

## College Principal's Report

I would like to begin by noting International Women's Day which was marked on Monday 8 March - this day celebrates and acknowledges the voices, contributions and achievements of women in all areas of our society. It also is a time to reflect and take stock of aspects of our local, national and global community where there is significant work to be done. At a school level I am constantly impressed by the strength and leadership of both young and older women across the College. In both students and staff I see women actively working to make a difference. This is truly in the spirit of International Women's Day and I encourage you to make contact with me if you have ideas about how we can better celebrate this achievement, and also focus on actions that will make a difference to women's lives.

I am pleased to be able to welcome a number of new members to our School Council for 2022. After nominations have been received, an election will not be required and I can announce that Melissa Gilbert, Cameron Blewitt and Darren Symes will join current parent representatives; Meni Romito and Randa Rafiq. Our new members each have children who have commenced at Mill Park Secondary College in Year 7 this year and it is great to be able to have their input and contribution to this important role. After our next School Council meeting in April I will publish the full list of Council members and also invite you to join some of the working groups and committees which are convened by council. These are another way that you can get involved and help influence positive change within our school community.

It has been great to see a number of sporting teams go out to compete. Please continue to encourage your child to get involved in co-curricular sport: It is an important part of a balanced and positive approach to being at the College. On Thursday 24 March, all students and staff will be involved in the College Athletics Day at the Meadowglen Athletics Track in Epping. This is a whole day event and no classes will be run at either campus during this day. Please ensure that you have given appropriate consent via Sentral to ensure that your child can attend.

### School feedback

As we begin a new school year, we are seeking input from you our community in regards to student agency conferences, information nights and college wide seminars. There is also an opportunity at the end of the survey for you to give us any other feedback. This survey is anonymous, however you can leave your details. We thank you for taking the time to complete this [short survey](#).



**Tim Natoli**  
College Principal



# MY Campus Principal's Report

## Stamina

The stamina of students and staff has been impressive, considering for the two years where we have hardly had a full term on-site. There has been significant planning for support and class plans enacted to help students and teachers work together at their best. Not surprisingly though, stamina is emerging as an issue for us all, after six weeks. This is totally understandable. It would not surprise me if this has already emerged in discussions at home, but if not I encourage families to test the water. The long weekend provided a good opportunity to relax and reset, but it may be necessary to continue checking in around stamina and having conversations about how we can maintain positive relationships, even if our energy levels are tested or how we modify our daily/weekly activities to help with the recovery. This approach is consistent with the idea of needing to support "bouncing-back" over an extended time. There may also need to be some extra support around pressure points like completion of assessment tasks, as assessments loom. Using the Google Classroom updates is an ideal way to check in on work progress, with clear knowledge of what work is there. Open and early communication about any struggles will help to access support at school, so encourage your child to speak with their teachers or reach out to us if you are concerned.

## Sport Update

It has been fabulous to see students heading out of the school to compete in sporting competitions once again. Many students have missed these opportunities and while it takes them away from their classroom learning, there are many lessons learned through this participation, not least of all the value of teamwork but also sportsmanship, through the appreciation of the skills of stronger opponents and learning how to lose with dignity. Thanks to Jordan Lewis our Sports Coordinator and all the staff who have willingly coached teams to provide these opportunities. Below is a summary of the teams' performances:

### Year 9 Cricket

The Year 9 cricket team went out on Thursday 10 February. They fought hard all day against very strong opposition, Abbas R carried his bat through the entire innings as we fell short to Mernda by 14 runs. Angus P took two wickets and a catch in the same game in a very good performance. Ultimately the other teams proved too strong on the day and our team finished in the 3rd place.

### Year 8 Cricket

The Year 8 cricket team went out on Monday 28 February. They had a great day and fought hard all day in their three matches. Unfortunately they just missed out on progressing to the next round. Well done to all the students and thank you to Mr Self for taking the time to train and coach the team!

### Year 7 Cricket

The Year 7 boys cricket team went out on Monday 7 March. The boys tried hard in both of their matches. They did an excellent job representing the school and had a great day out. Thank you to Mr Rogers for taking the time to coach the team.



### Year 9 Volleyball

On Monday 7 March, the girls and boys Year 9 volleyball team attended the district volleyball competition at Darebin Community Sports Stadium. The students all put in their best efforts to have the best and most enjoyable experience. Games were played against The Lakes, Whittlesea, Thomastown, Gilson and Mernda. Unfortunately the students didn't make it to the next round but they did have lots of fun and had a great experience as a group. The students would like to thank Ms Hesari, Ms El Mohammad and Kaeyl for taking the time to train them and being there to support and encourage us.

### Year 9 Tennis

The Year 9 boys tennis team went out on Monday 7 March. They only played one tie that consisted of four singles and a couple of doubles matches. The boys had a successful day out and progressed through to the next round, congratulations and good luck in the next matches!







# MY Campus Principal's Report

## Year 7 Camp

Last week, students in Year 7 enjoyed 3 days at Mount Evelyn Recreation Camp. Students participated in many activities, including the Giant Swing and Archery. They also played games, watched movies and cooked marshmallows over the fire. Even the wet weather couldn't dampen their spirits, with some students even holding a Diamond Python!







## NAPLAN – information for parents and carers



2022

### Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit in May each year. It is the only national assessment all Australian students do.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

### Your child will do the NAPLAN tests online

Schools are transitioning from paper-based to computer-based assessments. Most schools will complete NAPLAN tests online in 2022. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

### What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. Questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities have contributed to the development of NAPLAN test materials.

To find out more about NAPLAN, visit [nap.edu.au](http://nap.edu.au)

### Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students can participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experience of using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.





# MY Campus Principal's Report

## What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

## What can I do to support my child?

Students are not expected to study for NAPLAN.

You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and tools available in the online NAPLAN assessments at [nap.edu.au/online-assessment/public-demonstration-site](http://nap.edu.au/online-assessment/public-demonstration-site)

## NAPLAN timetable

The NAPLAN online test window is nine days. This is to accommodate schools that may have fewer devices.

The NAPLAN online test window starts on Tuesday 10 May and finishes on Friday 20 May 2022. Tests must be scheduled as soon as possible within the testing window, prioritising the first week.

Online NAPLAN test scheduling requirements are detailed in the table below.

## How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

## How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](http://myschool.edu.au)

## Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](http://nap.edu.au/TAA)
- visit [nap.edu.au](http://nap.edu.au)

To learn how ACARA handles personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](http://nap.edu.au/naplan/privacy)

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none"> <li>• Year 3 students do the writing test on paper (on day 1 only)</li> <li>• Year 5 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only)</li> <li>• Years 7 and 9 writing must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only)</li> </ul>	Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min.	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	<ul style="list-style-type: none"> <li>• To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Year 7 and 9 students can start with reading on day 1; however, writing must start on day 2</li> <li>• To be completed <b>before</b> the conventions of language test</li> </ul>	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	Students read a range of informative, imaginative and persuasive texts and then answer related questions
Conventions of language	<ul style="list-style-type: none"> <li>• To be completed <b>after</b> the reading test</li> </ul>	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	Assesses spelling, grammar and punctuation
Numeracy	<ul style="list-style-type: none"> <li>• To be completed <b>after</b> the conventions of language test</li> </ul>	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	Assesses number and algebra, measurement and geometry, and statistics and probability





# Senior Campus Principal's Report

We are now more than halfway through the term and it has been great to be able to get back to some kind of normal at school. Students are attending classes, completing work and it feels like a school again after so many weeks of lockdown during the last two years. Camps, sports and excursions are also now occurring again and it is great to see so many student participating and making their time at school both enjoyable as well as memorable.

## Student Leadership

All candidates for the roles of Year 10 captain and vice-captain addressed students at an assembly two weeks ago. After this, Year 10 students voted for their preferred candidate. Well done to all candidates. They spoke very well and had some great ideas for the year. Congratulations to the Year 10 Captains, Insiyah Handy and Brock Garside-Brock.



Congratulations also to the vice-captains Korto Janger and Karthika Srikamalanathan



## Hellenic Museum Excursion

On Thursday 3 March, Year 12 Ancient History students were accompanied by Ms Fraser to the Hellenic Museum. This gave students a hands on experience to find out about the Greek culture, both ancient and contemporary, through art exhibitions and innovative programs. The Hellenic museum is housed in the historic former Royal Mint Building.







# Senior Campus Principal's Report

The Year 12 VCAL cohort have been learning basic cooking skills as a part of their Personal Development curriculum. Zara Smith and Jay Kociski are pictured here with their pancakes.







# Senior Campus Principal's Report

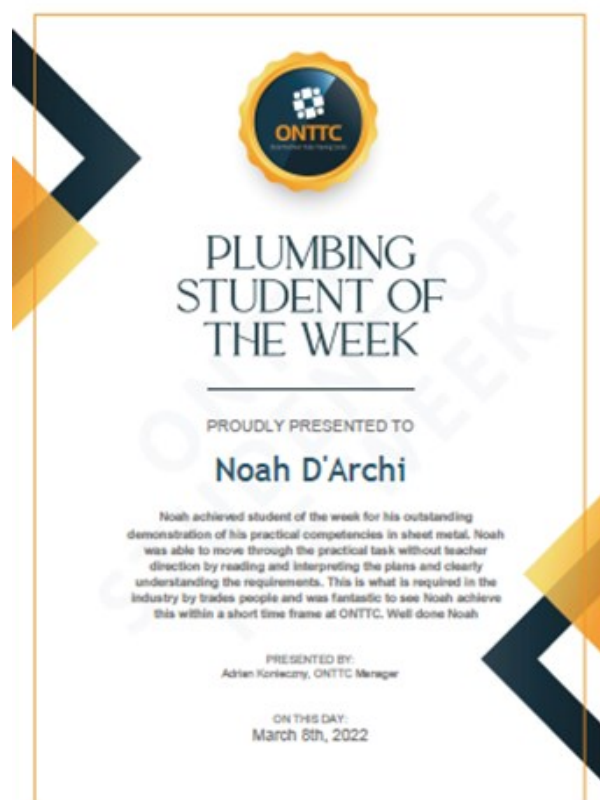
## Senior School sports

The Senior Boys volleyball team won three out of their seven games while the Senior Girls volleyball team won four out of their six games. All students represented the school well and should be congratulated for their effort.



## VET

Vocational Education Training is an alternative type of subject to VCE where students gain practical hands on experience. Some classes are run at Mill Park while other classes are run at different venues such as ONTTC. This year, some year 10 students have been able to have early exposure to the VET program through the Tradie Taster Program. Congratulations to Kristijan for being 'Student of the Week' in this program and Noah for his work in plumbing.







# Senior Campus Principal's Report

On Wednesday 9 March, our VET students from Sport and Recreation and Community Services took part in First Aid training.





# College Report

Every year, as part of the VCE Season of Excellence, Top Class is held at the Melbourne Recital Centre to showcase the top scoring VCE and VET dance solos from the previous year. In 2021, Mill Park Secondary College had two VET Dance students: Martika Phemister and Chase Foster, who received invitations to audition. Martika was successful in acquiring a position in the show and has since gone on to study full time dance at Jason Coleman's Ministry of Dance.

This year, we were pleased to hear another student: Deviria Sutera, had been invited to audition. When asked about the VET Dance Program at Mill Park Secondary College, Deviria stated, *"The program at Mill Park is excellent, not only did it help improve my overall dance technique but the support we received during the COVID-19 remote/online learning pandemic was amazing. My teacher, Zoe, was always making sure we were on the right track and there was no hesitation in asking for help."* Deviria has gone on to study a Bachelor of Sports Coaching and Development with plans to later move into Physiotherapy and credited her VET Dance theory in helping her find her passion for this. Deviria has said, *"If you're thinking about doing the VET Dance course at MPSC – do it! It's one of the most memorable experiences I've had. Everyone is so supportive, I've made lifelong friends, your dancing technique will improve and you will grow in confidence with every session"*.

Martika Phemister. On stage at Melbourne Recital Centre, featured in Dance Train Magazine – 2021



Deviria Sutera performing a leg extension.



# College Report



## Mill Park Secondary College Athletics Carnival

**Date:** Thursday 24 March

**Time:** 8:55am to 2:30pm

**Venue:** Meadowglen Athletics Track, McDonalds Road

**Transportation:** Students are to make their own way to and from the venue, car pooling, walking and public transport is encouraged to minimise the traffic in the area.

Please consent for the activity using the Parent Portal. You will need to have consented before Tuesday 22 March. **Students will not be able to consent on the day, and students without parental consent through the parent portal will be sent home.**

If you are not currently on Sentral, you will need to contact either Middle Years Office on 9407 9700 or Senior Campus Office on 9409 8222 for assistance and to get your unique login code.

The athletics carnival is a college wide event, all students from Years 7 - 12 are expected to attend and there will be no formal classes or activities running at either campus that day.

Students can wear casual clothes for the day. It is highly recommend students wear active clothing that will allow them to participate in athletic events throughout the day. House colours are also encouraged. Students will receive information about what house they are in during a pastoral class in the lead up to the athletics carnival.

Students will not be allowed to leave the venue until the conclusion of the event.  
If you have any concerns or questions please contact your relevant General Office.



# Tuning in to Teens™

## Emotionally Intelligent Parenting

A six-session parenting program  
for parents of adolescents aged 12-18

Would you like to learn how to:

- be better at talking with your teen?
- be better at understanding your teen?
- help your teen learn to manage their emotions?
- help to prevent behaviour problems in your teen?
- teach your teen to deal with conflict?

*Tuning in to Teens™* shows you how to help your teen develop *emotional intelligence*. Adolescents with higher emotional intelligence:

- are more aware, assertive and strong in situations of peer pressure
- have greater success with making friends and are more able to manage conflict with peers
- are more able to cope when upset or angry
- have fewer mental health and substance abuse difficulties
- have more stable and satisfying relationships as adults
- have greater career success ñ Emotional intelligence may be a better predictor of academic and career success than IQ!

**Where:** Online

**When:** Wednesdays, 10:00-11:30am  
Beginning 4<sup>th</sup> May- 8<sup>th</sup> June 2022

**Contact:** Sonia and Melissa at  
[NEReconnect@vt.uniting.org](mailto:NEReconnect@vt.uniting.org)  
or 9051 2444 to register.



# College Report



The **theme** for 2022 is **Kindness Culture** – by building Kindness Culture together, we can promote inclusion, respect and community belonging for all students.

Unfortunately, at least **1 in 5** students experience bullying. Types of bullying include **verbal, physical, social, and cyberbullying**. Most people who bully are NOT ‘bad people’ but need to learn how to relate positively to others. Bullying is a serious issue and important that it is NOT about blaming anyone but rather helping develop more positive behaviours.

**All students** are encouraged to block content, report it, and support each other if they see or experience bullying including cyberbullying. **Ask** before you share or post a photo of someone online – if they say no or are not sure, respect their decision and don’t share.

**Bullying is NEVER OK! Everyone has the right to feel safe and be safe!**

## Signs of bullying

Each student who has been bullied or is bullying others will respond and act differently. However, here are some signs that may indicate a student is experiencing bullying:

A teacher may notice a student becoming aggressive and unreasonable, starts getting into fights, refuses to talk about what is wrong and school grades being to fall.

Sometimes bullying can be less obvious where a student is often alone or excluded from friendship groups at school, frequent target for teasing/mimicking/ridicule at school, and/or change in the student’s ability of willingness to speak up in class and appears insecure or frightened.

## **Parents may report the following about their child(ren)**

- doesn’t want to go to school
- changes their method or route to school, or frightened of walking to school
- changes in sleep or eating patterns
- frequent tears, anger, mood swings
- unexplained bruises, cuts, scratches
- missing or damaged belongings or clothes
- arrive home hungry

## **Students who are more like to be bullied are also more like to:**

- feel disconnected from school and not like school
- lack quality friendships at school
- display high levels of emotionality that indicate vulnerability and low levels of resilience



# College Report

- be less well accepted by peers, avoid conflict, and be socially withdrawn
- have low self-esteem
- be relatively non-assertive
- be different in some way

## **A student who bullies may:**

- repeatedly tease, imitate, or make fun of the same targets
- feel the need to dominate or control others
- show no compassion for someone who's experiencing bullying
- repeatedly exclude or ignore the same target
- whisper behind their backs on a frequent basis.
- feel disconnected from school and dislike school
- demonstrate good leadership skills
- demonstrate good verbal skills and ability to talk themselves out of trouble

## **Factsheet on Cyberbullying -**

<https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/smc cyberbullying.pdf>

## **Factsheet on definitions of bullying, harassment, discrimination, and violence -**

<https://bullyingnoway.gov.au/resources/fact-sheets/fact-sheets-for-families>

## **For more information about bullying and support, check out the below:**

- <https://www.esafety.gov.au/young-people>
- <https://bullyingnoway.gov.au/resources/fact-sheets>
- <https://yla.org.au/>
- <https://kidshelpline.com.au/>
- <https://headspace.org.au/online-and-phone-support/>



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### Step 1 Download Qkr!

on your Android phone or iPhone. iPad users can download iPhone app



### Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

### Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10kms of the school, or search for our school by name.

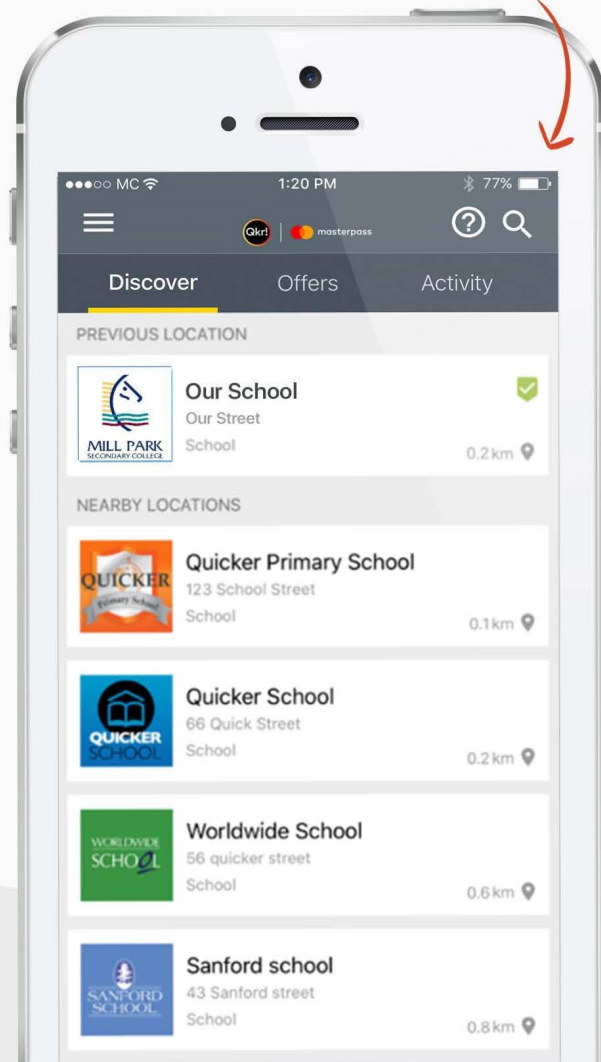
### Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'

Search for our school name



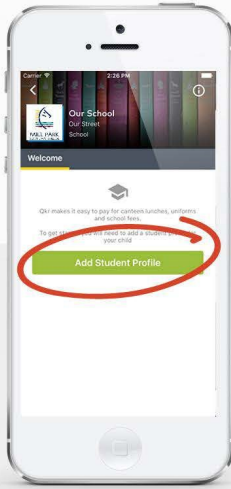




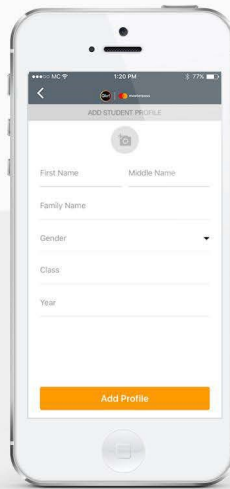
masterpass

## Add your children's details in Student Profiles

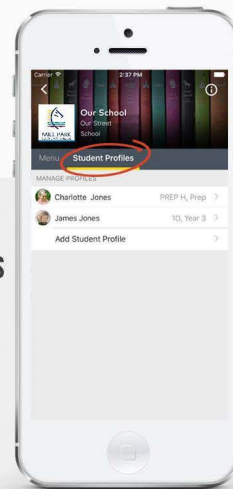
Select  
'Add student profile'



Add each  
child's details

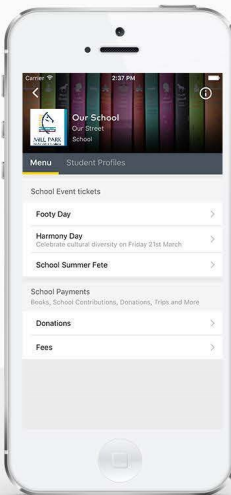


Manage each  
child's details in  
Student Profiles

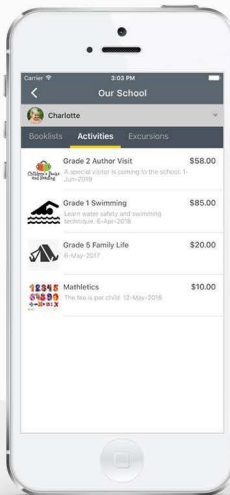


## Purchase school items

Select a menu  
from our school

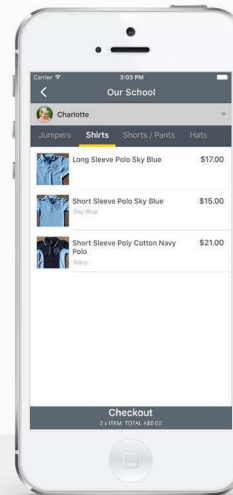


Select child  
you are  
ordering for



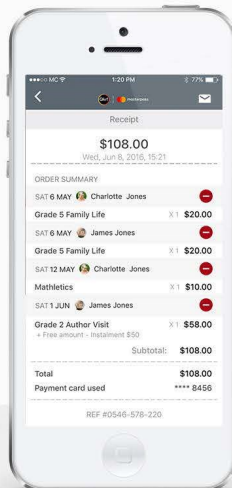
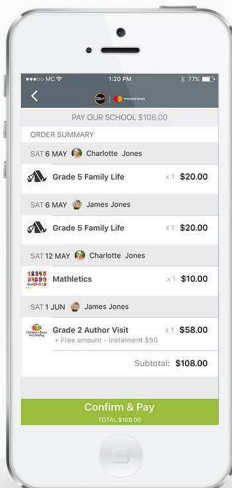
Select your items

Tap 'Checkout'  
then confirm and pay



## Making payments

Add up to 5 cards to your wallet



At checkout select which card to  
pay with.

Pay with any cards accepted by  
the school.

Once your payment is approved you  
can continue to the home page, or  
view your receipt.

## CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name

School REF ID

### Parent/carer details

Surname

First name

Address

Town/suburb  State  Postcode

Contact number

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

-  -  -  **OR**

☐ Foster parent under a temporary care order\* **OR** ☐ Veterans affairs pensioner (Gold Card)\*\*

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

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

Is this an application for special consideration (no CRN needed)? Yes ☐ No ☐

### Student details

Student's surname	Student's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Families, Fairness and Housing (DFFH) to provide the results of that enquiry to DET.

I understand that:

- DFFH will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET 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 DET 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 DET.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the DFFH and /or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to 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  /  /



## CSEF ELIGIBILITY

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

### Criteria 1 – General eligibility

To be eligible for the fund, a parent or carer of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one
  - on the first day of Term two
- a) be a holder of one or more of the eligible financially-means tested cards **OR** be a temporary foster parent and;
- b) submit an application to the school by the due date.

For the list of eligible financially-means tested cards refer to the CSEF Policy:  
<https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy>

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 the above.

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

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

### Special Consideration

A special consideration category exists for

- Families on a bridging visa, temporary protection visa, in community detention or are asylum seeker families
- Students in temporary out of home care arrangements, including statutory kinship care

For more information, see <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/guidance/eligibility>

### Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/carer concession card being validated successfully with Centrelink on the first day of either term one (31 January 2022) or term two (26 April 2022).

## 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.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

**For ungraded students**, the rate payable is determined by the student's date of birth. For more information, see: [www.education.vic.gov.au/about/programs/Pages/csef.aspx](http://www.education.vic.gov.au/about/programs/Pages/csef.aspx)

**Year 7 government school students** who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents/carers 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/CARER 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 temporary 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.

If you are seeking special consideration, mark this in the form and provide a copy of the relevant documentation.

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. The CSEF program for 2022 closes on the 24 June 2022.