



# Parent Information Booklet 2021

Room 2  
Mrs Leanne Ikin

[leanne.ikin1@education.wa.edu.au](mailto:leanne.ikin1@education.wa.edu.au)

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# 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 Szydlowski	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 2 CLASSROOM INFORMATION

My name is Leanne Ikin and I will have the pleasure of teaching your child next year in 2021. I have taught Kindy to Year 7 in State, Catholic and Independent education systems throughout my many years of teaching, and have chosen Dalkeith Primary School as my most favoured place to work. I have taught at DPS since 2006, with classes from Year 1 to Year 5. During 2017-2018 I took leave to teach Year 3 at PLC, returning in 2019 to take up the position of Year 1 teacher at DPS.

Year 1 provides the opportunity for learning and application of knowledge and understanding. As an educator, I aim to:

- ❖ develop students as a 'whole', incorporating their cognitive, physical, social and emotional needs.
- ❖ provide a warm, positive, secure and flexible learning environment where each student will see themselves as a successful learner.
- ❖ cater for all students and their individual needs and differences.

It is a goal within my classroom to develop in the children, the ability to think and work independently and cooperatively, whilst showing respect for each other. It is also imperative that each student develop and utilise positive group interaction skills. There will be many opportunities that are aimed at developing both independent and group learning skills.

All learning activities have a purpose and are presented sequentially. Every student will be provided with learning activities that are challenging and cater for their individual needs. It is essential that the learning experiences build upon student's understandings, skills, values and experiences. This developmental learning is the fundamental drive behind the Australian Curriculum.

### 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 work in collaborative, cooperative and independent learning activities. Student self assessment and reflection will also be a focus in our classroom. The students will be asked to look at their work, set goals for improvement and begin to take responsibility for their own learning. I aim to facilitate and support learning, through the planning of stimulating lessons and focusing on building a happy and safe learning environment through promoting cooperation and consideration. We will celebrate success.

### CLASSROOM PRACTICE

Each morning, the classroom door is open from 8:40am. The students may enter the room from this time in order to organise themselves before the bell at 8:50am. This entails entering the classroom with homework bags (containing reading journal and reading materials, notes, homework ...) and Crunch and Sip. It is very important that students arrive on time to unpack and organise their own belongings at an individual level, allow organisation for the morning sessions and 'socialise' with peers before the bell rings. Students who arrive late are rushed and become disorganised for the start of the day.

For the first term, students will be allocated seating positions within the classroom. These allocations will be determined using cooperative learning strategies and teacher selection, with each placement lasting for a two week period. Further into the year, when class discussions and further agreements have been negotiated, each student will responsibly select a place to sit each day. The seat selection will be based on who they work and learn best with, and not their social friends that could impact on the learning environment within the classroom. This will be under teacher supervision.

Crunch and Sip/Brain breaks take place twice every day. Due to the 2 x 1 hour blocks, a 'Crunch and Sip/Brain Break/Bathroom Break' is included after each hour time slot. It is encouraged that upon entering the room at 8:40 and again after recess, that crunch and sip goods be placed on the tables for easy access during the C and S break times. These take place in the classroom. Students are sent in House groups to either wash hands/hand sanitise or visit the bathroom so these C&S sessions are completed in a safe environment and in an orderly manner.

We have a strict no nuts policy, so please refrain from packing these. 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 and come with sunscreen applied during the warmer months. (especially for Kids 'n' Sport on Wednesday as there is no time to apply sunscreen at school. Students MUST HAVE A DRINK BOTTLE FOR KIDS 'N' SPORT)

## ROOM 2 CLASSROOM AGREEMENT

As a class, we have developed a Class Agreement for Room 2, necessary to create a positive working environment for all in accordance with our whole school approach to cooperative learning and the Protective Behaviours/Virtues program. The following headings were used to determine rules relevant to our room: 'Respect, Responsibility and Resilience'. Hi Five and a fist is also incorporated into our speaking and listening program. It is 'eyes on speaker, mouth quiet, body still, ears listening, hands still, switch on your brain'

The main aim is to make our classroom a happy place where we work as a team and make all things fair for all. Students' positive behaviours are constantly reinforced through being rewarded with HooRRRah raffle tickets.

Our focus statements are listed below and reviewed at the beginning of each term and updated with suggestions from the students if necessary.

Respect	Responsibility	Resilience
<ul style="list-style-type: none"> <li>❖ Sit still on the mat</li> <li>❖ Practise good listening</li> <li>❖ Avoid distractions</li> <li>❖ Be patient and wait your turn</li> <li>❖ Use kind words and happy faces to each other</li> <li>❖ Greet each other with a high 5, a wave, a smile or say hello. Ask 'R U OK?'</li> </ul>	<ul style="list-style-type: none"> <li>❖ Try to reach your goal</li> <li>❖ Use High 5 and a fist</li> <li>❖ Always try hard</li> <li>❖ Ask yourself 'Is this my best work?'</li> <li>❖ Pack away after yourself</li> <li>❖ Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Be positive</li> <li>❖ See the positive</li> <li>❖ Bounce Back Bear - count to 10, smile and walk away, say "I don't like the way you're talking to me"</li> <li>❖ Don't live the whinge</li> <li>❖ Be a good friend and you will have good friends</li> <li>❖ Know that your turn will come – be patient</li> </ul>

## BEHAVIOUR MANAGEMENT PLAN

We follow the school policy for behaviour management. If there are particular cases of misbehaviour in class, parental contact will be made and students addressed according to the school policy. As a class, we have discussed relevant and suitable consequences in order to keep our class safe and productive educationally, mentally and socially.

They are listed below:

1. Oral warning - What are you doing? – First tick on amber sheet
2. Second warning: 2nd tick on sheet

3. Time out in a buddy classroom where they will fill out a worksheet concerning their behaviour choices and what they can do to make more positive choices. The teacher will discuss this with them when they return to the classroom.
4. Serious behaviours – red sheet. Sent to the office to discuss their behaviour with either the Principal or one of the Deputy Principals. Parents informed.

5 or more think sheets in a week results in a pink sheet and a trip to the office.

Parents should be aware that every day is a fresh start for students. 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.

One rule: 'The Fair Rule' sets out the behaviours that support a productive and successful learning environment. Positive reinforcement is a valuable way to acknowledge and encourage appropriate behaviour therefore praise and extrinsic rewards are used within our classroom. Positive behaviours are encouraged through whole class, group and individual rewards and whole class goals for everyone to work towards.

## **PARENT-TEACHER COMMUNICATION**

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

1. Please email me the prior day, appointment times where you will need to remove your child from school.
2. Any other informal communication may be written on a separate piece of paper and placed in your child's reading bag but please remember to remind your child to give me the message in the morning.
3. Parent interviews are welcomed and a time can be arranged with me.
4. I can also be contacted via email. Please consider using this communication. Anything urgent should go via the office as I am not always able to read and respond to emails during the day.
5. All absences need to be explained as an email or verbally.
6. Remember if your child is 10 minutes or more, late to school or you are taking them away from school early they need to be signed in / signed out at the front office.
7. I will be using our new system "Compass", email as well as 'Seesaw' to communicate to you.

## **ABSENCES**

All absences need to be explained as an email or verbally to myself or directly to the front office. 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. Remember, if your child is late to school or you are taking them away from school 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.

## **ASSESSMENT PROCEDURES**

Assessment is an ongoing process throughout the year. Each student will be constantly evaluated through tests, observations, concrete tasks and work samples. Each student is encouraged to focus on their achievements and move out of their comfort zone to meet the next challenge. Student self assessment and reflection is used in the classroom. The students are encouraged to look at their work and learning to set goals for improvement and continued development. Each term, personal goals will be set by each student. This will take the form of a 'Two stars and a Wish', learning and social goals.

A test folder will also come home regularly to help keep you informed about your child's progress. **Please ensure the test book comes back to school as soon as possible so further assessments can be added.**

## HOMEWORK

Room 2 follows the school policy on homework. Please supervise homework each night. This will mainly consist of reading and maths.

**Reading:** 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.

From Week 3, home readers will be sent home. Students may be provided with a decodable text, which they will be expected to read independently. The decodable text aligns with our school's Letters and Sounds program. In addition, there will be a text provided for shared reading (you to read with or to your child). Included is a list of generic comprehension questions that can be asked when reading any book. By providing both of these types of texts, your child's fluency and comprehension will develop simultaneously. If you would like further information regarding the Letters and Sounds program, please attend the information session to be held on **Wednesday 24<sup>th</sup> March at 9am** in the school library.

**Maths:** The focus for the term will be communicated through the class noticeboard and Seesaw activities. All concepts and strategies will have application to real life situations. Activities such as shopping, weighing fruit and vegetables, cooking, calculating time periods, 'catalogue shopping' and the like, help to make maths come to life. These activities I encourage you to do as 'homework'.

This year we are focusing on mental maths strategies. Certain units of work from the '**RIC New Wave Mental Maths A**' will be set for completion at home. Please ensure these are done and no other parts of this publication, returned to school the next day for continued work at school.

**Mathletics:** tasks will be set each week in conjunction with the unit of work being studied during maths. These aim to help consolidate concepts taught in class. The completion of these tasks will be monitored to ensure students are practising regularly. (Mathletics offers visual and auditory presentations of tasks) When these weekly tasks are completed the students are encouraged to move onto the challenge of Live Mathletics to practise mental computation skills with speed and accuracy.

**Reading Eggs:** A placement test is set at the beginning of the year with a possible retest during the year, to adjust reading levels as the children progress. The placement test sets each child to reading, comprehension, spelling and writing activities aimed at the reading level attained in the placement test. This individualised program provides skill development in literacy and repetition of concepts and strategies. Students have set times during the week to progress through this program and may also complete activities at home.

**Seesaw:** Some Seesaw activities will be set for home completion such as newstelling, interviews or photographs to complement the classroom program eg. pantry items using grams.

## TECHNOLOGY

The students will be exposed to a range of technology throughout the school year. Students will be given opportunities to develop their computer skills, use the interactive whiteboard and access programs such as Reading Eggs, Mathletics, Oxford Maths, Little Scribes and Seesaw. iPads will be used in the classroom as a tool to enhance the learning program. Students will use a variety of educational apps to practise key concepts and present some pieces of work.

There is an iPromise statement that students must adhere to when working with technology. Students will be expected to use all forms of technology responsibly and we will work through strategies to educating them about cybersafety appropriate to their age level.

## LIBRARY

Our library borrowing day will be on **Monday** of 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 about the Dewey system, 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. The students will learn how to use the library as a tool for research and most importantly a love of reading will be encouraged and fostered.

## PHYSICAL EDUCATION

Students will participate in a Kids 'n Sport session each **Wednesday** as part of the physical education program. 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 fundamental movement skills required for sporting success. Students will participate in a series of fun and engaging sporting activities and there is evidence to suggest that gross motor skills play a key role in physical development and are linked to enhancing the strength and posture that is required for writing. Please apply sunscreen before school, especially on hot days and ensure your child has a drink bottle and a hat. As well as these sessions we will also have up to an hour of other physical activities each week. These will include a variety of activities including obstacle courses, yoga and organised games.

## 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. 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.

## HEALTHY EATING

Please ensure your child brings a piece of fruit, healthy crackers, cheese, yoghurt or vegetables each day to eat for morning tea. Each child will need to bring a packed lunch and a water bottle to school every day. Please help your child to make healthy choices by providing them with nutritious meals – a small treat is acceptable, however lollies and junk food are not encouraged. Water bottles may be kept inside for students to drink throughout the day. For crunch and sip we ask that you provide them with **fresh fruit and vegetables only** in a separate container that can be brought into the classroom in the morning. 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.

## 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- school uniform with sport shoes  
Tuesday-school uniform with sport shoes  
Wednesday-sport shorts and white shirt  
Thursday- school uniform with sport shoes  
Friday- sport shorts and house shirt

**ROOM 2 YEAR 1 TIMETABLE 2021**



<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:50 – 9:00	Literacy	Literacy	Kids 'n Sport	Literacy	Assembly/ Literacy (every fortnight)
9:00 – 9:50	Literacy	Literacy	Kids 'n Sport	Literacy	Literacy
	Crunch and	Sip/	Brain Break/	Bathroom	Break
10:00 – 10:20	Literacy	Literacy	Science	Literacy	Literacy
10:20 – 10:50	Literacy	Literacy	Science	Literacy	Literacy
11.10 – 11.40	Library	Numeracy	Health/ Well Being	Music	ICT Numeracy/Literacy rich tasks
11.40 – 12.10	Numeracy	Numeracy	Health/ Well Being	Music	ICT Numeracy/Literacy rich tasks
	Crunch and	Sip/	Brain Break/	Bathroom	Break
12.20 - 12 40	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
12:40 – 1:10	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
1.50 – 2:20	Art	HoRRRah Assembly/ Buddies	Oral/Silent Reading Handwriting	Oral/Silent Reading Handwriting	Oral/Silent Reading Handwriting
2:20 – 2:50	Art	Early Close 2:30	HASS	HASS	Japanese
2:50 – 3:10	Handwriting		HASS	HASS	Finish off time

## SPECIALIST TEACHER INFORMATION

### LANGUAGES – JAPANESE – LOIS BARNDON

For the first time at Dalkeith Primary School, students in years 1 and 2 will be taught the very basics of the Japanese language. The lessons will last thirty minutes and take place once a week - year 2 on Wednesdays and year 1 on Fridays.

Year 1 students will start the year with counting and number activities, songs, and games, while the year twos will start by tackling the characters that make up the sounds of the language. As it is the first time for these students, they will swap learning programmes in second term. All will learn greetings and a basic self-introduction. They will learn about the lives of children in Japan and something about the education system there so that they may compare that style with their own. They will also learn about three festivals which are for young children - *hina matsuri*, *kodomo no hi*, and *shichi go san*.

To their lessons, year 1 and 2 students need to bring a scrapbook, scissors, glue, writing equipment (pencils, sharpener, eraser and ruler) and coloured pencils. They may also bring iPads later in the year.

My email address is : [lois.barndon@education.wa.edu.au](mailto: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](mailto:christine.morrison@education.wa.edu.au)

Regards  
Christine

### 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](mailto:mikem@kidznsport.com.au)

[www.kidznsport.com.au](http://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](mailto:Lynne.Hamilton@education.wa.edu.au)

[Janice.Tesser@education.wa.edu.au](mailto: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](mailto: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.

<b>SUMMER Terms 1 and 4</b>	
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	
<b>WINTER Terms 2 and 3</b>	
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	
<b>SPORT:</b> Yrs PP-2 Wed & Fri, Yrs 3-6 Thurs & Fri	<b>CHOIR/ORCHESTRA: Performance</b>
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.