



Parent Information Booklet 2021

Room 11

Miss Lisa Iannello
Miss Nicole Hughes

lisa.iannello@education.wa.edu.au
nicole.hughes1@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 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 11 CLASSROOM INFORMATION

Welcome to the new school year and your child's final class of primary school. Year 6 is an important transition year, in preparation for secondary schooling. Therefore, I will be encouraging students to establish organised routines both at home and at school, with a strong emphasis on self-management, wellbeing and developing independence.

This year, I will be working four days a week in the classroom. Each Thursday, Miss Nicole Hughes will be implementing comprehensive learning programs in the areas of Numeracy, HASS and Health Education. If you have any questions about the learning program on Thursday please email Nicole Nicole.hughes1@education.wa.edu.au

CLASSROOM PHILOSOPHY

A majority of my teaching experience has been with upper primary students. I thoroughly enjoy teaching and interacting with this age group and am looking forward to working closely with each of my students, and you as parents this year. I strive to ensure that each child enjoys their learning journey and is motivated to perform and challenge themselves.

I am passionate about my teaching and aim to instil a love of learning amongst my students by providing a positive, flexible and challenging learning environment in which they can thrive as autonomous learners. Students are encouraged to work to the best of their ability, and to feel that it is okay to take risks and make errors in order to progress.

The Department of Education endorses a developmental Australian Curriculum. To assist the children in reaching their potential, I will be following this curriculum closely. An enquiry approach is supplemented with explicit instruction and consolidation of concepts in numeracy and literacy. The individual needs of each of my students will be catered for through the delivery of differentiated instruction and activities.

To improve learning and achievement, I provide opportunities for higher order, critical thinking and utilise a variety of teaching strategies to develop both independent and collaborative learning styles. Cooperative group situations help to foster a sense of respect and accountability amongst the peer group, and therefore it is imperative that each student develops effective social skills.

CLASSROOM PRACTICE

The classroom will be open for students at 8:40am, which allows 10 minutes for them to organise their equipment for the day. This routine involves entering the classroom with homework folders, school diary, notes, etc. It is important that students are ready to commence lessons before the siren at 8:50am. As our classroom time consists of 2 x 2 hour sessions before lunch, students are encouraged to bring in "Crunch and Sip" to eat/drink throughout the day. Please note that these snacks should be fruit & veg only (strictly no nuts).

Please encourage your child to be responsible for packing their own bag and organising themselves for their day at school, making sure that they have all the materials needed for the day's work. Your support is greatly appreciated and ensures your child's independence is fostered wherever possible.

ASSESSMENT PROCEDURES

Ongoing assessments will take place throughout the year. These will be presented in the forms of observations, tests, tasks and work samples. Students are encouraged to focus on their achievements and reflect on areas for improvement. Opportunities for self-assessment and reflection will be provided on a regular basis and students will be asked to continuously set challenging goals for improvement. Teacher, peer and self-directed feedback will make learning visible and enable students to become self-regulated in their approach.

YEAR 6 TEACHING TEAM

This year, I will be working closely with Kellie Prosser and Nicole Hughes to plan, moderate and deliver units of work across the Year 6 curriculum. Daily routines will involve movement of students between classrooms and shared learning spaces. Our teaching team will be working collaboratively to identify student needs so that targeted content can be provided to all students.

SPECIALISTS

Students will participate in a variety of school specialist programs in the areas of Japanese, Music, Physical Education, Art and Science. Students can refer to our class timetable to ensure they are prepared for these lessons each day.

PARENT / TEACHER COMMUNICATION

Parent/teacher communication plays an important role in helping your child to achieve successfully. Ongoing communication is encouraged and can involve a variety of approaches. Parent interviews are welcomed and I am available for brief, informal discussions before and after school. Please remember that this time can be hectic so any formal discussions are best arranged at a more suitable time. I can also be contacted via email lisa.iannello@education.wa.edu.au

If your child is late or you need to withdraw him/her throughout the day, you will need to sign in or out at the office. All absences will need to be explained verbally or with a written note.

CLASSROOM AGREEMENTS

Our classroom agreements have been devised in conjunction with the students and align with our Positive Behaviours in Schools program (PBS). This ensures a positive learning environment is fostered in which students feel safe while learning and playing. As a class, we have discussed, refined and agreed on suitable guidelines in the areas of Respect, Responsibility and Resilience. To compliment our class agreements, a fortnightly focus will be introduced and celebrated at our Hoorrarah assemblies. Revision and reflection of these agreements will take place as the need arises. Our focus statements are listed below.

| Respect | Responsibility | Resilience |
|---|---|---|
| <ul style="list-style-type: none">• Listen attentively• Use your manners• Care for people, property & the environment• Be inclusive• Be kind and helpful• Seek to understand others• Be humble honest and show empathy• Connect and check in with others• Enter the classroom quietly | <ul style="list-style-type: none">• Strive for excellence• Look after your belongings• Be organised• Work productively to get the job done• Follow instructions• Ensure your iPad is fully charged• Show self-control• Show initiative and leadership• Be a team player• Act with integrity• Be accountable• Participate and cooperate | <ul style="list-style-type: none">• Challenge yourself to take risks• Stay positive and proud• Persevere to achieve success• Talk about issues as they arise• Bounce back• Accept what you can't change• Seek solutions• Do what it takes to get the job done• Have a healthy body and mind• Show courage and strength• Bring your A Game |
| <u>Feels Like</u> Safe Warm Happy | <u>Feels Like</u> Organised Mature Success | <u>Feels Like</u> Strong Brave Capable |

BEHAVIOUR MANAGEMENT

We will be following the school's behaviour management policy. Students need to be aware of their rights and responsibilities and understand the consequences of inappropriate behaviour in the classroom. Particular cases of misbehaviour will be addressed accordingly and parents will be notified as issues arise. As a class, we have discussed suitable consequences for inappropriate behaviour in order to maintain a conducive working environment for all. They are listed below.

1. First time they break an agreement: Tick on an amber slip and a warning
2. Second time they break an agreement: Second tick on an amber slip
3. Third time they break an agreement: Think sheet in a buddy classroom
4. Fourth time they break an agreement: Sent to the office to discuss their behaviour with either the Principal or Deputy Principal.

Positive reinforcement is the most effective way to acknowledge and encourage appropriate behaviour. Praise and extrinsic rewards such as Hoorrhahs are used within my classroom, however with senior students, I am focused on intrinsic motivation for appropriate behaviour.

HOMEWORK

In preparation for high school, homework will form an integral part of your child's learning journey in Year 6. It will generally consist of consolidation and revision of concepts covered in class, completion of unfinished tasks or research. Students are encouraged to spend approximately 30-45mins on homework each night. I am aware students may have other commitments on certain evenings, making the completion of homework on one particular night difficult. Therefore a weekly approach is usually taken.

Homework consists of...

- **Maths** - tasks are set on Monday and collected the following Monday morning. They will be relevant to the concepts being taught.
- **Home Reading** – Students are expected to read independently on a daily basis for at least 15 minutes. They will be encouraged to borrow books from the library, which are suited to their reading ability and interests.
- **Writing/Grammar** – writing tasks are often commenced in class and finished for homework.
- **Work Completion** – consists of work that has not been finished in allocated class time.

It is important that your child develops a regular routine early in term one to enable him/her to cope with an ongoing workload. This process may seem daunting in the beginning however, as students develop their organisational skills and become more familiar with their after-school routine, the process should become quite manageable. As the first semester progresses, students should find the repetition and workload easier to cope with. Please assist them to create an after-school timetable. This will help them balance their homework with other commitments.

At times, you may find your child needs some assistance with their homework. Please encourage them to have a go first. I am available before school if they require extra assistance. Homework should not be a stressful experience for your child. Socialising and relaxing is important too. I am very approachable in this department and like to hear feedback if too much or too little homework is set.

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.

LIBRARY

Our library sessions will take place each **Wednesday**. Regular borrowing of age appropriate and Lexile books is encouraged, and we often discuss recommendations for the peer group.

YEAR 6 FUNDRAISING – Café Dalkeith

Throughout the year, our 'Leavers' traditionally bake and sell treats as a part of a fundraising program. This year our treats will be in the form of cupcakes, muffins and savoury treats. Proceeds are used to purchase Leaver's Tops, Hoodies, Graduation Canvasses and a graduating gift for the school. We will also contribute a portion of funds raised to a selected charity. Students are encouraged to take responsibility for baking, as they are the benefactors of the fundraising. Dates for each event can be found on the Term Planners. All students are given an opportunity to purchase a treat for \$2.00 (including the year sixes).

The school's 'No Nuts' and Health and Well-Being policies should be considered when planning treats to sell. Please refrain from decorating cupcakes with lollies/sprinkles/chocolates. It is strictly icing only. A list of ingredients should be displayed when treats are sold.

YEAR 6 CAMP

The year six students will be heading to Manjadel Activity Centre Jarrahdale in Term Three for a five day camp. The dates are Monday 13th to Friday 17th September. Camp costs have been outlined in the Fees and Charges for 2021. Further information will be sent through closer to the date.

In Term Four, the year six students will also be heading out on the Leeuwin (tall ship) for an overnight stay and day sail. Parents will be invited to join us for the day sail. Details and dates of this camp are yet to be arranged.

YEAR 6 LEADERSHIP

Throughout the year, there will be many opportunities for the year 6 students to refine their leadership skills. These include:

- Young National Leader's Day – April
- School Captains – 2 students per year
- Student Council – 4 students per semester
- House Captains – 2 students per faction
- Year 6 Manjadel Camp – September
- Sailing – 6 week course in Term 4 (once a week)
- Year One Buddies Program – Fortnightly on Tuesdays
- P&C Adventure Challenge – December
- Fundraising - Café Dalkeith – 2 per term

UNIFORMS

Monday - summer/winter uniform/Leavers shirt

Tuesday - summer/winter uniform/Leavers shirt

Wednesday - summer/winter uniform

Thursday - sport shorts and white shirt

Friday - sport shorts and house shirt

BIRTHDAYS

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

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.