Discovering Learning at Chelsea Heights Primary School

2017 Foundation Parent Handbook
Table of Contents

About this handbook 3
2017 Term Dates 3
The First Month of Foundation 4
What does my child need on their first day? 5
Eating Times for Foundation Students 5
Map of CHPS 6
Transition 7
Wilson McCaskill 8
English—An Overview 9
English—Daily 5 (CAFÉ) 10
English—Writing 11
Mathematics 12
Science and Integrated Studies 13
The Specialist Program 14
The CHPS Buddy Program 15
What happens if my child is sick? 16
How does my child get to & from Out of School Hours Care? 16
Frequently Asked Questions 17
Welcome...

to Chelsea Heights Primary School.

We thank you for making CHPS your school of choice and we look forward to many years of exciting learning and getting to know you and your family.

This handbook has been put together to support new Foundation parents, and in conjunction with the CHPS Parent Information Handbook, should answer many queries about starting Foundation and school life.

Our aim at CHPS is to make your child’s transition to Foundation a smooth one.

Term Dates 2017

**Term 1:**
Monday 30th January to Friday 31st March
- Monday 30th January - Teaching Staff Only
- Tuesday 31st January - Teaching Staff Only
- Wednesday 1st February - Levels 1 to 6 students commence
- **Thursday 2nd February —Foundation students commence 9:00 finish 1:30 pm**

**Term 2:**
Tuesday 18th April to Friday 30th June

**Term 3:**
Monday 17th July to Friday 22nd September

**Term 4:**
Monday 9th October to Friday 22nd December
During the first month of Foundation, the Foundation Team will complete a number of assessments to determine your child’s level of understanding of English and Mathematics as they enter formal schooling.

The assessments that will be used are the English Online Interview and the Mathematics Online Interview. These assessments will inform the curriculum planning undertaken to support your child’s learning.

The Assessment Interviews are carried out on a one-to-one basis during February and take approximately 45 minutes. To facilitate these interviews Foundation students do not attend school on Wednesdays during the month of February.

Your child’s teacher will negotiate an interview time with you early in 2017.

Foundation School Attendance Dates & Times for the first week of school are:

Thursday 2nd February - 9:00 am to 1:30 pm
Friday 3rd February – 9:00am to 3:30 pm
Monday 6th February – 9:00am to 3:30 pm
Tuesday 7th February – 9:00am to 3:30 pm
Wednesday 8th February – No attendance due to Interviews

Please Note:

- Foundation students will attend from 9:00 am to 1:30 pm on Thursday 2nd February, then 9:00am to 3:30pm from Friday 3rd February every Monday, Tuesday, Thursday and Friday.
- Foundation students will attend their 1st full week of school (including Wednesdays) commencing Monday 6th March
- Foundations will attend Specialist Classes from the week beginning Monday 6th February
- Foundation students will play under full supervision in the Foundation Playground only until Thursday 9th February. After this date Foundation students can choose to stay in the Foundation Playground or venture into the main play areas. All students will have a Level 5 buddy to support their transition to the main play areas.
- Foundation students will attend their 1st Whole School Assembly on Monday 27th February. Parents & siblings are always welcome to attend Whole School Assemblies!
What does my child need on their first day of school?

An organised and calm start to the first day of school has a huge impact on the success of this day for your child.

Ensuring that you have the following will support this:

*Your child’s box of school supplies – please do not label or cover markers, pencils, books etc. as these are shared in Foundation.*

Packed in your child’s clearly named school bag:

1. Named Reader Bag from box of school supplies
2. A named Art Smock
3. A labelled drink bottle— preferably filled with water
4. A labelled lunch container including
   - A fruit snack
   - Play lunch
   - Lunch

*It is important that you have placed and paid for your child’s book order and arranged for a home delivery before the start of school.*

Eating Times for Foundation Students –

Regular healthy eating supports an active and receptive student. Your child will be eating at the following times whilst at school.

10:00 am – Fruit or vegetable break

10.45 am – All students visit the bathroom and wash their hands before eating their “play lunch” in the classroom.

1:00 pm – All students visit the bathroom and wash their hands before eating their lunches in the classroom.
2016 Chelsea Heights Primary School Map
## Chelsea Heights Primary School
### Foundation 2017 Transition Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Time</th>
<th>Student Activity</th>
<th>Parent Activity</th>
</tr>
</thead>
</table>
| Fri 9th September| 9:15am - 10:15am| **Student Session 1—“Introduction to Foundation”**  
Students will be allocated to groups. Lists indicating your child’s group, the room in which they will working and a name badge will be available at tables manned by our Student Leaders in the Foundation Centre foyer. | Parents are welcome to remain with their child during this activity. We ask that siblings do not attend this session. |
| Mon 24th October | 6:30pm - 8:30pm | **Parent Information Night: “Student Learning”**  
Five rotating workshop style presentations:  
**Workshop 1**: A Day in Foundation  
**Workshop 2**: Numeracy  
**Workshop 3**: Literacy  
**Workshop 4**: Wilson McCaskill  
**Workshop 5**: Specialist Classes  
**Location**: Green Learning Zone and Foundation Classrooms | **Parent Information Session 1: Welfare & Wellbeing**  
Focus areas:  
1. Our School Values  
2. Classroom & Yard Behaviour Management  
3. The 5 Finger Solution  
4. Yard Duty  
5. First Aid  
6. Additional support staff available for your child eg. Speech Pathologist, Social Worker, Psychologist  
**Location**: School Gym |
| Fri 11th November| 9:15am - 10:30am| **Student Session 2—“Literacy”**  
Students will be involved in a variety of Literacy based activities. These activities will relate to an “Interactive Book” which will be read at the commencement of the session. | **Parent Information Session 2: Support Staff and School Procedures**  
Focus areas:  
1. School Banking  
2. Uniform  
3. Camp Australia  
4. Canteen  
5. Integration Aides  
6. Office Procedures  
7. Concerns and Complaints Process  
8. Parents as Helpers  
9. Committees—School Council, Parents and Friends  
**Location**: School Gym |
| Fri 25th November| 9:15am - 10:30am| **Student Session 3—“Numeracy”**  
Students will be involved in a variety of Numeracy activities with some Level 4 ‘Buddies’. | **Parent Information Session 2: Support Staff and School Procedures**  
Focus areas:  
1. School Banking  
2. Uniform  
3. Camp Australia  
4. Canteen  
5. Integration Aides  
6. Office Procedures  
7. Concerns and Complaints Process  
8. Parents as Helpers  
9. Committees—School Council, Parents and Friends  
**Location**: School Gym |
| Tues 13th December| 9:30am - 12:00pm| **Student Session 4—“Specialist Sessions & Teddy Bears’ Picnic”**  
Students will participate in Performing Arts, Japanese, Art and Physical Education with the Specialist Teachers. A Teddy Bears’ Picnic will be held in the Foundation Playground with the Level 4 ‘Buddies’. | **Parent Information Session 2: Support Staff and School Procedures**  
Focus areas:  
1. School Banking  
2. Uniform  
3. Camp Australia  
4. Canteen  
5. Integration Aides  
6. Office Procedures  
7. Concerns and Complaints Process  
8. Parents as Helpers  
9. Committees—School Council, Parents and Friends  
**Location**: School Gym |

**Thames Promenade, Chelsea Heights. Phone: 9772 4139**  
Website: [www.chps.vic.edu.au](http://www.chps.vic.edu.au)  
Email: chelsea.heights.ps@edumail.vic.gov.au
A prominent part of the curriculum at Chelsea Heights Primary School is the implementation of Wilson McCaskill’s ‘Play is the Way’ program. ‘Play is the Way’ is a practical methodology for teaching social and emotional learning using guided play, classroom activities and a specific and empowering language which is embedded across all levels of our school.

We strongly believe that the program supports our students by developing the fundamental skills for life effectiveness. Teaching the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognising and managing our emotions, developing caring concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make strong and safe choices.

The ‘Play is the Way’ philosophy consists of behavior education and student self-regulation that fosters independent, self-motivated, empathetic, lifelong learners. This philosophy revolves around the Self-Mastery Checklist and the following 5 key concepts:

- Treat others as you would like them to treat you.
- Be brave – Participate to progress.
- Pursue your personal best no matter who you work with.
- Have reasons for the things you say and do.
- It takes great strength to be sensible.

For further information and recommended reading for parents, please visit the ‘Play is the Way’ website at [https://www.playistheway.com.au](https://www.playistheway.com.au)
As a core subject of the curriculum, we invest considerable time in the teaching and learning of English in the Foundation level. The English curriculum comprises of Reading and Viewing, Writing and Speaking and Listening and their key concepts are delivered explicitly through clear ‘learning objectives’ and ‘success criteria’.

From the beginning we focus on letter recognition of the alphabet through songs, games and other practical activities. When the students are secure in naming the letters, we move on to exploring the sounds they make through our THRASS program. THRASS provides a framework for the explicit teaching of Handwriting, Reading and Spelling Skills.

Cued articulation is a set of hand cues for teaching the individual phonemes in a word and complements the THRASS program. The hand movements are logical in that each movement represents one sound and the cue gives clues as to how the mouth forms the sound.

Each student has the opportunity to take home five Home Readers per week. Texts are meant to be shared with a parent at home and will generally be within their reading ability, to promote a positive and relaxed experience, and build fluency.

The M100W words are the 100 most common words found in texts and stories. The words are compiled into short colour-coded lists which the students take home and learn. Research has shown that automatic recall of high-frequency words helps develop greater fluency, expression and comprehension when reading.
The Daily 5 is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently.

How does it work?
Students select from five authentic reading and writing choices, working independently toward personalised goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include:

1. Read to Self
2. Work on Writing
3. Word Work
4. Listen to Reading
5. Read to Someone

Early on, we focus on increasing our reading stamina during our Read to Self sessions and to encourage the students to select appropriate reading material via the IPICK method. Once desired stamina is established, the students are then given the opportunity to choose to work on a particular Daily 5 component that will support their personalised learning goal.

Daily 5 is how we schedule our literacy block. CAFE is what we study during this time. CAFE is an acronym for the four major components of reading. They are:

- C for Comprehension
- A for Accuracy
- F for Fluency
- E for Expanding Vocabulary

The children will learn reading strategies within each category. These strategies will become tools for the children to use to help themselves become better readers and writers.
What is Big Writing?

Big Writing is an approach to teaching writing and raising writing standards that focuses on;

- The importance of talk and oral rehearsal
- Accurate basic skills—spelling, punctuation, grammar, handwriting
- Regular and meaningful assessment and target setting
- High expectations for all pupils
- Giving writing a purpose and making it fun!

The Big Write Session consists of:

- A ‘talk’ homework the night before - for all children to discuss and prepare (mentally) what they are going to write about.
- One hour per week split into sessions.
- The first half of the lesson is fast, fun work on the correct use of Vocabulary, Connectives, sentence Openers and Punctuation (VCOP).
- Followed by 10 minutes of whole class planning time.
- Finally the children write individually in silence, with an atmosphere that supports both concentration and creativity (dimmed lights, low volume, Mozart and regular brain breaks).

Writers Workshop (Genre Writing) sessions

Whilst Big Writing supports creativity and the development of a ‘writer’s voice’, we follow a whole school approach to the explicit teaching of essential writing genres.

The writing genres include:

- Narrative
- Persuasive (Exposition)
- Recount
- Information Report
At CHPS, we deliver a rich numeracy program, using a ‘hands on’ approach, with lots of supportive materials and games.

All classes will start with a pre-assessment so teachers can find out what the students already know and what they need to learn. When we assess students, we look for a number of competencies, i.e. how they can apply their skills to a number of situations, explain their thinking and how they can ‘prove’ and convince somebody that their answer is right.

Our Mathematics program includes explicit instruction, followed by opportunities for students to work independently, practise and gain proficiency in newly learned skills.

Students are encouraged to reflect on their understanding of each lesson’s learning objective and how they could progress further.

In addition to the regular Mathematics lessons students participate in 5 to 10 minute ‘Do-Daily’ activities, which focus on consolidating core skills and improve number fluency.
Science

Throughout Foundation, our students investigate four key areas of Science:

- *On the Move* (Physical Science),
- *Staying Alive* (Biological Science),
- *Weather in my World* (Earth and Space)
- *What’s it Made of?* (Chemical Science)

These four units provide the basic understandings of our scaffolded, whole school Science program.

Integrated Studies

Integrated Studies comprises of units that incorporate strands of History, Geography and Health.

These units encourage students to investigate the world in relation to their own environment and personal experiences.
At CHPS our program currently includes four specialist subjects:

- Physical Education
- Performing Arts / Music
- Visual Arts
- Japanese (1/2 Hour)

The specialist programs are taught in our “Green Learning Zone,” which is situated on the Thames Promenade / Wells Road corner of the school. Your child will experience one hour a week in each of these subjects.

The time slot for this program alters each term. If your child has specialist classes for the last three hours of a particular day, he / she may not return to their classroom to be dismissed.

The Foundation Newsletter will inform you about your child’s specialist timetable each term. It is important that you make note of these times so that you know the area from which your child will be dismissed and are waiting for him / her when they enter the playground.
The Aim:
The Buddy Program at Chelsea Heights Primary School facilitates meaningful connections between students within the School. The main focus is to build social skills, resilience and a pro-social culture.

How does it work?
The buddy program at Chelsea Heights Primary School consists of Foundation students paired up with students in Level 5. These pairings are developed in consultation between the Level 4 and Foundation Teachers in preparation for your child’s arrival the following year. Buddies are paired to benefit each other e.g. a quiet child with one who will converse and interact.

Why have buddies?
Younger children, especially, enjoy the one-to-one attention they receive from their older buddy. They make comments such as, "We do lots of fun things together. She’s my friend." Participation in buddy programs enhances children’s cooperative learning behaviours such as taking turns, listening, sharing knowledge, praising another’s effort, helping one another, and completing a task. Due to the extra attention and assistance, the younger children’s work often improves. As the older students assume the role of the teacher, they are motivated to do their best. They also experience pride in their ability to be helpful.

The younger children bond with the older buddy and friendships flourish as the year progresses. Since the younger children look up to the older students, the older buddies try hard to be of assistance and their feelings of self-worth are enhanced. The older children enjoy the responsibility of caring for their buddy and it is a great start to the student leadership program that we offer at Chelsea Heights Primary School.
What happens when my child is sick?

Scenario 1: My child is sick what do I do and who do I inform?
For DET reporting purposes it is important that CHPS is aware of your child’s absence and a reason why e.g. ill, appointment, holiday etc. Please contact the school office on 9772 4139 or by SMS on 0455 070 159 preferably by 9:30am. If your child is away/late and the office hasn’t heard from you by 10am an automated SMS will be sent to you.
Teachers would also appreciate a short note informing them of the absence. If your child is going to be away for more than a couple of days it is essential that you inform the school prior to your child’s return.

Scenario 2: If my child becomes unwell at school what happens?
Your child will be allowed to rest under supervision and we will endeavor to contact you. Should we be unable to reach you, the emergency contact numbers that you have provided will be used.

Scenario 3: If my child injures themselves at recess or lunchtime what happens?
Minor Injuries e.g. small falls or grazes are treated by a teacher on yard duty.
Moderate Injuries e.g. cuts or grazes that need cleaning are treated by a First Aid Officer in the Sickbay. A Sickbay form will be filled out and sent home with your child.
Major Injury and all Injuries above the shoulders will result in a phone call to you or your emergency contacts.

How does my child get from ‘Before School Care’ and to ‘After School Care’?

Before School Care: Camp Australia staff will walk all Foundation Students attending Before School Care to the Foundation line up area. The staff will remain with your child until 8.50 am when the doors open and his/her Level enters the classroom.

After School Care: Teachers will walk Foundation Students attending After School Care to Camp Australia and wait with them until Camp Australia Staff have signed them in.

For this program to run safely and smoothly it is ESSENTIAL that you inform your child’s teacher of any changes to your child’s attendance hours at After School Care. This is most effectively done by sending a note. Please DO NOT rely on your child to relay this information.
How do I know which Level my child has been placed in and who his/her teacher is?
In early December, your child will attend the Statewide Transition Day. On this day he/she will be taught by his/her teacher for the next year. All children – whether they have attended this day or not – will receive a letter from their teacher and their Level 5 buddy in January 2017 welcoming them to CHPS.

Do I receive any concessions with a Health Care/Pension Card?
If you have a current health care card or pension card you may be eligible for CSEF which is Camps, Sports, Excursion Funding. To qualify for this, we need see your current card when payment is made and make a photocopy.

What do I do if I have a concern or complaint?
The members of the Education Sub Committee of the CHPS School Council which includes both parents and staff developed our Concerns and Complaints Policy in 2009. A copy of the flow chart which supports parents in their understanding of “who to go to for what” is displayed on all classrooms doors and published on our website. Concerns that result in a need for a change in or development of policy are addressed by the School Council.

Where can I access the school’s policies?
The school’s administrative policies are reviewed regularly by School Council and are published on the CHPS website. Education policies are revisited during the school’s four yearly formal review process which is overseen by a representative from the Department of Education and Training (DET).

How does the school prevent bullying?
Driven by our Values Program our students develop a clear understanding of Respect, Responsibility & Cooperation. They are supported to understand that bullying is defined as repeated incidences of physical, verbal or cyber abuse and exclusion. Many strategies are employed by the school to ensure that all children feel safe and included at school e.g. Restorative Justices, Wilson McCaskill ‘Play is the Way’, Setting the Climate Program, Scaffolded Student Leadership Program, Buddy Program and Level 6 Peer Support Program.

Why should I join a parent committee?
Participating in School Council, the Education Sub Committee, the Buildings and Grounds Sub Committee or Parents & Friends Association ensures that you have a voice in the maintenance, development and improvement of your child’s school.