

# Cheltenham East Primary School

PROSPECTUS



*CEPS KIDS ARE FRIENDLY KIDS*

MARCH 2015



# Cheltenham East Primary School

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# Cheltenham East Primary School

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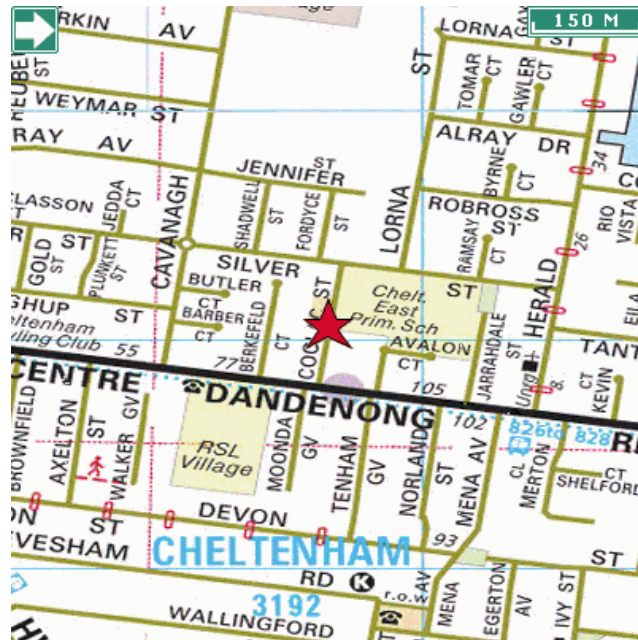
CEPS: Contact Details...

	<b>Cheltenham East Primary School, No. 4754</b>
Address	Silver St, Cheltenham East, Vic, 3192
Phone	+61 (03) 9583 5746
Fax	+61 (03) 9583 0695
Phone: After School Care	+61 (03) 9585 0050
E-mail	<a href="mailto:cheltenham.east.ps@edumail.vic.gov.au">cheltenham.east.ps@edumail.vic.gov.au</a>
Web Address	<a href="http://www.cheltenhameast.vic.edu.au">www.cheltenhameast.vic.edu.au</a>
School Hours(#)	9:00 am to 3:30 pm
Morning recess	11:00 am to 11:30 am
Lunch break	1:30 pm to 2:30 pm

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

Term Dates (2015 - 2017)

Please refer to: <http://www.education.vic.gov.au/about/keydates/termdates.htm>



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# Cheltenham East Primary School

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## 1 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.

At Cheltenham East we have a committed staff, who work hard to make our children's schooling positive and enjoyable. The teachers and parents have an excellent rapport and work together in all areas.

At Cheltenham East Primary School we offer a comprehensive education based on a combination of traditional and modern methods. Our experienced and vibrant staff is dedicated and committed to a philosophy that ensures that all students receive a high quality education. Programs, supported by the Department of Education and Training (DET), including Early Years Literacy and Numeracy, CEPS Kids are Friendly Kids – our social skills program, Italian, Music, The Arts, Humanities, Science and Technology, Information & Computer Technology (ICT) and Physical Education are part of the normal daily routine. Sessional music programs are also available. The outstanding music program offered develops the children's skills in the performing arts.

As you walk around our school, you will see evidence of the excellent resources set within extensive and attractive grounds. In 2011 we were proud to open our newly rebuilt second wing. The main building was also renovated to accommodate flexible learning spaces. All classrooms are air conditioned and heated. The school hall is used for assemblies, performing arts and physical education.

A very active parent group complements the teachers through School Council, Parents' Committee, and CHATS, (our group of fantastic parents who support the teachers and children in the classrooms). Many opportunities are made available to the parents for educational and information evenings. Cheltenham East Primary School values the community involvement in educational and social occasions.

An excellent Out of School Hours Care program, run by Camp Australia, is well organised by highly competent staff. A canteen is available each day for the children to order lunches. Safe parking facilities are provided with no traffic problems.

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

If you have any queries that you wish to discuss, please do not hesitate to approach me. My office door is always open.

Wayne Bach  
**Principal**

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## 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

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## 2 School Philosophy

Cheltenham East Primary School:

- is located in a quiet residential area and offers a high quality education to students
- values its ability 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 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 Essential Learning Standards (AUSVELS) and our own School Charter. Our curriculum programs are based on the Department of Education guidelines. We have a range of programs in place in order to meet the needs of individuals and specific groups of children
- 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
- 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
- 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 Scheme and 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 and we are supported by their assistance in activities such as reading, Perceptual Motor Program, Science, Maths, camps 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 aide" support. All these contribute to the provision of a broad and stimulating learning environment

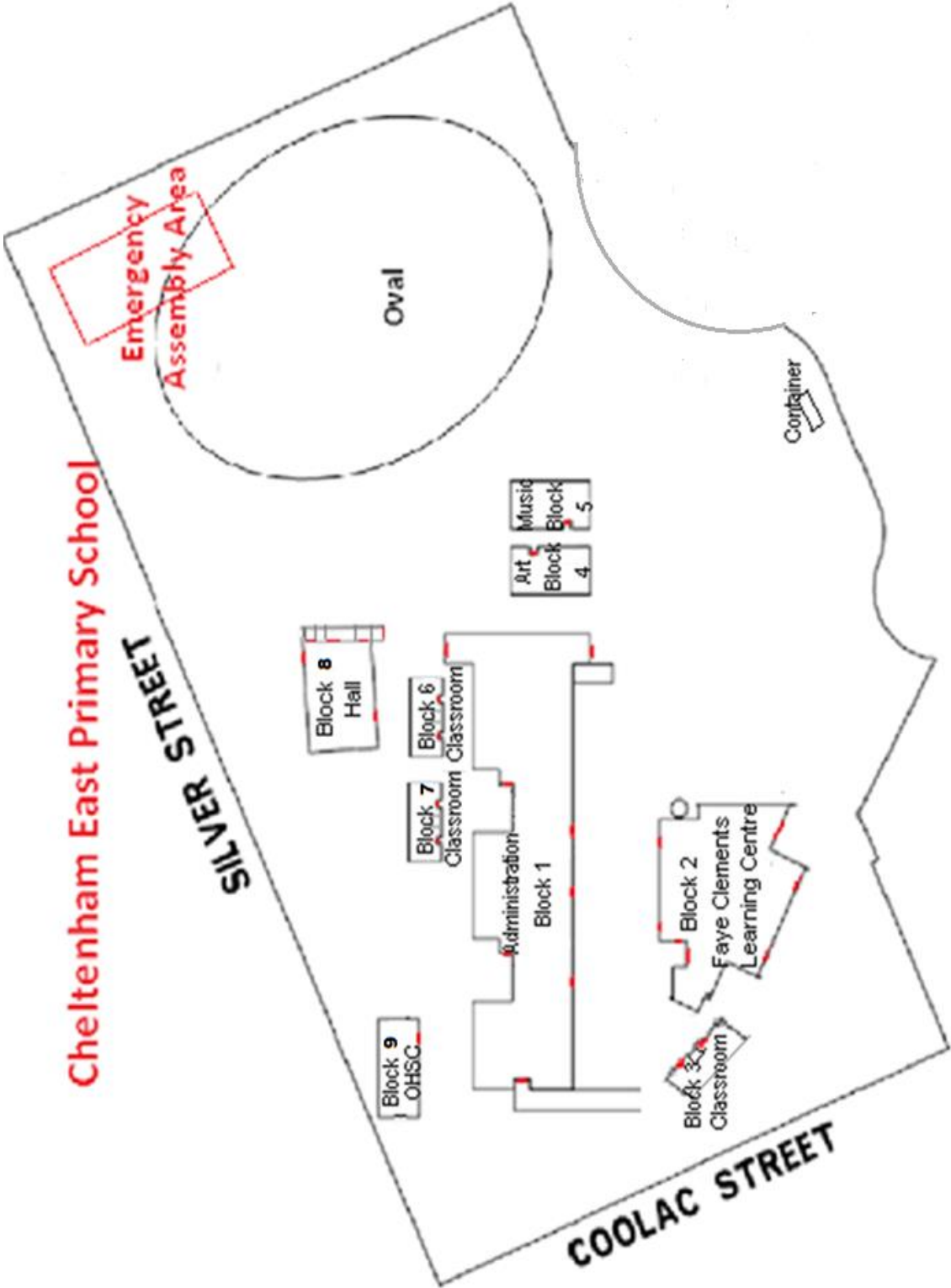
# Cheltenham East Primary School

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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 encourages 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 AUSVELS areas of English, Mathematics, Science, Technology, LOTE (Italian), Health, The Arts, and Humanities, with specialist classes in Physical Education, Music, LOTE and Art
- offers programs to support students with specific learning needs. These programs include Reading Recovery, a Special Needs program, and opportunities for enrichment
- offers a program for children with disabilities
- has a curriculum enhanced by the provision of learning experiences in Camping, Excursions, Swimming and Interschool Sport
- offers a Junior School Council and an Outside School Hours Care Program which encompasses before and after school programs.
- recognises the need to keep abreast of current educational trends and of societal needs, acknowledging the need to encourage our students to access information from a range of sources and have provided the technology to enable students to communicate and learn from others via the Internet and e-mail.

# Cheltenham East Primary School

## 3 Map of School





# Cheltenham East Primary School

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## 4 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 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.

### Principal and Senior Staff

Acting Principal	Wayne Bach
Assistant Principal	Kerri McLeod
Teaching Staff	<ul style="list-style-type: none"><li>– Leading Teachers</li><li>– Experienced Teachers with Responsibility</li><li>– Experienced Teachers</li><li>– Beginning Teachers</li></ul>
Business Manager	Sue Chase Robyn Kimpton

## 5 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 101 other matters that pertain to school administration. Your support of Council functions would be appreciated.

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 charter 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 policy 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 councils 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 and a call for nominations in the second half of February or early in March. For parents, this notice will probably be given to your child, so you may need to check with them whether it has been sent.

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.

## 6 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 the group who organise the fundraisers, plan social events for the school community, run the Mothers and Fathers Day Stalls, Discos, for the children, etc. and have a say on school issues, via our School Council representative.

Becoming a member of the Parents Committee is a great way to become involved with your child's 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 each year. New members are always welcome. Apart from fundraising, members help in many areas of the school's program and activities especially in the areas working directly with the children. Members represent the club on the School Council. New members are most welcome.

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## 7 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 from the school office and the Out of Hours School Care room. As there is a limit of 30 children per session due to departmental regulations, bookings are **essential**. Bookings for these programs can be made at the school office or the Out of Hours School Care room.

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

The direct line to our qualified carers is 0452 247 705.

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](mailto:oshc@campaustralia.com.au).

## 8 School Leaders

### School Captains

School Captains will be elected from the Grade 6 students by the Grade 5 and 6 student body. These elections will closely follow the procedures for preferential ballots. The students nominating for the position will present a policy speech, and a secret ballot will follow. Teachers will 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 role of our school captains is to be ambassadors for our school and to provide a student leadership face for CEPS.

### House Captains

House Captains are elected by the student body.

Grade 6 teachers call for nominations from the students. Those nominated make a presentation to the grade and all children in the senior school vote for their representatives. All Grade 6 children will have a position of responsibility. Children in grades 4, 5 and 6 vote for the House Captains.

There are four houses: KAMBARA (GREEN), TARMAROO (YELLOW), COOLAC (LIGHT BLUE), ARUNYAH (RED). Captains and Deputies get involved in 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 Prep 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.

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## 9 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](http://www.medicareaustralia.gov.au/online) or your local council immunisation service.

Please note that children enrolling in the prep year must be at least 5 years of age by the 30<sup>th</sup> 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 nor do we have a zone limiting parents enrolling their children.

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 transitional program, “Step into Prep” is offered throughout the year for kindergarten children, which is conducted over a number of weeks. This includes opportunities for children to meet their 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 Step into Prep program dates is available on our website.

## 10 Curriculum

### THE ARTS

Through an Arts program encompassing Performing and Visual Arts, students will:-

- 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.

### INFORMATION TECHNOLOGY

This technology is incorporated as part of the educational program at CEPS.

- to encourage children to use the computer as an aid in the extension of various areas of the curriculum
- to integrate computers into all curriculum areas
- to develop keyboarding skills
- in addition to the computer laboratory there will be computers in all classrooms
- to make appropriate use of the Internet
- ‘banks’ of wireless computer notebooks are available for use in classrooms.



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## ENGLISH

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.

- 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 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.

## HEALTH & PHYSICAL EDUCATION

Health & P.E. provides the children with the opportunity to build positive attitudes and practical skills while developing fitness and a healthy lifestyle.

- 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’

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- 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 a whole school involvement in the following:

- Fundamental Motor Skills including Perceptual Motor Program (PMP) for Juniors.
- Swimming Program
- 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**

Learning a Language offers students the opportunity to:

- use the language to communicate with its speakers
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function.
- 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.

## **MATHEMATICS**

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.

- develop a clear understanding of the fundamental concepts of magnitude, order, time and space and a thorough understanding of the four processes, through exploration, utilisation of the child's experiences and the use of concrete materials

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- learning will be 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 will be taught in an encouraging, challenging, but non threatening environment.
- identify children at risk and children in need of extension and provide appropriate programs.

## MUSIC

Music is a fun 'hands on' experience. Children participate in singing with dance, playing xylophones, 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 end of year Christmas Musical where all children perform on stage.

Through learning Music, students will:-

- To provide a wide variety of musical experiences in order that children will become musically aware, literate and tolerant.
- To allow children to grow in cultural awareness as they grow in stature. Provide opportunity, suited to each stage of development, for listening (with discrimination), singing, moving, playing, reading and creating.
- Through experience with music to develop and extend children's powers of concentration and aural acuity, provide a means for personal expression, develop skills at many levels and above all share with enthusiasm in life itself.

## SCIENCE/INQUIRY

Through learning Science, 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.

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- 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.

## **HUMANITIES**

Students undertaking study in Humanities learn about:

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

## **TECHNOLOGY**

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.

## 11 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). For many years prior to the initiative of parent involvement by the State Government, there were many parents assisting in the school.

Each year we have seen an expansion in the numbers of parents who are prepared to help in so many different ways.

Involvement in the Early Years Reading Program has seen a dramatic increase in the standards that the children are attaining, in many instances, far beyond the benchmarks set by the State. The fact that our children in P-2 read every day is having a great impact on these results.

Our parents help in Learning Centres, in Literacy Groups, in Sporting activities and in classrooms. The Canteen is always looking for helpers and the PMP program in the Junior School cannot run without your support. Some parents are prepared to cover books, make puppets or to make aids for our Literacy Centres.

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 except when helping in the Canteen due to Health Regulations.

At the beginning of each year a very special morning tea is held to explain to the parents the areas that they might wish to be involved. We look forward to greeting you on this very special occasion.

### **INFORMATION TECHNOLOGY**

We live in an information rich world. At Cheltenham East Primary School we aim to provide our students with the skills and competencies required to harness and acquire this 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 computers and laptops. Students use these computers in conjunction with their learning centres 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.

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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 cameras are used widely in the school to enhance publications and provide images in digital form.

## **HOMEWORK POLICY**

Homework provides the link between the home, the community and the school. This partnership enhances the child's learning.

- to foster a learning environment beyond the school
- to develop sound organisational skills in the student
- to encourage parents to be involved in their child's schooling and to follow their progress
- to encourage children to extend their educational opportunities
- to encourage children 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 also appreciated.

The maximum expectations for homework to be set are:

- |             |   |
|-------------|---|
| • Prep      | 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}                     |

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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 taken by the teacher.

## **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 expect all children to behave appropriately. Teachers will acknowledge and encourage appropriate behaviour that is in accord with “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 will make our school a safe and happy place for us all to work and enjoy life.

*Thankyou for taking the time to read this prospectus. If you need any further information, please contact the office.*