



Parent Information Booklet 2021

Room 8
Mr David Logue

david.logue@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 8 CLASSROOM INFORMATION

My name is David Logue and it is an honour to be teaching your child this year. I am an experienced teacher and familiar with the Western Australian curriculum across multiple subject areas and multiple year groups. I have a comprehensive knowledge of how students learn, and the various strategies needed to support, progress and extend literacy and numeracy skills. I am adept at identifying and understanding curriculum content and providing quality assessment tasks.

CLASSROOM PHILOSOPHY

Schools are where we still have a community. They are places where children can be socially, environmentally and academically developed into young people of substance by the teacher and parents working together.

Boys and girls have needs that are necessary for their well-being:

- To be loved.
- To be appreciated.
- To have time to themselves when required.
- To socialise with friends.
- To exercise.
- To be creative.

Each of these is an essential element to develop our children into outstanding citizens. A functional classroom, that addresses the needs of all its occupants, is a happiness generating system for boys and girls. Put simply, children in my classroom thrive, with no one missing out. My classes traditionally have high attendance rates given the primary needs of each student are met daily. They are made to feel welcome, positively affirmed regularly when doing well, asked to strive to achieve their best academically, and guided when they may not be accomplishing their personal goals or expectations.

At the core of my educational philosophy, I foster collaborative home-school partnerships to support students in my care. I view parents as partners in education. I use a number of communication channels to regularly communicate child progress. I take significant time in fostering positive relationships with families so I can cater an educational program to suit the family's background and the child's curriculum needs and interests as part of their ongoing learning journey, thereby developing each student holistically. In establishing partnerships, I want the Dalkeith Primary School's families aware that their child is being cared for socially, emotionally and academically through being offered support.

CLASSROOM PRACTICE

Explicit Direct Instruction (EDI) allows me to deliver effective lessons and maximise student learning. My lessons are well organised with an emphasis on providing clear Learning Intentions and Success Criteria, content explanations that are interesting and delivered at the right pace, provision of work examples and guided practice, and assessing student learning through ongoing descriptive feedback. While inquiry-based learning is a significant part of the learning journey, all students require me to deliver the appropriate processes, skills and steps for learning the content, ensuring they are thoroughly described and broken down into manageable parts for personal success, which aids academic progression.

Unless the cognitive conditions are right for the students in my class, they will avoid thinking. I create an environment of safety for the boys and girls in my care by breaking down the content into manageable parts and consistently rehearsing the appropriate processes, skills and steps for comprehending the curriculum. Full participation is an expectation as it develops everyone's intellectual potential more quickly. Children who choose to answer every question progress academically. Participation through the whiteboards ensures students are engaged in the learning process and allows me to track student learning through constantly checking their responses multiple times per lesson. This information provides me with the content for the next lesson - who to extend, who to consolidate and who to assist. Assessment today becomes instruction tomorrow.

ASSESSMENT PROCEDURES

Assessment is an integral part of the teaching and learning process. Student learning will be continuously assessed in the form of diagnostic, formative and summative assessment. Diagnostic assessment is used to identify the learning needs. Formative and summative assessment may be in the form of tests, observations or review of work samples. You will be kept informed of your child's progress.

To support students taking responsibility for their own learning, student self-assessment and reflection will be an integral part of the assessment process. Clear learning intentions and success criteria will typically be made known to the students. This allows students to monitor their progress towards goals. Students will be reflect on and monitor their progress against their personal learning goals.

BEHAVIOUR MANAGEMENT PLAN

All academic research states that children work best in a classroom when clear boundaries are provided regarding classroom behaviour and each person is treated fairly. My classroom management skills are excellent as I am consistent, insistent and persistent. Behavioural expectations are set, explained and administered fairly and consistently every day, no exception. Ed Ford states that every teacher has a right to teach, and every student has the right to learn, without interruption. This philosophy is insisted in every class I teach, and it has served me well in controlling misbehaviour.

Room 8's motto is 8ring our 8rilliance. This involves all aspects of school life – class work, work ethic, neatness, academic results, behaviour, manners, appearance and movement around the school. This coupled with Dalkeith Primary Schools expectations of respect, responsibility and resilience provide clear boundaries of the expected behaviours of the students in Room 8 which align with the whole school PBS model. Within this context, a safe learning space has been established, laying the foundation for students to be challenged and to be held to account. DPS has a 'Student Behaviour Referral Process' which I will follow. It includes both the amber 'Minor Incident Referral Forms' and the pink 'Major Incident Referral Forms'.

| Respect | Resilience | Responsibility |
|---|---|--|
| <ul style="list-style-type: none"> • Listen attentively with undivided attention • Seek to understand • Be polite and courteous • Be honest and own up • No put downs • Show mutual respect • Share • Be kind • Value and care for the school equipment, environment and learning spaces | <ul style="list-style-type: none"> • Keep trying • Even if you are not great at everything, you will be great at something. • Keep going, even if you are finding it hard • Stand up for yourself • Use your initiative to find a solution • Never give up • Bounce back • Try to finish things to the best of your ability | <ul style="list-style-type: none"> • Make great choices • Do the right thing • Be organised • Be inspiring • Strive to do your best • Reduce, reuse, recycle • Be reliable and dependable • Follow instructions • Be organised and ready to learn • Listen to others |

TIMETABLE

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------------------|--------------------------------|--------------------------------|-------------------------------------|--|
| 8:40- 8:50 | Set up for the day | Set up for the day Mark NWM | Set up for the day Mark NWM | Set up for the day Mark NWM | Set up for the day Mark NWM |
| 8:50-9:50 | <u>MATHS</u> | <u>MATHS</u> | <u>MATHS</u> | <u>MATHS</u> | <u>MATHS</u> NWM Friday Test <u>READING</u> Comprehension Test. |
| 9:50-10:50 | <u>READING</u> | 9:50-10:10 <u>SPELLING</u> | 9:50-10:10 <u>SPELLING</u> | 9:50-10:10 <u>SPELLING</u> | <u>PHYS ED</u> |
| | | 10:10-10:50 <u>READING</u> | 10:10-10:50 <u>READING</u> | 10:10-10:50 <u>READING</u> | |
| RECESS | | | | | |
| 11:10-12:10 | <u>SCIENCE</u> | <u>ART</u> | <u>JAPANESE</u> | <u>VIEWING:</u> BEHIND THE NEWS. | <u>HEALTH</u> |
| 12:10-1:10 | <u>WRITING</u> | <u>WRITING</u> | <u>WRITING</u> | <u>WRITING</u> | <u>MUSIC</u> |
| LUNCH | | | | | |
| 1:50-3:10 | <u>SPELLING</u> | <u>PBS</u> | <u>HASS</u> | <u>LIBRARY</u> | <u>WHOLE SCHOOL SPORT</u> |
| | | EARLY CLOSE 2:30 | | | |

PARENT-TEACHER COMMUNICATION

If you have any questions in relation to your child or our learning program, please do not hesitate to contact me through email David.loque@education.wa.edu.au

Please know that if there is an issue at School, I will be contacting you directly by phone to provide information. Parent teacher relationships are crucial to educating every child and it is essential that we are both on the same page in regard to dealing with any problems.

Parent meetings are scheduled for week 9 this term (March 31st), however please email me before then to arrange an interview, if required.

HOMEWORK

Homework is a part of your child's learning journey. It will generally consist of consolidation and revision of concepts covered in class for Maths and the development of vocabulary, writing and comprehension skills through home reading. Students are encouraged to spend 30 minutes on homework each night. I am aware of the other commitments students may have on some evenings of the week, making the completion of homework on one particular night difficult.

Homework consists of the daily completion of New Wave Mental for Maths, which should take no longer than 20 minutes. Students are expected to read on a daily basis for a minimum of 15 minutes. Students are also encouraged to borrow books from the library, which are suited to their reading Lexile ability and interests.

It is important that your child develops a regular routine early in term one to enable him/her to cope with an ongoing workload. Please assist them to create an after-school timetable to help them balance their homework with other commitments. At times, your child may need some assistance with their homework. Please encourage them to have a go on their own first and inform them to see me about any misunderstandings the following day. I do not encourage homework on weekends.

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 iPromise 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.

YEAR 5 CAMP

The year five students should be heading to Rottneest for a four day camp. There is no confirmed date for the Camp as of yet. Further information regarding the camp will be provided as the date approaches. The educational outcomes of the camp are significant and reflective of the curriculum so everything will be done to try to ensure that it goes ahead.

UNIFORMS

Summer/Winter uniform Monday – Wednesday,
White Sports Uniform - Thursday
House Sports Uniform - Friday.

Kind regards,

Mr David Logue
Year 5 Teacher

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.

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.