

Cranbourne East Primary School

Information Booklet 2024



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Welcome to Our School

Message from the Principal

I extend a very warm welcome to Cranbourne East Primary School.

Throughout the school you would have seen our students working productively and cooperatively in their learning neighbourhoods under the care and guidance of the best teaching staff available. We are able to locally select our staff and this in turn has meant that the teachers chosen are of the highest quality, committed, hard working and ready to give of themselves to ensure that every child at Cranbourne East Primary School is always supported and encouraged to achieve the very best they can.

We constantly strive for excellence and we encourage the children to do likewise.

A big part of why this school is an excellent school is due to parental involvement in classrooms, on camps, excursions etc. We encourage parents to participate in the education of the children by working together to form a productive home and school partnership. Working together we can make an enormous difference to the lives of our students. We know that children can develop much more meaningful and positive attitudes to school and learning if parents participate in the processes.

We encourage you to:

- Visit the school and speak to the teachers, Assistant Principals or myself about any questions you may have.
- Become a member of the School Council (elections are held in March).
- Attend school activities and special events, information nights etc.
- Assist as a parent helper in your child's classroom, on excursions and camps etc.
- Share your child's enthusiasm for learning both in and out of school, ask your child about the best part of their day, listen to them read each day etc.
- Ensure your child attends school each day (unless ill). Your child cannot be engaged in their learning if they are not at school. It's Not Okay To Be Away!
- Ensure your child is on time each day to commence their learning at school.

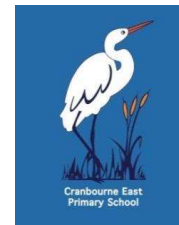
We trust that your child will have a very safe and happy start to school life at Cranbourne East Primary School and that you will become an integral part of your child's and our efforts to succeed. I assure you that all children will have the best educational opportunities that we can offer.

On behalf of the staff, I look forward to sharing an enjoyable and exciting time with you as your child progresses, develops and matures at Cranbourne East Primary School.

Kind regards

Garry Rolfe

Principal



School Information

Street Address:	Cranbourne East Primary School No: 5518 2 Bowyer Avenue Cranbourne East 3977
Postal Address:	2 Bowyer Avenue Cranbourne East 3977
Phone:	5990 0400
Website:	www.cranbourneeastps.vic.edu.au
Email:	cranbourne.east.ps@education.vic.gov.au
Principal	Garry Rolfe
Assistant Principals	Michelle Wrigley Jenni Kelly Chanel Herring David Muzyk
Leadership PA	Sonja Jelley
Business Manager	Martina Owen
School Administration	Beverly De Souza Colleen Essex Tanya Issai Emily Bonnici
First Aid Officer	Natalie Okey
School Council President	Roz Coles

Term Dates 2024

Term 1:	Monday 29th January to Thursday 28th March
Term 2:	Monday 15th April to Friday 28th June
Term 3:	Monday 15th July to Friday 20th September
Term 4:	Monday 7th October to Friday 20th December



Co - Teaching at Cranbourne East Primary School

At Cranbourne East Primary School we have a Co-Teaching approach to teaching and learning which supports current and best practice in education involving a group of teachers working with a group of students. In our case the groups are in home groups and occupy various spaces around the building and classrooms. It is important to note that all areas of the buildings are teaching and learning spaces.

The building is purpose built to allow flexible teaching and learning to take place. The openness of the areas support different styles of learning and allows teachers to be part of a team who work with groups of children.

What is Co-Teaching?

Put simply, Co-Teaching is a group of two or more teachers working with a group of children. The teachers share all aspects of the teaching and learning, including planning, teaching, assessing and looking after the well-being of all the students. The teachers are a collaborative team.

Will my child still have a classroom teacher?

The children are set up in 'home groups'. Each home group is allocated a teacher to cater for administration, report writing and parent teacher conferences. Instead of class teacher, the term 'home group' teacher has been adopted.

Does my child have an allocated classroom?

We use the term 'Learning Space' which refers to classrooms and adjoining neighbourhood spaces. Co-teaching Home Groups share an allocated Learning Space (for example. Prep A and Prep B in Room 18/19).

How does the teacher know how my child is progressing?

All teachers in the group will work together in monitoring student progress. Your child's home group teacher will keep a record of how your child is progressing and will also be responsible for implementing the required formal assessments as outlined on our Assessment Schedule. If your child is working with another teacher, that teacher will take notes and make observations and will share findings with the home group teacher. This is done either verbally or will be recorded in documents that will be stored electronically

Which teacher does my child work with?

Your child works with a team of teachers. Your child's home group is part of a bigger team. All the teachers in the team work with all the children. For example, each Foundation team currently has two or three teachers and two or three home groups who work together.



All teachers in the group work with different children at various parts of the day. The children are grouped according to the activity they are doing and the skills and interests of the children. Teachers will be responsible for teaching explicit skills to the various groups throughout the day. Decisions about what is to be taught are guided by the needs of the children as outlined by an intensive assessment program and by the Victorian Curriculum, which provides a comprehensive set of content descriptions and associated achievement standards which schools use to plan student learning programs, assess student progress and report to parents.

Why is my child's learning space 'empty'?

You may have noticed that some learning spaces appear 'empty'. This is because the learning space is part of what we call a Learning Neighbourhood. The Learning Neighbourhood consists of up to four Learning Spaces which 'break out' into a larger space. This larger space is used for group work, communal area meetings, device stations, and other learning activities. It is a space where children can complete activities under teacher supervision.

The 'empty' Learning Spaces are where the group meets as a whole in the morning to take the roll, welcome the students and then move on to the learning schedule, take part in a whole group activity or to use as a flexible learning space. In this space the group will also gather for shared eating times and for dismissal at the end of the day.

All furniture is accessed by all students in the area. Research indicates that students need a variety of space, furniture and tools to help them learn to cater for individual learning styles. You might find children in 'bean bags' using an iPad or on the floor completing an activity. Where appropriate students may be given a choice as to their preferred option.

Are the learning spaces noisy and is my child properly supervised?

The learning spaces are orderly and work at various levels of sound according to the activity. The teachers set very clear boundaries and supervise at all times by 'roving' through the 'neighbourhood' assisting where necessary. There will be a combination of explicit teaching, group activities, digital work, use of an interactive whiteboard/television or individual work.



School Wide Positive Behaviour Support



The School Wide Positive Behaviour Support Framework sets out the expectations we have for all students at Cranbourne East Primary School.



School Wide Positive Behaviour Support - SWPBS -

At Cranbourne East Primary School we use the SWPBS framework to teach expected behaviours. This framework ensures a positive, safe and supportive learning environment.

HOW?

Every day, all students engage in a brief lesson relevant to the weekly SWPBS focus. This is referenced regularly throughout the day.



Cranbourne East
Primary School

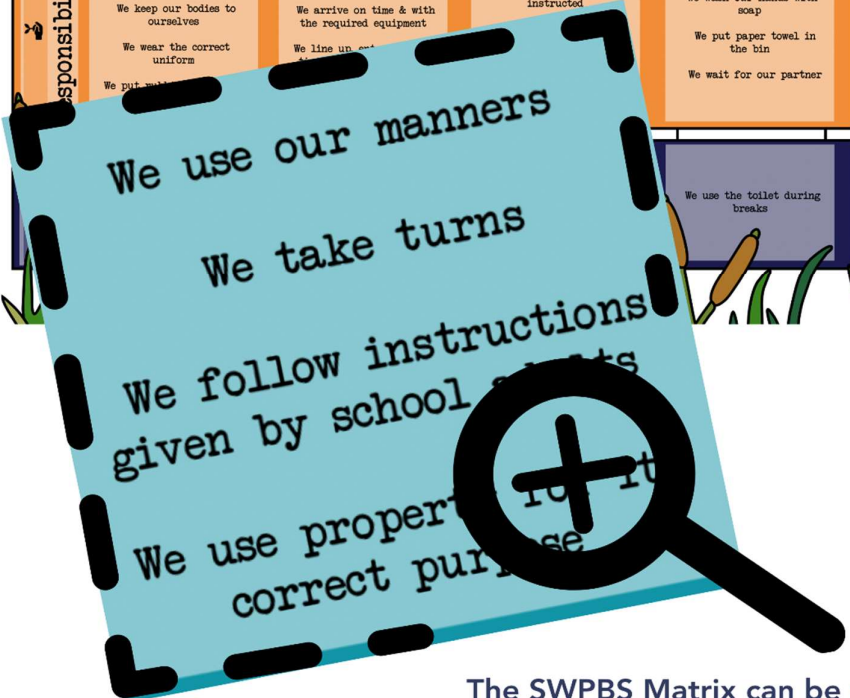


SWPBS MATRIX

OUR VALUES: Relationships Rigour
SWPBS Matrix - Cranbourne East Primary School



	All settings	In the classroom	In the yard	In the bathrooms	Using technology
Respect	<ul style="list-style-type: none"> We use peoples preferred names and pronouns We use our manners We take turns We follow instructions given by school adults We use property for its correct purpose 	<ul style="list-style-type: none"> We are quiet while others are working We work independently when directed We put our hand up and wait our turn to speak 	<ul style="list-style-type: none"> We call out unsafe behaviour We return borrowed equipment We line up when instructed 	<ul style="list-style-type: none"> We keep the stalls, floors, mirrors and walls clean We give each other privacy We are quiet 	<ul style="list-style-type: none"> We use our own login details We plug our devices in when finished We follow the ICT user agreement
Responsibility	<ul style="list-style-type: none"> We report bullying We keep our bodies to ourselves We wear the correct uniform We put... 	<ul style="list-style-type: none"> We stay on task We arrive on time & with the required equipment We line up... 	<ul style="list-style-type: none"> We wear hats when instructed 	<ul style="list-style-type: none"> We wash our hands with soap We put paper towel in the bin We wait for our partner 	<ul style="list-style-type: none"> We keep our login details private We carry our devices with two hands We only access school approved sites
				<ul style="list-style-type: none"> We use the toilet during breaks 	<ul style="list-style-type: none"> We ask peers for help before teachers



The SWPBS Matrix can be viewed via a link on the SWPBS page of the school website.



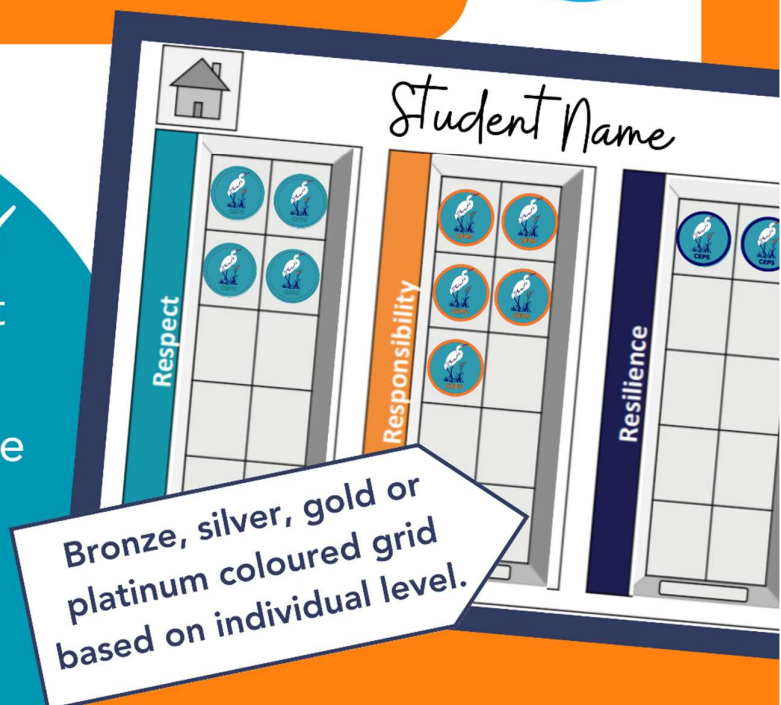
REWARDS

Students consistently receive recognition for demonstrating expected behaviours around the school; in classrooms, specialist learning spaces and in the yard. Recognition may be verbal or tangible.



CONSISTENCY

Students are taught the same expected behaviours across the school, using the same consistent language.





1

Student demonstrates expected behaviour



Student receives a sticker linked to that behaviour.

Sticker placed on individual chart.

2

3

FULL GRID = INDIVIDUAL REWARD

Grids are collected and converted to house points



4

The house with the most points at the end of each term receives a group reward.





Split School Timetables

At Cranbourne East Primary School we operate on a split timetable. The split timetable covers the lunch time however all students will have recess together at 11:00am - 11:30am.

The lunch times are split into two different times outlined below.

TIMETABLE A		TIMETABLE B	
8:45am	Classrooms open	8:45am	Classrooms open
9:00am	School commences	9:00am	School commences
11:00am - 11:30am	Recess	11:00am- 11:30am	Recess
12:30pm - 1:15pm	Lunch playtime	1:15pm - 1:30pm	Lunch eating time
1:15pm – 1:30pm	Lunch eating time	1:30pm - 2:15pm	Lunch playtime
3:15pm	School dismissal	3:15pm	School dismissal

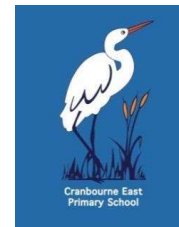
School Uniform

At Cranbourne East Primary there are four houses: Ruffy, Hudson, Donnelly and Lyall. The school uniform is designed so that each house has a different colour piping for polo shirts. Communication will be provided by the school to inform parents and carers of their child's assigned house and the corresponding colour for the polo shirt. School Council has ratified PSW as the official school supplier and the following items as compulsory school uniform.



Prima
Ph: 97
Webs

Helpful Information



Absence: For optimum learning your child is expected to be at school every day on time unless they are ill or have appointments which cannot be made outside of school hours. Notification on Compass is required to record a child's absence.

Late Arrivals: All children who arrive late must be signed in by the parent at the school administration office.

Early Leavers: All children who need to be picked up early need to be collected from the school administration office and signed out.

Prescription Medication: If your child requires prescription medication throughout the day it must be labelled with your child's name, class and dosage. There is a form at the school administration office which must be completed recording the medication and instructions. Non-prescription medication (such as paracetamol) cannot be administered at school.

The Canteen is operated by an outsourced company, Bocca Foods and is open Monday to Friday. Lunch orders are ordered online. Links with instructions on how to order online and the Canteen Menu can be found on the school website. The canteen will be open during recess and lunch for the purchase of drinks and snacks.

Spare Clothes: It is recommended that children in Foundation have a spare set of clothing in their school bag. If a student has soiled their clothing and does not have spare clothing the parent/carer will be contacted.

Online assemblies: We film and publish our weekly assembly online. More information on assemblies can be found in Newsletters, on Compass and on the school website.

Lost Property: All belongings should be clearly labelled for easy return. Lost property is located on the clothes rack near Room 8 via the external school entrance.

Toys and Valuables: Please note toys and valuables are not to be brought to school. The school is not responsible for these items coming into the school.

Events/excursions/visits: Students participate in a range of events, visits and excursions throughout the year. All events will be posted to Compass and if payment or permission is required this will be accessible through Compass.





Effective Parent & Teacher School Communication

Communication between teachers and parents is a vital part of your child's development. It is therefore advisable to discuss any concerns or relevant information about your child with your child's teacher.

Parent Teacher Conferences are held twice per year. Parents are always welcome to speak to teachers throughout the year outside of teaching and learning hours.

By mutual agreement, before school or after school are appropriate times to ensure the learning programs are not interrupted. Should you wish a more formal arrangement to occur please contact the school for an appointment.

Appointments to see the Principal or Assistant Principals may also be made if the need arises. Teachers also welcome the discussion of programs with parents and while this is usually done formally at the beginning of the year, you may discuss programs with teachers, providing an appointment has been made.

Parent Helpers (Working with Children's Check)

Parent helpers are greatly valued and appreciated by the teachers and the children. Parents can assist in a variety of ways – classroom activities, excursions, Mother's Day and Father's Day stalls, assisting with reading groups, etc.

Any person who volunteers to work within the school is required to present a current 'Working with Children Check' and be approved by the School Council as a parent helper.

If parents would like to become a helper please obtain a Working with Children's Check. Forms can be obtained from your local Australia Post Office or you can apply online by going to <https://www.vic.gov.au/working-with-children-check>.

There is no cost for volunteers to obtain this check. Once you have received your Working with Children's Check, or have applied at the Post Office and received a receipt please provide the school office with a copy.



Child Safety

A Victorian Government Initiative

Here at Cranbourne East Primary School, we have a commitment to the safety and wellbeing of our students. Please see our Child Safe policies on our school website, which outlines our programs, practices and commitments.

<https://cranbourneeastps.vic.edu.au/policies/child-safe-policies>

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect

Child Safety Online



Your child's safety online is important. For more information go to: esafety.gov.au/parents

eSafetyparents

Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.

4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.

