



Parent Information Booklet 2021

Pre-primary 1
Miss Aoife McCabe

aiofe.mccabe@education.wa.edu.au

DALKEITH PRIMARY SCHOOL STAFF

Principal
 Deputy Principal
 Deputy Principal
 School Psychologist
 Manager Corporate Services
 Administration
 IT Support
 Library Officer
 Uniform Shop
 Excursion - School Mobile Phone

Suzanne Pekin
 Lynn Bright MON-WED
 Nicole Hughes
 Annika Marsh WED
 Fiona Paki
 Sarah Zappelli MON-FRI Bev Davis WED
 Kate Bright
 Jane Zupp MON, TUE, THURS
 Emily Davasher
 0459 893 641 (Held in office)

Teachers	Year	Room	Roster
Marie Tiley	K	Red	Mon, Wed, Fri
Janet Wearne/Celeste Cunningham	K	Blue	Tue, Thu, Fri
Aoife McCabe	PP	PP1	Mon-Fri
Peter McSkimming	PP	PP2	Mon-Fri
Janet Wearne	PP	PP1 & 2	Wed
Jasmine Jones/Lynn Bright	1	1	Mon-Thurs/Fri
Leanne Ikin	1	2	Mon-Fri
Lynda MESSOM	2	3	Mon-Fri
Taylor Spalding	2	5	Mon-Fri
Libby Dyde/Candice Wholohan	3	6	Mon-Wed/Thurs-Fri
Shauni Redmond	3	7	Mon-Fri
Stephanie Goodier	4	13	Mon-Fri
Molly Busbridge	4/5	12	Mon-Fri
David Logue	5	8	Mon-Fri
Kellie Prosser	6	10	Mon-Fri
Lisa Iannello/Nicole Hughes	6	11	Mon-Wed & Fri/Thurs
Specialist Teachers	Area	Room	Roster
Sarah Feil	Art	Art	Mon-Wed
Lois Barndon	Japanese	Library	Wed-Fri
David Lane	PE		Thu-Fri
Christine Morrison	Music	Music	Wed-Fri
Janice Tesser	Science 4-6	9	Mon
Lynne Hamilton	Science P-3	9	Wed-Thurs
Education Assistants	Year	Room	Roster
Emily Davasher	K	Red	Tue/Thurs/Fri
Farzaana Yeoman	K	Blue	Mon/Wed/Fri
Rhoda Napier	PP	PP1	Mon-Fri
Sonja Rubio/Dani Wright	PP	PP2	Mon-Fri/every second Friday
Stacey Bryce			Mon-Fri
Shanee Sekhon			Mon-Thurs
Eliz Harris			Mon-Tues and Thur-Fri
Melaine Roberts			Wed-Fri
Michelle Marshall			Mon & Wed
Support Staff	Area		Roster
John Szydowski	Gardener/Maintenance		Tue, Wed, Fri
Thomas Wray	Kindergarten Gardener		Monday AM & Friday AM
Mulu Gola	Head Cleaner		Mon-Fri
Denis Monis	Kindergarten Cleaner		Mon-Fri
Keenan Paikea	Cleaner		Mon-Fri

PP1 CLASSROOM INFORMATION

Welcome to Pre-primary 1 for 2021. My name is Aoife McCabe and I will be your child's teacher this year. Mrs Rhoda Napier is the classroom Education Assistant. This year students will have specialist teachers for art, music, sport, health and science. This will be a major transition from Kindergarten, however, the students will ultimately benefit by having teachers who specialise in these learning areas.

As a passionate and enthusiastic educator, I aim to provide an exciting, stimulating, playful and safe learning environment for your child. I take a holistic approach to teaching, ensuring that as well as their academic needs; the physical, social and emotional needs of each child are also being met. Within my classroom practice I strongly encourage an inclusive atmosphere, where we respect and accept the differences of others. As a class group, all students are expected to demonstrate resilience, independence, confidence and responsibility.

Below you will find information relating to the main aspects of Pre-primary. Please feel free to make a meeting before or after school hours should you wish to discuss any matters relating to your child. Please see or email me to schedule a suitable time.

CLASSROOM PHILOSOPHY

“Learning how to play teaches collaboration and community building, which aids language development through listening and talking. Language, in turn, is necessary for reading, writing, math, and every subject after. Critical thinking skills are also developed by creativity and innovation learned through play.” (Hirsh-Pasek, 2018)

As an early childhood teacher, I am responsible for the creation and implementation of learning programs designed to specifically target the educational and developmental needs of the students in my class. It is my belief that teachers who make lessons fun, stimulating, hands on and active increase the learning opportunities and outcomes for all students. Following the Dalkeith Instructional Framework, I purposefully design activities that allow students to practice, demonstrate and apply their learning using a range of play-based activities (Focus 2019). By balancing explicit teaching, play based learning, differentiation and following Hattie's 'Visible Learning Process' (Hattie, Maters, Birch, 2015) I ensure that all students are aware of the learning process they are participating in, feel challenged and experience success.

SHARED HOME READERS

Sharing a love of reading is the most valuable lesson that you can teach your child. Please enjoy taking shared home readers from our classroom selection to share with your child. The focus of this is to illicit enjoyment in literature and to increase your child's knowledge of how reading works and to establish a nightly reading routine. Your child's understanding of what they hear throughout reading will set them up to become a successful lifelong reader. In the shared home readers, you will find comprehension questions that you can ask throughout the reading process to assist your child with this.

Later in the term, a "Home Reading Folder" will be sent home. The program aligns with our school's Letters and Sounds program. Students will be provided with a list of sounds, words and a decodable text which they will be expected to read independently. In addition, there will be a text provided for shared reading (you to read to your child). By providing both of these types of texts, your child's fluency and comprehension will develop simultaneously.

Reading Eggs and Mathletics will be available for home use however this is not compulsory homework as we will be using both programs at school.

TECHNOLOGY

The students will be exposed to a range of technology throughout the Pre-primary year. Students will use the interactive whiteboard and access programs such as Reading Eggs and Mathletics. iPads will be used in the classroom on a rotational basis. Students will use a variety of educational apps as a tool to enhance the learning program. They will also use the iPads to take photos and short video clips. Students today engage with technologies in ways very different to previous generations. When integrating technology into my planning I consistently use the Substitution, Augmentation, Modification, Redefinition (SAMR) model and the TPACK (Technological Pedagogical Content Knowledge) framework to ensure that the activities I create are purposeful, meaningful and allow students to express their knowledge and understanding of a subject. Students will be expected to use all forms of technology responsibly and we will be educating them about cybersafety appropriate to their age level.

PHYSICAL EDUCATION

Students will participate in a physical education program each Wednesday with Kids'n'sport. Please remember to send your child dressed in their white sports t-shirt, shorts and sneakers on this day. These lessons will aim to develop a multitude of fundamental movement skills and teach modified rules for sporting games and success. The skills learned play a key role in physical development and team-work skills.

LIBRARY

Our library borrowing day will be on **Tuesday** each week. Students will need to return their books before they will be allowed to borrow new ones. These sessions aim to teach your child how to locate books related to our classroom lessons and themes, search for favourite authors or topics of interest and become familiar with the difference between fiction and non-fiction texts.

CULTURAL AWARENESS

At Dalkeith Primary School we value diversity of cultures and family traditions and encourage you to enrich our program with your customs. Together we can help children view their similarities and differences in positive ways and experience a community of diverse learners working together. If you have any family or cultural celebrations throughout the year that you would be happy to share with us please let me know how we could respectfully join with you to celebrate. Additionally, if you have any cultural materials, stories, dance, songs, cooking or anything else that comes to mind we would be grateful to have you in to share with us.

PARENT-TEACHER COMMUNICATION

Parent teacher communication is encouraged and involves a variety of approaches.

The best way to contact me is via Compass or email, however it is not always possible for me to check messages during teaching time so if it is something that requires an urgent response please contact the front office. I am available for meetings before or after school and this can be pre-arranged via email.

I will also be using the online sharing platform Seesaw to allow the children to share their learning with each other and also with you at home. Once the children have been given time to become familiar with the app you will be sent an email which will invite you to join our classroom group where you will be able to view your child's work. I plan to use Seesaw to share photographs, videos, work samples, voice recordings and notes/reminders with you. It is my hope that you will use this as an opportunity to strengthen the home-school connection. Photographs may spark conversations about learning experiences at school, which you could possibly continue and follow up on special interests at home.

CLASS REP

We will require one parent to act as our class representative. This role includes passing on communication from the teacher and sending out reminders about upcoming events.

PARENT HELP

A roster will be placed outside the classroom ready to begin in Week 6. Please feel free to write your name on a day that suits you. When you are on duty you will be able to see your child at work, and play and assist with the general running of our class. No parent help is required on Wednesday or Friday as we will not be in the classroom in the morning. We would love to have parent help in for Monday, Tuesday and Thursday mornings. If these times are not convenient for you, please come and speak to me so we can arrange an alternative time for you to assist in the classroom. From time to time I might also ask for parent volunteers to come in and help with other projects we are doing in the classroom.

CLASSROOM MANAGEMENT

I am committed to creating a learning environment that is a safe, positive, inclusive space that enables all students to engage in learning. A key element of this is the creation of a behaviour management program which catch students 'doing the right thing' whilst minimising inappropriate or disruptive behaviours. The whole school expected behaviours of Respect, Responsibility and Resilience must be shown in the classroom, the playground and all learning areas. Students' positive behaviours are constantly reinforced through being rewarded with HooRRRRah raffle tickets.

The class and I discussed and developed our own set of classroom rules. We talked about why we need rules and what might happen if we don't have them. Together we drafted a classroom agreement using the ideas put forward by the children. By allowing the students to participate in the creation of the agreement themselves, this gives them ownership of it and encourages them to follow the rules that they have imposed upon each other.

Below is a copy of our class agreement, rewards and consequences.



Rewards

- HooRRRRah Tickets

Consequences

1. Oral warning
2. First tick on amber slip
3. Second Tick on amber slip
4. Student sent to another classroom to complete think sheet. Detention at recess or lunch
5. 5 or more think sheets in a week results in a pink sheet and a trip to the office.

Each day is a fresh start. Most issues will be resolved in the classroom however, if inappropriate behaviour continues or is of a more serious nature you will be notified and asked to attend a meeting to resolve the issue.

ABSENCES

All absences need to be explained as an email or through Compass. If you intend to take your child out of school for an extended period of time during the school term you must notify Mrs. Pekin directly. If your child is late to school or is leaving early they need to be signed in or out at the front office. If your child has an unexplained absence you will be notified by the schools automated text service.

EARLY CLOSE

Every Tuesday the school closes early. **Please ensure your child is collected promptly at 2:30pm** to allow teachers to arrive at meetings on time.

EXCURSIONS AND INCURSIONS

Excursions and incurSIONS are a fun way for children to learn. We endeavour to have at least one excursion or incurSION per term. Generally, the excursions and incurSIONS are related to the current theme or topic we are learning about in class. Parent helpers will be required for excursions. As all children love to have their parents on excursions, we ask that you only volunteer for one excursion to ensure each child gets a turn to have their parent with them. Permission slips and payments are handled through Compass.

SUN SAFETY

A strict 'No Hat No Play' rule applies at Dalkeith Primary School. Please ensure your child has a hat every day. A bucket hat is compliant with school policy. Peaked caps do not offer sufficient sun protection.

HEALTHY EATING

Each child will need to bring a packed lunch and a water bottle to school every day. Please be mindful that there are some students who have allergies to nuts and we would appreciate if your child's lunch box could be nut friendly. For crunch and sip we ask that you provide your child with **fresh fruit and vegetables only** in a separate container that can be brought into the classroom in the morning.

BIRTHDAYS

In line with the Department of Education's Healthy Food Policy, there is to be no sharing of food on school grounds.

WORK SAMPLE FOLDER/KEEP SAKE

Your child will bring home a Work Sample Folder at the end of the year. This folder will contain work samples for you to enjoy and help you to see your child's development across all learning areas. These folders are not a compulsory aspect of reporting in Pre-primary, however we choose to produce them so you have a wonderful keep sake.

COMPULSORY REPORTING

Assessment is an ongoing process throughout the year. Each student will be evaluated through formative and summative testing, teacher observations, concrete tasks and work samples. Your child will receive a summative report at the end of semesters one and two. The report outlines your child's achievement against the Western Australian Curriculum achievement standards. A comment containing specific information in regards to English, Mathematics and social development will be included. Students will also participate in On-entry testing, which is compulsory for Pre-primary. This will be conducted early in Term 1 to track progress. You will be given a copy of the report once testing is complete.

I look forward to working with you and your child this year. Please do not hesitate to contact me should you have any concerns or issues that you wish to discuss.

Aoife McCabe
Pre-primary 1 teacher
aoife.mccabe@education.wa.edu.au

PP1 Timetable 2021 (This timetable may change slightly from term to term)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 – 9.20	Literacy	Literacy	Visual Art Mrs Fiel	Literacy	Assembly
9.20 – 9.50					
9.50 – 10.20			Numeracy Mrs Wearne		
10.20 – 10.50		Library			
10.50 – 11.10					
11.10 – 11.40	Numeracy	Numeracy	Health Mrs Wearne	Numeracy	Music Ms Morrison
11.40 – 12.10					
12.10 – 12.40			HASS	Science Ms Hamilton	Technologies
12.40 – 1.10					
1.10 – 1.50					
1.50 – 2.20	Integrated learning	Assembly/ PBS lesson	Kids in Sport 1.50 – 2.25	Integrated learning	Discovery Time
2.20 – 2.50		Early Close 2.30pm	Discovery Time		
2.50 – 3.10					

SPECIALIST TEACHER INFORMATION

LANGUAGES – JAPANESE – LOIS BARNDON

All students in years 3-6 at Dalkeith Primary School study Japanese for an hour each week, on Wednesday or Friday.

This hour is spent learning the basics of the language, and is a very focused and busy time. I ask that students are organised to start work as soon as they enter the classroom. This means they have done their home practice (from Hiragana in 48 Minutes), that they have their Japanese file and exercise book, their iPads and a 'fully loaded' pencil case - a writing pencil and a spare, eraser, sharpener, ruler, glue, scissors, highlighter, fine-liner, coloured pencils and textas. It is also good if they bring a drink bottle to minimise the time they spend out of the room. Crunch and Sip items are also welcome.

Japanese lessons follow a similar format at all levels. We begin with greetings and perhaps Japanese songs to practise pronunciation and intonation and we proceed to a drill of the hiragana characters. After that we may spend time writing, reading and/or practising oral speech, depending on the teaching and learning intention of the day. Part of the lesson usually has some cultural input.

iPads have become significant in Japanese to practise the script (hiragana) and for research. Students will take a snapshot of all tasks completed on their iPads and save them in a Japanese album to build up a portfolio to add to the other learning they do over the year. A very useful app for practising hiragana is called 'Kana Trace', but there are others which do a similar job and are free. Parents may wish to download these apps to assist with language practice and development. Please see me if you advice in this matter.

Parents are sometimes disappointed that their children don't speak a lot of Japanese. At the beginning stages of learning a scripted language, this is very normal. Japanese Hiragana has 45 basic characters and 25 modified characters. (Though English has only 26 letters we can make hundreds of different sounds. Japanese has a much more limited range of sounds.) Until students have recall of these and a large vocabulary plus a significant amount of grammar, oral and written speech will be limited. I have no option but to use the scripts in the delivery of the WA Curriculum in Japanese as a Second language. Please be patient - the languages curriculum is a continuum of learning and extends beyond primary school. It is a difficult language and any achievement is something to be proud of. Each student will be given the opportunity to present in front of their peers this year. They may not wish to speak in public when they start learning Japanese, but I will endeavour to develop their confidence and repertoire over time.

You can be of great assistance to your child if you monitor their homework and ensure that they complete their practice. Other than that, homework will be infrequent and brief.

My email address is : lois.barndon@education.wa.edu.au. You are welcome to contact me with any concerns.

Barndon sensei

MUSIC – CHRISTINE MORRISON

Classroom Music

All students from Pre-primary to year 6 participate in weekly classroom music lessons, where they are offered a rich and varied Music program. Students are taught under the strands Making and Responding from the Western Australian Curriculum for Music. Students have access to many opportunities to explore and extend their creativity and develop their musical skills.

Extra Curricula Music

String Orchestra Year 4-6

Orchestra rehearses on Thursday mornings from 7.45-8.45am. Any student in year 4-6 who has approximately one year of playing experience on the violin, viola, cello or double bass is eligible to join orchestra. It is usual practice that all students who learn through the IMSS program become members of orchestra. We perform at various school events and at the ABODA Junior Orchestra Festival. Orchestra has an additional cost of \$15 per each student to cover music and festival entry fees.

This year, String Orchestra will also be open to students who learn a string instrument privately as is at the level of competency required to join the orchestra. Please contact Christine Morrison to discuss your child's inclusion in orchestra if they learn privately.

Extension choir Year 4-6

Extension choir is available for interested year 4-6 students and rehearses on Wednesdays from 7.45-8.45am. This choir seeks to engage students who show a passion for music and want to increase their performing skills. The choir performs at a range of out of school events. Extension choir has an additional cost of \$20 per student to cover music, festival entry fees and bus hire.

If you have any expertise in music and are interested in being involved in the music program, please contact Christine Morrison at: christine.morrison@education.wa.edu.au

Regards
Christine

PHYSICAL EDUCATION – David Lane

I am the new PE teacher for the year 3-6 students and I will be at school every Thursday and Friday. I am relatively new to the teaching world but I come into this role with a huge amount of enthusiasm and love for sport and fitness and I look forward to working with your children this year. I am hoping to build on the skills that the children gained from their previous PE and sport lessons. There will be a focus on correct technique for all fundamental movement skills such as running, jumping, kicking, throwing, passing and developing these skills further in game situations. Please remember to make sure your child is appropriately dressed on these days. This is especially important in term 1 and 4 when they will be using the pool for swimming and other sports. It is important that if your child is unable to participate in their PE lesson that you email me directly at David.lane@education.wa.edu.au and also let the classroom teacher know, so we know how to support them.

We will also have a focus on building up the students' fitness this year alongside all their other sporting and teamwork skills. Each semester there will be a Beep Test and I will discuss with each student what their personal goal is for the year and work closely with the students to help them achieve those goals.

Throughout the year we have many training opportunities and carnivals and I will rely on parents for assistance and support. So when these come around, feel free to email me your availability or if you have any other questions or queries please don't hesitate to get in touch.

Thank you and I look forward to meeting you.
David Lane

PHYSICAL EDUCATION – KIDS'N'SPORT

Students in P-2 classes will participate in a Kids 'n Sport session each **Wednesday** as part of the physical education program.

Kidz 'n sport will be focusing our attention to the following skills:

- Catching – static and moving
- Throwing – static and moving
- Running- basic techniques to enhance speed including relay carnival races with baton changes
- Agility – being able to change direction when running
- Teamwork
- Listening skills
- Persistence and determination
- Self confidence

Our amazing range of activities and equipment helps us keep the children engaged at every lesson.

Please remember to send your child dressed in their white sports t-shirt, shorts and sneakers on this day. Apply sunscreen before school, especially on hot days and ensure your child has a drink bottle and a hat.

Mike Mellor
Franchisor
mikem@kidznsport.com.au
www.kidznsport.com.au

SCIENCE – LYNNE HAMILTON AND JANICE TESSER

We have two new Science specialists at Dalkeith in 2021. This year we have Lynne Hamilton who will be working Wednesday and Thursday teaching P-3 and Janice Tesser who will be working Mondays teaching years 4-6. At Dalkeith there is a dedicated science room that all students access for this subject.

All content in Science comes directly from the Western Australian Curriculum. It is taught following the scientific inquiry process. The students begin with structured group inquiries in the early years to more individual investigations in the upper years. The four topics covered throughout 2021 are Physical Science, Earth and Space Science, Chemical Science and Biological Science. We will be reporting on Physical Science and the Scientific Inquiry Skills.

We look forward to working with your children. If you have any queries or questions, please feel free to contact Lynne or Janice.

Lynne.Hamilton@education.wa.edu.au
Janice.Tesser@education.wa.edu.au

ART – SARAH FIEL

Welcome to another exciting year in the art room. Art classes are an hour in length and will be available to all students from P-Yr6. The art room is open on Monday, Tuesday and Wednesdays.

During the year we will explore printmaking, painting, sculpture, ceramics and much more. Our influences will come from the natural environment, as well as drawing inspiration from Australian artists, Women in Art, the Masters and famous American artists past and present. We will use the elements of art as a tool to reflect on art pieces and critique our own work, enriching our expressive language.

In the art room we show respect for each other's ideas. We will explore ideas in a depth and detail not normally seen in our everyday artworks and we will practise expressing ourselves creatively. Our focus will always be on the process involved in making art, not the product produced. We will also demonstrate our respect for the arts process by maintaining a clean and tidy work environment and taking good care of our tools.

I welcome the school community to become involved in the visual arts at Dalkeith. I would love people with skills in the arts to share their expertise with us. I would also greatly appreciate donations of paper, fabric, string, glue, containers, pens, pencils, textas anything interesting and varied. Old working hairdryers/pasta makers/blenders and all welcome. Donations can be dropped it to the art room from Monday-Wednesday. If you have a passion for art and would love to share this, please pop in to see me or drop an email to me at: sarah.fiel@education.wa.edu.au

CURRICULUM SUPPORT PROGRAMS

Dalkeith Primary School currently offers Enrichment and Literacy support programs. We use a combination of standardised assessments and teacher recommendation to gauge student suitability for the programs. The enrichment programs are funded by the school. Parents are notified if students are offered a place in these programs.

Selection for extension/remediation programs such as MiniLit, MultiLit, STEM and the Early Years Enrichment are based on set criteria and assessments. We try to give access to as many eligible students as possible throughout the year therefore the students that are scheduled into these programs are on a fixed term basis. There is no preference given to the order in which students attend any withdrawal programs.

SCHOOL POLICIES

Below is a list of policies that you need to be aware of. Other school policies can be found in our school handbook and the school website.

STUDENTS AT EDUCATIONAL RISK

Students at Education Risk encompasses a number of areas of the school's business plan and priorities;

- Students with Special Needs
- Specific Learning Disabilities
- Academic Enrichment and Extension
- Students Emotional Wellbeing
- Behaviour, Engagement and Attendance
- Inclusive Schools and
- English as a Second Language

Should you have a concern about your child in any of these areas please contact the classroom teacher. The teacher will then discuss the matter with a member of the Admin team and school psychologist if it is deemed necessary.

NUT AWARE POLICY

RATIONALE

Nut allergies are real. Currently there is no cure for nut allergies. Avoidance of the food is the only way to prevent a reaction. 1:20 children suffer from food allergies and some of them will experience a life-threatening (anaphylactic) reaction.

We have a number of students who are allergic to nuts and are subject to an anaphylactic reaction.

PURPOSE

In an effort to provide a safe environment for students with allergies to nuts, Dalkeith PS is seeking the support of the whole school community to help make our school nut free by ensuring sandwiches, cakes, slices, biscuits, muesli bars, chocolate bars, dips and dried fruit and nuts are not bought to school.

UNIFORM

The Dalkeith Primary School's Dress Code has been developed to promote a positive image of the school and to create a sense of identity amongst students.

The code has been developed by School Board in consultation with students, teachers and parents. Students are expected to comply with the Code as they are expected to comply with other school rules i.e. classroom behaviour, absences, bullying etc.

Acceptance of enrolment at Dalkeith Primary assumes an agreement between the parent/guardian and the student to conform to the Code.

SUMMER Terms 1 and 4	
Garnet polo shirt with school emblem Black shoes and white socks or blue sandals School windcheater Grey shorts School chequered cotton dress White short sleeved blouse School hat with emblem	
WINTER Terms 2 and 3	
Garnet polo shirt with school emblem Tartan school pinafore or skirt White short sleeve blouse School windcheater Grey shorts Black shoes and white socks or navy tights School track pant School hat with emblem	
SPORT: Yrs PP-2 Wed & Fri, Yrs 3-6 Thurs & Fri	CHOIR/ORCHESTRA: Performance
White polo shirt with school emblem House polo shirt (Friday only) Garnet shorts or track pants (term 2 and 3) School windcheater White school sports socks Black sneakers – no flouro School hat with emblem	Grey shorts, garnet polo shirt, grey socks, black shoes School tartan skirt, white blouse, white socks, black shoes

Jewellery:

In the interest of safety and to minimize potential loss, jewellery should be kept to a watch and stud earrings.

Makeup:

Makeup and/or coloured nails are not appropriate.

Hair:

Hair should be neatly groomed and kept out of eyes. Longer hair should be kept tied back.

HOMEWORK

RATIONALE:

Dalkeith Primary School holds the belief that homework can be beneficial to students provided certain conditions and circumstances are adhered to. Regular out-of-hours application of oneself to certain tasks can help build self-regulation, develop confidence and mastery and form good self-disciplinary habits that can be very useful to students as they become life-long learners. Homework supports the development of the student as an independent learner by providing an opportunity to practise skills such as time management, perseverance, goal setting and critical thinking.

PURPOSE:

Homework must provide opportunities for students to practise, review and reinforce skills and concepts already taught in class

OUR BELIEFS:

Homework must be:

- Consistent with the Western Australian Curriculum and be used to assist in the achievement of learning outcomes
- Purposeful and 'the why' made visible to students
- Differentiated and responsive to individual needs
- Achievable within age appropriate time frames
- Consolidation of skills and knowledge learnt in class
- Relevant
- Monitored and marked regularly by the teacher and constructive feedback to student provided
- Communicated clearly to students and parents via student diaries or other communication methods

PROCESS:

Term 1 Parent Information Sessions:

During these class meetings, teachers will present their individual class homework policy. Teachers will outline the types of homework that will be given, frequency, marking arrangements and the responsibilities of students, parents and teachers.

Homework Responsibilities of Students:

Students are responsible for:

- Completing work to a standard in line with their ability and the expectation of the teacher
- Completing work independently as possible
- Collecting homework if they are absent
- Communicating with teachers and parents when assistance is required.
- Submitting work on time
- Entering homework requirements into their diaries (Years 3-6)

Homework Responsibilities of Parents:

Parents are responsible for:

- Supporting students with their homework - but not doing it for them
- Communicating high but realistic expectations of the standard of work
- Communicating with the teacher when concerns arise
- Checking in with their child that they know ahead of time homework deadlines and requirements

Homework Responsibilities of Teachers:

Teachers are responsible for:

- Providing homework that is appropriate to the student's needs and ability level
- Providing guidelines on the approximate time students should spend on homework (NB the time required to complete a task may differ according to student ability/task demands)
- Communicating with parents when problems arise
- Assigning differentiated homework that is related to current classroom instruction with a particular focus on Literacy and Numeracy
- Providing a variety of approaches to completing assigned homework
- Providing timely constructive feedback to students on their completed homework.

GUIDELINES:

Homework in each phase of learning might include the following:

KINDY AND PP

- Read to your child every night
- As the year progresses some small Maths and/or English tasks such as practising sight words and numbers may be set as homework.

YEAR 1-2

- Home reading of teacher provided books
- Home reading of individual choice books
- Mental math activities reinforcing number combinations and processes
- Collecting simple data to support a class activity (e.g. record what you ate for dinner)

YEAR 3-6

Year 3 - 5 – no iPad homework (to encourage iPads to remain at school)– digital based programs can be accessed on a home device

Year 6 – iPad homework allowed (be mindful of the 2 hour limit a day)

- Personal reading
- Research to support class work or study projects
- Planning or refining draft work commenced in class
- Activities that reinforce concepts currently being taught in class, or provide remediation/extension of skills and concepts learnt in class.
- Finishing off class work not completed during the school day

SPECIALIST SUBJECTS

- Practise is important for mastery of skills in specialist subject areas such as Science, Music, Japanese, Physical Education and Art. This homework will be at the discretion of the subject specialist teachers and the SIM teachers and is additional to class homework.

Time spent on homework:

The time spent on homework can depend on the child and homework for that week. Below is a general guide per night:

Early Years/Junior primary -	5 - 15 minutes
Middle primary -	20 minutes
Upper primary students -	30 minutes

ADVICE TO PARENTS:

Children need the opportunity to play and relax after school.

Homework is best done at a quiet time set aside for homework completion.

Typically, children will become more independent and responsible for their homework as they reach the middle / upper primary years and therefore should be increasingly encouraged to complete their homework with minimal input from parents. Make an appointment to see your child's classroom teacher if you have any concerns regarding homework.