



**Evidence-Based
Education for All**

**‘EVERY CHILD MATTERS
EVERYDAY’**

Respect Responsibility Relationships Resilience



Chelsea Primary school is committed to teaching and learning excellence and has been working with the government in helping to roll out best practice in line with the Education State.

At Chelsea, we provide a calm and orderly environment for all. Across the whole school, we have established routines and consistency in learning and teacher protocols that ensure an environment where all students can reach their potential.

Our teachers are highly talented and dedicated. They work in collaboration to develop a school culture that values teaching and learning.

Teachers encourage all students to strive to achieve their best with their academic, social-emotional and extra curricula pursuits.

Our teachers are approachable, highly capable and dedicated professionals ensuring that every student in their care reaches their maximum potential.

Fostering a strong partnership between the family and the school through clear and continuous communication is a critical element in students' success at Chelsea Primary.

All parents are encouraged to be actively involved in their child's education school events and decision-making opportunities.

Our school promotes a set of values which empowers students to make positive contributions to the school and the broader community.

Our students live and learn by our values: **Respect, Responsibility, Relationships and Resilience.** We celebrate the diversity of our school's culture and society.



Rich Curriculum at Chelsea PS

At Chelsea, we consult **evidence-based research** teaching practices and use data to inform and guide our teaching and learning practice. We follow the Department of Education's **Practice Principles and HITS strategies**.

The Practice Principles for Excellence in teaching and learning provide a foundation for the conversations, collaborations and actions at the centre of teaching and learning.

The HITS strategies are 10 instructional practices that reliably increase student learning wherever they are applied.

How Learning Happens - at Chelsea we focus on how the brain works and what this means for learning and teaching. We give our teachers practical guidance about how to implement and use well-established findings on teaching practices that work.



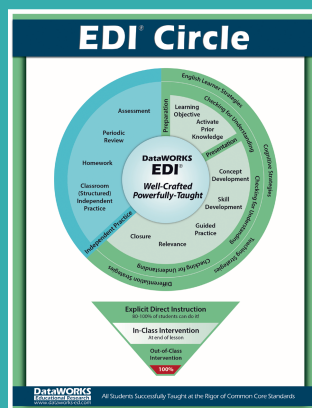
Explicit Direct Instruction

Explicit Direct Instruction (EDI) encompasses research-based instructional practices explored by cognitive and educational researchers.

Explicit instruct is characterised by carefully planned and sequenced lessons; clear and detailed instructions and modelling; and frequent and systematic monitoring of student progress and feedback to students. The pedagogy is implemented from F-6 and across all key learning areas, but with a particular focus in Literacy and Mathematics. **It underpins teaching and learning practices both in the academic and wellbeing spheres.**

EDI lessons contain eight main components for success:

1. Learning Objective
2. Activating Prior Knowledge
3. Concept Development
4. Skill Development
5. Guided Practice
6. Relevance
7. Closure
8. Periodic review



Whole School Instructional Model

Response to Intervention – RTI Model

At Chelsea Primary School we use a three-tiered framework for both Academic and Wellbeing teaching.

Tier 1: Core Instruction

Whole Class
80-85% of students

All students receive a strong evidence-based curriculum and methods.

Tier 2: Targeted Interventions

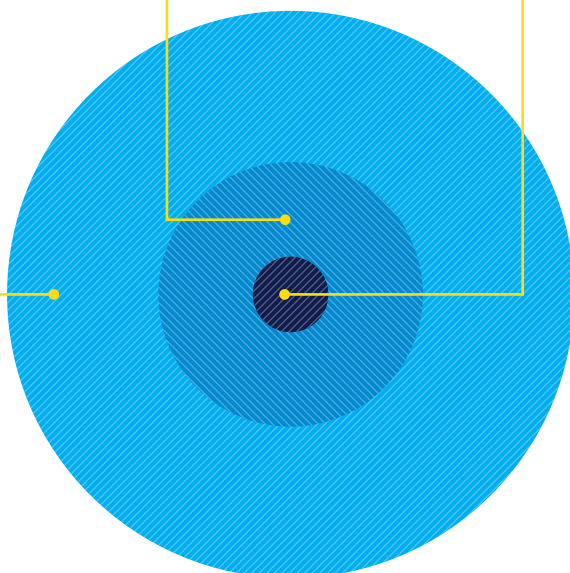
Small group
15-20% of students

Evidence-based targeted supplemental skill-building interventions for some students who require support to make progress.

Tier 3: Intensive Intervention

One-on-one
1-5% of students

Evidence-based intensive targeted interventions for students whose needs are not being met by tier 1 or 2.



Literacy Instructional Model

Under the guidance of outstanding leaders and five specially trained teachers in explicit teaching using a Multi-Sensory Structured Language, we have developed literacy instruction that is delivering outstanding results for all students. We are regularly exceeding expected growth across the important years of Foundation – Year 2 where the fundamental skills of reading must be embedded using **Systematic Synthetic phonics**.

Reading is made of 6 key areas:

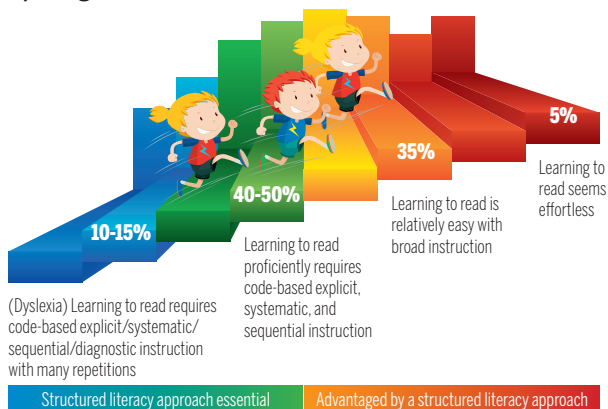
1. **Phonological Awareness.**
2. **Phonics**
3. **Sight Words.**
4. **Fluency**
5. **Vocabulary**
6. **Comprehension**

Our structured reading approach includes:

- Phonological awareness and phonics skill screening on arrival
- Explicit teaching of phonological awareness and phonics.
- Automaticity training in the recognition of irregular words/high-frequency words.
- Guided practice to improve fluency, which is defined as the ability to read with speed, accuracy, and proper expression
- Vocabulary development, which is linked to academic success.
- Explicit teaching of comprehension strategies and questioning techniques.

Spelling

Spelling activities involve students spelling, blending and segmenting words. Students are also explicitly taught the 6 syllable types and morphology (prefixes, suffixes & base/root words) and the spelling rules that govern them. **We use Spelling Mastery program as part of the teaching of Spelling 2-6.**



Grammar

We aim to create an environment that allows students to use grammatical knowledge and understandings to make appropriate choices in getting their message across in both written texts and in speaking and listening. An explicit, whole school approach to grammar has been adopted, so that our students gain essential knowledge and understanding of the functional use of grammar in Standard Australian English.

At Chelsea Primary School students are engaged in a minimum of 10 hours English (reading, writing, spelling and grammar) per week.

Mathematics Instructional Model

Numeracy is involved in all aspects of our lives, in our homes and the workplace. A fundamental purpose of primary education is to ensure students acquire competency in Mathematics. Students learn Mathematics to interpret and **communicate their findings and ideas accurately** and to recognise the importance of Mathematics in our changing society.

We focus on developing automaticity, in the basics, such as mental maths and multiplication tables to enable more complex problem solving as the students become more proficient.

Mathematics is made up of 3 content areas:

1. **Number and Algebra**
2. **Measurement and Geometry**
3. **Statistics and Probability**



Our structured mathematics approach includes the proficiency strands of:

- Understanding, which refers to students building a robust knowledge of adaptable and transferable Mathematical concepts and structures. They develop an understanding of the relationship between the 'why' and the 'how' of Mathematics.
- Fluency, which describes students developing skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.
- Problem-solving, which is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively.
- Reasoning, which refers to students developing an increasingly sophisticated capacity for logical, statistical and probabilistic thinking and actions, such as conjecturing, hypothesising, analysing, probing, evaluating, explaining, inferring, justifying, refuting, abstracting and generalising.



Wellbeing School-Wide Positive Behaviour Model (Curriculum)

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Key Features of SWPBS - Implementation of SWPBS requires commitment by the whole school community, particularly from the principal and leadership group.

Establish a common philosophy and purpose: Staff and students use a common language to discuss behaviour. School philosophy emphasises the need to teach appropriate behaviour much like academic learning.

Clearly define a set of expected behaviours: The school identifies 3-5 behavioural expectations that apply at all times. Clear, positively stated examples are identified and displayed in different school settings.

Establish procedures for teaching and practising expected behaviours: A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.

Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices

Implement a continuum of procedures to encourage expected behaviours: School-wide systems are developed to acknowledge expected behaviour and promote commitment from all members of the school community.

Develop a continuum of procedures to discourage inappropriate behaviour: Schools clearly define problem behaviours and identify specific strategies and responses to minor and major behavioural infractions.

Support staff to use effective classroom practices: Schools establish systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behaviour.

Inquiry & Specialist Subjects

Our Inquiry Curriculum enables our students to explore world-wide and age-old concepts from many different perspectives, encourages them to be empathetic and thoughtful learners and provides the opportunity for wonderful exploratory activities; everything from hosting mini-movies and engaging in art and design. Inquiries include-Sustainability, Identity, Creativity and Curiosity.

Concepts are explored developmentally from Foundation through to Year 6, so all students explore the same concept at the same time, allowing for whole school immersion and cross-level collaboration. This developmental approach ensures that content is not repeated, but is instead 'scaffolded' to match the maturity and readiness of students at each level.

PHYSICAL EDUCATION

Sport, health and physical activity is a key part of our school specialist program. All students' participate in weekly physical activity classes.

VISUAL ARTS

Visual Arts program is taught in a dedicated Art room. Students have opportunities to create artworks with a variety of art materials and mediums, linking to school values and inquiry units.

MUSIC/PERFORMING ARTS

Students participate in a range of Music, Dance and Drama Activities weekly.

HUMANITIES SUBJECTS

Science, Geography, & History subjects are explicitly taught through our inquiry based units, focusing on key elements of these subjects.



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