



Information Book

CHELSEA PRIMARY SCHOOL



Welcome to Chelsea Primary School. We hope that this booklet will provide you with information about Chelsea Primary School that supports our vision to create a positive and engaging learning environment for our students. Our students are given the opportunity to develop a positive self-image, life-long learning skills and a love of learning within a safe, supportive and flexible school community.

Chelsea Primary School recognises the importance of providing a positive climate where students are encouraged to participate in a range of learning experiences and where their self-esteem is fostered through mutual trust and respect.

We encourage you to think about becoming actively involved in your children's education. Children do enjoy their parents being part of their school life and having them help out and share the experiences many school activities bring. There are numerous ways in which you can become involved, and you will find that this partnership will provide you with a truly rewarding experience.

We trust that your association with Chelsea Primary School will be long and rewarding. Once again we invite you to become involved, we welcome your opinions and value your comments.

Please contact us if you require any further information.

Taylor Irish
Principal

CONTENTS

1.0 GENERAL INFORMATION

- 1.1 Term Dates
- 1.2 School Hours
- 1.3 School Uniform
- 1.4 Assemblies
- 1.5 Notices/Newsletters
- 1.6 Money sent to School
- 1.7 Student Banking
- 1.8 Lunches
- 1.9 Lost Property
- 1.10 Excursions / Incursions (In-school Visits)
- 1.11 Visitor/Classroom Helper's sign in and out
- 1.12 Parent/Teacher Meetings
- 1.13 Bicycle and Crossing Safety
- 1.14 Dogs in School Grounds
- 1.15 Car Parking

2.0 STUDENT WELLBEING

- 2.1 Our Values
- 2.2 Child Safe Standards
- 2.3 Be You
- 2.4 Health

3.0 GROUPS WORKING WITHIN OUR SCHOOL

- 3.1 Student Voice Team
- 3.2 Our School Council
 - Executive Committee
 - Finance Committee
 - Education Committee
 - Fundraising
 - Communications
- 3.3 Parent Participation

4.0 CURRICULUM

- 4.1 English
- 4.2 Mathematics
- 4.3 Science, Technology, Engineering and Mathematics (STEM)
- 4.4 Health and Physical Education
- 4.5 Language other than English (LOTE) – Korean
- 4.6 The Arts
- 4.7 Intervention and Extension
- 4.8 Inquiry
- 4.9 Technologies
- 4.10 Assessment and Reporting

1.0 GENERAL INFORMATION

1.1 TERM DATES FOR 2020

Term 1	29.01.2020	-	27.03.2020	(preps start 30.01.2020)
Term 2	14.04.2020	-	26.06.2020	
Term 3	13.07.2020	-	18.09.2020	
Term 4	05.10.2020	-	18.12.2020	

TERM DATES FOR 2021

Term 1	28.01.2020	-	01.04.2020	(preps start 29.01.2021)
Term 2	19.04.2020	-	25.06.2020	
Term 3	12.07.2020	-	17.09.2020	
Term 4	04.10.2020	-	17.12.2020	

1.2 SCHOOL HOURS

School commences:	9.00am (lining up bell 8.50am. Students enter class 8.55am)
Morning Recess:	11.00am - 11.30am
Lunch:	1.30pm - 2.30pm
School Dismisses:	3.30pm

Foundation (Prep) students:

Foundation students attend on Mondays, Tuesdays, Thursdays and Fridays 9.00am – 3.30pm for the first four weeks of Term One and then full time. Teachers will timetable students to attend one of the four Wednesdays with their parents for individual literacy and numeracy assessment.

1.3 SCHOOL UNIFORM

Our school uniform is inexpensive, attractive and practical. The compulsory uniform is:

- Navy blue logo windcheater/ bomber jacket
- Navy blue tracksuit pants/shorts/skorts/pinafore
- School polo shirt (short or long sleeved) with logo
- School summer dress
- Navy pinafore
- Navy SunSmart hat – compulsory from 1st of September until the 30th of April
- Navy or white socks
- Shoulder length hair (boys and girls) tied back
- Winter OR Summer uniform is to be worn e.g. tights with summer dresses, long sleeve t-shirts under polo shirts or dresses are not acceptable

Students out of uniform will be required to bring a note from parents/carers.

Any families requiring support with the purchase of uniform, please contact Jan Smith via the office.

Please see the Uniform Policy for further details. For children to move safely and participate fully in the Physical Education Program at Chelsea Primary School, it is essential students wear appropriate footwear.

Please label school bags inside with name, address and telephone number. It also assists with identification if a plastic ring holder containing your child's name is clipped to the handle ring.

The school uniform can be purchased from Primary School Wear (PSW) which is located at
Address: 22/13 Gateway Drive, Carrum Downs
Phone: 03 9768 0360
Tuesday to Friday: 9:00am - 5:00pm
Saturday: 10:00am - 1:00pm
Or purchased online: www.psw.com.au

1.4 ASSEMBLIES

Whole school assemblies are held on Friday afternoons at 3.00pm in the Multi-Purpose Room. Parents and friends of the school are welcome to attend. To promote student voice at Chelsea Primary, our student leaders organise and present assembly each week, which showcases our school choir-'The Chelsea C Majors', student awards and regular class performances.

1.5 NOTICES/NEWSLETTERS

Our newsletter is published online fortnightly on Thursdays. The newsletter is our main form of communication and highlights school events and information. It can be found on the school website, Compass and ClassDojo.

Parents/carers are invited to sign up to ClassDojo, where they can communicate with teachers and catch up with class and school news.

On occasions your child will receive other notices, which are usually given out just before dismissal time.

Some of the items you may expect include:

- School Council Notices
- Notices of excursions
- Classroom notices

Every student will receive a note for excursions etc. but some notices will only be given to the youngest child in the family.

Log in with Compass and ClassDojo apps will provide you with regular alerts and notifications.

1.6 MONEY SENT TO SCHOOL

All money sent to school must be placed in a named envelope, with payment reason and handed in at the office. Payment envelopes are also available at the office.

1.7 STUDENT BANKING

The Commonwealth Bank issues passbooks and voucher booklets to students. Contact will be made early in the year by the bank to determine whether you wish to commence a banking account for your child. School bank day is Friday.

1.8 LUNCHES

Students are supervised while they eat their lunch. Lunchtime begins at 1.30pm and students eat their lunch in their classroom. We strongly encourage Nude Food lunches (no wrappers) to minimise rubbish.

Lunches are available from 'Carvosso' hot food on Wednesdays and 'The Packed Lunch Guy' on Fridays. Details are available at the office.

1.9 LOST PROPERTY

Lost property is collected and taken to the office. We return all named items to their owners. Please name all school uniforms, hats, lunchboxes and personal items. Any unclaimed items of clothing are sold throughout the year. More valuable items such as money, jewellery and toys are held at the office. Any enquiries regarding lost property should be directed first to the child's teacher and then the office.

1.10 EXCURSIONS / INCURSIONS (IN-SCHOOL VISITS)

Our school has an extensive excursion and incursion (in-school visits) program. These visits are a feature of our teaching programs and therefore all students are expected to attend. If the excursion involves travel or cost, a permission form will be sent home to be signed. Our preferred payment method is through the QKR app. Payments also can be made by EFTPOS, credit card, Bpay or cash. For local walking excursions, parents will be asked to sign an annual blanket approval form. Student without a signed excursion permission slip and payment will be unable to attend.

1.11 VISITORS/CLASSROOM HELPER'S SIGN IN AND OUT

If visiting the school to assist with classroom programs, please sign in via the kiosk at the front office and collect a Visitor's Tag. Please sign out via the kiosk and return the tag upon leaving. This is a necessary safety arrangement for you and your children. All classroom helpers require a Volunteer's working with Children Check which can be applied for online at no cost.

1.12 PARENT/TEACHER MEETINGS

Parent Information Nights will be held at the start of the year. In these sessions, teachers will discuss classroom programs and events planned for the year.

Meet the Teacher sessions also at the start of the year provides parents with an opportunity to meet with teachers and discuss any wellbeing or learning concerns.

Parent Teacher and/or Student Led Conferences are conducted mid-year. This is an opportunity for you to discuss your child's progress in detail.

In addition you are always welcome to make an appointment with the teacher.

1.13 BICYCLE AND CROSSING SAFETY

Students from Year 3 – 6 are permitted to ride bicycles and scooters to school. Students from Foundation to year 2 are permitted to ride, but we encourage a parent or older sibling to ride with them. Parents should ensure that their children who ride to school have the necessary skills to ride safely, including the wearing of a compulsory correctly fitted helmet. A bike shed is provided for the housing of bicycles and scooters. Although care will be taken, the school cannot accept responsibility for bicycles/scooters brought to school. Students and adults are not permitted to ride in school grounds and must enter and exit at the bike shed gate. This ensures the safety of all our community members.

We have three crossings supervised by Kingston Council, in Argyle Avenue, Glenola Road and Fowler Street. Please ensure your child crosses at these safe points.

1.14 DOGS IN SCHOOL GROUNDS

To ensure our students and community members are safe and our grounds are clean, we do not allow dogs on our school grounds and across the road on our Fowler street grounds. Dogs should not be tied to the fence. Exceptions are made to trained and certified support and therapy dogs. Please contact the principal for permission for these dogs to enter the school grounds.

1.15 CAR PARKING

Cars may be parked in Argyle Avenue, Glenola Road and Fowler Street. The Chelsea Kindergarten parking area is **only** for teaching staff and kindergarten parents. Please be mindful of parking signs in these streets including our Kiss and Go zone in Fowler Street.

2.0 STUDENT WELLBEING

Aims:

To ensure that Chelsea Primary School provides a safe, caring and happy environment for quality learning.

To encourage cooperation, respect and consideration for and between all members of the school community.

To support children in their learning and development.

The Student Wellbeing and Inclusion Policy at Chelsea Primary School is consistent with Department guidelines. The following programs support this policy:

- Student Voice Team
- School Wide Positive Behaviour Support Program (SWPBS)
- Respectful Relationships
- Social Skills Program
- Peer Mediation Program
- Student Leadership Roles
- Buddy Program between Prep students and Middle School students
- Funtime Lunchtime Activities
- Therapy Dog Program
- Drum Beat

School Support Services are available e.g.

- DET Psychologist
- DET Speech Pathologist
- School visiting Psychologists
- Visiting Teachers

2.1 OUR VALUES

Our Chelsea Primary School values are **Respect, Responsibility, Relationships and Resilience**. These values apply to students, staff and members of the school community and place an emphasis on shared responsibility. Each term we focus on a school value and how it can be demonstrated at school, home, interacting with friends and in the community.

2.2 CHILD SAFE STANDARDS

CHELSEA PRIMARY SCHOOL HAS A COMMITMENT TO CHILD SAFETY.

We are committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Chelsea Primary has zero tolerance for child abuse. We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and those who are culturally, linguistically, intellectually, and physically or gender diverse. Every person involved in Chelsea Primary has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

2.3 BE YOU

Chelsea Primary School is a **Be You** School. (Previously Kids Matter)

Be You aims to transform Australia's approach to supporting children's and young people's mental health through a flexible community approach through five domains.

- Mentally Healthy Communities
- Family Partnerships
- Learning Resilience
- Early Support
- Responding Together

2.4 HEALTH

Attendance

Regular attendance contributes towards the positive development of learning, social habits and independence. Absences have an impact on a student's progress BUT home is the place for a child who is ill. When ill, a child cannot concentrate, they run the risk of their own health deteriorating by being at school, and they may also be the cause of infection to others.

It is important students are at school on time. Arriving late is upsetting and unsettling for both the student who is late and their class, as valuable 'tuning in' time is missed. For safety reasons students arriving late to school should be signed in via the kiosk at the office where a late pass will be issued to present to their teacher. **It is important that ALL students are at school by 8.50am to be ready for the start of the day at 9.00am sharp.**

Absent Students

Please submit an absence note on Compass, phone the office and/or leave a message before 9.30am if your child is absent on any day. On their return, please supply a written note or doctor's certificate. If a student is to be away longer than a week please keep the school informed of progress. The school is required to report any unexplained absences to Regional Office.

If you know your child will be absent for an extended period of time, please notify the principal in writing BEFORE the absence. An education plan will be prepared by the class teacher.

Chelsea Primary strongly supports the 'It's Not OK to Be Away' and 'Every Day Matters' initiatives which highlight the need for regular school attendance.

Taking children out of school for appointments

When parents or a nominated representative are picking students up early from school for appointments, personal reasons or sickness, please go to the office first to sign your child out on the kiosk and then collect them from their classroom. Students will only be released to a custodial parent unless permission for other arrangements is provided.

Emergency Information

Please make sure that you provide us with two Emergency Contact numbers in addition to parent contact numbers. It is very important that we are kept up to date with any changes in home, business and emergency contact phone numbers and addresses.

We also need to know if your child suffers from a medical condition eg. Anaphylaxis, Asthma, Diabetes, Epilepsy, or if he/she is allergic to anything such as stings etc.

Each student with an ongoing medical condition eg. Asthma, ADHD, Epilepsy, severe allergic reactions and long-term seasonal medical conditions such as Hay Fever require a Medical Condition Management Plan to be formulated by a doctor, in consultation with parents. Copies of Medical Condition Management Plans will be kept with medication. Medication delivery devices e.g. Asthma spacer, are to be provided by parents and clearly named.

Please see our Student Health, First Aid and Medication Policy for further information. Student Medical Condition Management Plans is available from the office.

If children require medication to be administered, it should be labelled in original container/packet with clear directions. A medication consent form will need to be completed. These are available from the office.

Infectious Diseases

As infectious diseases spread quickly, students must be excluded from school for the period mentioned or until a medical certificate is provided.

Chickenpox	Until fully recovered. Note: Some remaining scabs are not an indication for continued exclusion.
Impetigo (School Sores)	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with dressings.
Measles	Until fully recovered.
Pediculosis (Head Lice)	Until appropriate treatment has commenced i.e. until an appropriate lotion is used to kill the lice.
Whooping Cough	For four weeks or until a medical certificate of recovery is produced.
Ringworm	Until appropriate treatment has commenced, supported by a medical certificate when requested.
Rubella (German measles)	Until fully recovered and at least four days from the onset of the rash.

Scabies
Until appropriate treatment has commenced, supported by a medical certificate when requested.

Streptococcal Infections
(Including Scarlet Fever)
Until a medical certificate of recovery is produced.

For Meningococcal Infection, Tuberculosis, Typhoid and Paratyphoid Fever - please phone the school.

Certificate of Immunisation

Prior to entry to school, the student's parent/carer is requested to provide a certificate of immunisation issued by Medicare.

Conscientious objection to the provision of this certificate is possible, but a signed Statutory Declaration is required. However, in the event of an outbreak of any of the prescribed illnesses, children without a certificate of immunisation will be automatically excluded until an all clear is given.

3.0 GROUPS WORKING WITHIN OUR SCHOOL

3.1 Student Voice

Chelsea Primary School promotes active student participation as a means to improve student outcomes and engagement. Student participation ranges from students sharing their opinions of problems and potential solutions through our Student Voice Teams, from environmental directions and community 'think tanks' to students providing feedback associated with school strategic planning. It also includes our students sharing their 'voice' in class by collaborating with teachers to improve educational outcomes.

Students are encouraged to share their voice through:

- School leadership opportunities
- Representing their classes on Student Voice Team
- Hosting weekly Friday assembly that highlights our school values, student achievement and whole school events
- Class discussions and student feedback
- Organising events within the school e.g. Funtime Lunchtime clubs, fundraising activities
- Participation in their own self-evaluation of learning both formally and informally
- Personal goal setting
- Local community work

Sport Captains

The school has four house teams: Argyle (yellow), Fowler (red), Glenola (blue) and Sherwood (green). Eight captains from Year 6 are elected to organise sports borrowing of equipment at recess and lunchtime, running House Sport's Days and lunchtime activity programs.

Year 6 Leadership Roles

All year 6 students have the opportunity to serve in a leadership role in their final year at Chelsea Primary School. The roles are currently School Captains, Voice Captains, Sport Captains, Korean Captain, Media Leaders, Peer Mediators Leader, Green Team Leader, Ride2School Ambassadors, and i Sea, i Care Ambassadors.

3.2 OUR SCHOOL COUNCIL

Chelsea Primary School Council

- Is the focal point for decision making on overall school policies
- Is the governing body of the school
- Is a representative body with a membership reflecting the important partnership between student, teacher and home
- Is accountable to the local school community and to the Department

School Council meets on the third Tuesday of every month. Our School Council has working parties that meet as needed and make recommendations to School Council in their specific areas of responsibility.

Membership: The Principal, 4 teachers and 8 parents elected by the parent community.

School Council has the power to co-opt 2 other members who have a special interest in the educational program of the school.

Executive Committee

In its role as the administrative arm of Council, the Executive Committee shall:

- Make decisions in line with school policy, in the name of the Council when it is necessary because of urgency between meetings
- If it does seem to be of sufficient importance call an Extraordinary Meeting of the Council to decide the issue
- Report any decisions acted upon in the first part hereof to the next Ordinary Meeting
- Where it has met in between School Council meetings put its decision(s) to Council for ratification at the next School Council ordinary meeting

Finance Committee

The Finance Committee helps to:

- Liaise with School Council Committees and the School Community in the preparation of budgets, both annual and long term and submit this information for the consideration of Council at the October meeting
- Estimate the amount of money required to implement programs and negotiate achievable targets with the relevant fundraising groups
- Assist the School Community with fundraising projects

Education Sub-Committee

The Education committee is responsible for developing the broad direction and vision for the school using guidelines provided by the Department. The sub-committee is also responsible for developing new policies and co-ordinating a cyclical process of policy review.

Fundraising Committee

The Fundraising Committee meet once a month, or more frequently if necessary.

Its principal aims are to foster an interest in the school, raise funds and to work for the benefit of our school community. It provides a support structure to community members and provides another opportunity for parents to be actively involved in the school through various activities throughout the year.

Communication Sub-Committee

The Communications sub-committee is responsible for positively promoting Chelsea Primary School events and achievements both within our school and into the wider community using a range of platforms.

3.3 PARENT PARTICIPATION

At Chelsea Primary School we believe strongly that an effective partnership between the school and home greatly improves your child's chances of success at school.

Your participation and opinions on a wide range of issues will be sought. You will be invited to take part in helping within the classroom, information nights, Curriculum Days and to become actively involved in other meetings and events.

Some Ways to Be Involved:

- Publishing student's stories
- Reading to students and/or hearing children read
- Working with small groups in Literacy and Numeracy programs across the school
- Helping on excursions
- Assisting with school environment improvements
- Working Bees
- Attending theme days, sports days or assemblies
- Helping with our swimming program and sport
- Joining the parent fundraising groups or School Council
- Preparing classroom resources

4.0 CURRICULUM

Chelsea Primary School delivers a high quality education which is contemporary, relevant and engaging. Students are actively involved in their learning, acquiring knowledge, skills, positive attitudes and values. The school uses a whole school approach to curriculum planning under the Victorian Curriculum framework which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Teachers plan student learning programs, assess student progress and report to parents using this Victorian Curriculum framework.

<u>LEARNING AREAS</u>	<u>CAPABILITIES</u>
<p>English Mathematics Science Health and Physical Education Languages The Arts -Dance -Drama -Music -Visual Arts Humanities -Civics and Citizenship -Economics and Business -Geography -History Technologies -Design and Technologies -Digital Technologies</p>	<p>Critical and Creative Thinking Ethical Intercultural Personal and Social</p> <p>Further information: - http://victoriancurriculum.vcaa.vic.edu.au/</p>

4.1 ENGLISH

The major aim of our school program is to promote language competence; that is the ability to use language effectively with a wide range of audiences and purposes.

The development of language competence is fostered by:

Reading –focussing on the 6 key areas:

1. Phonological Awareness
2. Phonics
3. Sight Words
4. Fluency
5. Vocabulary
6. Comprehension

Our structured reading and writing approach includes:

Fluency -the ability to read with speed, accuracy, and proper expression

Spelling -spelling, blending and segmenting words, learning the 6 syllable types and morphology and spelling rules

Grammar -developing grammatical knowledge and understandings in order to make appropriate choices in conveying messages across in written texts and in speaking and listening.

Vocabulary -providing instruction that develops essential background knowledge for reading and writing with the intention of improving comprehension and writing

Speaking and Listening -developing listening and speaking skills including small group discussions, drama and opportunities for public speaking

Students are engaged in 10 hours of literacy per week.

4.2 MATHEMATICS

Our Mathematics Program stresses the development of the individual and supports each student to make connections between their learning. Using the content descriptors in the Curriculum Framework, teachers follow a yearly planner that aims to ensure students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives
- Develop a deeper understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry and Statistics and Probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Within each level there are Content Strands and students work in each one. The Content Strands are:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Our maths program is well resourced with concrete materials, games and equipment.



4.3 STEM-SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Through our STEM program, students participate in hands-on activities designed to awaken curiosity and encourage perseverance. There is a strong focus on developing higher order thinking skills by emphasising collaboration, communication, research, problem solving, critical thinking and creativity. This is a fantastic way of encouraging students to think about real life problems and how they can solve them. A special feature of our program is our 3D printer, where students have the opportunity to plan, design and create

4.4 HEALTH AND PHYSICAL EDUCATION

At Chelsea Primary School our Health and Physical Education curriculum includes Physical Education, Health, School Camps Program, Interschool Sports and Personal Wellbeing.

Health and Nutrition

Health and Nutrition are taught as part of the integrated curriculum. A well-equipped area for cooking activities is available. Positive concepts about nutrition are taught and encouraged.

School Camps

Camp Programs are conducted for students in Years 3/4 and 5/6. The students are generally away for 3 days. The program is activity based with emphasis on social development, in particular self-esteem and independence. The cost of all camping programs is paid for by parents. Senior students may also have the opportunity to attend either Somers or Woorabinda Camps.

Physical Education

A comprehensive Physical Education program is provided for all year levels. The Year 5 and 6 students participate in a summer and winter interschool sports program. We have a 2 week intensive swimming program and water safety day at Chelsea Beach for all levels. Special Sport Days are arranged throughout the year. Students in year 3-6 participate in our Bike Education program.

4.5 LANGUAGE OTHER THAN ENGLISH (LOTE) - Korean

At Chelsea Primary School students learn Korean focusing on different aspects of the culture and language, investigating the differences and making comparisons with their own culture and language. An exciting feature of our Korean Program is continuing our sister school partnership with regular live cross web-cam lessons. Our Korean Day is a highlight of our school event's calendar.

4.6 THE ARTS

The Arts program aims to extend our students' creative and expressive skills by providing activities in the following areas:

Visual Arts

The students undertake an extensive program in:

- Creating, making and presenting their artwork
- Developing appropriate skills, art concepts and experience with various art media i.e. painting, drawing, collage, printing, construction, modelling, ceramics and textiles

Performing Arts-Music

The aims of the program are:

- To develop enjoyment and understanding of music and encourage communication of musical thinking
- To develop the recognition of the expressive components of music such as beat, pitch, dynamics and an awareness of the characteristics of certain styles of music
- To develop skills of discrimination, reading music and investigate information about music and musicians through social interaction.

From this, students can find pleasure in all styles of music.

School Production

Each year Chelsea Primary School showcases a major whole school production.

The production promotes the Arts program, in particular Music and Performance. It broadens the students' range of experiences, develops their self-esteem and confidence, and provides an opportunity and enjoyment of working as a team.

Direct Experiences

Various artists in different fields; eg music, mime, puppetry, will add to the students' range of experiences through excursions and in-school visits throughout the year.

4.7 INTERVENTION AND EXTENSION

At Chelsea Primary School, we have an extensive intervention and extension program from foundation through to year 6 consisting of a number of teachers and support staff. We use the Chelsea Primary School Intervention and Extension Model to guide our teaching strategies for the learning of each individual student.

We take pride in ensuring children are engaged and challenged in their learning. Teachers are consistently assessing and analysing data to identify each students' tier of intervention or extension, to ensure that students can achieve our guaranteed and viable curriculum. The teaching strategies utilised by our teachers and the tasks they are completing are at a point in the curriculum that will engage and challenge every student, every day.

Reading

Students work in small groups with an Intervention and Extension teacher, who explicitly teach our students with point of need instruction, starting from decoding phonemes of the English language, to understanding increasingly complex texts.

Our intervention program in English focusses on improving students reading decoding and encoding skills through the Orotton-Gillingham Multi-Sensory Learning approach. Our extension program in English focuses on improving reading comprehension skills through reciprocal reading, guided reading groups and novel studies.

Maths

Students work in an environment that prioritises small student to teacher ratios and explicit teaching, to ensure that students can apply their mathematical learning to real life problems. Students are encouraged to apply number concepts to measurement, chance and probability scenarios to strengthen their breadth of mathematical understanding.

The Maths intervention program focuses on pre- learning for students who require tier 1 intervention. These students take part in small group sessions where they practice strategies and skills required to succeed, prior to each unit of our whole school mathematics approach. The Maths extension program focuses on the application and problem solving of mathematical concepts across curriculum areas.

4.8 INQUIRY

Our Inquiry focus, provides students with opportunities to generate their own questions and time to research and investigate the answers. The intent of our inquiry studies is to promote and encourage students' curiosity and build deep understandings around a topic that is of particular interest to them. These units include the concepts of-Sustainability, Social Justice, Community, Change, Curiosity, Creativity, Identity and Necessity.

4.9 TECHNOLOGIES

All classrooms at Chelsea Primary School have an Interactive Whiteboard and access to computers, iPads and printer facilities. They are fully networked and served by a multi-media file server. Each computer has access to the Internet. Every student has the ability to investigate, explore and create using a variety of multi-media applications.

An Internet User Policy is to be signed by both the student and parent. This policy will be sent home with every student before they have permission to log on to the Internet.

Cyber Safety programs are an integral feature of our ICT teaching curriculum.

4.10 ASSESSMENT AND REPORTING

Parent/Teacher and/or Student Led interviews are held in term two. Written reports in June and December link all aspects of student achievement and performances.

In May, Year 3 and 5 students participate in (NAPLAN), the National Testing of Literacy and Numeracy skills. Detailed reports are provided to parents later in the year.

Some students will have Individual Education Plans (IEPs). These set goals and targets for individual students, and are developed in partnership by staff, parents and students. The classroom teacher is always approachable and willing to discuss your child's progress, the educational programs or any other concerns you might have. Please make an appointment to see the teacher at a mutually suitable time. Please also do not hesitate to contact the Principal, Assistant Principal or classroom teacher should you have any concerns.

