



Parent Information Booklet 2021

Room 13

Mrs Stephanie Goodier

stephanie.goodier@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	

ROOM 13 CLASSROOM INFORMATION

Hello, my name is Stephanie Goodier and I am excited to be back at Dalkeith Primary School teaching your child in Year 4. I am an innovative and passionate teacher who loves working with children to achieve their goals. My strengths lie in developing resilient, self-reflective and motivated learners who display kindness to all. I hold a Bachelor of Education with a specialisation in ICT and have experience working with children that have special needs.

I believe that students learn best when their individual needs are catered for, in a holistic teaching approach. I think that this is attained by creating a strong, positive relationship with each child and helping the individual to feel safe and supported, in a caring learning environment. I feel that this leads to a self-belief in their abilities which ultimately leads to their achievement.

I love creating engaging lessons that encourage children to work collaboratively, problem solve and actively self-reflect in order to improve further. I aim to facilitate each student in achieving their personal best, and I wish to instil a lifelong love of learning. I hope to work in a partnership with all parents and believe that open and honest communication is the key to success.

I look forward to a highly successful year together.

ROOM 13 CLASSROOM AGREEMENTS

On the first day of school we collaboratively established our class agreements. We decided how we wanted our classroom to look, feel and sound like. These are the agreements that we have developed, which are clear for all to see at the front of our room:

- Raise your hand to speak and wait your turn
- Show safe behaviour
- Be a problem solver
- THINK before you speak
- Listen to and act on teacher instructions
- Be prepared and organised
- Make sure your work space is neat and tidy
- Be welcoming and respectful
- Cooperate considerately with others

CLASSROOM PHILOSOPHY

The Department of Education endorses education that incorporates key content and standards through the Western Australian Curriculum, this will be the approach taken in our class. To assist the students in achieving the standards a range of different teaching strategies will be used. Students will have the opportunity to develop their understandings through whole class, group and individual tasks. Student self-assessment and reflection will also be a focus in our classroom. I aim to facilitate and support learning, through the planning of stimulating lessons and focusing on building a safe and positive learning environment through promoting self-improvement and respect for others.

CLASSROOM PRACTICE

Each morning the classroom door is open from 8:40am for the students to enter and prepare for the day. iPads are to be placed in the holders and water bottles/crunch'n'sip placed on the bench. Between 8:40am and 8:50am the students will partake in math games or complete morning tasks associated with the topic currently being taught.

Crunch and Sip is continuing this year. The students are encouraged to bring vegetables, fruit and their water bottle to school to consume at set times throughout the day. DPS has a strict no nuts policy as

we have severely allergic students at the school, so please refrain from packing any products labelled as containing nuts. Sharing food is also not acceptable. Studies have shown that concentration is maintained with regular sipping of water throughout the day. Please encourage your child to bring a water bottle to school each day. We do celebrate special days in the classroom, so please let us know if your family is celebrating a special day at home, for which we can also share in at school. These make for meaningful learning experiences.

PARENT-TEACHER COMMUNICATION

Parent-teacher communication is a vital part of your child's development. I encourage you to openly communicate any concerns you have. Parent interviews are welcomed and a time can be arranged before or after school. I am more than happy to have an informal discussion before or after class, but keep in mind that this can be a busy time of the day, so any serious concerns are best discussed at an arranged time.

I can also be contacted via email: Stephanie.Boyle@education.wa.edu.au. I endeavour to write a class update each week, which will be made available to you via email. The class update will contain a weekly overview, any reminders of upcoming events and homework for your child to complete. The children have diaries which they will write in each Monday.

HOMEWORK

Room 13 follows the school policy on homework. The students are asked to complete their homework for 20-30 minutes on four nights a week. The homework this year will mainly consist of reading and mathematics, however, occasionally students will have finishing off work or little projects to complete.

Reading

Students are required to choose books from the library relevant to their Lexile score. They are expected to read for a **minimum** of 15 minutes. Remember it is important that your child reads for pleasure and interest so encourage them with many opportunities including watching you model good reading behaviours. The Literacy Pro (Lexile) reading program will be an integral part of your child's reading progress. It is an online reading comprehension program whereby the students are required to borrow a Lexile book from the library, read it and complete the online diary entry and comprehension quiz.

Mathematics

Students need to complete their New Wave Mental Math book each night and bring it in each Friday to complete the weekly review as a class. By the end of Year 4 the expectation is that all students should know their times tables. I will help promote this specifically in Term 2. More information about this will be sent out closer to the time.

TECHNOLOGY

A multi-modal approach to teaching and learning is endorsed by the department. iPads, laptops and other technologies are tools that are integrated across the curriculum, ensuring they complement my programs and promote enriched learning opportunities. Students will be encouraged to become digitally capable learners who use technology appropriately and within the guidelines of our whole school ICT policy. **They will be guided through a variety of apps aimed to stimulate higher order thinking processes and enhance learning. As students become more confident and informed, they are encouraged to independently select the most suitable apps for given tasks.**

I am mindful of maintaining a healthy balance of ICT usage at school. It is important that students adhere to the recommended screen time of 2 hours maximum per day. My strong recommendation is that your child's iPad remains at school and are used as they are intended; a purposeful tool for learning just like any other item on your child's booklist. If you wish your child to bring their iPad home each night, can you please indicate this on the iPledge agreement. Charging stations are available in each classroom.

BIRTHDAYS

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

UNIFORMS

Monday- dress/grey shorts and garnet shirt
 Tuesday-dress/grey shorts and garnet shirt
 Wednesday- dress/grey shorts and garnet shirt
 Thursday- sport shorts and white shirt
 Friday- sport shorts and house shirt

TIMETABLE



ROOM 13 TIMETABLE 2021

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50-9:50	SCIENCE	Literacy	MUSIC	Literacy	Literacy
9:50-10:50	Literacy	Literacy	Literacy	Literacy	Literacy
10:50-11:10 RECESS					
11:30-12:10	Literacy Mental Maths	Library Mental Maths	Writing Mental Maths	Numeracy	Numeracy
12:10-1:10	Numeracy	Numeracy	Numeracy	PE	JAPANESE
1:10-1:50 LUNCH					
1:50-2:50	HASS	PBS Early Close (2:30)	ART	Technology	Health
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

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.

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.