

Cheltenham East Primary School

PROSPECTUS



COURTESY RESPECT CO-OPERATION RESPONSIBILITY

February 2020



Cheltenham East Primary School

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Cheltenham East Primary School

CEPS: Contact Details...

	Cheltenham East Primary School, No. 4754
Address	Silver St, Cheltenham East, Vic, 3192
Phone	+61 (03) 9583 5746
Phone: After School Care	+61 (03) 9585 0050
E-mail	cheltenham.east.ps@education.vic.gov.au
Web Address	www.cheltenhameast.vic.edu.au
School Hours	9:00 am to 3:30 pm
Morning recess	10:40 am to 11:10 am
Lunch break	1:50 pm to 2:50 pm

On the last school day prior to term holidays, dismissal time is 2:30 p.m.

Making Pasta at our Italian Day



Cheltenham East Primary School

A Letter from the Principal

On behalf of the teachers, ancillary staff and the school community, I extend to all our parents and children a warm welcome and sincerely hope that your association with our school will be a productive and happy one.

We proudly stand by our vision, 'Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.' Through the delivery of quality programs, children will excel and realise their potential in a safe, caring and supportive environment which encourages a positive attitude to learning. Cheltenham East Primary School recognises the importance of the partnership between children, staff, parents and the wider community. We share high expectations of our professional practice, we work closely together as a staff team and purposely aim to continually improve to enable all of our students to be inspired to thrive and develop emotionally and academically throughout their school years with us. We are collectively committed to this purpose in the knowledge that our students will take their skills and knowledge with them into the future to become inclusive, valuable, resourceful, contributing members of society.

The school is ideally located in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. We currently have 44 staff working in a full time or part time capacity at CEPS including a Principal, Assistant Principal, Leading Teacher, two Learning Specialists, twenty classroom teachers, four specialist teachers and Educational Staff. The School currently has an enrolment of 454 students in 2020 with many of these children coming from different cultural backgrounds.

Our wonderful staff are a mix of new and experienced teachers who plan, implement and evaluate programs in a collaborative and collegiate environment. We continue to deliver a variety of quality programs for the children at CEPS based on the Victorian Curriculum. All teachers apply the same Whole School Instructional Model to their teaching. All classrooms display learning goals and success criteria and students are gaining confidence with articulating what they are learning and why as well as how to self-monitor and assess their own learning. Reflection remains an important part of the children's learning process. We utilise our open learning environment and flexible teaching spaces, which encourages teacher team planning and collaboration. The dedicated Science Lab and Inquiry learning area was established to promote our focus on scientific literacy and developing curiosity in our children. The teachers and parents at Cheltenham East Primary School (CEPS) have an excellent rapport and work together in all areas. Parents are encouraged to come in and be a part of their children's education. Many opportunities are made available to the parents for engagement with the school in educational and information settings, so they fully understand what is happening across our school.

Our students are continually encouraged and challenged to uphold our school motto of 'Aim High'. Social and communication skills, as well as our school values of Courtesy, Co-operation, Respect and Responsibility are inherent across our curriculum, driven by our Positive School Wide Behaviour Program. A very active parent group works alongside the staff to monitor and update policies, to fundraise and organise special events with our bi-annual fete being a major highlight. Cheltenham East PS values the strong partnerships that have been established with the wider community.

Cheltenham East Primary School

Cheltenham East PS has proven itself to be caring and supportive and a school that prides itself on high academic standards. To ensure ongoing success, we continue to address the needs of a growing EAL influx of students and promote greater student agency from all children Foundation to Year 6. Emphasis is placed on the students developing sound Literacy and Numeracy skills, as well as providing happy and safe experiences through our 'CEPS Kids Are Friendly Kids' and 'Positive School Wide Behaviour' wellbeing programs. Students participate in Italian, Physical Education, Music and Performing Arts, Visual Arts, Science, Inquiry Learning and Library, whilst ICT is embedded throughout the entire curriculum. One of our many strengths includes the outstanding Performing Arts program, which includes a whole school concert, grade performances, choirs and participation in Wakakirri, a competition involving creative movement through music and dance. Sessional instrumental programs and private music tuition are also available. Our Visual Art program is renowned for being exceptional, providing students with an extensive range of media to improve skills relating to aesthetics, problem-solving, critical thinking and creativity. Through the Visual and Performing Arts, students are critically engaged in experiences involving empathy, social justice, indigenous perspectives, cultural understanding, ethics, equity and sustainability. We aim to provide opportunities for students to develop their understanding of the world and to nurture their identity as a child in Australia, to best prepare them for the stages beyond their primary years.

An excellent Out of School Hours Care program, run by Camp Australia, is well organised by highly competent staff onsite, before and after school hours. Safe parking facilities are provided with few traffic problems.

Cheltenham East Primary School is a caring, sharing school that is setting a fine academic standard with a well-balanced program that caters for the individual child's needs.

If you have any queries that you wish to discuss, please do not hesitate to contact the school.

Wayne Bach
Principal

Cheltenham East Primary School

CEPS – Our history

On the site at the present school in Silver Street, there stood in the 1860's another school named the "Church of England Common School No. 127".

The Common schools dated from September 1862 and were controlled by the Common School's Board. The Board's policy was to offer free land and half the cost the buildings to any local committee on the understanding that the school would then become government property. Cheltenham No. 127 did not choose to become a government school and was forced to close when government funding was withdrawn.

Many years later, because the population of the district had grown considerably, it was deemed necessary to build a school, to serve this particular area. The site decided on was that of Common School No. 127.

Cheltenham East Primary School No. 4754 was opened on the 20th February 1956 with 226 pupils and a staff of seven. The first Headmaster was Mr. W Fry, later to become Mayor of Moorabbin and M.L.C. for the Province of Higginbotham. As this was the year of the Olympic Games in Melbourne, the school emblem (which remains today) is a composite of an emblazoned torch and the flying "wings" to assist in aiming high.

The official opening of the school was performed by the then Minister of Education (The Hon. I Bloomfield) on the 5th December 1957. He was reported by the "Moorabbin News" as having remarked on the beauty of the school and the great contribution it would make to the District and the State as a whole.

The school continued to grow in size and attendance. To accommodate the increasing school population, five additional classrooms were built prior to 1960. By 1961 the school attendance had peaked and, as District Inspector Cumming wrote in his report, "(as) market gardens to the north of the school steadily give way to housing, it seems inevitable that school attendance will continue to mount and probably at an accelerated rate". Fifteen classrooms were now being used, and the library was opened. Just prior to 1964, it was decided to build four more classrooms.

At the official opening of the school in 1957, Acting Chief Inspector Phillips remarked on the keenness of the parents of Cheltenham East Primary School. The truth of these words has been borne out by what the parents and the parent bodies have accomplished over the past years. Certainly they have given practical demonstration to the school motto, "Aim High".



Cheltenham East Primary School

1 School Philosophy

Through the delivery of quality programs, children will excel and realise their potential in a safe, caring and supportive environment, which encourages a positive attitude to learning. Cheltenham East Primary School recognises the importance of the partnership between children, staff, parents and the wider community.

Our Key Goals Are:

- 1 To achieve a trend of improved learning growth for all students in all areas of the curriculum.
- 2 To ensure students access a safe, happy, stimulating learning environment that encourages them to be resilient, confident and persistent.
- 3 To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school values.

Our Key Improvement Strategies:

- 1 To build the capacity of teachers to implement an approach to classroom management that supports an engaging and productive learning environment for our children
- 2 To develop teacher capacity to incorporate student agency in the teaching and learning framework.
- 3 Strengthen professional learning teams by building their capacity to analyse, reflect and use data to improve student outcomes
- 4 Professional learning - observation and feedback
- 5 Allocate time for ongoing peer observations and feedback opportunities
- 6 Ensure an agreed curriculum is consistently implemented across the school
- 7 Apply the agreed instructional model to all key learning areas of the school
- 8 Gather evidence to support teacher judgements and for students to set learning goals
- 9 Elicit constructive feedback from students to ascertain their level of understanding when learning
- 10 Implement the 'CEPS Pedagogical Plan' that integrates and aligns the school's programs and activities

School Vision

"Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically to their world"

Cheltenham East Primary School

Cheltenham East Primary School:

- Values its responsibility to provide for children from a range of backgrounds and abilities
- Has a student representation from a range of mainstream and special needs backgrounds
- Values partnerships between school, home and the community, providing a safe, stimulating environment that is non-threatening yet challenging, motivating, enjoyable and conducive to learning
- Encourages parental involvement in many different areas, through our Classroom Helper and Teacher Supports (CHATS), literature programs, celebrations, open days, assemblies, sporting activities, school excursions and parent organisations
- Has a curriculum based upon the state-wide Victorian Curriculum Standards. Our curriculum programs are based on the Department of Education and Training guidelines. We have a range of programs in place in order to meet the needs of individuals and specific groups of children within our community
- Provides a positive environment for children to learn, which encourages cooperation and effective communication between teachers, students and parents. Within this environment the expectation is that students will develop positive self-esteem, work cooperatively with others, take pride in their school, work and culture, value achievement and respect staff and other students – reflecting the values of the school which are Courtesy, Respect, Co-operation and Responsibility.
- Develops high self-esteem and cohesion within the school environment as a consequence of the students' educational experiences
- Encourages a caring atmosphere where children feel emotionally, socially and physically secure, with opportunities for student agency, for example, the effectiveness of the Junior School Council and its operation
- Provides an environment whereby critical thinking, the freedom and confidence to question, reflective learning, problem solving and negotiation skill development are all integral parts of the curriculum
- Supports open participation and regular communication between teachers and parents
- Has an active School Council, Class Parent Communication and Offsite Canteen. Fund raising functions including balls, fetes and family days, working bees, information evenings, parent professional development programs, class programs involving parents, and regular reporting to parents are all integral parts of the Cheltenham East culture
- Recognises that parents are an important part of the school community. We are supported by their assistance in activities such as One-on-one reading, the junior Perceptual Motor Program, Science, Maths, Bike Ed, Multicultural experiences and Sport.
- Acknowledges that parents play an active role in the maintenance of school grounds and buildings, including the gardens, lawns and school oval as well as providing "teacher assistance" support. All these contribute to the provision of a broad and stimulating learning environment

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- Has a school community that works hard at maintaining the friendly, cooperative spirit between parents and staff, the scope and depth of the curriculum, and the quality of teaching
- Has a well-developed team approach to leadership and decision-making as evidenced by the collaborative approach at School Council and staff meetings
- Has a school uniform that is worn with pride by the children
- Provides its comprehensive curriculum in a non-discriminatory environment
- Has staff that recognises the need to cater for the uniqueness of all students. Each child is encouraged to develop to her/his full potential in an atmosphere that fosters learning, self-motivation and a commitment to excellence
- Has a learning environment where the children are active participants in their own learning and are safe and happy
- Has policies and programs that encompass the Victorian Curriculum areas of English, Mathematics, Science, Technologies, Languages, Health and Physical Education, The Arts, and The Humanities, with specialist classes in Physical Education, Music, LOTE and Art
- Teaches the skills and knowledge of the four capabilities across the curriculum Critical and Creative Thinking, Ethical, Intercultural, Personal and Social learning
- Offers programs to support students with specific learning needs. These programs include a F-6 Literacy Intervention Program, F-6 Individual Learning Plans, applications for the Education Department's Program for Disability Support and opportunities for enrichment
- Has a curriculum enhanced by the provision of learning experiences in cohort school camps for students from years 3-6, Excursions at every level, Swimming and Interschool Sport
- Offers an Outside School Hours Care Program which encompasses before and after school programs
- Recognises the responsibility to keep abreast of current educational trends and of societal needs. Students must be able to access information from a range of sources and have provided to them, the technology enabling students to communicate and learn from others.

Map of the School

<https://www.findmyschool.vic.gov.au>



Cheltenham East Primary School

2 Map of School

Including Student Gate entry points active from May 2020.



Cheltenham East Primary School

3 School Structure

The School operates within the operating framework and regulations laid down by the Victorian Department of Education and Training (DET). School management responsibility lies with the Principal who is supported by the Assistant Principal, the Administration Staff and classroom teachers. The School Council, which comprises the Principal, DET employees, Parent and Community representatives who are elected in accordance with DET guidelines, meets regularly to set policy and provide direction, guidance and support for the School's management team. There are a number of sub-committees to handle specific areas of the school's operation.

TEACHER LEADERSHIP STRUCTURE 2020



2020 CEPS Leadership Team (SLT)
<ul style="list-style-type: none"> •Principal •Assistant Principal •Leading Teacher •Business Manager •Jnr Dept. Leader •Snr Dept. Leader •Specialist Leader
<ul style="list-style-type: none"> •The team meets once a fortnight •Focus areas include: <ul style="list-style-type: none"> - Strategic Plan Actions - Annual Implementation Plan Actions - Forward Planning - Curriculum Planning - DET Initiatives - Review and support of AITSL Standards

2020 School Improvement Team (SIT)
<ul style="list-style-type: none"> •Principal •Assistant Principal •Leading Teacher •English PLT Leader/s •Maths & ICT PLT Leader/s •Wellbeing & Humanities PLT Leader/s
<ul style="list-style-type: none"> •The team meets once a fortnight •Focus areas include: Addressing the Framework for Improving Student Outcomes (FISO) initiatives: <ul style="list-style-type: none"> - Excellence in teaching & learning - Professional leadership - Positive climate for learning - Community Engagement •AIP Adherence and compliance •Reviewing AITSL Standards

4 **CEPS School Council**

Our School Council, made up of six parent representatives, three staff representatives and the Principal, plays an increasingly important role in the functioning of our school. Their areas of responsibility cover finance, grounds, buildings, policy and other matters that pertain to school administration.

The questions below explain the purpose, membership and operation of school councils.

What is a school council and what does it do?

All government schools in Victoria have school councils. They are legally formed bodies that are given powers to set the key directions of a school.

In doing so, a school council is able to directly influence the quality of education that the school provides to its students. For example, within guidelines provided by the Department of Education and Training (DET), a school council has responsibilities for developing such things as:

- the school strategic plan which sets out the main goals and priorities of the school for three years
- the school's budget which shares out the available resources to make sure that the plans of the charter are carried out
- the general educational policies of the school
- the physical appearance and maintenance of the school's buildings and grounds
- the student code of conduct which provides a safe and orderly context for learning
- an annual report on the school's achievements.

Who is on a school council?

A School Council's Constituting Order states the total size of the council and the number of members in each category. At present our School Council comprises 4 DET representatives, 6 Non– DET representatives plus up to 2 co-opted members.

School Council members are elected for a two-year term. Half the membership is elected or co-opted each year and this creates vacancies for the annual school council election.

Why is parent membership so important?

Parents on council provide important viewpoints and have valuable skills that can help shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging.

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How can you become involved?

The most obvious way is to vote in the elections which are held in March each year. (Ballots are only held if more people nominate as candidates than there are positions vacant).

You might seriously consider:

- standing for election as a member of the school council
- suggesting to another person that they stand for election.
- alternatively, parents can choose to join a sub-committee. These are regularly advertised in the school newsletter.

What do you need to do to stand for election?

The Principal arranges and conducts the elections. Ask at the school for help if you would like to stand for election and are not sure what to do.

All parents and staff will receive, from the principal, a notice of the election via the Newsletter and a call for nominations in the second half of February or early in March.

If you decide to stand for election, you will need to arrange for someone to nominate and second you as a candidate in either the parent or DET employee category. Request a nomination form from the school and make sure that it is completed and returned to the principal within the time stated on the notice of election - seven days from the date it was sent.

If there are more nominations received than there are vacancies on council, a ballot will be conducted two weeks after the call for nominations has closed. Make sure that you cast a vote and encourage other parents to do the same.

Details of the election process are available from the school.

Do you need special experience?

No! What you need is an interest in your child's school and the skills to work co-operatively with others to help shape its future.

5 About the Parents' Committee

The Parents Committee at CEPS meets approximately once a month during school terms. The meetings are friendly, informal and are alternated between day and night meetings, to enable all interested parents (Mums and/or Dads) to become involved.

The role of the Parents Committee is wide and varied. They are responsible for organising the fundraising for the school. For example: plan social events for the school community, run the Mothers and Fathers Day Stalls, Discos for the children, etc. They also have a voice on school issues, via a presence with their School Council representative. Their organisation of a bi-annual fete is a highlight for the whole community and a great way to bring the community spirit to the fore.

Becoming a member of the Parents Committee is a great way to become involved with our school, and to meet other parents, in a relaxed and informal way. The Committee is elected each year at the Annual General Meeting held in November, with all positions open for nomination every year.

Apart from fundraising, members help in many areas of the school's program and activities especially in areas working directly with the children – where Working With Children Checks are mandated. New members are most welcome.

6 Out of Hours School Care Program

BEFORE CARE HOURS: 7:00 am to 8:45 am.

AFTER CARE HOURS: 3:30 pm to 6:00 p.m.

Out of Hours School Care aims to provide interesting, stimulating activities in a friendly, caring environment. The children enjoy a number of activities, from cooking and craft to mini Olympics, football and games, even dance and drama.

Breakfast is provided at Before Care and the After Care children are offered afternoon tea.

Casual attendances are most welcome, however all users of both programs must complete an enrolment form before their first attendance. These forms (and applications for fee relief) are available online. As there is a limit of 30 children per session due to departmental regulations, bookings are **essential**.

Cost of the programs and Rules / Conditions are available online at www.campaustralia.com.au. The Out of Hours School Care room is located adjacent to the Staff car park.

Any queries about these programs can be directed to the Camp Australia Customer Service Team on 1300 105 343 or email oshc@campaustralia.com.au.

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Student Voice and Student Agency

THE STUDENTS ACTIVATE STUDENT VOICE through the Junior School Council, where two representatives from each class are in attendance. The student body determines local, national and international charitable work which captures the students' interests and they formulate plans for the school community to provide support in the most appropriate form. Students have the opportunity to develop communication skills to place a point of view in this public space. Monthly meetings are held where student's voice matters of importance. The Junior School Council is represented by the Student Leadership Team who attend the School Council with their own agenda of points for consideration.

Year 5 student representatives who have taken part in the Marine Ambassador program annually organise whole school awareness programs such as World Ocean Day and Year 2 teaching sessions to engage the student community with their learning in the area of marine sustainability - a relevant space for our community considering our proximity to waterways.

THE SCHOOL ACTIVATES STUDENT AGENCY through students being able to set their own goals; choosing learning pathways through the use of rubrics, participating in Inquiry learning to discover learning on personal interest and setting personalised learning goals Eg. Make a Difference projects, reflecting on and monitoring their successes in classrooms. Teachers and the learning programs they deliver, support students to be able to verbalise their learning and articulate what they are learning, why they are learning and where their learning is going in the future.

School Captains

The Student Leadership Team conveys points of interest and can impact change in the school through School Council and Junior School Council discussions. The role of our School Captains is to be ambassadors for our school and to provide a student leadership face for CEPS. Year 6 School Captains are elected by the Grade 4 to 6 student body. These elections closely follow the procedures for preferential ballots. The students nominating for the position present a policy speech, and a secret ballot follows. Teachers count the votes.

The Principal and staff have the right to veto any election result. This veto is to be used whereby a candidate is deemed unsuitable for the position. This veto will not be made public under any circumstances. Any child who has been suspended during the current term or the preceding two terms, either formally or informally will automatically be disqualified from a leadership position.

The senior students lead Lunchtime Clubs where the student body support each other and model what leadership looks like. Lunchtime clubs such as the Sustainability Group, Talent Club, Lego Club, Art and Craft Club bring relevance to student interest and provide experiences which build self confidence.

The Peer Mediation program is run by Year 5 students. This supports 15 x Year 5 students to assist with social concerns during playtime breaks. Peer Mediators refer to the Yard Teacher after working with children on the yard and following a flowchart triage approach. Peer Mediation includes playtime group activities encouraging multi-age play.

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Three way conferences are held midyear between Student-Parent-Teacher to communicate student achievement and foster a relationship where the student is supported to reach their potential. The shared responsibility between the student, family and teacher creates an accountability circle for all parties to activate agency in a combined goal of achievement.

House Captains

The Year 4-6 student body elects House Captains. Grade 6 teachers call for nominations from the students. Those nominated make a presentation to the cohort and all children in the senior school vote for their representatives.

There are four houses: KAMBARA (GREEN), TARMAROO (YELLOW), COOLAC (BLUE), ARUNYAH (RED). Captains and Vice Captains get involved in the organisation of sporting and Inter-house events, as well as other leadership activities around the School.

Junior School Council

The Junior School Council is another opportunity for students to experience leadership at school following the School Captains and the House Captains and to have input into the development of the school.

Two children from each grade from Foundation to Grade 6 are elected by their peers for a twelve month term of office. The Junior School Council meets with the nominated teacher once per month and is chaired by the School Captains. They discuss any items raised by the children of the various grades as well as performing a range of fund raising activities for charity.

8 **Enrolments**

The enrolment process at CEPS is a very simple one. The only documentation parents of children enrolling in a Victorian state school for the first time must produce is evidence of date of birth of the child concerned and his/her immunisation certificate, which is obtained from the Australian Childhood Immunisation Register (ACIR) 1800 653 809, your local Medicare Office or www.medicareaustralia.gov.au/online or your local council immunisation service.

Please note that children enrolling in the Foundation year must be at least 5 years of age by the 30th of April in the year in which they enrol. The enrolment form must be filled in and signed.

Children who are not Australian citizens are required to provide a copy of their current visa.

CEPS has no waiting lists and if you are unsure of your closest school please check zones: <https://www.findmyschool.vic.gov.au/>

We welcome interest from any parents and the principal will be delighted to make an appointment to talk with you and take you on a tour of the school.

KINDERGARTEN TRANSITION PROGRAM

Each year, a transition program is offered for kindergarten children, which is conducted over a number of months. We encourage all enrolled families to attend our transition program.

The transition program starts with a family BBQ for parents to meet and children to become familiar with the school grounds. The program continues over approx. 5 visits, including opportunities for children to meet their Year 6 buddies, participate in school learning activities, meet their teachers and in general become familiar with the school environment in a confident and happy way. Information about our Transition Program dates is available on our website.

Curriculum

Literacy

The Language Program enables students to be effective in becoming literate in all forms – speaking and listening, writing and reading. Language enhances, enriches and empowers students in their daily lives, allowing expression of ideas, feelings and beliefs. At Cheltenham East Primary School, we continue to develop the following areas in Literacy:

- To develop the ability to speak, listen, read, view and write with enjoyment, purpose and confidence in a wide range of contexts.
- To develop a knowledge of the ways in which language varies according to context, purpose and confidence and the capacity to apply this knowledge
- To develop a knowledge of linguistic patterns used to construct words (using a phonological structured work inquiry approach), meanings and the features of different texts and the capacity to apply this knowledge, especially in writing.
- To develop a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society.
- To develop reasoned arguments about interpretation and meaning.
- To attain the set benchmarks each year in Reading.
- To inspire in students a lifelong love and / or appreciation of literature.
- Differentiated programs are routinely created each week, as a result of assessment, identifying children's next step for learning, regardless of their year level. This is supported through student Individual Learning Plans, which involve parent/carer inclusion with the learning process and goal achievement.

LITERACY INTERVENTION: The Literacy Intervention Team at Cheltenham East Primary School supports teachers in the classroom to affect the literacy goals for students with Individual Learning Plans in literacy. Parent communication and partnership with the Intervention Team is paramount to the success of this intervention model. Ongoing commitment to student support is required by the student's family to embed the fundamental learning being consolidated and practised during and beyond the allocated time the student engages with the Literacy Intervention Team.

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Numeracy

Numeracy is important as it has applications in all human activities and can enhance our understanding of the world and the quality of our participation in society. The continued use of the CEPS Pedagogical Plan has ensured there is a common approach to Mathematics across the school. As well as providing a clear instructional model for Maths, we have a clear focus on problem solving and the teaching of problem solving techniques and strategies. The consistency of lesson delivery has resulted in the following key initiatives within the school:

- A consistent approach to Mathematics in line with the CEPS Instructional Model.
- A consistent teaching of problem solving, timetabled weekly throughout the school.
- Focus on reflection and explicit teaching as key elements of a Mathematics lesson.
- Teachers develop a clear understanding of the fundamental concepts of magnitude, order, time and space and a thorough understanding of the four maths processes, through exploration, utilisation of the child's experiences and the use of materials to visualise and build manipulative hands-on models
- Learning is active, building on what children know and supporting children to become risk takers. It will encourage talking and writing, feature co-operative learning and be gender inclusive
- Mathematics is taught in an encouraging, challenging, but non-threatening environment
- Differentiated programs are routinely created each week, as a result of assessment, identifying children's next step for learning, regardless of their year level. This is supported through student Individual Learning Plans, which involve parent/carers inclusion with the learning process and goal achievement.

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THE ARTS

In the Victorian Curriculum F–10, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design. The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make, respond and learn to appreciate the specific ways this occurs in different disciplines.

Through the Arts program encompassing Performing and Visual Arts, students at CEPS:

- develop their intellectual, imaginative and expressive potential through the Arts
- develop skills, techniques and a knowledge of the processes as a basis for personal expression
- create, perform or present arts works
- develop critical skills through describing, analysing, interpreting and evaluating art works made by themselves and others
- develop understanding of how the arts evolve within particular social, cultural and historical contexts
- enjoy participating in the process of creating, presenting and responding to the Arts
- develop the necessary skills, understandings and the confidence to participate fully in the Arts throughout their lives.

MUSIC

Music is a fun ‘hands on’ experience. Children participate in singing with dance, playing xylophones, drums, keyboard and percussion instruments. Many children also choose to learn to play guitar, piano, flute, recorder, violin and clarinet. Performances including these instruments are a school highlight, as is our annual school production where all children perform on stage.

Through learning Music, students at CEPS:

- have a wide variety of musical experiences in order to become musically aware, literate and tolerant.
- grow in cultural awareness as they grow in stature, through opportunities suited to each stage of development, for listening (with intention), singing, moving, playing, reading and creating.
- through experience with music, develop and extend their powers of concentration and aural acuity. This provides a means for personal expression, develops skills at many levels and above all, encourages inclusion in sharing with enthusiasm in life itself.

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HEALTH & PHYSICAL EDUCATION

Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. Health & P.E. provides the children with the opportunity to build positive attitudes and practical skills while developing fitness and a healthy lifestyle. The school is heavily involved with senior school Interschool sports and has had many students go on to compete at higher levels. The school also has House Sports for Yr3-Yr6 in cross country, swimming and athletics. The F-Yr4 children participate in a pool based 'Learn to Swim Program' and Years 5 &6 students attend a beach safety program. Parents are encouraged to be involved with the running of athletics and cross country carnivals.

Through lessons, incursions and excursions, the school endeavours to do the following in Health and Physical Education:

- To develop in children good health habits, together with the reasons for practising these skills
- To teach safety – particularly with relation to roads, fire, water and electricity
- To develop an understanding of nutrition and personal hygiene
- To develop an awareness of the work carried out by Community Health Services
- To increase character development by means of socially accepted values
- To develop thoughtful, responsible, honest and co-operative students
- To teach social skills associated with the program 'CEPS Kids Are Friendly Kids'
- To provide a comprehensive and sequential Physical Education Program which caters for the individual needs of students
- To promote physical fitness and competence in performing fundamental motor skills essential for healthy growth and development
- To promote participation, co-operation and enjoyment in physical activities and to foster enjoyment.

Cheltenham East Primary enjoys an active sporting program throughout the year. This incorporates whole school involvement in the following:

- Fundamental Motor Skills including Perceptual Motor Program (PMP) for Juniors.
- Swimming Program F-6
- Gymnastic and Body Movement Program
- Interschool and intra-school sporting activities
- Athletics training and interschool competition

LANGUAGES OTHER THAN ENGLISH (L.O.T.E.) - Italian

The English as an Additional Language (EAL) curriculum is central to the learning and development of all young Australians for whom English is not their home language. Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens.

Learning a Language offers students the opportunity to:

- Use the language to communicate with its speakers
- To understand how language operates as a system and, through comparison, how other languages, including English, are structured and function.
- To gain direct insights into the culture or cultures which give the language its life and meaning
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- add to their general knowledge.

SCIENCE/INQUIRY

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

At Cheltenham East Primary School, we value the importance of learning science from Foundation – Year 6, therefore, through a program designed to cater for each year level, all of our students will:

- acquire scientific skills and conceptual knowledge.
- acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and to seek solutions.
- develop scientific attributes such as flexibility, curiosity, critical reflection, respect for evidence and ethical considerations.
- recognise and understand the limitations of science.
- be able to interpret and communicate scientific ideas effectively.
- appreciate the dynamic role of science in social and technological change.

Cheltenham East Primary School

HUMANITIES

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens. In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Through the study of Humanities, Students at Cheltenham East Primary School:

- Learn about the components of their society and their environment
- Develop an appreciation of cultures other than their own and the contribution that these make to a unified and diverse society
- Develop citizenship skills to be able to make a difference in a democratic society
- Learn about the ways in which people in other times and in other cultures have used technology and the resources available to them
- Develop a knowledge of change and its impact on culture, social systems and environments

TECHNOLOGIES

The learning of Technology at our school is provided through a framework for students to learn how to use many technologies to create innovative solutions that meet societal current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies. It is intended that students develop:-

- Designing, constructing and evaluating skills
- A systematic and creative approach to designing technological solutions
- The knowledge and skills necessary for using a variety of equipment and resources
- The understanding of the principles for safely using materials and operating equipment
- The ability to explore and access the past and potential consequences of using technology
- Self confidence and self sufficiency in dealing with technology
- An ability to develop problem solving skills within real contexts.

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INFORMATION TECHNOLOGY

Students at our school have specific lessons to explicitly teach the skill development required for active engagement in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs when they use Digital Technology. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information sharing, are created through the application of computational, design and systems thinking, and technical skills.

This technology is incorporated as part of the educational program at Cheltenham East Primary School:

- to encourage children to use different technologies to communicate understandings and as resources in the extension of various areas of the curriculum
- to integrate technology into all curriculum areas
- to develop keyboarding skills
- to make appropriate use of the Internet
- to fully integrate the technology equipment throughout all levels of the school
- to provide our students with the skills and competencies required to harness and acquire information. By providing them with regular opportunities and exposure to Information Technology, they will gain confidence in applying these skills during their learning.
- In each classroom there networked tablets and laptops. Students use these technologies in conjunction with their learning tasks during the two hour literacy block. All software is integrated into the curriculum and encompasses Literacy, Numeracy and all other Key Learning Areas. There is a wide variety of problem solving software that encourages thinking skills and collaborative learning.
- The Internet is a rich resource of information and ideas. It is closely supervised by all teachers who provide relevant sites to enhance student learning.
- Digital technologies are used widely in the school to enhance publications and provide images in digital form.

10 Special Programs & Facilities

PARENT HELPERS (CHATS)

Cheltenham East Primary School is very proud of the help that it receives from the parent support group called CHATS (Classroom Help and Teacher Support).

Each year we welcome in the number of parents who are prepared to help in so many different ways. Involvement in the Early Years Reading Program has a dramatic increase in the standards that the children can attain, in many instances, far beyond the benchmarks set by the State. The fact that our children in F-2 read every day has a significant impact on our results. Our parents help in Learning Centres in junior Literacy Groups, in Sporting activities and in classrooms. The F-1 Perceptual Motor Program in the Junior School, and the Y4-6 Bike Education Program cannot run without parent support. The involvement of parents who are prepared to, for example, cover books, make puppets or to make aids for our Literacy Centres, positively benefits the education experience for adults and children alike.

Research indicates that where parents are involved in their children's schooling in some way, their children's performance is enhanced. At Cheltenham East we value the input that our parents contribute to our programs and we encourage all parents to be involved in some way. Toddlers are always welcome. At the beginning of each year a very special introduction session is held to explain to the parents the areas that they might wish to be involved and how to best help in the classroom. We look forward to greeting you on this very special occasion.

Cheltenham East Primary School

HOMEWORK POLICY

Homework provides the link between the home, the community and the school. This partnership enhances the child's learning. Supporting your child to build independence in learning responsibility will assist:

- to foster a learning environment beyond the school
- to develop sound organisational skills in the student
- to enhance your involvement with your child's schooling and to follow their progress
- to encourage your child to extend their educational opportunities
- to encourage your child to develop independent work habits and self discipline

Homework is an extension of the classroom to the home. It enables parents to observe their child's progress. It also enables the child to follow up work, which has been introduced, and to carry out independent research.

The home that provides a genuine interest in books, newspapers and current events is doing much to promote healthy attitudes to learning.

Homework helps the child to realise that education is not restricted to the confines of the classroom and that it encourages the development of independent work habits and self-discipline.

The co-operation of parents in supporting teachers in the formation of good study habits is appreciated and valued by the teachers at Cheltenham East Primary School.

The maximum expectations for homework to be set are:

- | | |
|--------------|---|
| • Foundation | Reading for 10 minutes per day |
| • Grade 1 | Reading for 10-15 minutes per day |
| • Grade 2 | Reading for 15 minutes per day |
| • Grade 3 | 60 minutes per week} |
| • Grade 4-5 | 90 minutes per week} inclusive of reading |
| • Grade 6 | 120 minutes per week} |

If difficulty is encountered by any student with any work set, parents are encouraged to share this information with the teacher.

Homework can include projects, story writing, book reviews, going to the Library, reading a book, a newspaper or magazine article, making a collection, learning, spelling, oral and written research, learning number facts, creating art work, plays or songs - the possibilities are endless.

The decision on what is to be set as homework and when it is to be completed, is made by the teacher.

Cheltenham East Primary School

BEHAVIOUR MANAGEMENT

At Cheltenham East Primary School we believe that teachers have the right to teach and every child should have the opportunity to learn each day without interference. We uphold the school values of Courtesy, Respect, Co-operation and Responsibility.

We expect all children to behave appropriately. Teachers will acknowledge and encourage appropriate behaviour that is in accord with our school values and explicitly taught through 'CEPS Kids Are Friendly Kids'. It is also expected that the home environment will support the school's beliefs, reinforcing the school's expectations. These guidelines for behaviour have been accepted by the Cheltenham East Primary School community. We believe this makes our school a safe and happy place for us all to work and enjoy life.

CEPS actively engages a number of approaches to enhancing the students' wellbeing experience at school. The whole school follows explicit weekly lessons and presents awards to those promoting our school values through the 'CEPS Kids are Friendly Kids' program. The 'Peaceful Kids' program is used to support particular students with high anxiety, whilst Mindfulness is practised in classrooms through circle time and yoga sessions.

The School Wide Positive Behaviour System (SWPBS) framework has been adopted where a common philosophy and purpose has been established, and staff use a common language to discuss behaviour. This framework is supported by the Leadership Team and is driven school-wide by the Wellbeing Professional Learning Team (PLT), who are responsible for its implementation. The Wellbeing PLT meet weekly to create, review and monitor the annual action plan. This work is done in collaboration by the whole staff with input from parents, students and the community.

The promotion of a clearly defined set of expected behaviours, through the consultation process with staff and students has seen the identification of positively stated examples for ideal behaviour displayed across the school. This has resulted in establishing and promoting consistent procedures for teaching and practising expected behaviours both in the classroom and out in the yard. Students use the visible 'I can' statements to reflect on their actions and behaviours. Restorative Justice is routinely used when working with children, to develop responsibility, issue resolution skills and positive independence.

The school policies for *Bullying Prevention and Management*, *Child Safety*, *Child Safe Code of Conduct 2020*, are located for viewing amongst all Cheltenham East School Policies on <https://cheltenhameast.vic.edu.au/about-our-school/#plans>

*Thankyou for taking the time to read this prospectus.
If you need any further information, please view our website:
<https://cheltenhameast.vic.edu.au/>
or contact the school office PH: 03 9583 5746
Email: cheltenham.east.ps@education.vic.gov.au*