

Join our Mother's Day Family Night

FREE



Time: 6pm - 8pm

Date: Thursday 8th May 2014

Activities:

Lots Of Free Fun, Face Painting, Fairy Floss, Jumping Castle, Balloonist, Pop Corn, Mother's Day Craft Activity, Animal Farm and Light Refreshments.

Book Now: Bunnings Warehouse Dandenong

1-5 Gladstone Rd, Dandenong 3175 Ph: 8792 9500

Bookings essential – for more information or to book speak to a team member in-store.

BUNNINGS
warehouse



**LOWEST PRICES
ARE JUST THE
BEGINNING...**



Kelly Sports Berwick & Pakenham
 P.O. Box 2055, Fountain Gate 3805
 T 0402 224 116
 F (03) 8786 8771
 E darren@kellysports.com.au
 W www.kellysports.com.au/zone/berwick



TERM 2 CHALCOT LODGE PRIMARY



AWESOME AUTUMN SPORTS!

DON'T MISS OUT THIS AUTUMN! Autumn Sports allows your child to play a range of dynamic and active sports over the 8 week program; these include footy, soccer, netball, basketball & crazy games! This multi-sport program will not only provide an essential base for your child's motor skills, but will also help build confidence and co-ordination, all in an enjoyable environment.

TEAM PLAYER OF THE DAY TROPHY AWARDED EACH SESSION

WHEN: MONDAY
COMMENCING: 28/04/14 - 23/06/14
EXCLUDING: Queens Birthday
PERIOD: 8 Weeks (\$90)
TIME: 3:25pm - 4:25pm
YEAR LEVELS: P - 6



DYNAMIC DANCE!

GET MOVING WITH KELLY DANCE THIS AUTUMN! Shake, move & let the beat enter your feet with Kelly Sports Dance. Our fantastic Kelly Sports Dance teachers will get your child's hips swinging, heads bumping, feet rocking & bodies shaking! From contemporary, jazz to hip-hop and pop, this program provides something for everyone. Our dance program will build rhythm and confidence!

WHEN: WEDNESDAY
COMMENCING: 30/04/14 - 25/06/14
PERIOD: 9 WEEKS (\$90)
TIME: 1:30pm - 2:30pm
YEAR LEVELS: P - 6

COST: \$10 per week (\$90 in total based on 9 x \$10 sessions)
VENUE: CHALCOT LODGE PRIMARY SCHOOL

Please do not leave enrolment from with the school office

KELLY SPORTS IS A REGISTERED CHILD CARE PROVIDER

ONLINE ENROLMENT

www.kellysports.com.au/zone/berwick

ENROLMENT FORM

SPORTS (After School) DANCE (Lunch time)

School: CHALCOT LODGE PRIMARY SCHOOL Year Level: _____

Name: _____ Room No: _____

Address: _____ Post Code: _____

Phone: _____ Mobile/Work: _____

Email: _____ Medical Conditions: _____

At the completion of after school clinics, does your child? Go to after care Get collected

Parents' consent: I hereby authorise Kelly Sports to act on my behalf should my child require medical attention, and release Kelly Sports Berwick from any liability for injury incurred by my child at Kelly Sports programmes.

Parent/Caregiver name: _____ Signature: _____

Amount Paid: \$ _____ Credit card payment: Direct Credit payment: Cheque payment:

Card Number: Expiry Date: /



Winner: 2013 Cardinia Franchisee of the year!



Winner: 2013 Casey Home Based Business

POLICY: SCHOOL BASED CONSULTATION

INITIAL COPY:

14/08/02

RATIFIED/REVIEW

28/4/2014

PURPOSE

To ensure that the Principal's school based decisions are made in a framework that enables staff to have input into the decisions that affect their working life.

GUIDELINES

- All school based consultation practices and policies will be in line with the current Victorian Schools Agreement document and the current Victorian Government Schools Agreement, 2013 ;
- Consultation is a process involving the provision of information to staff and genuine consideration of the views / feedback of staff before decisions are made;
- Consultation is not joint decision making;
- In the provision of all information to staff, the requirements of the Information Privacy Act 2000 must be satisfied. (Circular 396 / 2001);
- Staff must have the choice and opportunity to be involved in the consultation process when undertaking any process of planning for improvement, including the development of workforce plans or the planning and organisation of the program of instruction in the school or the composition of selection and other panels;
- The consultative arrangements must allow for the direct input of the union sub-branch, if one exists at the school level; and
- The Principal has ultimate administrative and operational responsibility for decisions at the school level.

IMPLEMENTATION

- All staff, including the Australian Education Union (AEU) sub-branch, will have the choice and opportunity to be involved in the consultative process in a variety of contexts including:
 - Professional Learning Team as required;
 - Whole staff Management meetings every three weeks to consider all management and organisational matters such as all timetables, student well being and discipline, student reporting, organisation of camps, excursions, in-visits, swimming etc;
 - AEU sub-branch meetings held as required;
 - Professional Learning Team (PLT) coordination meetings held weekly;
 - Staff Welfare Committee meetings held as required;
 - PLT projection planning termly;
 - Year level curriculum coordination meetings held weekly according to the timetable;
 - The Consultative Committee shall meet as required;
 - School Council and the School Council sub committees of Finance, Facilities and Education Policy; and
 - The Performance and Review Program.
- The Principal will ensure that staff are sufficiently informed of relevant data to enable them to provide informed feedback and views;
- The main focus of staff meetings will be to provide a forum for staff discussion about educational issues and professional development;
- The Reviewers' Team will consist of the Principal, Assistant Principal and PLT leaders. The Reviewers' team will ensure that the Performance and Review Program is appropriately implemented;
- The Leadership Team will consist of the Principal, Assistant Principal, PLT leaders, Business Manager and Annual Implementation Plan project leaders and will discuss management and leadership issues and will also be involved in succession training activities;
- The coordination teams will consist of PLT F (Years Prep) PLT 1 (Years 1 and 2 staff), PLT 2 (Years 3 to 6 staff), PLT 4 (ES staff) and PLT 4 (Specialist staff).
- The Staff Well-being Committee will consist of representatives from each PLT and will provide a forum for discussion of issues relating to staff well-being, will liaise with the Principal concerning these issues or discuss with the whole staff as necessary and organise staff social occasions;
- The AEU may nominate a representative to attend any of these meetings as required;
- Meetings scheduled for each week will be displayed in the staffroom on the whiteboard;
- The agenda for staff meetings will be developed by the Professional Development Coordinator in liaison with the project leaders at the end of the previous term;
- Issues requiring whole staff or teaching staff discussion will be incorporated into the beginning of staff meetings as required;

- The agenda of all meetings is open to all staff members. Any matter that requires discussion / consideration should be brought to the notice of the person responsible for the meeting agenda. Late items can be incorporated into General Business;
- Minutes from meetings will be clearly documented and distributed promptly;
- In relation to workforce planning, the process will involve:
 - during term 4, the Principal, Assistant Principal and Business Manager giving initial consideration to the indicative Student Resource Package, projected enrolment figure and identification of staff on leave and in contract or ongoing positions;
 - providing this data to School Council and staff to facilitate discussion; and
 - the Principal, in consultation with the PLT leaders, Consultative Committee and staff, deciding on the most effective use of the staffing budget for the following year.
- In relation to staff selection, including allocation of special payments and higher duties, the process will:
 - involve the Principal, Assistant Principal, a Merit and Equity trained staff member, and other staff member/s deemed to have special knowledge applicable to the particular selection panel;
 - include consideration of gender representation on the panel;
 - at times require the Principal to access DEECD colleagues outside of the school's teaching staff for selection of Leading Teachers or Assistant Principal positions;
 - require all applicants to make a written application responding to the selection criteria, interviews of short listed applicants with the panel and consultation of referees by the panel;
 - allow the Principal to delegate the responsibility should there be no applicant for the position; and
 - be based on the principles of merit and equity.
- In relation to staff placement, the process will involve:
 - during term 4, asking each staff member to submit to the Principal and Assistant Principal a written expression of interest indicating in order of preference their preferred year level / Specialist placement and a summary of their previous placements over the past four years;
 - the Principal and Assistant Principal discussing various scenarios with the Leadership Team; and
 - discussions held by the Principal with individual staff members to negotiate placements as necessary.
- Where the Principal makes a decision that the union sub-branch does not support, the sub-branch can request the Principal to provide reasons for the decision not later than five working days after the principal's decision of its objection including reasons for those objections, and provide the principal the opportunity to resolve the matter at school;
- Where the union sub-branch does not agree with the Principal's decision, the sub-branch may refer the matter to the union who may refer the matter for resolution by one nominee of the Department and one nominee of the president of the union, who shall investigate the matter and determine a resolution which shall be binding on all parties at the school level. The matter shall be determined within ten working days of receiving a reference from the union; and
- Where the matter cannot be resolved, the matter may be referred by either party to Fair Work Australia in accordance with the dispute procedures for the applicable federal award.

EVALUATION

The School Based Consultation Policy will be reviewed by the Consultative Committee, in consultation with the staff, every three years or sooner as required.

POLICY: TRANSITION**INITIAL COPY**

11/08/2010

RATIFIED / REVIEWED

27/3/2014

PURPOSE

To provide a comprehensive Transition Program, which facilitates a smooth transition for students moving from Pre School to Prep, from year level to year level, from Year Six to Seven and between Chalcot Lodge and other primary schools, in order to support ongoing student learning to the optimal level.

GUIDELINES

- The Transition Policy and all practices will be in line with Department of Education and Early Childhood Development guidelines, the Casey North Network Enrolment, Transition and Transfer Protocols document and the 'Transition: A Positive Start to School' document;
- A successful Transition Program is supported through nurturing a positive rapport and effective communication between the school and all key stake holders;
- A smooth transition is facilitated through communication of a positive image of our school to the broader community;
- The 'Chalcot family' culture nurtures the feelings of being personally known, cared for and supported and enhances a smooth transition;
- Transition to school is not a point-in-time event, but rather an experience that starts well before, and extends far beyond, the first day at school;
- The 'Transition: A Positive Start to School Resource Kit' provides information about programs and approaches to transition planning, including specific advice about additional support for those children who may need it; and
- Some children may need extra support during the transition period in varying degrees due to: maturity; cultural or language background; health issues; emotional or social issues; disabilities; developmental delays; out-of-home care circumstances;

IMPLEMENTATION

- The school's culture, policies and curriculum programs will promote understanding of cultural diversity and valuing of differences;
- Families of all new students will receive a Transition Pack, which includes the enrolment form, privacy note, Chalcot Lodge Handbook and Prep Transition Booklet, copies of the schools' Student Wellbeing and Discipline Program, uniform list and various permission forms.
- Positive rapport and effective communication links to the school community and wider community will be enhanced through: inclusion of our school's brochure in the network's group promotional booklet; provision of information evenings; school tours for parents of preschool children; and comprehensive information about the school on the school's website.
- The 'Chalcot family' culture, will be embedded into all behaviours and interactions between members of the school community.
- Intervention programs including Literacy Intervention, Language Support and English as an Additional Language Program will facilitate smooth transition for students with special learning needs;
- The Program for Students with a Disability will facilitate a smooth transition for eligible students;

- Differentiated curriculum will be implemented throughout the school to address individual learning needs, interests and abilities; and
- Where appropriate, transition will be facilitated with assistance of support professionals, such as Guidance Officers, Child First, Speech Therapists and translators.

Pre School To Prep

- Information provided from preschools and parents via the Transition Learning and Development Statements will be used to inform Prep teachers and the Student Wellbeing Coordinator about children's interpersonal skills and safety issues and appropriate action will be taken;
- Prior to the commencement of the year, the Prep teachers and the Student Wellbeing Coordinator will liaise with preschool staff to discuss the needs of the students enrolling at Chalcot Lodge;
- When placing students into their Prep classes, consideration will be given to parent input, preschool input about the children, and student friendships and relationships prior to commencing school;
- Chalcot Kinder Club will be held during Terms 1, 2 and 3, to enable the four year old children and their parents to become familiar with a primary school learning environment;
- A Pre-school to Prep Transition Program will be implemented in Term 4, involving class activities for the pre-school children and formal information sessions for their parents, focussing on how they can assist their children to enter into their primary phase of learning and gain information about school procedures and practices;
- Additional information about the academic skills and knowledge of new Prep students will be collected during the first month of the school year, via the individual assessment appointments;
- Links between the school and early childhood services will be built and sustained through attendance by our Prep teachers at all Pre-school / Prep Network meetings; and
- Funding for eligible students will be sought by the Student Wellbeing Coordinator through the PSD Program with appropriate consultation and preparation as soon as practicable in order to meet the DEECD deadline.

Year Level to Year Level

- When placing students into their new classes for the following year, consideration will be given to parent concerns, teacher knowledge about the students and student preferences for which friends they would like to work with in their class next year;
- A sense of connectedness to peers and to the school will be enhanced through the Buddy Program, which involves with each Prep to Two student being partnered with a senior student to undertake fun activities together;
- All students will visit their new classroom at the end of each year, to meet their next year's teacher and to hold a brief discussion about their hopes and aspirations for the following year. Teachers being newly employed will be invited to attend this meeting with their proposed classes; and
- The following year's teachers are provided with multi source information about their upcoming students' history to inform curriculum planning, including: student individual assessment files; relevant information from previous teachers shared during a designated staff meeting and reports from associated professionals.

Year Six to Year Seven

- The school will ensure that the process for placement of all Year Six students is sensitively and appropriately completed;
- Parents of Year Six students will be provided with all departmental transition information and forms;
- Parents will be kept informed of all Open Days or evenings held at secondary schools through our newsletter or through distribution of brochures supplied by the colleges;
- Parents will be informed about opportunities for their children to apply for secondary scholarships;

- Newsletters from secondary colleges will be made available in the Year 5 / 6 unit.
- Years Five and Six students will have the opportunity to participate in orientation activities organised at neighbouring secondary colleges;
- Teachers from secondary schools will be invited to give talks about their school and to work with Year 5 and 6 students;
- Students from neighbouring secondary schools, including some of our exit students, will be invited to present talks to our Years Five and Six students about life at secondary school; Discussions will be held in with Year Six students about what it is like to be at secondary school and to explore feelings and thoughts they have about transition;
- Prior to the commencement to the new year, the Student Wellbeing Coordinator will liaise with secondary school staff in relation to students' with special needs to enhance their preparation and planning for these students;
- Year 6 to 7 PSD review applications will be completed by the Student Wellbeing Coordinator during the year prior to commencement at secondary college; and
- Information produced by DEECD will be distributed in a timely fashion.

Between Chalcot Lodge Primary and Other Primary Schools

- Prior to commencing at Chalcot Lodge Primary School, parents will be encouraged to have their child accompany them and the Principal or Assistant Principal, on an informative personal tour of the school;
- Private and confidential discussions will be held between the parents, Principal and Student Wellbeing Coordinator in relation to the specific needs of the child;
- On receiving a new student in their class, teachers will ensure that class members incorporate the new member of their 'Chalcot Family' into their friendship groups and into the Buddy Program;
- All new students will be allocated membership to one of the four 'Houses';
- Where required to support a smooth transition into CLPS, additional information about a new student will be sought from previous schools or preschools; and
- When a student exits to another primary school, the transfer note, and copies of the proof of date of birth and immunisation will be forwarded to the new school.

EVALUATION

The Transition Policy will be reviewed by the Student Wellbeing Coordinator in consultation with the Education Policy Committee, every three years or sooner if required.