



# 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***

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## **1.0 GENERAL INFORMATION**

### **1.1 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.

### **1.2 SCHOOL 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 Tuesday.

### **1.3 BICYCLE AND CROSSING SAFETY**

Students from Year 3 – 6 are permitted to ride bicycles and scooters to school. Students from Prep 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.

### **1.4 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 on line from 'The Packed Lunch Guy' on Mondays, Wednesdays and Fridays and Carvosso hot food on Wednesdays.

### **1.5 LOST PROPERTY**

Lost property is collected and taken to the office. We return all named items to their owners. Please name all jumpers, hats, lunchboxes and personal items. At the end of every term all lost property is displayed for students and parents to have a look through. Any unclaimed items of clothing are then sold through the Friends of Chelsea. 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.

### **1.6 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. Preferred payment method is through the **Qkr** app. Payments also can be made by EFTPOS, Bpay, credit card or cash. For local walking excursions, parents will be asked to sign an annual blanket approval form. Student without a sign excursion permission slip and payment will be unable to attend.

### **1.7 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.

### **1.8 NOTICES/NEWSLETTERS**

Our newsletter is published online each Thursday. The newsletter is our main form of communication and highlights school events and information. It can be found on the school website, Compass and Class Dojo.

Parents/carers are invited to sign up to Class Dojo, 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 e.g. newsletters, will only be given to the youngest child in the family if requested.**

**Signing up for Compass and Class Dojo apps will provide you with regular alerts and notifications.**

### **1.9 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 Interviews 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.

### **1.10 SCHOOL HOURS**

School commences:	9.00am
Morning Recess:	11.00 am - 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.

### **1.11 VISITORS/CLASSROOM HELPER'S SIGN IN**

If visiting the school to assist with classroom programs, please sign in via the iPad at the front office and collect a Visitor's Tag. Please sign out via the iPad and return the tag on 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 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.

### **1.13 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 Argyle Avenue.

### **1.14**

#### **TERM DATES FOR 2019**

Term 1	30.01.19	-	05.04.19
Term 2	23.04.19	-	28.06.19
Term 3	15.07.19	-	20.09.19
Term 4	07.10.19	-	20.12.19

#### **TERM DATES FOR 2020**

Term 1	29.01.20	-	27.03.20 (preps start 30.01.20)
Term 2	14.04.20	-	26.06.20
Term 3	13.07.20	-	18.09.20
Term 4	05.10.20	-	18.12.20

### **1.15 SCHOOL UNIFORM**

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

- Navy blue windcheater/ jacket
- Navy blue tracksuit pants/shorts/skorts/pinafore
- School polo shirt (short or long sleeved) with new logo
- School summer dress
- SunSmart hat – compulsory from 1<sup>st</sup> of September until the 1<sup>st</sup> of May

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 which is located in

Carrum Downs	22/13 Gateway Drive Carrum Downs VIC 3201. Phone: 03 9768 0360	Tue to Fri: 9:00am - 5:00pm Sat: 10:00am - 1:00pm
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Or purchased online [www.psw.com.au](http://www.psw.com.au)

## 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
- Behaviour Support Program
- Social Skills Program
- Peer Mediation Program
- Student Leadership Roles
- Buddy Program between Prep students and older students
- Funtime Lunchtime Activities

School Support Services are available e.g.

- Student Wellbeing Officer
- DET Psychologist
- DET Speech Pathologist
- School visiting Psychologist
- Visiting Teachers

### 2.1 OUR VALUES

Our Chelsea Primary School values are **Responsibility, Respect, Resilience** and **Relationships**. 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 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 8.55am to be ready for the start of the day.

### **Absent Students**

Please leave a message 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. 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 school 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 iPad 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.
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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.
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Measles	Until fully recovered.
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Pediculosis (Head Lice)	Until appropriate treatment has commenced i.e. until an appropriate lotion is used to kill the lice.
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Whooping Cough	For four weeks or until a medical certificate of recovery is produced.
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Ringworm	Until appropriate treatment has commenced, supported by A medical certificate when requested.
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Rubella (German measles)	Until fully recovered and at least four days from the onset of the rash.
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Scabies	Until appropriate treatment has commenced, supported by A medical certificate when requested.
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Streptococcal Infections (Including Scarlet Fever)	Until a medical certificate of recovery is produced.
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For Meningococcal Infection, Tuberculosis, Typhoid and Paratyphoid Fever-please phone school.

### **Certificate of Immunisation**

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

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 Team**

The Student Voice Team consists of the two School Captains and selected students. The team provides opportunity for input to decision making in the following areas:

Values	Safety	Uniform
Special Events	Fundraising	Student Activities
Yard Cleanliness	Assemblies	Playground Rules

### **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 and 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, Student Voice Leaders and representatives, Sport Captains, Peer Mediation Leaders, I Sea, I Care ambassadors, Green Team, Korean and Media Leaders.

### **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 of Council
- 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 Committee**

The Education sub-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.

### **Friends of Chelsea (FOC) Committee**

Friends of Chelsea meet once a month, or more frequently if necessary.

Its principal aims are to foster an interest in the school 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.

## **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 that will help to create or change school policy.

### **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 improvements at working bees
- Attending theme days, sports days or assemblies

- Helping with our swimming program
- Helping with sport for both Senior School and Junior School
- Joining the Friends of Chelsea 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.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

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

### LEARNING AREAS

#### The Arts

- Dance
- Drama
- Music
- Visual Arts

#### English

#### Health and Physical Education

#### The Humanities

- Civics and Citizenship
- Economics and Business
- Geography
- History

#### Languages

#### Mathematics

#### Science

#### Technologies

- Design and Technologies
- Digital Technologies

### CAPABILITIES

#### Critical and Creative Thinking

#### Ethical

#### Intercultural

#### Personal and Social

Further information: -

<http://victoriancurriculum.vcaa.vic.edu.au/>

#### **4.1 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.**

#### **4.2 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.

We believe the best way to promote language competence is by providing students with the opportunities to think, speak, listen, read and write about significant things which are important to them.

We believe all areas of language are inter-linked and it is a developmental process for all children.

The development of language competence is fostered by:

##### **Speaking and Listening**

Students are exposed to a variety of situations that encourage the development of listening and speaking skills such as small group discussions, drama, developmental learning, first hand experiences and opportunities for public speaking.

##### **Reading**

Reading is taught as a natural extension of oral language in situations that are meaningful and pleasurable to the child, such as in the shared reading and writing process. The CAFÉ reading approach forms the basis of our engaging reading program and the Premier's Reading Challenge is a further highlight to promote a love of reading in our students.

##### **Writing**

Students use and develop writing skills by writing. This process involves constructing meaning with words for others to read by rehearsing, drafting, revising, editing, proofreading and sharing. Spelling, punctuation and handwriting become a means for the writer to enhance his/her writing. These skills are taught as part of the classroom program.

The following are central to our teaching:

- English is an integral part of all areas of the curriculum.
- Excursions, in-school visits and first hand experiences are seen as an important basis for promoting a positive attitude to all learning including English.
- Language competence in students is enhanced if teachers and parents work in partnership.

### **4.3 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 Victorian 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, and as active citizens
- 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 in the junior and senior school with concrete materials, games and equipment and may be linked to the integrated curriculum.

### **4.4 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.

### **4.5 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. It 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

### **4.6 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 personal independence. Throughout their time in Years 3-6, students will participate in a variety of camping experiences. 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 & 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.

### **4.7 LOTE (Language other than English) - 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.

#### **4.8 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 guided inquiry 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 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.

