striving for it leads to the best possible outcomes.

## How Families Can Support Good Attendance

Parents and carers play a vital role in supporting regular attendance. Here are a few simple strategies:

- Create a smooth morning routine by preparing schoolbags and lunches the night before
- Encourage healthy habits to avoid preventable sick days
- Schedule appointments outside of school hours whenever possible
- Talk to your child about any worries they may have about school
- Stay involved by attending school events and keeping in touch with teachers
- Celebrate good attendance to reinforce its importance.

## Support for Attendance

If you feel that getting your child to school on time or altogether is a challenge, we are more than happy to support you to address this. Please reach out to your child's classroom/homeroom teacher or call the office on (03) 9395 3533 to discuss further.

# FOOD TECH NEWS

TERM 2



**IT'S BEEN A DELICIOUSLY BUSY TERM IN  
FOOD TECHNOLOGY!**



Tiger & Roman (Food Around the World)

## YEAR 7

Students have been exploring Food in Australia, learning about traditional and contemporary Australian dishes. So far, they have cooked up a storm with lemon myrtle damper, Anzac biscuits, sausage rolls, toad in the hole, and bully beef with rice.

## YEAR 8

Students have been diving into the world of fusion foods, discovering how cultures combine flavours and ingredients to create exciting new dishes. They've made brookies, HSPs (Halal Snack Packs), meatballs with spaghetti, Banh Mi (see recipe below), and tacos.

## FOOD AROUND THE WORLD

Our Food Around the World group has been travelling the globe through food, learning about different countries and their traditional dishes.

They've prepared cinnamon scrolls, pizza and pasta, burritos, sausage sizzle, meat pies, and a beautiful French apple tart.



The students have enjoyed developing their cooking skills and exploring global cuisines while working collaboratively in the kitchen. Well done to all!



# RECIPE: BAHN MI



IT'S BEEN A DELICIOUSLY BUSY TERM IN  
FOOD TECHNOLOGY!

## INGREDIENTS:

### CHICKEN MARINADE

- 1 chicken breast (sliced thinly)
- 1T soy sauce
- ½ T fish sauce
- ½ T lime juice
- ½ T brown sugar
- ¼ t minced garlic
- 1 t vegetable oil

### VEGETABLES

- ½ carrot (julienned)
- ¼ cucumber (julienned)
- 1 T white vinegar
- 1 T water
- Pinch salt

### BANH MI

- 2 crusty baguettes
- 2 T mayonnaise
- Sriracha (optional)
- Fresh coriander
- Fresh chilli

## METHOD:

### CHICKEN

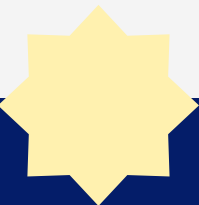
1. Mix marinade ingredients together and add chicken. Toss well and allow to marinate for 10 minutes.
2. Heat a pan over medium heat and cook the chicken slices until cooked through and caramelised. Set aside.

### VEGETABLES

1. Mix vegetable ingredients together (vinegar, water and salt), add carrot and cucumber, and let sit for 10 minutes.

### ASSEMBLY

1. Slice baguettes lengthwise.
2. Spread a layer of mayonnaise.
3. Add chicken.
4. Top with pickled vegetables, coriander and optional spices/ chilli.





# Wood Tech

## Year 9 - Dig it

In Year 9 Landscaping, students have been learning the fundamentals of landscape design, with a strong focus on understanding how to create a purposeful and visually appealing outdoor space. After exploring the importance of having a clear design focus, students applied their knowledge by constructing outdoor benches using a variety of hand and power tools. With their builds complete, they will now move on to preparing the landscape area by clearing it and laying down mulch to complete the project and enhance the overall environment.



## Year 8

Year 8 students demonstrated their woodworking prowess by creating unique timber key condos using a variety of tools. Students mastered techniques such as sawing, sanding, and drilling, showcasing impressive attention to detail and craftsmanship. The project not only developed their technical skills but also encouraged creativity and independent thinking. Each student's key condo reflected their personal style and effort, resulting in a collection of diverse and functional pieces. We are proud of their dedication and the fantastic outcomes of their hard work.



## Year 7

Year 7 students have eagerly begun their journey into woodworking by starting to craft timber pencil boxes. They are learning to create precise rebate joints, cut pieces to the correct length, and expertly join them together. This project introduces them to essential woodworking techniques and promotes hands-on learning. With guidance from their instructors, the students are gaining confidence and honing their skills. We look forward to seeing their completed pencil boxes, which will be a testament to their hard work and newfound abilities.



# National Reconciliation Week (May 27-June 3)

National Reconciliation Week (NRW) is a time for Australians to reflect on the country's shared history and cultures, and to work towards a more just and equitable future. It runs annually from May 27 to June 3. The theme for National Reconciliation Week 2025 is "Bridging Now to Next". This theme encourages Australians to reflect on the past, recognise the ongoing connection between the present and future, and act together to build a more inclusive and united nation. You may have noticed posters and displays in classrooms and around the school community recently to celebrate this important event.



**The Poster and Artwork-** The artwork for the National Reconciliation Week 2025 *Bridging Now to Next* campaign poster was designed by Bree Buttenshaw. Bree Buttenshaw is a proud Kalkadoon woman and talented digital artist based on Quandamooka Country (centred around Moreton Bay, Queensland.)

**What the Design Represents-** The design celebrates the resilience of Australia's native flora, featuring Lemon Myrtle, Banksia, Gum Leaves, Desert Lime and Kangaroo Paw, renowned for their ability to endure harsh conditions, regenerate after fire, and flourish through adversity. These plants embody the strength and adaptability of people and communities, emphasising the importance of growth in the present while looking toward the future. By interweaving the regenerative stories of native plants with the campaign's theme, the artwork encapsulates perseverance, unity, and hope

## Classroom Learning

As part of National Reconciliation Week, students from F-9 explored First Nations and Torres Strait Islander culture and history through a series of lessons designed by our Marrung Champions, Alison Peric and Alby Houltham. Lessons were undertaken in both primary and secondary classrooms to learn about, recognise and strengthen students understanding of First Nations Aboriginal and Torres Strait Islander Peoples culture, ongoing connection to country and history. All lessons are were designed with cultural sensitivity in mind and were age appropriate. Lessons undertaken as part of this week were:

**P-2- History of our Flags** Students learnt about the designs used in the Aboriginal and Torres Strait Islander flags. They explored the symbolic representation of the designs and colours used to create their own their own flag artworks.

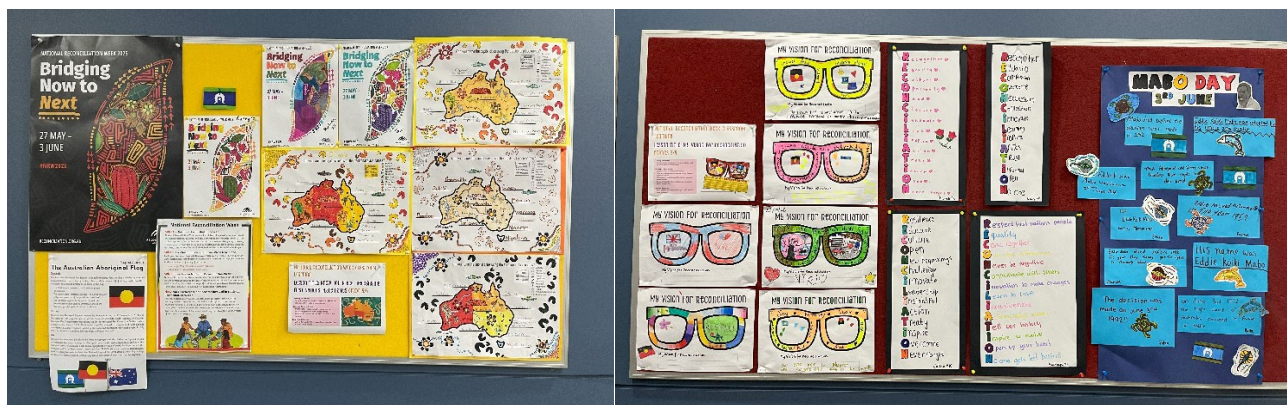
**Grade 3-4- Our Vision for Reconciliation-** Students created their own artistic Vision for Reconciliation Sunglasses artwork. They explored the concept of Reconciliation and what a fair and equal Australia looks like. They combined image and text to create the own vision for reconciliation.

**Grade 5/6 Know Your Place-** Students explored the dual names of Australian capital cities in both English and First Nations language. They learnt how to pronounce the place names in language and created a map to show the First Nations names of each capital city.

**Years 7-9 - Reconciliation Acrostic Poems-** Students explored the concept of Reconciliation and the 5 dimensions associated with it. Then brainstormed ideas to create an acrostic poem using the word 'Reconciliation'.

Thank you to al the teachers for successfully delivering these lessons. Student engagement was at and all time high and the work produced was of a wonderful standard!





Classroom Learning displays in office foyer.

## Bell Music

To celebrate National Reconciliation Week, we changed our bell music to reflect the importance of this time. Thank you to our wonderful secondary music teacher Mr Rock for slicing together our three selected songs. The songs students heard during this week were:

**From Little things big things grow-** written by Kev Carmody and Paul Kelly, performed by Paul Kelly and the Messengers **What it's About:** This song is based on the story of the Wave Hill walk-off (Gurindji strike) and Vincent Lingiari as part of the Gurindji peoples struggle for land rights in Australia and reconciliation.

**Treaty-** 'Treaty' composed by Mandawuy Yunupingu and his Yothu Yindi band members alongside Aussie rockers Peter Garrett and Paul Kelly. **What it's About:** Treaty is a protest song that was written in response to the Hawke Government's broken promise of a Treaty between Indigenous Australians and the Australian Government.

**Solid Rock- Goanna-** written by Shane Howard. **What it's About:** "Solid Rock" is a song written by and recorded by Australian rock band Goanna. The song deals with issues of land rights for Indigenous Australians and was released in September 1988.

## Year 8- Artist in Residence Mural Project

As you drive past Carranballac College Jamieson Way Campus, you may have noticed a beautiful artwork emerging on the back wall of our library, near the flagpole gate. As part of the Year 8 Visual Arts program and our Artist in Residence Program, students have been engaging with our own school community member and First Nations artist Tiffany Hunter, of Nerdu Badji Education.

Students have worked alongside Tiffany to develop ideas and to create a painted mural, based on the theme of community and 'djeembana' which is the Bunurong word for meeting place. Students have had direct input into brainstorming ideas, words and imagery to include in the mural. Students contributed their handprints to the mural which was a highlight of the week. We thank all students involved in this exciting project and are thrilled to be working with Tiffany who is such an engaging educator and inspiring person and artist.



## Year 8- Artist in Residence – Year 8 Student Individual Artworks

Students have also been working with Tiffany to create a take home canvas artwork based on the theme of cultural and personal identity, which will be exhibited as part of NAIDOC week celebrations in the coming weeks. We think the works look amazing and we look forward to displaying them in the office foyer in the coming weeks.



## Indigenous Garden- Plant Identification Signs

At Jamieson Way campus we have been working on creating First Nations plant identification signs for our Indigenous Garden. Year 7,8 and 9 students have been working tirelessly to create these beautiful plant identification signs. Although our Indigenous Garden is looking a little worse for wear due to the current mural works taking place, we will be revamping the planting in weeks to come.





## Looking Forward- NAIDOC Week

As part NAIDOC week (July 6- 13) students from F-9 will again engage in classroom learning activities surrounding First Nations and Torres Strait Islander culture and history. As NAIDOC week falls on the school holidays, we will be engaging in classroom learning activities in week one of term 3.

The NAIDOC Week 2025 theme is "The Next Generation: Strength, Vision & Legacy". This theme celebrates both the achievements of the past and the potential of the future, highlighting the role of young Indigenous leaders, the vision of communities, and the enduring legacy of ancestors. The artist who created the 2025 NAIDOC Week poster is Jeremy Worrall. His digital artwork, titled "Ancestral Lines," was selected as the winner of the 2025 National NAIDOC Week Poster Competition.

We have some exciting lessons and activities planned and we look forward to further engaging our students in meaningful learning, so watch this space!

Alison Peric (Marrung Champion, Jamieson Way Campus)





## WEAVING WORDS: BUILDING STRONG STORYTELLING ABILITIES

Welcome to the next edition of our language-building tips! This week, we're focusing on the magic of storytelling and narrative skills, essential abilities that help children of all ages communicate effectively, think creatively, and connect with others. From recounting their day to crafting imaginative tales, strong narrative skills are a cornerstone of language development.

**Why Storytelling Matters:** Storytelling isn't just about entertainment; it's a powerful tool for developing:

- **Sequencing and Organisation:** Helping children structure their thoughts logically.
- **Vocabulary and Grammar:** Encouraging the use of new words and varied sentence types.
- **Memory and Attention:** Requiring children to recall details and maintain a coherent plot.
- **Social Skills:** Supporting clear communication, perspective-taking, and active listening.

### Tips for Building Strong Storytelling Abilities:

Here are some simple ways you can help your child become a master storyteller at home:

- **Sequence the Story:** When talking about events (like your day, a weekend trip, or a favourite movie), encourage your child to use time words: "First, then, next, after that, finally." This helps them organise their thoughts chronologically.
- **Encourage Details:** Prompt your child to include key story elements:
  - **Characters:** Who was in the story?
  - **Setting:** Where did it happen?
  - **Problem:** What went wrong or was tricky?
  - **Solution:** How was the problem solved?
  - This helps them add richness and clarity to their narratives.
- **Use Visuals to Plan:** For younger children, draw simple pictures or use graphic organisers (like comic strip templates or a "story mountain") to visually plan out their story ideas before they tell or write them.

- **Explore Different Storytelling Forms:** Encourage various ways to tell a story:
  - **Verbally:** Share stories around the dinner table.
  - **Written:** Keep a journal or write short creative stories.
  - **Acted Out:** Use toys or simply act out parts of a story.
  - This provides diverse opportunities for practice.
- **For Older Children:** As your child grows, challenge them to:
  - Develop more complex plots with twists and turns.
  - Focus on building believable characters with motivations.
  - Experiment with varied sentence structures to make their stories more engaging.

### **The Power of Reading Aloud:**

Reading together is one of the best ways to build a strong foundation for storytelling and overall language and cognitive skills.

### **Simple Reading Tip:**

- **Read Aloud & Independent Reading:** Continue reading aloud with your child, even if they can read independently. This exposes them to rich vocabulary and complex sentence structures. Additionally, encourage and support your child's independent reading, allowing them to choose books that interest them.
- **Ask Questions:** Pause during reading to ask "who," "what," "where," "when," "why," and "how" questions about the story. Be mindful of not to bombard them with questions!
- **Retell the Story:** After finishing a book, encourage your child to retell the story in their own words. This is a fantastic way to practise sequencing, recall details, and build their narrative muscles!

I hope these tips help your family enjoy building strong storytelling skills together!  
Please feel free to contact me if you have any questions.

Kind regards,

Kaitlin Hughes

**Speech Pathologist**

**Carranballac College**



# ISSUE 4 OPEN NOW!

**\$5** Earn a  
**PROMO CODE**  
Included with order confirmation

**SCHOLASTIC Book Club**  
Our Volunteers keep us reading

**Thank You**  
ORDERS DUE BACK BY:

**001 NEW! Rise of the Ender Dragon**  
Zombie's big mistake hatches chaos—can he tame the baby Ender Dragon? 144 pp.  
AGES 8+ \$18.48 **\$12.00**

**002 NEW! HALF PRICE! Mr. Luke's Magic Library: Ocean Adventure**  
Mr. Luke's class opened a magic book and found themselves under the sea!  
24-pp hardcover.  
AGES 3+ \$19.99

**003 NEW! SAVE 45% Don't Trust Cats (Life Lessons from Chip the Dog)**  
Chip the dog shares his tips on who to trust.  
24-pp hardcover.  
AGES 3+ \$19.99

**004 NEW! Dog Man**  
In celebration of the Dog Man movie, get your copy of Dog Man #1 with lenticular cover for only \$6!

**BABY-SITTERS LITTLE SISTER**  
Includes 2 strawberry BFF necklaces!

**DOG MAN**  
DAVE PILKEY

**Includes game controller fidget**

**Includes 2 strawberry BFF necklaces!**

**SCHOLASTIC Book Club**

Orders for **Bookclub 4** must be made online by;

**Friday 20th June, 2025**

Click on the link below to view the digital catalogue:

<https://www.scholastic.com.au/book-club/book-club-parents/book-club/>

Please pay by - **CREDIT CARD** - To order and pay for your Scholastic Book Club order by credit card by visiting the link below for the LOOP site, where parents can place their orders. **NO CASH PLEASE**

<https://mybookclubs.scholastic.com.au/Parent/Login.aspx>

Parents can order directly to the school, without paying a shipping fee as long as orders are placed by 20/06/25. Books will be delivered to your child's classroom without any delivery fees.



# Camps, Sports and Excursions Fund APPLICATION Form

School Name

School REF ID

## Parent/legal guardian details

Surname

First name

Address

Town/suburb  State  Postcode

Contact number

Centrelink pensioner concession **OR** Health care card number (CRN)

-  -  -  **OR**

☐ Foster parent\* **OR** ☐ Veterans affairs pensioner (Gold Card)\*\*

\*Foster Parents must provide a copy of the temporary care order letter from the Victorian Department of Families, Fairness and Housing (DFFH).

\*\*Applicants must provide a copy of the Veteran Affairs Gold card.

## Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders.

I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant  Date  /  /

## Camps, Sports and Excursions fund eligibility

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

### Criteria 1 – Eligibility

To be eligible\* for the fund, a mature minor of sixteen years of age or over, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

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

\* A special consideration eligibility category also exists. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility | education.vic.gov.au](https://education.vic.gov.au/camps-sports-and-excursions-fund-csef-eligibility)

Mature minors or parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

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

School is compulsory for all Victorian children aged between six and seventeen years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and eighteen years inclusive.

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

#### Eligibility Date

For concession card holders, CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink (see [Camps, Sports and Excursions Fund \(CSEF\): Policy | education.vic.gov.au](https://education.vic.gov.au/camps-sports-and-excursions-fund-csef-policy)).

## Payment amounts

#### CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

The CSEF is paid directly the school and will be allocated by the school towards camps, sports and/or excursion costs for your child. Please refer to the policy for the current rates.

**For ungraded students**, the rate payable is determined by the student's date of birth. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts | education.vic.gov.au](https://education.vic.gov.au/camps-sports-and-excursions-fund-csef-payment-amounts)

**Foundation and Year 7 government school students** who are CSEF recipients are also eligible for a uniform voucher. Schools are required to make applications on behalf of parents, so please register your interest at the school.

## How to complete the application form

**NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN**

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.  
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.  
If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible.

CSEF payments cannot be claimed retrospectively for prior years.

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