congratulations brighton Blitz and Brighton Magic.

Our Aerobics teams competed in Geelong on Saturday and had outstanding success. We entered two teams – the Brighton Blitz was placed fifth and the Brighton Magic came first out of the 18 schools competing. If you were at Assembly on Monday morning and watched them perform you would know why both teams did so well.

So, what happens next? Our teams will compete in the premiership final being held in June. If they place well in the premiership they will proceed to the Nationals.

GO BRIGHTON!!

We all wish the girls in both teams good luck for the premiership final.

Brighton Blitz:
Scarlett Dawson, Talia Freeman, Ruby McCoy-Young, Darci Makrakis, Alyssa Connors, Charli Boyd, Abby Brown, Kaylah Meadows, Eloise Leonard, Ellie Harkin

Brighton Magic:
Ava Hutchinson, Natasha Scandizzo, Neala Glover, Maddie Higgins, Hannah Cote, Holly Dow, Andy Grant, Olivia Thaning

And thank you to the girls’ coaches:
Emma Almeida, Tessa Woodgate, Michelle Fishman and Charlotte Birbeck and to Karen Pain for all her support.

Thank you to all the families who travelled to Geelong to support the girls on Saturday.
MONDAY MORNING ASSEMBLY
9th May 2016

Parents are welcome to attend our Monday morning assemblies on the Junior Oval at 9.00am.

Congratulations to next Monday’s PYP Attitudes award recipients:

0A  Chelsea C.
0B  Amy A.
0C  Louis N.
0D  Benedict K.
0E  Willow B.
0F  Frankie O.
1A  Madeleine D.
1B  Angus G.
1C  
1D  Ava S.
1E  Imogen K.
2A  Cooper O.
2B  Emily W.
2C  Archie M.
2D  Isabella T.
2E  Max F.
3A  Alex H.
3B  Ruby B.
3C  Calista Y.
3D  Mila A.
4A  John F.
4B  Sam L.
4C  JJ C.
4D  Annabel K.
5A  Spencer N.
5B  Xavier G.
5C  Imogen T.
5D  Maya H.
6A  Isabella P.
6B  Kaylah M.
6C  Romy P.
6D  Scarlet P.

Lost Property

Lost property is stored in the cupboard near the Uniform Shop.

Please check through it if anything goes missing.

Occupational Health and Safety

If you notice a potential OH&S issue around the school please report it to the office ASAP so that it can be addressed.

Bill Kolivas
Facilities Manager

School Banking

School banking is well under way!

Bank books need to be delivered to the Staff Room as close to 9am as possible.

Parents

Log on to Compass every week to ensure you are up to date with excursion notices!!

The cut-off for consent for an event is 2 days prior to the event or your child WILL miss out !!!
**UNIFORM SHOP NEWS**

**Trading hours**

Monday, Tuesday and Wednesday
3.00-4.00pm

Belinda Treseder
Uniform Shop Manager
uniformshop@brighton.vic.edu.au

---

**CANTEEN ROSTER**

<table>
<thead>
<tr>
<th>Times: 9.30am - 11.30am (1) &amp; 11.30am - 1.30pm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6/5</td>
</tr>
<tr>
<td>Mon 9/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tues 10/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wed 11/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Thurs 12/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fri 13/5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All parents are welcome to help us out and you can call us on 9539 7131 to sign up.

Look forward to seeing you.
Caly, Marie and Belinda

---

**YOGA AND MINDFULNESS CORNER**

*I will not let anyone walk through my mind with their very feet.*

**BPS NEWS:** The year two yoga program is off to a great start and in the second week of their 6 week experience in PE. They are learning about their bodies in time and space, learning to focus which helps physical and mental balance and learning a number of different yoga postures and activities to build strength, stability and flexibility. Yoga and mindfulness also reminds students of being respectful of self and others, connectivity, yet ‘walking their own path’. A significant part of teaching yoga to children is about their own ability to regulate how they feel through breath and movement, and all of this is maintained through our brain and nervous system. Dr Dan Siegel and Tina Payne Bryson’s book *The Whole-Brain Child* teaches a way for parents to communicate with their children about their brain, emotions and feelings (i.e. “what is going on in their head”). They talk about the brain as a house with two levels with characters in each (discussing the functions of the brain – neocortex (the upstairs thinking brain) and limbic system – (the downstairs feeling brain). Please see this great link for more on this simple insightful method. [http://www.mindful.org/how-to-teach-your-kids-about-the-brain/](http://www.mindful.org/how-to-teach-your-kids-about-the-brain/)

Brighton Primary’s intention is to look after the whole child – body, mind and spirit.

**DON’T MISS OUT**

After-school yoga classes in Performance Hall Thur 3.30-4.45 (all ages)
www.yogabean.com.au

---

**UNIFORM SHOP NEWS**

**Trading hours**

Monday, Tuesday and Wednesday
3.00-4.00pm

Belinda Treseder
Uniform Shop Manager
uniformshop@brighton.vic.edu.au

---

**CANTEEN ROSTER**

<table>
<thead>
<tr>
<th>Times: 9.30am - 11.30am (1) &amp; 11.30am - 1.30pm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6/5</td>
</tr>
<tr>
<td>Mon 9/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tues 10/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wed 11/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Thurs 12/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fri 13/5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All parents are welcome to help us out and you can call us on 9539 7131 to sign up.

Look forward to seeing you.
Caly, Marie and Belinda

---

**UNIFORM SHOP NEWS**

**Trading hours**

Monday, Tuesday and Wednesday
3.00-4.00pm

Belinda Treseder
Uniform Shop Manager
uniformshop@brighton.vic.edu.au

---

**CANTEEN ROSTER**

<table>
<thead>
<tr>
<th>Times: 9.30am - 11.30am (1) &amp; 11.30am - 1.30pm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6/5</td>
</tr>
<tr>
<td>Mon 9/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tues 10/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wed 11/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Thurs 12/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fri 13/5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All parents are welcome to help us out and you can call us on 9539 7131 to sign up.

Look forward to seeing you.
Caly, Marie and Belinda

---

**UNIFORM SHOP NEWS**

**Trading hours**

Monday, Tuesday and Wednesday
3.00-4.00pm

Belinda Treseder
Uniform Shop Manager
uniformshop@brighton.vic.edu.au

---

**CANTEEN ROSTER**

<table>
<thead>
<tr>
<th>Times: 9.30am - 11.30am (1) &amp; 11.30am - 1.30pm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6/5</td>
</tr>
<tr>
<td>Mon 9/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tues 10/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wed 11/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Thurs 12/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fri 13/5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All parents are welcome to help us out and you can call us on 9539 7131 to sign up.

Look forward to seeing you.
Caly, Marie and Belinda

---

**UNIFORM SHOP NEWS**

**Trading hours**

Monday, Tuesday and Wednesday
3.00-4.00pm

Belinda Treseder
Uniform Shop Manager
uniformshop@brighton.vic.edu.au

---

**CANTEEN ROSTER**

<table>
<thead>
<tr>
<th>Times: 9.30am - 11.30am (1) &amp; 11.30am - 1.30pm (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6/5</td>
</tr>
<tr>
<td>Mon 9/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tues 10/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wed 11/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Thurs 12/5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fri 13/5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Trying my best to keep it short & sweet, concise & neat – but this seems to be another very busy term!

Lapathon
If you haven’t already, please send forms back with your kids (with sticker attached & house written on it). I know that forms say to return with money in an envelope – but it’s much easier for the school if you can keep any cash you have collected & make the payment using Qkr. Thanks v much!
A big thank you to Samm Brown for planning & running this event again this year (volunteers to lead this event for next year are welcome any time!)

Mother’s Day
Warm wishes for all the beautiful BPS mums (& carers) out there, I hope you all enjoy lovely Mother’s Day Stall gifts from your kids & enjoy a bit of R&R on Sunday.
Thank you to Lucy Calder & Kylie Stewart for once again organising the Mother’s Day Stall!

Entertainment Guide – Fundraiser Launched – book to be delivered Thursday 12th May
Books are coming next week, once you see all the amazing offers I’m sure everyone will want one – but there is no obligation to buy – if you don’t want it, just return to school reception.
You can also decide to buy the digital vn (& return the book) they will cost $65 of which 20% goes to BPS.
To pay it is preferable to use the link below & pay Entertainment Directly.

Trivia Night – FRIDAY JUNE 17th
Advertising boards & Qkr booking will be up soon. Tables will be 8-12 ppl, start planning your table now! It will be a fabulous night with RocKwiz host Brian Nankervis & held in the (unrecognisable and undeniably convenient) school gym. Save the date - further details coming soon!

Election Market – SATURDAY JULY 2nd
If you are around in the winter holidays, this will be a fantastic outing for the kids & you can do your voting at the same time. A Market Committee has now been formed, but if you’d like to help out – please do let us know.

FoB Communication Lead – any volunteers?
Still open – please be in touch! Call me on 0424 232 473 if you’d like to discuss!

Any questions or suggestions, please forward to FoB on fob@brighton.vic.edu.au

Jo Gillard
2016 FOB President
Dear Parents and Guardians,

Children come into close contact with each other and as a result spread of infection can be much higher in primary schools.

**This is an information sheet to advise you of the risk of school sores: who is at risk; what are the symptoms; treatment; and when a child can return to school after school sores have been diagnosed.**

**School sores (Impetigo) is a highly contagious bacterial type of skin infection.** Bacteria live harmlessly on and inside various areas of the body such as the skin and nose. Cuts, grazes and eczema can allow the bacteria to cause infection to deeper skin tissues. It can affect skin anywhere around the body but commonly occurs in the area around the nose and mouth. It first appears as a small itchy, inflamed area of skin and then develops into blisters. The ooze from the blister is highly contagious. The blisters will then scab.

**It can be spread by** touch from one person to another, and also by touching contaminated objects which may have the bacteria on them. You can also spread it from one area of the body to another by scratching or picking at the blisters and scabs.

**If your child develops a rash or symptoms which you are concerned about, please ensure you see your GP to assess the rash.** Treatment involves either oral or topical antibiotics. Creams need to be applied until the sores have been completely healed.

**A child with impetigo should be kept home from school until appropriate treatment has begun and the sores on exposed areas are covered with a waterproof dressing.**

**Suggestions to reduce the risk of infection include:**

- Encourage your child to wash their hands frequently with soap and dry completely.
- Cut your child’s fingernails short to avoid bacteria underneath the nail.
- Encourage not to pick at scabs or pick their nose.
- Avoid touching the affected area, and wash hands immediately if you come into contact with the sore.
- Encourage children to use their own towel and face cloth at home. No sharing.
- Wash the child’s linen, towels and clothes in hot water.

**Keep children with impetigo away from other children for the period of exclusion. This is until antibiotic treatment has commenced and the sores are covered with a watertight dressing.**

Please feel free to contact me if you have any concerns.
Thank you.
Nurse Cecile.
Compass Quick Tips!

- Parents please log in to Compass at least once per week in order to action any pending permission notes or absence approvals. This will alleviate the possibility of students missing out on participating in school events when an approval has not been submitted by the deadline. All parental consents MUST be made online via Compass prior to the 2 working day deadline. No further consent can be accepted after the 2 day cut off.

- What’s on at BPS? The Parent Calendar for Term 2 is now available to view in Compass. Please note the Parent Calendar is a brief overview of events. Parents should refer to their Newsletter to read FULL details of what is involved in each event and to action event consents that may be required.

  - Click on the Calendar icon located at the top left of your screen.
  - This Calendar can be set to a weekly view or monthly view by making a selection on the top right of your screen.
  - Once you have landed on the calendar page you will notice postings in different colours:
    - Royal Blue postings relate to the general BPS Term Calendar.
    - Light Green postings relate to events that have a consent notice attached.
    - Pale Blue entries are the sessions that the role is marked for attendance.
  - To enable a clearer view, you can click on your child/s name to deselect the Pale Blue and Light Green layer and it will leave you to view the BPS School Term calendar.

  - To obtain more information on any posting hover your mouse over the item and a pop up box will appear.
Brighton OSHC (BPOSH) 5th of May 2016

Hi parents and children,

This week at BPOSH we have been making so many gifts for our beautiful mothers! We hope all mothers have a wonderful day on Sunday and get spoilt like they deserve to be. We are starting in the next few weeks a new wall about changing our mindset so keep an eye out for it going up in the room!

**After School Care Activities**

If your child participates in an extracurricular activity during after school care hours, please be advised that our policy has been revised in regard to how your child attends these activities. In the past we would escort your child to the activities, signing them out and back on their return. It is now required that you to nominate either the person running the activity, or another parent, to take them to and from the activity, signing them out and back in again, as required.

We will no longer be accompanying children due to it running the risk of providing inadequate supervision to the other children at the service. Please discuss your nominated escort with educators to ensure you child can attend these activities and be supervised at all times. Without nominating someone to collect and transport your child to and from extracurricular activities, we will not be able to release your child to the activity. Thank you for your cooperation.

**BOOKING INTO OSHC/ APPROVED PICK UP LIST**

Please ensure the people who are picking up your child from OSHC have been given consent to do so. Otherwise we will be calling you and won’t release your child from OSHC until we have written consent from a guardian to do so. We have noticed that we have had a few children who are not booked into the service arriving each day. If you have any trouble with enrolling/booking your child just head to www.campaustralia.com.au. You can permanently book your children into sessions as a permanent booking which is cheaper than a casual on the day booking. By booking your child into a session we can make sure we have enough staff to maintain ratios as well and also know exactly who is booked in to attend our service.

**MEDICAL DOCUMENTS:**

When you come to collect your child you need to bring your Medicare number and ambulance number if you have one, so please be prepared to sign your child’s enrolment form.

Have a great week, Kelly and the BPOSH leaders.
Fox Kids Early Learning Centre is a beautifully appointed early learning centre conveniently located on Centre Road. Our program is designed to nurture young minds and bodies with wonderful learning spaces for children, facilitated by our amazing team of dedicated educators.

Please contact us for an obligation free discussion about enrolling and a tour of our beautiful facility.

Foxkids
Early Learning Centre

78–80 Centre Road, Brighton East

Ph: 9592 2143
foxxidselc.com.au
New School Holiday Day Camp
27th June - 1st July
20+ Activities including:
Basketball | AFL | Cooking
Drama | Art | Tennis
Soccer | Photography
+ much much more
Programs for Prep - Year 9
@ PCW Melbourne,
187 Dandenong Rd, Windsor
melbourne@campblue.com.au
Ph: 0412 764 243
WWW.CAMPBLUE.COM.AU

EDWORKS
TUTORING CENTRES
INSPIRE • EMPOWER • ACHIEVE
FREE ASSESSMENT+
2 BONUS SESSIONS*
• RECOMMENDED BY MONASH UNI
• 25 YEARS OF EXPERIENCE!

- Scholarship Preparation
- NAPLAN Preparation
- Reading & Comprehension
- Writing & English
- Extension
- Maths
- Spelling
- Reasoning
www.edworks.com.au  9882 8777
• Armadale • Brighton • Doncaster
• Glen Waverley • Hawthorn

*RENOVATION, DIRECTOR'S END OF TERM MEMBERSHIP WHEN YOU JOIN. NOT TO BE DISCONTINUED WITH ANY OTHER OFFER.
Conflict of Interest Policy
Brighton Primary School
1542

Overview
Conflicts of interest (COIs) may arise for employees at all levels. They are an inevitable fact of organisational life and they are not in themselves a sign of wrongdoing, but they create risks which should be identified and managed. However, when these risks are not appropriately addressed, organisational performance and reputation can be seriously compromised, and the effects can be significant for the Department and for the individuals concerned.

What is Conflict of Interest?
COI arises in circumstances where an employee’s public duty is influenced, or can be seen to be influenced, by a private interest.

Private interests include both financial and non-financial interests, and can include the interests of family members and close friends or associates. They can be positive or negative interests—personal enmity towards someone can be just as relevant as loyalty to them.

The public duty of all employees of the Department (both in the Teaching Service and the VPS) and employees of school councils includes the obligation to perform all duties in accordance with public sector values, which include accountability, integrity and impartiality. A conflict therefore arises if a private interest might undermine an employee’s ability to perform a particular role in accordance with these values, whether or not the outcome of the task or function is affected; an employee’s benevolent intention does not mean that risks of perceived COI can go unaddressed.

While COI can lead to corruption and fraud, it mostly arises innocently and independently of any fraudulent intent and should be managed with this in mind—with transparency, consistency and without favouritism or exception.

COI can be actual, potential or perceived. A potential COI refers to circumstances where it is foreseeable that a COI may arise in future and steps can be taken now to mitigate any risk. A perceived COI arises where a reasonable person might think that an employee could be unduly influenced by a private interest, even if the employee is confident of their own objectivity.

Objectives
The purpose of this Policy is to enable BPS to manage COI risks effectively by identifying:

- the principles which inform the responsible management of COI risks in the Department
- the responsibilities of all Department employees and managers for the management of COI risks
- the Victorian Public Entity Directors’ Code of Conduct, that parents in School Council are bound by

Principles
The following four principles underpin the Department’s management of risks of COI:

- Protecting the public interest through upholding public sector values
- Supporting transparency and accountability
• Promoting individual responsibility for integrity and impartiality
• Developing an organisational culture which encourages effective management of COI.

Responsibilities - All employees
All Department employees, including members of the Teaching Service and VPS employees, are responsible for:

• Being aware of their obligations to avoid and address COI
• Continually assessing their private interests and public duties in order and identify whenever they are subject to a COI
• Reporting identified COI to the principal, (or in certain circumstances to the relevant Panel, Committee or Board)
• Assessing the risks related to identified conflicts and taking reasonable steps to address these risks in accordance with Department policy and procedures so that the public interest is protected.

In addition to managing their own COI, managers play a role in supporting their staff to identify and address COI by:

• Being aware of the risks of COI which are inherent to the work of the staff they manage
• Making their staff aware of their obligations under COI policy and other relevant policies and procedures
• Identifying the training needs of their staff members in relation to COI policy and practice
• Advising their staff about appropriate ways to address COI
• Recording disclosures of COI reported to them by staff members
• Assisting staff members to identify and implement appropriate management strategies
• Continually monitoring the work of staff they manage and assessing the risks to which they might reasonably be exposed
• Taking appropriate disciplinary action in relation to employees who apparently fail to meet their obligations under Department policy
• Modelling Department values through transparent and consistent management of their own COI.

School Council
School Councillors who are not employees of the Department (such as parents) are not bound by the Code of Conduct for Victorian Public Sector Employees. However, they are bound by the Directors’ Code of Conduct and Guidance Notes (also called the Victorian Public Entity Directors’ Code of Conduct 2006) issued by the Public Sector Standards Commissioner. Relevant duties under this Code are to:

• Act with honesty and integrity
• Act in good faith in the best interests of the public entity
• Act fairly and impartially
• Use information appropriately
• Use the position appropriately
• Act in a financially responsible manner
• Exercise due care, diligence and skills
• Comply with the establishing legislation
• Demonstrate leadership and stewardship.
Principals play a role, as executive officers of School Councils, in advising School Councillors about appropriate steps they should take to ensure responsible management of risks of COI. Councillors should be referred to the principles and processes outlined in this policy for guidance.

In addition, regulation 21 of the Education and Training Reform Regulations 2007 requires that if a member of the school council or a member of his or her immediate family has any direct COI (including a pecuniary interest) in a subject or matter under discussion at a school council meeting, that member:

- must not be present during the discussion unless invited to do so by the person presiding at the meeting
- must not be present when a vote is taken on the matter
- may be included in the quorum for that meeting.

**Areas of particular risk**
Risks of COI are typically significant in relation to three types of activity:

- Recruitment and Selection
- Procurement (tendering, purchasing, contracting)
- Funding allocation or licensing.

Other areas of high risk include contractor management, other work (external employment), receiving gifts, benefits or hospitality, complaints management and disciplinary processes, and managing private/public partnerships.

This policy was adapted from the DET Human Resources Conflict of Interest Policy. For more information regarding the steps employees can take to manage COI risks as well as key resources to assist employees to meet their responsibilities, please see: [http://www.education.vic.gov.au/hrweb/workm/Pages/Conflict-of-Interest.aspx](http://www.education.vic.gov.au/hrweb/workm/Pages/Conflict-of-Interest.aspx)

---

This policy was last ratified by School Council .........., 2016

To be reviewed August, 2019
IB Language Policy
Brighton Primary School
1542

Philosophy
At Brighton Primary School it is recognised that language is the foundation of all learning. It is transdisciplinary across the curriculum and is the medium of inquiry and communication. Language learning involves; learning language, learning about language and learning through language. It is a core belief that every teacher is a teacher of language and that all students are language learners. Each student brings their own unique contribution to language learning. Through language development students are given the tools to be part of a community of active learners who aspire to be internationally minded and responsible global citizens.

At Brighton Primary School there is a conscious and deliberate approach to provide a balanced language curriculum which includes; oral, visual and written language. Through active participation in a stimulating supportive environment where students are involved in a diverse range of learning experiences, students perceive themselves as; readers, writers, listeners and speakers.

Language Terms
The Language of Instruction is the language in which most of the curriculum is taught, which in this case is English.
Additional Language Study refers to the languages that the school offers in addition to the language of instruction.
Mother Tongue refers to the native language of an individual. Whilst this generally describes the language most frequently spoken at home, there may be occasions where more than one language is used comfortably and interchangeably within home and community settings.

Language Profile
Students have a shared total of 31 countries of birth; the statistically largest groups being Australian 82% followed by UK 4.2%, USA 2.3%, New Zealand 1.2%, China and South Africa 0.9%, Japan, Netherlands and Belgium 0.7%. This shows 90% of our student population have English as their mother tongue.

Practices and Implementation
The language of instruction at Brighton Primary school is English. It is the major connecting element across the curriculum. Wherever possible, language is taught through the relevant authentic context of the units of inquiry and is the basis of a daily, focused literacy block. Excursions and in school events are embedded as part of the units of inquiry.

A balanced sequential program is implemented at the school scaffolded by the Victorian Curriculum’s language developmental continuum, (scope and sequence). The school’s language program embeds the Primary Years Program, (PYP) and Victorian Curriculum developmental continuum for English and additional languages. The individual needs of students are supported by a personalised curriculum within the classroom. Each unit of inquiry is tailored to include an explicit focus on students being internationally minded.

Oral Language
Oral language encompasses all aspects of listening and speaking. Opportunities for learning about and learning through oral language occur in all areas of the curriculum. Students are provided with authentic opportunities to develop their skills. These include assemblies, mini-exhibitions, The Exhibition, biannual
production, performances in the additional language, the student leadership program and a range of classroom learning experiences as well as an enriched Performing Arts program that includes singing across each year level. Assessment of speaking and listening is completed in contexts including group work, partner work and whole class work across the curriculum, in particular in cooperative learning tasks.

**Visual Language**
The receptive process of viewing and expressive process of presenting are closely connected. Students are provided with learning experiences to develop their ability to understand how images and languages interact to convey ideas, values and beliefs. The Bring Your Own Device Program in Grades 5 and 6, and other ICT resources across the school allow students to access visual texts including: websites, videos, graphs, maps, diagrams and charts. Learning to interpret, understand and use different media are invaluable life skills.

**Written Language**
Reading is a developmental process that involves constructing meaning from text. Children learn to read by reading and as such the school delivers a daily literacy block comprising explicit teaching of reading. Through language experience, modelled reading, shared reading, guided reading and independent reading sessions, learners engage with appealing texts appropriate to their experiences and developmental phase. Assessment drives the teachers to identify the appropriate levels for students. Some assessment tools used include Running Records, PROBE, TORCH, ACER and anecdotal notes.

Writing is primarily concerned with communicating meaning and intention to an audience. Children learn to write by writing. The school provides modelled writing, shared writing and independent writing sessions through which the students learn the mechanics of writing including: spelling, grammar, text structures and features, the writing process and developing voice. Regular moderation throughout the year in and across teaching teams occurs to ensure consistency of assessment and planning.

**Support for students with additional needs**
Brighton P.S. has a Hearing Unit attached to the school. Hearing unit students work in mainstream classrooms. The unit supports students who are deaf or have a profound hearing impairment. Support is in line with the Department of Education and Training (DET) guidelines. The Hearing Unit operates at a 1 teacher to 4 students ratio. Teachers of the Deaf work in close consultation with the classroom teacher to provide a personalised program for these students. This includes one to one sessions in the hearing unit and small group work within the classroom.

Students who have English as an Additional Language (EAL) are supported by the EAL coordinator who facilitates regular assessments, conducted by DET experts, of our students who have newly arrived to Australia. These assessments inform a personalised program for the student. The approach to learning English as an additional language is inclusive and students learn in their regular classroom.

The Reading Recovery program is a daily one to one intervention program with specially trained teachers. This program is available to students in Grade 1, who have not met the expected reading levels in their first year of school.

Integration aides across the school, work from Individual Learning Improvement Plans constructed and lead by the teacher, to support students with a diagnosed disability. These aides are funded by DET & the school.

Additional community programs such as Rotary Readers and Story Dogs support our students who are operating below the expected level or have identified difficulties.
All students with a diagnosed disability, working 6 months below or 18 months above have an Individual Learning Improvement Plan. This plan is constructed by the classroom teacher and guides any support provided to the student.

The School’s Additional Languages
At Brighton Primary students are introduced to Italian in Grade F-4 and Chinese-Mandarin in Grade 5-6. This enables students to gain an understanding of culture through language. It also works towards building a literacy learning community in which languages play a key role.

Practices and Implementation
The Additional Language program will be relevant to the student’s needs and interests. The program is developed sequentially according to the student’s abilities and is aligned to the Victorian Curriculum and PYP documents.

Students will develop skills in the Additional Language by using the inquiry approach to learning. When possible the Additional Language program will be embedded within the classroom unit of inquiry. Where this is not possible, stand alone units of inquiry based on the PYP concepts are developed. The Additional Language program will allow for the development of the language and skills in listening, speaking, reading, writing and viewing.

Victorian Curriculum standards and assessment progression points are introduced at level 4. All students work on AusVELS Languages Pathway One Phase of Learning, which is the equivalent of Phase Two in the PYP Language Learning Continuum.

Student learning is enriched by the Italian Cultural tour, China Tour, Carnevale, Italian Day, Lygon Street Walk Excursion, Skype sessions with PenPal schools and VATH Performing Arts competition.

Resources
The library is the hub of the school. It is used by teacher, parents, individual students, groups of students and whole classes. Resources for students and cultures represented in the school are constantly being revised. Our units of inquiry benefit from of a wide variety of resources and provide students with both content and context that aims to foster international mindedness and develop global citizens, while developing key skills and knowledge.

References


This policy was last ratified by School Council in April 2016

To be reviewed August, 2019