

**CHELSEA PRIMARY SCHOOL**

**TEACHING & LEARNING  
HANDBOOK**



## Chelsea Primary School Teaching and Learning Handbook 2021

### Vision

Chelsea is committed to:

- To build the capacity of students to achieve personal excellence by developing their academic, social, emotional and creative potential.

### School-Wide Pedagogy

1. Explicit Direct Instruction Model
2. Spaced practice to automaticity.
3. Building knowledge via Key Understandings to build foundation knowledge that promotes curiosity, problem solving and creativity.

### Non-Negotiable for Every Learning Environment

1. Strong Relationships
2. High Expectations and Excellent Classroom Practice
3. Excellent Presentation – Classroom Displays and Bookwork.
4. Positive Classroom Tone
5. Quality Feedback to Students

### Our Values

**Responsibility** - We will act professionally to meet the expectations of the school community actively. We are willing and prepared to meet expectations and be accountable to follow the professional conversation with the school community.

**Respect** - We will demonstrate respect to all members of our school community. We will create a fair and trustworthy environment for all.

**Resilience** - We are open to change and feedback by supporting one another, putting things into perspective and not giving up.

**Responsibility** - We will consciously make decisions, conduct behaviours that seek to improve ourselves and/or help others. Most importantly, a responsible person accepts the consequences of his or her own actions and decisions.

## Planning Agreement

We plan in Professional Learning Community (PLCs) across the school.

As such we will:

- Be prompt, punctual and prepared.
- Always use Chelsea's Key Understandings, Low Variance Curriculum (scope & sequences) and Resources.
- Attend meetings with an open mind and ensure a culture of respect by listening to each other's ideas and contributing to discussions.
- Plan collaboratively for each learning area, including reviews.
- Be an active member of the team and show consideration towards other team members when managing the workload.
- Upload weekly planner and teaching materials prior to the relevant teaching week.
- Ensure that all agreements made during the meeting are fully supported outside the meeting.
- Remain flexible and accept that there are times when communication breaks down.

## Individual Planning

- Roles and responsibilities: Ensure you are meeting the expectations of your assigned role.
- Assessment schedule to be followed and data promptly uploaded.

## Teaching Schedule

### **Literacy Non-Negotiables**

Literacy Foundation to Year 2	Time allocation	Literacy Year 3 to Year 6	Time allocation
Reading	X 1 mentor text lesson a week	Reading	X 1 mentor text study a week

<b>Includes:</b>  <b>Content Knowledge</b>  <b>Vocabulary</b>  <b>Syntax/Grammar</b>  <b>Comprehension</b>	X 1 vocabulary lesson a week  X 1/2 syntax/grammar lesson a week  1 x comprehension strategy lesson a week	<b>Includes:</b>  <b>Content Knowledge</b>  <b>Vocabulary</b>  <b>Syntax/Grammar</b>  <b>Comprehension</b>	X 1 class novel studies per term (Year 5/6)  X 4 Buddy Reading sessions a week (Year 5/6)
<b>Phonemic Awareness/</b>  <b>Phonics/</b>  <b>Morphology</b>	X 4 lessons per week (Foundation/Year 1)  X 4 times per week sound card revision (Year 2)	<b>Morphology</b>	X 4 lessons a week
<b>Writing</b>  Includes:  Syntax/grammar  Genre Structure	X 4 lessons per week	<b>Writing</b>  Includes:  Syntax/Grammar  Genre Structure	X 4 lessons a week
<b>Spelling Mastery</b>	X 4 lessons per week	<b>Spelling Mastery</b>	X 4 lessons a week
<b>Handwriting</b>	X 1 lesson per week	<b>Handwriting</b>	X 1 lesson a week

**CPS Spelling Scope and Sequence:**

[CPS Spelling Scope and Sequence 2020.docx \(sharepoint.com\)](#)

## Template for Writing Scope and Sequence:

[Literacy Planning & Assess - OneDrive \(sharepoint.com\)](#)

## Writing Continuum:

[Literacy Planning & Assess - OneDrive \(sharepoint.com\)](#)

## Numeracy Non-Negotiables

<b>Numeracy Foundation to Year 2</b>	<b>Time allocation</b>	<b>Numeracy Year 3 to Year 6</b>	<b>Time allocation</b>
<b>Number Facts</b> (Multiplication Tables)	5 minutes each day	<b>Number Facts</b> (Multiplication Tables)	5 minutes each day
<b>Mental Maths (Year 2)</b>	X 4 lessons a week	<b>Mental Maths</b>	X 4 lessons a week
<b>Mental Maths Review (Year 2)</b>	X 1 lesson a week	<b>Mental Maths Review</b>	X 1 lesson a week
<b>Number and Algebra</b>	X 3 lessons a week	<b>Number and Algebra</b>	X 3 lessons a week
<b>Measurement and Geometry</b>	X 1 lessons a week	<b>Measurement and Geometry</b>	X 1 lesson a week / alternating with Statistics and Probability
<b>Statistics and Probability</b>	X 1 lesson a week	<b>Statistics and Probability</b>	X 1 lesson a week / alternating with Measurement and Geometry

## Integrated Studies

We teach these lessons twice a week.

	<b><i>Odd Years</i></b>	<b><i>Even Years</i></b>
<b>Term 1</b>	Setting Up for Success <ul style="list-style-type: none"> <li>- SWPBS</li> <li>- Zones of Regulation</li> <li>- Mindset</li> <li>- The Pit</li> <li>- Kindness</li> </ul>	Setting Up for Success <ul style="list-style-type: none"> <li>- SWPBS</li> <li>- Zones of Regulation</li> <li>- Mindset</li> <li>- The Pit</li> <li>- Kindness</li> </ul>
<b>Term 2</b>	History	History
<b>Term 3</b>	Science <ul style="list-style-type: none"> <li>- <i>Biological Sciences</i></li> <li>- <i>Physical Sciences</i></li> </ul>	Science <ul style="list-style-type: none"> <li>- <i>Chemical Sciences</i></li> <li>- <i>Earth and Space Sciences</i></li> </ul>
<b>Term 4</b>	Geography	Geography

## E-Safety

We use the lesson plans from the Australian Government E-Safety Commissioner:

[Classroom resources | eSafety Commissioner](#)

These programs are to be implemented in Term 1 of each new school year:

<b>Foundation</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
Kiya's Excellent Birthday Party Plan and Posters	Hector's World	Be Secure	Cybersmart Challenge

## Respectful Relationships

We teach these lessons over two years. We teach one lesson per fortnight at the agreed time of Friday afternoon.

	Odd Years	Even Years
Term 1	Topic 1: Emotional Literacy	Topic 5: Stress Management
Term 2	Topic 2: Personal Strengths	Topic 6: Help-seeking
Term 3	Topic 3: Positive Coping	Topic 7: Gender and Identity
Term 4	Topic 4: Problem-Solving	Topic 8: Positive Gender Relationships

## Student Engagement

We 'Set Up for Success' as part of our integrated work in Term 1. These concepts are introduced and then referred to throughout the year.

<b>School Wide Positive Behaviour Support (SWPBS)</b>	Refer to section in this handbook about SWPBS. Each of the school values needs to be explicitly taught.
<b>Zones of Regulation</b>	Zones of Regulation explicitly taught in all classes. Display up in all classes with the four zones. Posters can be found here: <a href="https://sharepoint.com">Zones of Regulation - OneDrive (sharepoint.com)</a>
<b>Mindset</b>	Mindset explicitly taught in all classes in the form of Green (Growth) and Red Fixed) Thinking. Teachers can make use of the Mojo videos on Class Dojo: <a href="https://ideas.classdojo.com/b/growth-mindset">https://ideas.classdojo.com/b/growth-mindset</a>
<b>The Pit</b>	The concept of The Pit to be taught to all classes. This link explains more:

	<a href="https://www.challenginglearning.com/learning-pit/">https://www.challenginglearning.com/learning-pit/</a>
<b>Kindness</b>	A culture of kindness to be established through being introduced to 'Bucket Filling'.

### Assessment Schedule

There is ongoing assessment throughout the year for all students. This assessment takes the form of teacher observation, the use of checklists and regular testing online with school schedule. Additional monitoring will occur for tier 3 students.

<b>Foundation to Year 2</b>	<b>Timeline</b>	<b>Year 3 to Year 6</b>	<b>Timeline</b>
<b>Literacy</b>		<b>Literacy</b>	
DIBELS - NWF - WRF - ORF	May and November	DIBELS - ORF - MAZE	May and November
PAT Reading	November	PAT Reading	November
Writing Moderation	May and November	Writing Moderation	May and November
Words Their Way	February and November	Words Their Way	February and November
EOL (English Online Interview)	February	PAT Spelling	November
FELA - Foundations of Early Literacy Assessment (Foundation only)	November (prior to school commencement)		



		<b><i>All literacy and numeracy data to be entered into Year Level Assessment Tables and to be kept up to date:</i></b> <a href="#">DATA COLLECTION - OneDrive (sharepoint.com)</a>	
PAT Spelling (Year 2 only)	November		
DET Phonics Screen (Year 1 only)	November		
Numeracy		Numeracy	
PAT Maths	November	PAT Maths	November
Early Insights	Ongoing	Essential Assessment	Ongoing

## Reporting

We report on student learning twice a year, in June and December. A comprehensive report goes home to all families about their child's social and academic progress. We use this outline to guide our reporting practice: [Report structure 2021.docx \(sharepoint.com\)](#)

## School Wide Positive Behaviour Support Expectations






All students should know and hear that every student is important in this school and in their classroom. No student is *more* important than anyone else. Our goal is to achieve the best education we can. To make this happen, we have to follow certain rules. This means you students will have to behave in a certain way, so that everyone gets the best education possible. These are the basic rules that everyone must follow. Failure to follow these rules will result in a consequence. Success in following these rules will lead to everyone's success.

We follow the School Wide Positive Behaviour Support (SWPBS) expectations on our whole school matrix at CPS. This is our school-wide system for encouraging expected behaviour. These are implemented at the start of each year and referred to on a daily basis in order to encourage desired behaviour.

To discourage expected behaviour we use the following steps:

1. Verbal Warning
2. Move to another classroom outside of the year level – teacher to call parents
3. Move to the office – leadership to call parents

Parents are to be contacted if behaviour is persistent or extreme, with a meeting to follow.

 <b>SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT MATRIX</b>					
	LEARNING SPACES- classrooms, assembly	WALKWAYS AND CORRIDORS	OUTSIDE PLAY SPACES	DIGITAL-ICT	TOILETS
<b>RESPECT</b> 	<ul style="list-style-type: none"> <li>Use active listening</li> <li>Value differences</li> <li>Ask permission to use other's belongings</li> <li>Care for furniture, equipment and materials</li> <li>Ask your teacher to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Walk on paths</li> <li>Consider others by moving out of their way</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Staying off our gardens</li> <li>Put rubbish in the bin</li> <li>We use our manners and are good sports</li> <li>Listen to teachers on duty</li> </ul>	<ul style="list-style-type: none"> <li>Look after equipment</li> <li>No food or drinks near computers</li> <li>Communicate positively</li> </ul>	<ul style="list-style-type: none"> <li>Respect other's privacy</li> <li>Keep toilets clean, use the right way</li> </ul>
<b>RESPONSIBILITY</b> 	<ul style="list-style-type: none"> <li>Look after resources</li> <li>Use time wisely</li> <li>Keep belongings in good condition and in their place</li> <li>Be in line by the time the bell rings</li> <li>Leave valuables at home</li> </ul>	<ul style="list-style-type: none"> <li>Travel straight there/straight back</li> </ul>	<ul style="list-style-type: none"> <li>Ask teacher or Peer Mediators for help</li> <li>Wear my hat in term 1 and term 4</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate websites</li> <li>Keep passwords and personal information private</li> <li>Report any cyber-bullying or inappropriate material or language</li> <li>Ensure computers are packed up</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Use water, soap and dryers sensibly</li> <li>Report any problems to the office</li> </ul>
<b>RESILIENCE</b> 	<ul style="list-style-type: none"> <li>Have a go-do your best</li> <li>We bounce back</li> <li>We take ownership of our actions and words</li> </ul>	<ul style="list-style-type: none"> <li>Let a teacher know if there are any problems</li> </ul>	<ul style="list-style-type: none"> <li>We share friends and listen to their ideas</li> <li>Line up patiently</li> </ul>	<ul style="list-style-type: none"> <li>Learn steps to fix ICT problems myself</li> </ul>	<ul style="list-style-type: none"> <li>Ask students making poor choices to stop!</li> </ul>
<b>RELATIONSHIPS</b> 	<ul style="list-style-type: none"> <li>Speak to students, teachers and visitors with manners</li> <li>Acknowledge and celebrate other's achievements</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge others while moving around</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate good sportsmanship</li> <li>Include others and support differences</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and thoughtful when communicating</li> </ul>	<ul style="list-style-type: none"> <li>Wait for others</li> </ul>

Link: [SWPBS - Chelsea PS - OneDrive \(sharepoint.com\)](#)

In addition to our SWPBS expectations the following should be discussed with students and become non-negotiables:

1. The teacher is in charge of the room, and the class. Any reasonable instruction must be followed.
2. No calling out. Every student must put their hand up to speak.
3. If the teacher is speaking, the class will listen.

4. If the teacher has asked anyone else to speak, the class will listen.
5. All students need to be organised and ready to learn at the beginning of lessons.
6. At the beginning of the lesson, students should take their seated position, and get ready to listen to their teacher.
7. All work will be completed to the best of your ability.
9. No one is permitted to leave the room without permission.
10. Violence and put downs are completely unacceptable anywhere in the school and will result in immediate exclusion from any activity to ensure the safety of others.
11. All students should show manners to every other member of the class, the teacher, and to any guests in the room.

### Year Level Specifics

## **Bookwork Expectations**

### Prep

- From beginning of the year students use an A4 writing book with wide solid lines only for writing.
- Progress to dotted thirds mid – year once letters are a consistent size and formation and placed correctly on the line.
- Correct work by modeling the correct sentence underneath the students writing.
- Correct key words in simple sentences by writing correct spelling above student attempts.
- Alphabet and number books to be sent home as completed.

### Years 1 and 2

- A sharp lead pencil is used for writing.
- Use red pencil to rule a ruler width margin down the side of the page (End of Year 1, Year 2).
- Write the short date on the top left line e.g. 01/02/21

- A sharp grey lead pencil or a blue pen is used for writing.
- Use a ruler and a red pencil or pen to rule a neat, ruler width margin down the left- hand side of the page and across the top, forming a T.
- Capital letters are to be used for headings.
- Rule off finished work using a red pencil/pen and ruler.

### **Years 3 to 6**

- A sharp grey lead pencil or a blue pen is used for writing.
- Use a ruler and a red pencil or pen to rule a neat, ruler width margin down the left - hand side of the page and across the top, forming a T.
- Write the short date on the top left line e.g. 01/02/21
- Capital Letters are to be used for headings.
- Rule off finished work using a red pencil/pen and ruler.

## **Non-Negotiables for Every Learning Environment**

### **Strong Relationships**

#### **Respect, Care, Professionalism**

- Students feel safe, trust staff, feel respected and valued.
- Students have friends at school.
- Parents feel welcome and informed.
- Focus on the positives.
- Active participation and involvement in the school community.
- Embrace child safe standards, diverse cultures and identities.
- Foster the sharing ideas and working as a team.
- Be aware of personal issues and be empathetic.
- Understand personality differences in communication.

## High Expectations and Excellent Classroom Practice

### Pride, Professionalism, Consistency, Visible Practice

- Students and staff are on time and well prepared.
- Explicitly teach school/classroom routines and norms.
- Demand the best from every student.
- Expect and demand excellent behaviour.
- Ensure a supportive environment and differentiate for individual needs as informed by RTI best practice.
- Use data to inform practice.
- Ensure there are adequate resources for all students..
- Explicitly teach every lesson.
- Follow the Timetable, Key Understandings and Low Variance Curriculum.
- High quality, organised classroom displays.
- Excellent handwriting and presentation.
- High quality displays of children's work in/outside classrooms and updated regularly (do not display published pieces with spelling mistakes). Learning spaces to be clean and tidy.
- Classroom rules and agreements displayed clearly.
- No coffee or hot drinks in classrooms or around student areas.
- Use of laptop or personal electronic devices during instruction time should not occur unless using it for student instruction.
- **Never** leave a class unsupervised by a **teacher**.
- Students need to be sent in pairs if going to a toilet that is outside their immediate learning space.
- Ensure parent helpers have signed confidentiality forms prior to assisting in the classroom.
- The movement of students in corridors and around the school should always be **supervised** and **orderly**.
- At the end of the day, leave the room tidy, store valuable equipment appropriately, close windows and lock doors.

### Excellence Display

### **Pride, Professionalism, Visible Practice**

- Dots on floors or desks in rows and positioned so students can see the board.
- Learning Spaces clearly defined.
- The classroom is clean, free of rubbish and unnecessary storage of files and equipment.
- Behaviour – Classroom rules and school wide positive behaviour support displayed.
- Literacy, Numeracy and Integrated visual aides and exemplars displayed and easily accessed by students.
- Student work displayed is current and valued.
- Daily Time Table on the board.
- Zones of Regulation clearly displayed.

### **Excellent Bookwork and Daily Correction**

- Books are to be treated with respect - no graffiti or missed pages.
- Use only school provided stationery.
- If a mistake is made, use one single line to cross it out e.g. ~~error~~
- Correction fluid /tape is not to be used.
- Erasers may be used for drawing and publishing.
- Worksheets are to be pasted neatly in books.
- Writing is neat, well sized and spaced correctly on the lines.
- Posture for handwriting should be checked – feet flat on the floor, back straight and correct pencil grip.
- Correct spelling to be written above incorrect spelling.
- During explicit lessons teacher to roam and monitor correct completion of task.
- Workbooks are to be sent home at the end of the year.

### **Excellent Classroom Tone**

#### **Positive, Powerful Learning Environment**

- Set consistent, clear classroom expectations and routines. Implement all TAPPLE engagement norms.
- Explicitly teach the language and processes around the class rules and agreements.
- Greet students and parents before and after school bell times.
- Model Respect, Responsibility, Resilience and Positive Relationships. Be enthusiastic.
- Automatic response by all students to teacher directions and requests.

## **Quality Feedback for Students**

### **Professionalism, Growth, Success**

- Effective feedback requires daily relationships.
- Feedback is constructive, honest and always starts with a positive.
- Clear expectations are provided at the beginning of the lesson. Learning Intention should be written on the board.

## **Assessment**

### **Assessment for Learning**

Is formative and links back into the teaching and learning program.

- Observations
- Conversations
- Questioning
- Diagnostic tasks
- Checking For Understanding

### **Assessment of Learning**

Is summative and is when teachers make judgement on the basis of multiple assessment sources to ascertain student achievement and growth against benchmarks and goals.

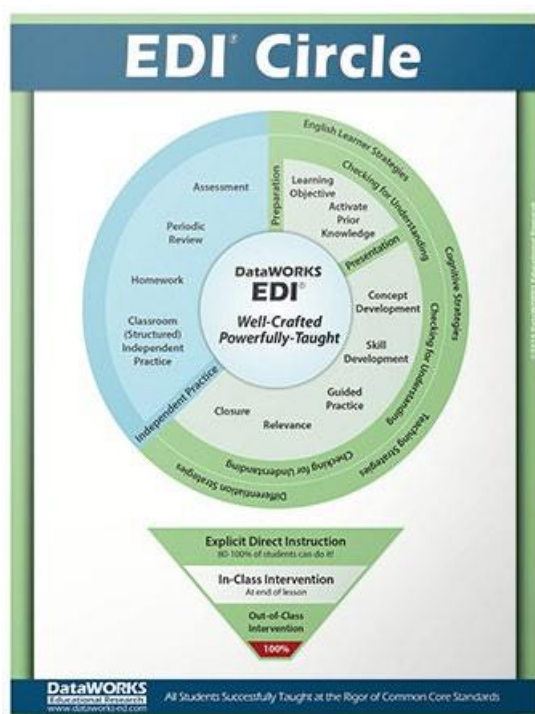
- Standardised Tests and Tasks

- Marking Rubrics
- Summative Checklists

## Explicit Teaching Outline

We follow an Explicit Direct Instruction model based on the work of Hollingsworth & Ybarra (2018).

The model is as follows:

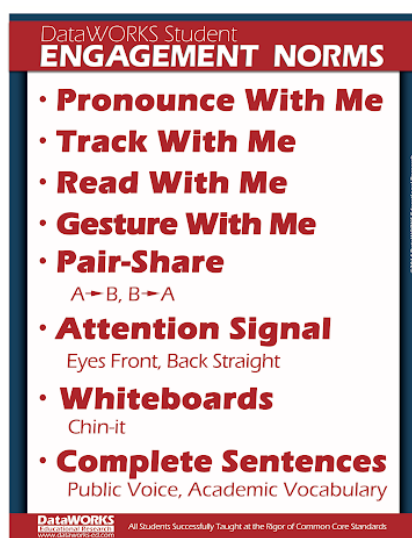


Lesson Structure	Description
Learning Objective and Success Criteria	Establish what is going to be taught and what success looks like
Activating Prior Knowledge	Connecting to what students already know

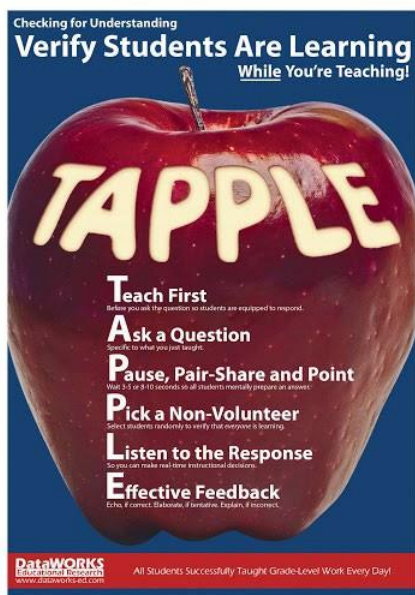


Concept Development	Concepts are explicitly taught to students. focus on what it is.
Skill Development	A focus on how to do it through the teacher modeling, where you explicitly teach students strategies. Share thinking processes and provide steps.
Guided Practice	Rule of two applies, students solve a matching problem to the one you just did. Guide the whole class one step at a time. Check for understanding throughout.
Relevance	Share why the content is important to learn.
Closure	One final check. Close the lesson with students proving that they have learned the new content.

We follow the Student Engagement Norms:



We ensure that we Check for Understanding using TAPPLE:



### Critical Elements of Explicit Instruction - Summary

- Optimal use of instructional time – Students engaged and on task at all times.
- High level of success at all stages.
- We are focused on critical content matched to students' instructional needs.
- Sequenced logically – break down complex skills and strategies into smaller steps
- Supported practice
- Timely feedback – immediate and affirmative.

### Reviews

From Lower Order thinking to Higher Order Thinking.

#### About Reviews:

- Reviews are mandated in literacy and numeracy
- Reviews are fast-paced, well-planned sessions to consolidate core concepts and skills via spaced, interleaved and retrieval practice.

- Use *recite, recall, apply* strategy and apply with varying question types e.g. multiple-choice, short answer.
- Differentiate question levels to increase effectiveness and to maximise the time of task for all students.
- Reviews transfer learning from short-term to long term memory (Automatise)
- Reviews MUST have a consistent format across teams to ensure consistency for students and teachers.
- The purpose is to revise and review what has been taught previously – not to introduce new learning.
- Delivery can be through PPT, flash cards, orally, games, actions, chants, mini-whiteboards
- Reviews need to be changed regularly. Once the teacher feels the class has automatised a concept, remove it from the review and bring it back in 3 - 5 weeks time, then assess if the students have retained in long term memory. If not, return it to the review for a few more weeks.
- Slide order, style and format need to be changed and checked for understanding.
- Reviews are clearly timetabled and planned for.

### Key Aspects of Reviews

**Recite:** Teach the concept first before including it in a Review. Change the review as required. Goal to transfer to long term memory.

**CFU (Recall):** Stop the warm-up at key points and Check For Understanding using TAPPLE techniques.

**Apply:** Apply the warm-ups with students in a variety of ways—20% below Level, 40% at Level, 40% above.

### Following the Key Understandings and Low Variance Curriculum

Chelsea Primary School has developed Key Understandings that feed into a Low Variance Curriculum to ensure all staff know what to teach, so the majority of planning time is spent working on how to teach.

### **Planning Documents**

All the planning documents that you will need can be found on OneDrive.

New staff will have received an email connecting you to OneDrive. If you do not have access, please contact an Executive Team member.

### **Learning Support Policy/Guidelines**

At CPS the principal aim of learning support is to optimise the learning process in order to enable all pupils with learning needs to achieve the highest possible levels of proficiency.

We will endeavor to:

- Enable these pupils to participate in the full curriculum at their class level.
- Develop positive self-esteem and positive attitudes about school and learning in these pupils.
- Involve parents in supporting their children.
- Collaborate with colleagues in order to maximise learning.
- Establish early intervention programs designed to enhance learning.

### **The Staged Approach to Assessment, Identification and Program Planning (RTI - Response to Intervention)**

#### **Disability Discrimination Act (DDA)**

Disabilities may include (medical) conditions such as:

- Diabetes and Anaphylaxis
- Cognitive including learning disabilities
- Physical conditions
- Neurological conditions
- Mental health including trauma and behaviour disorders
- Hearing and vision impairment
- Language delay and disorders
- Social emotional disability (OCD, ODD, ASD)
- Learning disabilities such as ADD/ADHD, dysgraphia, dyscalculia, dyspraxia and dyslexia

Under the DDA and the Disability Standards for Education 2005, all Australian schools have obligations to ensure that students with disability are able to access and participate in education on the same basis as students without disability. This includes providing adjustments where needed, in consultation with the student and/or their parent or carer. Adjustments assist the student to participate on the same basis as students without disability in the school's learning programs or courses, and to use or access the school's facilities and services.

### **Tier 1**

Evidence based core curriculum, explicit teaching methods. All students screened for basic skill development on arrival.

### **Tier 2**

A class teacher or a parent may have concerns about the academic, physical, social, behavioural or emotional development of a pupil. The class teacher then administers screening measures such as checklists or teacher designed tests to meet the child's

needs. The class teacher draws up a plan for help to be administered in the normal class setting.

This plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations the learning support/resource teacher will be consulted. If supplementary teaching is deemed necessary it may be provided.

### **Tier 3**

If further intervention is deemed necessary and the pupil is referred to the learning support teacher for further diagnostic testing, the class teacher will contact the parents of the child. If this diagnostic testing suggests that supplementary teaching would be beneficial, this will be arranged. The parents, class teacher and learning support teacher then draw up an Individual Education Plan (IEP), which should include appropriate interventions for implementation in the home, in the classroom and during supplementary teaching. The pupil's progress is reviewed regularly, in consultation with the parents. Tier 3 students will work with LS for a minimum of 2 sessions a week – up to daily depending on need.

If significant concern remains after a number of reviews it may be necessary to involve outside agencies such as DET SSO/additional outside agencies.

### **Procedure for Identification of new students**

New students to the school will have preliminary screening through phonemic and phonological awareness and other year level specific assessments, by a member of the intervention team.

## Whole School Assessment Schedule

Year Level	Assessment Tools	When to Assess	Resources
<b>Foundation</b>	English Online Interview (EOI)	February	EOI assessment kits <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx</a>
	DIBELS Benchmark - LNF, PSF, NWF, WRF	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login <a href="https://dibels.amplify.com/user/login">https://dibels.amplify.com/user/login</a>
	FELA – phonological awareness, letter ID	December prior year	Would need to do earlier to inform class placement – duplicates EOI/DIBELS data
	Writing Moderation		Whole school writing stimulus, scoring guide
	CUBED – language comprehension	June, November	<a href="https://www.languagedynamicsgroup.com/cubed/cubed_download/">https://www.languagedynamicsgroup.com/cubed/cubed_download/</a>
	MoTiF – spelling – sounds, non - words, irregular words	November	<a href="https://www.motif.org.au/home">https://www.motif.org.au/home</a>
	Maths Online Interview (MOI)	June, November  February (ongoing)	<a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx</a>

<b>Year 1</b>	DIBELS Benchmark– LNF, PSF, NWF, WRF, ORF	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login <a href="https://dibels.amplify.com/user/login">https://dibels.amplify.com/user/login</a>
	CUBED – language comprehension	November	<a href="https://www.languagedynamicsgroup.com/cubed/cubed_download/">https://www.languagedynamicsgroup.com/cubed/cubed_download/</a>
	MoTiF – spelling – sounds, non - words, irregular words	June, November	<a href="https://www.motif.org.au/home">https://www.motif.org.au/home</a>
	DET Phonics Screen	November	<a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/reading/Pages/asst5to8letter.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/reading/Pages/asst5to8letter.aspx</a>
	Writing Moderation	June , November	Whole school writing stimulus, scoring guide
	PAT Reading Comprehension	June, November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	PAT Maths	June, November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	Maths Online Interview (MOI)	June, November  February (ongoing)	<a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx</a>

<b>Year 2</b>	DIBELS Benchmark- NWF, WRF, ORF, Maze	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login <a href="https://dibels.amplify.com/user/login">https://dibels.amplify.com/user/login</a>
	MoTiF – spelling – sounds, non - words, irregular words	June, November	<a href="https://www.motif.org.au/home">https://www.motif.org.au/home</a>
	Writing Moderation	June, November	
	PAT Reading Comprehension	June, November	Whole school writing stimulus, scoring guide
	PAT Maths	June, November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	Essential Assessment Maths	Ongoing	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a> <a href="http://www.essentialassessment.com">www.essentialassessment.com</a>

<b>Year 3</b>	DIBELS Benchmark- NWF, WRF, ORF, Maze	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login <a href="https://dibels.amplify.com/user/login">https://dibels.amplify.com/user/login</a>
	Writing Moderation (No More Marking)	June, November	Whole school writing stimulus, scoring guide
	PAT Reading Comprehension	November	
	PAT Grammar and Punctuation	November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	PAT Maths	November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	Essential Assessment Maths	Ongoing	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a> <a href="http://www.essentialassessment.com">www.essentialassessment.com</a>
	MoTiF – DISTm (morphology)	June	<a href="https://www.motif.org.au/home">https://www.motif.org.au/home</a>
	NAPLAN Reading, Writing, Language Conventions, Mathematics	May	

NAPLAN Online Platform

<b>Year 4</b>	DIBELS Benchmark- ORF, Maze	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login
	Writing Moderation (No More Marking)	June, November	No More Marking website
	PAT Reading	November	
	PAT Grammar and Punctuation	November	
	PAT Maths	November	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a>
	Essential Assessment Maths	Ongoing	<a href="https://oars.acer.edu.au/chelsea-primary-school">https://oars.acer.edu.au/chelsea-primary-school</a> <a href="http://www.essentialassessment.com">www.essentialassessment.com</a>
	MoTiF spelling assessments (assessing phonology, orthography and morphology)	June	



<b>Year 5</b>	DIBELS Benchmark - ORF,Maze	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login
	Writing Moderation	June, November	
	PAT Reading	November	Whole school writing stimulus, scoring guide
	PAT Grammar and Punctuation	November	
	PAT Maths	November	
	Essential Assessment Maths	Ongoing	
	MoTiF spelling assessments (assessing phonology, orthography and morphology)	June	Website: <a href="http://www.essentialassessment.com">www.essentialassessment.com</a>
	NAPLAN Reading, Writing, Language Conventions, Mathematics	May	
			NAPLAN Online Platform

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<b>Year 6</b>	DIBELS Benchmark - ORF,Maze	February, June, November	DIBELS administration and scoring guide, benchmark materials, scoring booklets, DIBELS AMPLIFY data system teacher login
	Writing Moderation	June, November	
	PAT Reading	November	Whole school writing stimulus, scoring guide
	PAT Grammar and Punctuation	November	
	PAT Maths	November	
	Essential Assessment Maths	Ongoing	
	MoTiF spelling assessments (assessing phonology, orthography and morphology)	June	Website: <a href="http://www.essentialassessment.com">www.essentialassessment.com</a>

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### Referral for assessment and support with SSO:

Once intervention has occurred for 6 months or following a recommendation from other agencies such as psych/PAED.

- Refer to Assistant Principal/Learning Support Leader
- Teacher complete necessary referral form
- Parent consent completed
- AP/Learning Support discuss necessary next steps and refer to appropriate professional- Speech/Pysch

Psychological assessment reports will normally be kept in the pupil's file in the learning support/resource filing cabinet in the designated teacher's room. However, where resources or additional support are being sought files will be retained in the Principal's office/SSO file.

### Criteria for Selection for Learning Support

Learning support will be offered to pupils who are performing below the expected Level for CPS with or without a formal diagnosis online with NCCD data collection and the DDA/DSM.

All students who have adjustments are including on the NCCD data collection yearly in August.

Year level overviews are provided to all class teachers, specialists and aides to ensure they are aware of all students' history, current Level of need and prior intervention which has occurred.

## Individual Education Plan (IEP)

An IEP will be drawn up in conjunction with the parents and the class teacher. An IEP may include the goals relating to academic or cognitive development and also those relating to physical, motor skills, social skills, self-help skills or emotional development. A copy of the IEP will be given to the child's parents, to the class teacher and the learning support teacher. A meeting with the class teacher, the parents and the learning support teacher will take place for tier 3 students.

The class teacher will consult with the LS team prior to the meeting for Tier 2 students.

### **Pupils are withdrawn as follows:**

- One-to-one basis depending on entitlement and if her/his educational needs are such that it is more beneficial.
- Groups of pupils with similar needs.

The Class Teacher has primary responsibility for the progress of all pupils in his/her class including those selected for supplementary teaching. She/he should endeavour to create a positive and supportive learning environment.

This is best achieved by grouping pupils for instruction, differentiating the curriculum for pupils who are experiencing difficulty and liaising closely with their parents and learning support teacher. It is essential that the class teacher should contribute to the development of the learning targets in the IEP and to the planning and implementation of activities designed to attain these targets.

The Learning Support Teacher assists in the implementation of a broad range of strategies designed to enhance learning.

- She/he will develop an IEP for pupils who are selected for supplementary teaching in consultation with class teachers and parents.
- She/he will keep plans for, and work samples of, pupils or groups who receive learning support.
- She/he will deliver supplementary teaching to pupils from foundation to 6 class who experience low achievement and/or learning difficulties.
- She/he will contribute at the school level to decision-making in relation to the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the learning support teacher's room.
- Coordinate the implementation of whole school policy for the selection of pupils for supplementary teaching.
- Keep a list of all pupils attending supplementary teaching.

### Timetabling

The learning support/resource teacher will have a timetable drawn up in conjunction with the class teachers. A copy of this timetable is given to the principal team and the class teacher. Homework and Spelling (refer to Homework Policy) These are done in conjunction with the class teacher.

### Tutors and outside agencies

The school will permit outside agencies to work in the school in line with the DET policy, including but not limited to speech therapists, occupational therapists, physiotherapists, MSL therapists/educators.

**The following agreements are in place for all therapists:**

- To report back to the parent, class teacher and Learning support leader after each session
- To be available for ILP target setting meetings when required.
- To have a current WWC check and sign school agreement
- To provide follow up revision (not new learning) for the parents to do at home.

### Accommodations and Assistive Technology

Students with identified needs (identified or diagnosed) will be encouraged to bring an IPAD to school with keyboard and headphones (from grade 2). Parents will be guided in the recommended APPS they will use in the classroom.

CPS has access to additional IPADS, laptops and Cpens (2)

### Transfer to Secondary School

Parents are supported in choosing an appropriate post primary school. The relevant teacher will liaise with the special education department in post primary schools and will transfer information only on receipt of written parental consent. The intervention team are able to attend transition meetings.

## Students on the Program with Students with Disability (PSD) Program (funded)

All students on the PSD program will be given 'reasonable adjustments' in order to the student to participate on the same basis as the other students. These will be discussed by all parties. The final decision lies with the principal.

It is the responsibility of the class teacher to set the program with suitable adjustments for the PSD students. Class teachers should keep notes/observations for the PSD students electronically, including uploading incidents to compass.

Aides are provided with weekly plans including adjustments for the PSD student prior to the week.

Specialist teachers must liaise with the class teacher/outside agencies and the leadership team to include the students on the PSD program.

All students on the PSD program will have an ILP that is reviewed termly. This will be circulated to all who support the student.

Termly SSG meetings will be scheduled in advance (with an agenda set) by the AP with the parents, class teacher, AIDE/s, Learning support teacher (in some cases)

- Students may have input to the meeting if appropriate.
- Outside agencies will be consulted prior to the meeting.

Additional meetings will be arranged to cater for extra curricular activities such as camps, excursions, transition, sports (3/4 and 5/6) and swimming carnivals.

## Common CPS Teaching Materials and References

### **Explicit Direct Instruction**

- Explicit Direct Instruction: The Power of a Well Crafted Lesson - John R. Hollingsworth and Silvia E. Ybarra
- [EDI classroom displays](#)

- [CPS Professional development resources](#)

### **Evidence Based Teaching Practice**

- Rosenshine's Principles in Action – Tom Sherrington
- [Making Every Lesson Count](#)
- [Evidence-based texts book summary](#)

### **Behaviour Management**

- Running the Room – Tom Bennett
- Teaching Walkthru's - Tom Sherrington & Oliver Caviglioli

### **Literacy Instruction Resources**

- English Key Understandings
- Ron Yoshimoto Morphology Pack & PPTs
- Phonemic Awareness The Complete Curriculum (Foundation –2)
- Phonics Cards & PPT
- Spelling Mastery Teacher Handbook (Year 2-6)
- The Writing Revolution – Judith C. Hockman & Natalie Wexler -
- The Art & Science Teaching Primary Reading – Christopher Such
- Refer to CPS Professional Development folders

### **Numeracy Instruction**

- Teaching Primary Mathematics – Booker
- Dr Stephen Norton Video Link - [Dr Stephen Norton at researchED Melbourne 1st July 2017 - YouTube](#)
- New Wave Mental Maths – 2 – 6
- Maths Weekly Revision Primary Grade 1 to 6
- [NRICH - Mathematics Resources for Teachers, Parents and Students to Enrich Learning \(maths.org\)](#)
- [Bar Model Teachers Guide](#)

### **Assessment**

- [Dylan Wiliam Embedded Formative Assessment Review](#)
- Embedded Formative Assessment – Dylan Wiliam

## CURRICULUM FRAMEWORK POLICY OVERVIEW

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the teaching content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Chelsea Primary School encourages its students to strive for excellence in all their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

## GUIDELINES

- Chelsea Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- Chelsea Primary School will comply with DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet demands of students effective learning which are based on Foundation to Year 6 Victorian Curriculum.
- Our programs are designed to enhance effective learning and improve student outcomes.
- The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL.
- Preparing our students for the transition from each year level and onto secondary school is an important wellbeing feature at Chelsea Primary School. Our formalised **Step Up** and **Step into Prep** programs support transition from Kindergarten to prep and across all levels. We support our 6-7 student transition through liaison with local secondary schools- Science programs, visits to productions, It's Academic, student and parent visits and extended transition programs for students requiring social/emotional support. Additional local kinder and playgroup visits further build positive connections for our future students.
- Teaching and learning programs will be supported through Program Budgets.
- Teaching programs, practices and the curriculum will be regularly reviewed and adaptations made to suit the changing needs of our students and the community.

## PROGRAM

### 3.1 Program Development

- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum.
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.



## Foundation –Year 6

The timetable is structured on a weekly basis. Each period is 60 minutes.

The following table provides the time tabled allocation for the Victorian Curriculum learning domains at Chelsea Primary School. In addition, our Integrated approach encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Time Tabled Allocation	Minimum Timetabled	Weekly %
	<b>Hours per Week</b>	
English	10	40%
Mathematics	5	20%
Inquiry	2-3	8-12%
Physical Education and Sport	1-3	4-12%
Visual Arts		
The Arts	2	8%
Performing Arts		
Languages-Korean	1	4%
Assembly/Social capabilities- Respectful Relationships/SWPBS	1	4%

## 3.2 Program Implementation

- Chelsea Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, abilities and students from language backgrounds other than English.
- Chelsea Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, abilities and students from language backgrounds other than English.
- The school will identify and cater for the different needs of particular cohorts of students when developing curriculum plans to improve student outcomes.
- Programs will reflect Framework for Improving Student Outcomes (FISO 2.0) that underpins the original FISO, but with an enhanced focus on wellbeing.
- The school's Professional Learning Communities in consultation with staff will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.
- The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.
- The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to

DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

### **3.3 Student Wellbeing and Learning**

Chelsea Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum
- promote DET initiatives e.g., SWPBS, Respectful Relationships

#### **3.3.1 Students with Disabilities**

- The Department of Education and Training and Chelsea Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
- Chelsea Primary School will liaise with DET, where necessary to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

#### **3.3.2 Koorie Education**

Chelsea Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG) and KESO
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

### **3.4 Curriculum and Teaching Practice Review**

- The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.
- The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the agreed staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

## **STUDENT LEARNING OUTCOMES**

- The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12-month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.
- Data plays a key part in the ongoing school improvement process.

### **4.1 Data collection**

- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, etc.
- The School Leadership team, Curriculum and Improvement Teams, will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

### **4.2 Data analysis**

- All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.
- The executive team will collaborate with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### **4.3 Data and achievement reporting**

Data will be reported in different ways according to the audience.

- **For students:** Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.
- **For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.
- **For parents:** Student reports and 3-way conferences (Year 5-6) with parents/teachers and students' meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

- **For community:** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

## LINKS AND APPENDICES

Links to DET School Policy & Advisory Guide:

[Curriculum](#)

[Student Wellbeing and Learning](#)

[Framework for Improving Student Outcomes](#)

[Assessment](#)

[Using Digital Technologies to Support Learning and Teaching](#)

[Students with Disabilities](#)

[Koorie Education](#)

## EVALUATION

**This policy was ratified in April 2022 and will be reviewed yearly in 2023**