



Parent information book 2017



Wales Street PS Mission is to be an internationally minded community school dedicated to lifelong learning and helping students achieve their personal best.



A message from the Principal

Welcome to Wales Street Primary School. The Families Information Booklet is a parent resource to all things Wales Street. It has a wide variety of information that you will need to know during the year. Much of the content is also available on our school website www.walesstps.vic.edu.au/ and can be found on our school Compass program. www.walesstps.vic.jdlf.com.au/

Our school has a long history and continues to flourish with strong sense of community across the Thornbury and Northcote area.

Our staff are committed to delivering a well-rounded program for your child incorporating their social emotional and academic wellbeing.

The school prides itself on delivering quality outcomes in literacy and numeracy and always aspires to further improvement in these core areas.

The school gained accreditation in 2015 to deliver the International Baccalaureate -Primary Years Program which underpins our delivery of the curriculum through the new Victorian Curriculum.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our central purpose is to provide quality learning experiences through a teacher directed, child centred approach. To achieve this we aim to:

- Set high expectations for ourselves and our students.
- Use our collective knowledge of your child to differentiate the learning to ensure success.
- View parents & carers as partners supporting our students and staff.
- Ensure learning has an authentic context and is tailored to your child's needs.

We invite you participate in all our school programs and activities. I hope that your association with the school will be a long and fruitful one.

Christian Woodcock
Principal
Wales Street PS



SCHOOL INFORMATION

TERM DATES 2017

Term 1	Monday 30th January- Friday 31 st March School begins for Grade 1-6 students on Tuesday 31st January Foundation (Preps) begin on Thursday 2nd February
Term 2	Tuesday 18 th April- Friday 30 th June
Term 3	Monday 17 th July- Friday 22 th September
Term 4	Monday 9 th October- Friday 22 nd December

Proposed

Curriculum days*:	Monday 30 th January, Term 1 – Teachers begin school year
	Monday 27 th February
	Tuesday 14 th June, Term 2
	Friday 22 nd December, Term 4
	<i>(Subject to change)</i>

SESSION TIMES

8.58 am	First bell to enter classrooms
9.00 am	Learning begins
9.00-9.50am	Session 1
9.50-10.40am	Session 2
10.40-11.10am	Morning recess
11.10-12.00pm	Session 3
12.00-12.50pm	Session 4
12.50-1.00pm	Lunch eating time (inside)
1.00-1.50 pm	Lunch play
1.50-2.40pm	Session 5
2.40-3.30pm	Session 6
3.30pm	School finishes

ADMINISTRATION AND ANCILLARY STAFF

Administration			
Principal	Christian Woodcock	Office Staff	Pina Ioannides – Business Manager Kim Steele- Office Manager Lisa Warren- Administration Officer
Assistant Principals	Jenny Deeble Robyn Jones		
Leading Teacher	Emily Corcoran		
Integration Staff	Skye Fisher Mary Heymansson Nicholas Hessenkamp Carlene Hamilton Olga Anderson	School Aftercare Care Program SAC	Cangie Bevilacqua Vanessa Dalton Poppy Kouskoulis
Library	Sallie Mc Cleery		
School Nurse	Catherine Fisers	Student Welfare Officer	Sharon Butler



Prep		Year 1/2 RED		Year3/4		Year 5/6		Specialist Areas	
Prep A St David 1	Marie Apostolou	1/2A RED Wales 2	Kate Bowran	3/4A Clyde 1	Ben Jones	5/6A Speight 2	Geoff O'Connor	PE	Anna De Vos
Prep B St David 1	Louise Scally	1/2 B Wales 4	Toby Marquette .8 David Altis .2	3/4B Clyde 2	Lisa Teasdale	5/6B Speight 3	Maria Mandilas	Art	Georgina Tragas
Prep C St David 2	Spiro Pantaz	1/2 C Wales 6	Jason Sergi	3/4C Clyde 3	Shannon Hayes .8 David Altis .2	5/6C Speight 4	Seraphim Kyprianou	Performing Arts	Luisa Kalenjuk .6 Vacancy .4
Prep D St David 3	Annie Wilson	1/2D Wales 11	Lesley King	3/4D Clyde 4	Sue Losada	5/6D Speight 5	Steve McArthur .8 David Altis .2	Italian Wales 3	Dina Divitcos .6 Luisa Kalenjuk .4
		Year 12 BLUE							
		1/2E BLUE Wales 10	Alex Darlington	3/4E Clyde 5	Renee Patkas	5/6E Speight 6	Joanne Ristos	Support	Limei Bian .4
		1/2F Wales 9	Chris Hingston	3/4F Clyde 6	Kim Chau .6 Rebekah Husk .4	56F Speight 7	Anne Graham	Intervention	Sotiroulla
		1/2G Wales 8	Rosemary Hughes	3/4G Wales 1	Noel Carter .8 David Altis .2	56 support	Emily Corcoran .2 ES staff .2	Leading Teacher - PYP	Emily Corcoran .4
		12H Wales 7	Bronwyn Capsalis .6 Rachael Sear .4					Numeracy Leader	Steve McArthur .2



ATTENDANCE

Absences

If your child is absent from school, please use the parent portal on Compass* to enter your approval for the absence or you can send a note of explanation to your child's teacher, or make a call to the school office. This is a legal obligation. Alternatively, you can use the app-Tiqbiz to send approval for an absence.

*note that students who arrive late to school are officially recorded as such

Illness

If your child becomes ill during the school day, they will be taken to the school sick bay. At this time you will be contacted to come and take your child home. IT IS EXTREMELY IMPORTANT that we have an emergency contact number. If we cannot contact you personally, we require an alternative person that you nominate, who is able to collect your child in your absence. If you have shared custody, you need to notify us in writing of the arrangements to be made if your child becomes ill during the day.

It is unfair to your child, other students and teachers to send to school a student who is obviously unwell or not fully recovered from illness. Students who are unwell are not receptive to learning or school routines and our school nurse's role is to care for first aid cases and for students who become unwell during school hours. This service is funded by the community through the nurse levy but is a limited resource in a school the size of Wales Street and is for first aid and management of health plans.

When you arrive to collect your sick child, please go to the office and sign the early dismissal book before taking your child home. The sick bay is opposite the General Office.

Please do not send your child to school if he/she is not well. Warn your child not to visit friends after school without your permission. It helps to establish a clear "after school routine".

Early Dismissal

If you need to collect your child from school at an earlier time, you must go to the office first and sign the Early Dismissal Book. If someone other than the persons listed as parent/guardians or emergency contacts on your child's enrolment form is to pick your child up early - please contact the office to advise us of this. Please note that picking your child up during recess and lunchtime is not recommended, as children are difficult to locate.

Late Pass

Late students require a late pass available at the Office. Parents must sign the Late/Early pass book and collect a late pass for the student to take to the class teacher.

Running Late

If you are running late to pick up your child from school, please ring the office. The office staff will then ring your child's classroom teacher and let them know.

Wet / Hot Weather

On wet days or extremely hot days, children remain in the classroom during recess and lunch. Teachers share the supervision of the children in the classroom. For minimal disruption to the school, parents wishing to pick their children up on very hot days are asked to do so before lunchtime (i.e. before 12:50 pm).

CAMPS

The camping program is organised for students in grade 3-6 and the camp venues are rotated each year so that children can attend camp each year and have a different experience.

The grade 3/4 camp in 2017 is a 3 day/2 night camp to Phillip Island in September. The grade 5/6 camp in 2017 will be a 3 day/2 night camp to Cape Schanck held in December. The venue may change from one



year to another and parents will be advised accordingly.

CHILD SAFE STANDARDS

As from 2017, we are implementing the Child Safe Standards as required by the Department of Education and Training and will become a Child Safe School. This initiative sets high expectations for the whole community and we have developed Codes of Conduct for all members of the school community. Please read and make yourself aware of the expectations of the standards to support the full implementation of this initiative. Our full range of Child Safe policies and procedures are on our website.

COMMUNICATION

We have a Communication policy which has an appendix that outlines the Mechanisms for Communications between all community groups. This policy also outlines protocols for communication between the school, staff and parents and carers using a variety of mediums.

At any time, interviews and meetings regarding your child can be arranged through the class teacher. In addition we hold an introductory Parent Information evening in term 1 and Student- led conferences in term 2. These are scheduled to discuss your child's progress and for your child to demonstrate their learning and progress.

http://walesstps.vic.edu.au/uploaded_files/media/1431327559wsps_communications_policy_final.pdf

Written reports indicating your child's progress are released through **Compass** to families in June and December.

Compass is our main software system for roll marking and reporting to parents. Parent communication via email can be sent through Compass. We use the parent portal system to book student led conferences and parent teacher interviews at present and it is important to keep your password, once issued, in a secure place for future use.

Absences can be logged by parents using Compass or can be sent through Tiqbiz.

We prefer that you use Compass as you can enter your child's absences directly onto the system.

For contact with class teachers:

- call office/through to voice mail
- email directly via Compass to the staff member
- Please note:

Staff have meetings on Tuesday & Wednesday afternoons and are unable to make meetings at this time.

Newsletter

The school newsletter is published every fortnightly and is posted on Thursdays on the school's website. Notification of publication of the newsletter is sent through Tiqbiz and Compass. To keep up with school news, please read it carefully. www.walesstps.vic.edu.au

We also use the **TIQBIZ** app for many information communications to parents and the community. Please sign up to the app at the beginning of each year as soon as possible to receive alerts about important dates and events related to your child's class as well as whole school events. The newsletter is also sent via this method of communication.



Notices

If you require notices to be sent to more than one household, we ask that you notify our child's teacher and the office staff.

School Assemblies:

Our assemblies are held at 3.15pm on Friday afternoons. In terms one and four, we endeavour to have our weekly assemblies outside as a whole school, weather permitting on the oval.

However during the cooler months of term 2 and term 4, we conduct our assemblies as 2 mini schools so that each class is involved in an assembly once a fortnight. Being a large school, we find it difficult to accommodate all students in the hall at the same time. The concept of the mini school is to accommodate the students in the Hall comfortably and away from the elements of the winter weather, as well as giving all students opportunities to perform and share their learning in a quieter environment. Celebrations of learning and achievement are the focus of the assembly so that we can share our experiences as a community.

EXCURSION LEVY

The school excursion levy is sent home with the schedule of fees at the end of the year for the following year. The levy covers all incursions/excursions that are part of the class program. Camps, swimming programs and interschool sports are not covered by the levy and will be charged in the lead up to these events.

Excursions and special events are an important part of the school program. Teachers carefully plan the introductory and follow up lessons. Please support these activities.

No child can be taken on an excursion unless a parent's signed approval form has been given to the teacher. Please return forms and money as early as possible. We do however ask you to sign a "local excursion form" which covers local excursions (within walking distance to the school) where no cost is incurred.

FOOD AND LUNCH ORDERS

Currently, school lunch orders are provided by Classroom Cuisine. Lunch orders are available Monday, Wednesday, Thursday & Friday. This will be confirmed at the start of each year. Orders are made online.

Please refer to the school website for Classroom Cuisine's link, for menu items & prices.
<https://www.classroomcuisine.com.au>

Wales Street is an accredited "Healthy Eating School". We encourage parents to pack nutritious lunches and snacks for their children and we teach healthy eating habits in the curriculum. Children are allowed to eat "brain food" during lessons and are encouraged to sip water regularly throughout the day.

('Brain food' refers to fresh vegetables and fruit)

Children are not permitted to take food out into the playground except for unwrapped fruit and vegetables. We do this to help keep our yard clean and to reduce risks to children with food allergies.

A letter is sent home at the start of each year, identifying classes that have students in them with allergies.

Children are supervised while eating their lunches and snacks in the classroom.

INSTRUMENTAL MUSIC

Instrumental music lessons are available to all students who have an interest in learning a musical instrument. We have a user pays system delivered by the following providers;

Cat Canteri- drums, guitar, and keyboard

Steve Mayhew- guitar



Jhana Allan- viola, piano

ABC music- keyboard, clarinet, piano saxophone

For more information about each of these services, please see our website.

LOST PROPERTY

Children's belongings and items of clothing should be labelled clearly with the child's name. Cloth iron on /sewed on labels are preferable and easier to read.

If your child loses something check the pegs and the lost property box in the Main office building (Speight building) in the corridor.

Please ensure that you regularly check the labels on your child's clothing in case they have brought another student's jumper home.

MEDICATION

Some children attending school need medication to manage illnesses such as asthma. Children who have asthma, epilepsy, diabetes, anaphylaxis or severe allergies require a medical management plan. Please obtain a form from the office or the First Aid room.

All asthmatics are to have their own spacer and Ventolin inhaler at school for their personal use. This is either to be kept in the First Aid Room, clearly labelled and in its own bag or in the case of senior students, in their own school bags. Wales Street Primary school has emergency disposable spacers and Ventolin for use in our Asthma kits that are brought on all excursions and camps.

If your child were to require short term medication for illness (e.g. antibiotics), that need to be taken in school hours, parents need to consult with the school nurse. Parents will need to supply the medication in a container, which clearly states name of the child, the dose, and the time the medication is to be given. Parents also need to give written authority for the school nurse to administer medication. This is provided via a short-term medication form from the First Aid Room.

http://www.walesstps.vic.edu.au/app/webroot/uploaded_files/media/short_term_medication_form.pdf

Wales Street Primary School does not hold paracetamol (Panadol) in our supplies. If your child requires paracetamol then parents/carers need to provide the medication along with a written medication form. Please take the time to read the Medication Policy on our website. It clearly sets out the requirements by the school for medication administration.

Remember: - To avoid confusion, and for safety reasons, medication should be clearly labelled, otherwise it cannot be administered.

NO SMOKING

The Department of Education and Training's policy is that all school buildings and grounds are non-smoking areas. This ban applies to all staff, parents and visitors on a twenty-four hour basis.

PARENT INVOLVEMENT

At Wales Street parents are a vital part of our school community. We encourage you to participate in whatever capacity suits. There are a variety of ways you can become part of our school community. Become actively involved in your child's school life by participating at a level where you feel comfortable.

You Could:-

- Assist with the Home Reading Program
- Become a classroom helper
- Present a 'Master Class' with support of the classroom teacher



- Attend school functions such as working bees and barbecues;
- Work in the school garden;
- Join committees - new committee members are always welcome

Approach your child's classroom teacher if you wish to help in the classroom and inform them of your availability and skills.

Committees include:-

- School Council
- Events sub-committee (includes fundraising)
- Finance
- Policy and Strategic Planning sub-committee
- Facilities sub-committee
- Out of School Hours sub-committee
- Fete Committee

Social events are organised throughout the year to celebrate community as well as fundraising events to raise funds for the school. F.A.S.E is the Fundraising and Social Events sub-committee. There is an *In the LOOP* newsletter that you can subscribe to so that you are kept abreast of all the social and fundraising events that happen at the school. See our website for the link.

PARKING AND SCHOOL CROSSINGS

In the interests of safety for all who use the areas surrounding our school, please observe the following:

- Use the 'kiss and go' zones only for dropping off and picking up children without the driver exiting the car.
- If you need to collect your child in person please park in the neighbouring streets observing the parking regulations.
- Do not double park to collect your child
- The speed limit is a 40km zone around all the streets that border the school.
- Please use the crossings on Wales Street and Clyde Street when walking your child home.

PERSONAL PROPERTY

Parents should be aware that private property brought to school by students is not insured, nor is the Department of Education and Training or the school responsible. All valuable items should be kept at home. Apart from artefacts that connect to the inquiry unit, other personal treasures should remain at home.

If your child brings a mobile phone to school they will be asked to leave it at the office on arrival at school as per our Mobile Phone Policy.

POLICIES

Our list of current curriculum, health and administration policies can be found on the **Policies tab** on the **website**. Our policies are reviewed every three years and are published regularly.

SAFETY

The safety of your child is very important. The students are not permitted inside the buildings when a teacher is not present- before school at recess and lunch breaks, and after school. Children are not permitted to be in the school grounds before 8.45am and after 3.45pm (unless supervised by parents/carers) as the yard is not supervised before or after these times. Teachers are involved in



preparation and are not available to supervise children. School Aged Care (SAC) is available if children need supervision beyond these times.

SCHOOL COUNCIL AND COUNCIL SUBCOMMITTEES

WSPS management framework consists of the Principal and the School Council who jointly have responsibility for the running of the school. DET is represented through the School Principal. Both the Principal and School Council are charged with implementing DET policies and guidelines. The Principal has responsibility over school operations whilst School Council works with the Principal to set the general school direction such as developing the Strategic Plan, managing finances and deciding on policies and curriculum. Further details as to School Council and Principal responsibilities are outlined on the departmental website.

The Principal and School Council are supported in their work by the sub-committees, which have been established to manage specific areas of the school. WSPS has the following sub-committees:

- Finance & Governance
- Policy & Strategic Planning
- Facilities
- Events & Fundraising (F.A.S.E)
- School Aged Care Program (SAC)

We invite parents/carers to become actively involved in the school's operations by joining one of the subcommittees or nominating for school council.

School contact can be contacted on email and more information about School Council can be found on our website.

School FETE and Fundraising Committee

The School Fete – Our Yearly Major Fundraiser is on Saturday the 25th of March 2017. This is an annual event that is one of the biggest fetes in the inner city area and requires a lot of support from the parent community to make this such a successful event. If you are able to assist on a committee or even on the day, please sign up to the [In the Loop](#) website/newsletter for more details.

The [In the Loop](#) newsletter is the official communication tool for the Fundraising and Social Events (FASE) committee to keep our community informed about all upcoming events organised by the Wales Street PS. Please subscribe to keep informed.

Working Bees

The Facilities committee conducts 2-3 working bees each year to support the up keep of the gardens and grounds of the school. We have working bee just before the school fete to prepare the grounds for the big event, one working bee in the middle of the year- term 2 and another in the spring. It is a great way to meet new people and involve the students in a day of community service so please consider giving some of your time to one of these working bees held throughout the year.

SCHOOL LEVIES

DET provides funding through to each school through the SRP (Student Resource Package) however the school needs to supplement this funding for the materials the students use in their educational program. The Parent Payment Charges and Return Form is sent to all families at the end of the year for the following year. This notice outlines the payments and levies that the school charges for the various programs that we have to offer.



To assist parents, we have a range of payment options, which can be discussed with our business manager or the principal. If you are having difficulty, please contact us to discuss options and flexible payment arrangements. We guarantee that any information about your financial circumstances, payment arrangements or status will be kept strictly confidential.

SCHOOL AGED CARE (SAC) PROGRAM

All children who attend Wales Street Primary School are eligible to attend **The School Aged Care (SAC) Program**. An enrolment form, which includes medical information and a medical consent form, must be completed before a child is able to initially attend either program. Parents must inform the Coordinator of any changes to parent, medical, employment or emergency information.

Hours: Before School Care	7:00am - 8:45am
After School Care	3:30pm - 6:00pm

Children need to be booked into the program either by completing a booking form or by contacting the program coordinator on 9484 3949 PRESS 2 for SAC.

If for any reason your child will not need to attend the program as booked, please make sure the booking is cancelled before 2:30 pm; otherwise a “no cancellation fee” will apply. An answering machine is in operation during the day whilst the program is not in operation.

Bookings and cancellations can also be made by emailing SAC on oshc.wales.street.ps@edumail.vic.gov.au

SCHOOL NURSE

There is a school levy for the school nurse as part of your fee schedule. Catherine Fishers is a registered nurse with extensive nursing, intensive care and emergency experience. Her hours are 9.30am until 3pm to provide first aid coverage at recess and lunchtime.

If your child requires medication at school, please complete the Short term medication form (on the website) and return the form with the medication to the office. Catherine can be contacted on the school phone number or via the school email address: wales.street.ps@edumail.vic.gov.au

STUDENT LEADERSHIP

School Captains

It is expected that the House Captains of Wales Street Primary School will demonstrate the following qualities:

- Exemplary behaviour in the classroom and playground
- Honesty, reliability, tolerance, co-operation, respect and a love of learning as per the Wales Street Primary School values.
- A caring attitude towards the Wales Street Primary School environment and other students.
- Ability and willingness to speak confidently to a variety of audiences.

Our four school captains are elected by their peers from the grade 6 student body. We elect two boys and two girls as our school captains each year.

Junior School Council

The Wales Street PS Junior School Council provides opportunities for students in grade 5 and 6 to actively participate in the decision making processes, sustainability and charity fundraising events at our school. Council representatives are encouraged to model a caring responsible attitude towards their peers, their



school and their community

House Captains

Our school is divided into four houses (Speight, Wales, St David, and Clyde) and each house has elections for a Captain and Vice-Captain. Students from Grade 5/6 are eligible to be House and Vice Captains but cannot be members of the JSC. This rule has been designed to give more students leadership opportunities.

House Program

Each child is designated a House upon enrolling at Wales Street Primary School. House captains have been elected by the students in grade 5 and 6 classes, within the house.

We have four House teams; they are-

WALES- BLUE	CLYDE- RED
ST DAVID- YELLOW	SPEIGHT- GREEN

Our Houses are named after the four streets that border Wales Street Primary School

We have an annual House Sports athletics meet held in term 3 for all grade 3-6 students and our swimming sports carnival is held in term 4. All students are encouraged to compete for their House team. From these events, representatives are selected for the District athletics and swimming carnivals.

Sports Programs

Students in grades 5 and 6 are given opportunities to compete in Interschool District Summer and Winter sports. An alternative sports program organised through the YMCA, is conducted at the same time as the representative sports to provide skill development and promote participation.

Our school also participates in events for students in grade 3-6 including:

- District Athletics carnival
- District Triathlon
- District Basketball
- Various sports clinics
- House and District swimming sports

Both Interschool sport and the YMCA program are funded through the Sports levy for grade 56.

TRANSFERS

If you are in the position where you need to change schools due to a move out of the area or for any other reason, please contact the office staff so that arrangements can be made for your child to transfer to their new school.

UNIFORM

School uniform is compulsory for all children and must be worn every day. Our uniform colours are red and navy. We require all students to wear a red logo polo shirt with shorts, skorts or track pants long pants. We also have a summer dress and winter tunic that are specific to the Wales Street uniform. All windcheaters/jumpers/hoodies bear the school logo. The logo items are an important element of the uniform that need to be worn on excursions/ sports days. For more details, see our **Uniform policy** on the



website.

Uniform items will be on display during all of the Prep 2016 Orientation Sessions for sizing and to accept orders. Please note there will be no sales on these days.

School uniform can be purchased online via the link on the WSPS website and at the PSW Kew East retail outlet located at 12 Strathalbyn Street, East Kew. Phone 9819 7809. Trading hours are Mon-Fri: 8.30am to 5.00pm, Sat: 9.00am to 5.00pm, Sun: Closed

<http://www.psw.com.au/retail/default.aspx>

Broad brim hats are a compulsory item of uniform from 1 September until 1 May due to our Sun smart policy. Children can wear either navy or red hats.

VISITORS

Access to School Grounds / Visitors Passes

From **9:05am** to 3:15pm all gates except the one immediately outside of the office in Speight Street are locked. Visitors during school hours **MUST** visit the office first and obtain a Visitors Pass. This makes it easy for staff and students to identify visitors to our school.

ALL classroom helpers **MUST** sign in at the office and collect a visitors pass on entry. ALL classroom volunteers **MUST** obtain a valid Working with Children Check (WWCC).

http://walesstps.vic.edu.au/app/webroot/uploaded_files/media/WSPS%20Working%20With%20Children%20Check%20policyv1.pdf

WEB SITE

Our website has a wealth of information about our programs, policies, handy links and up to date information including links to the newsletter and current events. A calendar of events is available on the website and links to The Loop- events newsletter for fundraising and Compass – a parent portal for parents to access their children/s information to update and communicate with the school.

YARD DUTY

There are always teachers in the yard before school from 8:45am, at recess and lunchtime, and after school until 3:45pm, to supervise the children. Occasionally, as in any play situation, accidents occur. The school nurse will attend to any superficial injuries. You will be contacted if any serious injury occurs. It is important that you read and understand the Ambulance Policy as the school will enact its duty of care and call an ambulance if necessary.

There are three teachers on yard duty at all times. All staff are given copies of yard duty timetables (outside and wet/hot day) and they are displayed in teacher work spaces.

All teachers carry the folder and first aid bag. Teachers on yard duty are required to wear a fluorescent vest and carry a communication handset.

Clubs and Activities

There will be clubs and activities organised at lunchtime for children to attend. Some of the activities we have this year include chess, library, games, garden club, choir, dance, Lego and music club. Details are published at the start of each New Year and in the newsletter early in Term 1.



MISSION STATEMENT

Wales Street PS Mission is to be an internationally minded community school dedicated to lifelong learning and helping students achieve their personal best.

We will achieve this by:

- Fostering inquiring students, who enjoy learning, are creative and self-motivated.
- Enabling students to become active members in the local and global community
- Encouraging students to be reflective thinkers who are socially, environmentally and globally aware.
- Celebrating growth and success

The International Baccalaureate programme is designed to provide access to what is shared and what is different in human experience by:

- developing citizens of the world – culture, language and learning to live together
- building and reinforcing students' sense of identity and cultural awareness
- fostering students' recognition and development of universal human values
- stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to
- applying these skills and knowledge accordingly across a broad range of areas
- providing international content while responding to local requirements and interests
- encouraging diversity and flexibility in pedagogical approaches
- providing appropriate forms of assessment and international benchmarking

INTERNATIONAL BACCALAUREATE MODEL





Our purpose at Wales Street Primary school is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world. We want our students to be part of the global community and understand their place in the world and how they can take action to make the world a better place.

Through the Primary Years Program, we have access to the latest research and twenty first century learning that will equip and challenge our students with the skills that they will need in later life.

In the PYP the traditional disciplines are acknowledged and taught within a Transdisciplinary approach so as to make the learning more authentic and meaningful through the school designed Units of Inquiry.

As a Victorian government school, we use the content and standards of the AusVELS documents and integrate them under the 'umbrella' of the elements of the PYP.

FIVE ESSENTIAL ELEMENTS

The five essential elements concepts, knowledge, skills, attitudes, action - are incorporated into the PYP framework so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts that allows students to make connections across all learning areas
- acquire transdisciplinary skills
- develop attitudes that will lead to international- mindedness
- take action as a consequence of their learning

LEARNER PROFILE

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st Century. The attributes of the profile express the values inherent to the IB continuum of international education. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The Learner profile supports the achievement of our mission.

At Wales Street Primary School, our students strive to be:

- **Inquirers-** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. in so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** -They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for



their own actions and the consequences that accompany them.

- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Courageous** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ATTITUDES

While students are expected to take an active role in their learning, the PYP also focuses on the importance of positive attitudes and values that support the development of Learner profile attributes and helps to create global citizenship.

We expect our students to develop the following attitudes:

- **Appreciation** -appreciating the wonder and beauty of the world and its people.
- **Commitment** -being committed to the learning, persevering and showing self-discipline and responsibility.
- **Confidence** -feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
- **Cooperation** -cooperating, collaborating, and leading or following as the situation demands.
- **Creativity** -being creative and imaginative in their thinking and in their approach to problems and dilemmas.
- **Curiosity** -being curious about the nature of learning and of the world, its people and cultures.
- **Empathy** -imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions.
- **Enthusiasm** -enjoying learning.
- **Independence**-thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments.
- **Integrity** -having integrity and a firm sense of fairness and honesty.
- **Respect** -respecting themselves, others and the world around them.
- **Tolerance** -feeling sensitively towards differences and diversity in the world and being responsive to the needs of others.

INQUIRY APPROACH

The PYP is centred on six transdisciplinary themes based around shared human commonalities that are considered essential in the context of international education. The traditional key subject learning areas



from AusVELS are woven into these themes to provide a rich base of knowledge, concepts and skills that can be drawn upon to develop the transdisciplinary nature of the units of inquiry. The AusVELS content areas of Health and Physical Education, Civics and Citizenship, The Humanities, Communication, Design, Creativity and Technology, Science, The Arts and Information and Communication Technology.

Each unit is developed around a central idea which is relevant to a transdisciplinary theme and is an understanding that is of global significance, enduring, timeless and worth knowing. The central idea is explored through the lines of inquiry and student questions.

The six IB PYP transdisciplinary themes are implemented at each level of the school and consist of:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Learning inquiries are either:

- Transdisciplinary crossing a range of learning dimensions or
- ‘Stand-alone’ independent units that focus on one specific learning focus.

Through this approach, teachers have the flexibility to teach explicit skills and content that will support the learning process while using the context of the transdisciplinary unit of inquiry to support their understanding of the central idea. There are times when teachers will teach purposeful inquiry subject-specific knowledge, concepts and skills, outside the programme of inquiry,.

PLD- (Promoting Literacy Development) Program at Wales Street PS

In 2016, we implemented a whole school program called PLD to improve Phonemic awareness and provide a consistent teaching and learning approach to Spelling. It incorporates oral language, fine motor skills, spelling and decoding skills to maximize literacy outcomes for all children. The program is sequential from Foundation to grade 6 and is taught daily as part of the Literacy program.

Victorian Curriculum

In 2017, The Victorian Curriculum will be available for schools to use as the basis for curriculum planning. This curriculum will replace AusVELS in 2017 and we use the PYP framework as the basis for planning our curriculum and source the content from the Victorian Curriculum.

The new Victorian Curriculum-Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required



by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

ENGLISH CURRICULUM

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The English curriculum is organised by language modes and strands.

The three strands are:

- Language
- Literacy
- Literature

The three strands are:

- Reading and viewing
- Writing
- Speaking and Listening



MATHEMATICS CURRICULUM

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

For further information about the IBO and the Program of Inquiry or the Victorian Curriculum, please visit the websites listed below.

- www.walesstps.vic.edu.au
- www.ibo.org
- <http://victoriancurriculum.vcaa.vic.edu.au/>

Appendix: From VC website

‘What children learn?’

Children learn at different rates and their readiness for learning varies with circumstances, previous experience and the context in which their learning takes place. In Victoria, learning frameworks and the curriculum support learning as a continuous process from the early years until children graduate from school. Learning continues as young adults commence further study at institutes of training and further education (TAFE), universities or through employment.

The Victorian Curriculum and Assessment Authority (VCAA) in partnership with the Department of Education and Training (DET) supports children's learning by providing:

- the Victorian Early Years Learning and Development Framework (VEYLDF) for the early years
- the Victorian Curriculum F-10 for the first eleven years of schooling; and
- senior secondary certificates of education and/or vocational education and training, for students in the senior years of schooling.

The Early Years



From birth, children live and learn with others. Children's learning and development at each stage of life forms the foundation for the next. During the period from birth to eight years, children experience more rapid brain development and acquire more skills and knowledge than in any other period in their lives.

Over the first eight years of a child's life there is a gradual shift in emphasis from play based experiences to more structured learning. Experiences that focus on children's interests are at the core of effective learning programs.

Early childhood professionals including practitioners who work directly with children in early childhood settings, family support workers, play therapists, health professionals, education officers in cultural organisations and school teachers, work together and with families to achieve learning and development outcomes for all children.

Effective adult support and engagement is critical for children's learning.

Learning includes problem solving, inquiry, experimentation, hypothesising, researching and investigating how things work and why they work. Play provides many opportunities to practice new skills and knowledge. Active play-based, hands on experiences promote enthusiasm and engagement in learning and development.

The Victorian Early Years Learning and Development Framework (VEYLDF) describes five learning outcomes for young children and it supports the professionals who work with children from birth up to eight years of age to plan appropriate learning programs.

Foundation to level 10



For children in Victorian government and Catholic schools, the learning undertaken from Foundation (typically in Prep, the first year of schooling) to level 10 (usually year 10) is based on the Victorian Curriculum F-10 which is provided by the VCAA. Independent schools may use this curriculum as a



model or use other approved curriculum as a base for their teaching and learning programs.

Schools may also use curriculum content from the *Victorian Early Years Learning and Development Framework* (VEYLDF) in planning for children's learning in the F-2 years. The learning and development outcomes in the VEYLDF are linked to the Victorian Curriculum F-10. The Victorian Curriculum F-10 provides opportunities for students to develop key knowledge, skills, attitudes and competencies, in order for them to become life-long learners, confident and creative individuals, and active and informed citizens.

The Victorian Curriculum F-10 recognises that children grow and progress at different rates along a learning continuum and the curriculum presents both content and achievement standards at each level of the continuum. Teachers use the curriculum to plan learning programs and to assess students' progression of learning so they can understand where the child is in their learning and plan the next steps in their learning.

Personalising the learning

Practitioners regularly assess children's learning progress. They analyse the data from assessments and use the information to help plan the next steps in the child's learning program. A group of children will follow a common learning program which may be adapted for some children to provide them with learning activities that address particular learning needs. The learning program is designed to ensure all children progress in their learning. Assessments inform practitioners, children and parents about where the child is in their learning at a point in time.

A typical learning plan:

- sits within whole-school curriculum planning
- links to learning goals co-constructed by the teacher with the learners
- includes appropriate learning activities and assessment tasks
- allows for alternative learning pathways
- provides alternative means for learners to demonstrate achievement
- includes suggested home activities, if appropriate
- has agreed dates for ongoing monitoring and review.

What your child learns:

Foundation to Level 2

The Victorian Curriculum F-10 along with the *Victorian Early Years Learning and Development Framework* (VEYLDF) set out the basic knowledge and skills in English and Maths as well as basic physical and social capabilities, which form the basis for all future learning. Students are encouraged to express themselves and extend their thinking through the Arts. This ensures schools focus on the core priorities of learning for their youngest learners, i.e., literacy, numeracy, physical activity and health knowledge, engagement with the Arts, and developing the capacity to manage both themselves and their social relationships within school.

As children develop and learn there is a gradual shift in emphasis from play based experiences to more structured learning. This involves an integration of child-directed play and learning; guided play and learning; and adult led learning. Varied activities and a vibrant classroom are important for your growing child. It is here that your child can continue to develop positive attitudes to learning, foster friendships and learn to work with others.

Learners at these levels



- develop basic literacy and numeracy skills
- develop basic motor and movement skills
- learn to work together in class
- participate in physical activities that build healthy bodies
- express ideas and feelings through artwork.

What you can do to help your child achieve progress at school

- talk to your child about their day
- read books with your child, point out words on signs, and explore ways to enjoy reading together
- talk to your child about the topics, themes and areas currently being covered in class
- discuss with your child's teacher your understanding of your child's learning style, interests and any concerns you might have
- speak with your child's teacher to learn what they are focusing on with your child as each school tailors the learning program to meet the needs of your child and their peers.

It is important to remember that each child is different; some will find parts of their learning program more challenging than others.

Make an appointment with your child's teacher/group leader if you have any questions about what your child is learning and how they are progressing.

Levels 3-6

In Levels 3 to 6 of the Victorian Curriculum F-10, knowledge and skills in literacy and numeracy are further developed and new content and ideas are introduced to extend learners' understanding of local and national people, events and issues. The curriculum includes learning in English, Mathematics, Science, Arts, Humanities, Health and Physical Education, Languages, Technology. These learning domains enable children to build knowledge and understanding about their world and to develop increasingly sophisticated cognitive and social skills and capabilities.

Learners at these levels:

- increase literacy and numeracy skills
- build thinking skills and apply these to the different topics and contexts being explored
- work cooperatively with others to extend their learning
- participate in physical activities to develop motor and movement skills
- express knowledge and understanding in varied ways including written, spoken and visual presentations.

What parents and carers can do:

- talk to your child about the topics, themes and areas currently covered in the classroom and have a conversation about it with them each day
- share with your child's teacher your ideas about how your child learns best and any particular areas of interest as this may support your child to become more engaged with their learning



- speak with your school to learn how they will be covering the curriculum for your child as each school tailors this to meet the needs of your child and their peers.

It is important to remember that each child is different; some will find parts of their learning program more challenging than others.

Speak with your child's teacher if you have any questions about what your child is learning and how they are progressing.