



Parent Information Booklet 2022

Pre-primary 2
Miss Jasmine Jones

jasmine.jones@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
 Pamela MacPherson M-T and T-F 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
Aoife McCabe	PP	PP1	Mon-Fri
Jasmine Jones	PP	PP2	Mon-Fri
Janet Wearne	PP	PP1 & 2	Wed
Celeste Cunningham/Lynda Messom	1	1	Mon-Wed and Wed-Fri
Leanne Ikin/Stephanie Goodier	1	2	Tues-Fri/Mon
Peter McSkimming	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
Molly Busbridge	4	12	Mon-Fri
David Logue	5	8	Mon-Fri
Kellie Prosser	5/6	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		Wed-Fri
Stephanie Goodier	Drama	Music	Wed-Fri
Jessica Vahala	Science	9	Mon, Wed-Thurs
Education Assistants	Year	Room	Roster
Kelly Green	K	Red	Mon/Wed/Fri
Rhoda Napier	PP	PP2	Mon-Fri
Sonja Rubio/Dani Wright	PP	PP1	Mon-Fri
Stacey Bryce			Mon-Fri
Shanee Sekhon			Mon-Thurs
Eliz Harris			Mon-Tues and Thur-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

PRE-PRIMARY 2 CLASSROOM INFORMATION

Welcome to Pre-primary 2, 2022. My name is Jasmine Jones and I have the pleasure of being your child's teacher this year alongside Mrs Rhoda Napier as the classroom Education Assistant. This year students will have specialist teachers for art, music/drama, sport, health and science. This will be a major transition from Kindergarten, however, the students will ultimately benefit by having teachers who specialise in these learning areas.

"It takes a very long time to become young." – Pablo Picasso

I have a passion for delivering authentic play-based and holistic learning experiences, where each child is given the opportunity to achieve their best in a safe and supportive environment. I believe a child's wellbeing and learning success is underpinned by positive, authentic and meaningful relationships between not only the child and the educator, but families and the educator as well. Therefore, my commitment to you is to provide an inclusive environment, with constructive and flexible learning, that develops your child's cognitive, physical, social and emotional needs. I aim to be a worthy and trustful role model for your child, build their power to believe in themselves through all endeavours of their life, and to inspire them to be confident change makers of the world. I am thrilled to be teaching your children and excited for what is to be a great year.

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

CLASSROOM PHILOSOPHY

"Play is the work of the child." – Maria Montessori

At Dalkeith Primary School our mission is to strive for excellence, respect and value others, inspire creativity and innovation and empower global citizenship while shaping the future together. I am committed to following the school's business plan and teaching the Western Australian Curriculum purposefully and explicitly with the intent to allow time for problem solving, exploration and collaboration. Thus, abling your child to gain the required transferable skills, knowledge and understandings in all curriculum topics. Through intentional play-based learning (DPS Business Plan Focus 1), I will encourage and support your child to make positive choices, set challenging learning goals, communicate respectfully and effectively, develop their self-confidence and to always try their best.

I strongly believe that relationships are at the core of everything we do as teachers. Through positive interactions, children are able to experience trust, compassion, security, belonging and the respect that they require in order to learn and engage successfully. My goal is to create a safe and fun environment where your child loves coming to school every day.

As an educator, I believe in adapting and differentiating the curriculum, to meet every child's individual needs, as inclusion through education is a basic human right. I endeavor to do this by modifying learning experiences when needed and allowing time for your child to learn, think and be. I have high expectations for all Pre-primary 2 students and aim to help them achieve their full potential.

SHARED HOME READERS

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

Later in the term, a "Home Reading Folder" will be sent home. The program aligns with our school's Letters and Sounds program. Students will be provided with a list of sounds, words and a decodable

text which they will be expected to read. In addition, there will be a text provided for shared reading (you to read to your child). By providing both of these types of texts, your child's fluency and comprehension will develop simultaneously.

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

CLASSROOM MANAGEMENT

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

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

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



Rewards

- HooRRRah Tickets

Consequences

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

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

PARENT-TEACHER COMMUNICATION

Parent teacher communication is encouraged and involves a variety of approaches. Each week any relevant information for parents will be displayed outside the room.

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

I will also be using the online sharing platform Seesaw to allow the children to share their learning with each other and also with you at home. I plan to use Seesaw to share photographs, videos and work samples. It is my hope that you will use this as an opportunity to strengthen the home-school

connection. Photographs may spark conversations about learning experiences at school, which you could possibly continue and follow up on special interests at home.

ABSENCES

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

LIBRARY

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

EARLY CLOSE

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

EXCURSIONS AND INCURSIONS

Excursions and incursions are a fun way for children to learn. We endeavour to have at least one excursion or incursion per term and these are related to the current theme or topic we are learning about in class. Parent helpers will generally be required for excursions. Permission slips and payments will now be done through Compass.

SUN SAFETY

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

HEALTHY EATING

Each child will need to bring a packed lunch and a water bottle to school every day. 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.

TECHNOLOGY

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

CULTURAL AWARENESS

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

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 - School uniform with sport shoes.
- Thursday - Sport shorts and white shirt.
- Friday - Sport shorts and house shirt.

PP2 Timetable 2022 (This timetable may change slightly from term to term)



PP2 TIMETABLE 2022

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50 – 9.20	Discovery Time	Discovery Time	Literacy	Discovery Time	Assembly
9.20-9.50					
9.50-10.20		Library	Art Mrs Fiel	Literacy	Discovery Time
10.20 – 10.50		Integrated Learning STEM			
10.50-11.10					
11.10 – 11.40	Literacy	Literacy	Numeracy	Numeracy	Literacy
11.40 – 12.10					
12.10 - 12 40		Numeracy	Numeracy Mrs Wearne	PE Mr Lane	Drama Mrs Goodier
12.40-1.10					
1.10-1.50					
1.50 – 2.20	Numeracy	PBS Assembly	Health Mrs Wearne	Science Mrs Valhala	HASS
2.20-2.50		EARLY CLOSE			
2.50 -3.10				Integrated Learning	

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

Jasmine Jones
 Pre-primary 2 Teacher
jasmine.jones@education.wa.edu.au

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

DRAMA – Stephanie Goodier

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

Stephanie.goodier@education.wa.edu.au

PHYSICAL EDUCATION – David Lane

I am the PE teacher here at Dalkeith Primary School working Wednesday to Friday. This year I will be taking the PP – 2 for PE along with the upper school students.

For the lower school student's our focus this year will be continuing to work on their fundamental movement skills as well as teamwork and resilience through the introduction of different sports and games

to continue to challenge and develop them. For the upper school student's, we will be building on the skills introduced last year and continuing to refine them. There will be a continual focus on the student's technique across a multitude of domains as well as their application in game situations. I will also be looking to improve student's teamwork, communication and critical thinking. 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.

This year there will also be opportunities for the students to participate in School Sport WA sports and events, keep an eye out for communication surrounding nominations and events DPS will be hoping to compete in.

Throughout the year we have many training opportunities and carnivals and I will rely on parents for assistance and support. Feel free to email me if you can help 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 – Jessica Vahala

Students at Dalkeith Primary School are taught Science by a specialist teacher. We have a dedicated science room that all students access for this subject. All content in Science comes directly from the Western Australian Curriculum.

Each term focusses on a different Science Understanding Strand, allowing students to explore and build knowledge of the biological, chemical, physical, Earth and space sciences. Students learn how to select and integrate scientific knowledge and methods to explain phenomena, apply understandings to new situations and appreciate the dynamic nature of science knowledge and the world around them. The aim of the Science program at Dalkeith Primary School is for our students to develop an interest in Science. Science expands student curiosity, willingness to explore, ask questions and speculate on the changing world in which they live. The WA curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

I look forward to working with your children. If you have any queries or questions, please feel free to contact me Jessica.Vahala@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-6. The art room is open on Monday, Tuesday and Wednesday's.

During the year we will explore printmaking, painting, photography, weaving and much more. Our influences will come from the land, the sea and the earth, as well as drawing inspiration from Australian authors and illustrators. Different cultures from around the world, and fantasy and the world of make believe. We will use the elements of art as a tool to reflect on art pieces and critique our own work. We will also peer review artwork, looking for constructive ways to support each other.

In the art room we show respect for people ideas. We explore concepts in a depth and detail not normally seen in our everyday artworks and we practise expressing ourselves creatively. Our focus will always be on the process involved in making art, not the product produced. Most artworks take many weeks to

complete and are strongly tied back to artists. We use these as a reference and as inspiration. We 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.