



Parent Information Booklet 2022

Room 1

Miss Celeste Cunningham

Mrs Lynda Messom

celeste.cunningham@education.wa.edu.au

lynda.messom@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

ROOM 1 CLASSROOM INFORMATION

This year your child is lucky enough to have two passionate and dedicated educators, guiding them through their journey into the junior primary years of schooling. Your child's teachers this year are Celeste Cunningham and Lynda Messom.

My name is Celeste Cunningham and I will be teaching your child on Monday, Tuesday and Wednesday's during odd weeks of term. This is my eleventh year teaching at Dalkeith Primary School where I have taught and taken on leadership roles in the Early Childhood phase of learning. I love the playfulness, energy and excitement for learning that the younger group of children exude.

As a trained Early Childhood educator, I am passionate about providing children with 'hands on' learning experiences, where they learn and develop through the engagement of play and inquiry and make connections to prior learning experiences. I employ the use of investigative play, explicit teaching and guided whole group, small group and individual activities, to ensure a balanced and developmentally appropriate approach to teaching and learning is provided. I look forward to seeing the amazing transformation that your children will make over the coming year.

My name is Lynda Messom and I am excited to be teaching your child each Wednesday, Thursday and Friday during even weeks of term. This is my fifteenth year of teaching at Dalkeith Primary School, where I have taught in both a fulltime and part time capacity from years one to five, with most of my time being spent in years two and three.

Prior to teaching here, I taught in Kalgoorlie-Boulder for 6 years, so my experience is varied to say the least. I look forward to engaging and motivating your child to reach their full potential with a strong emphasis on organisation, self-management and perseverance. I believe children should enjoy learning, always ask questions, learn from their mistakes and that practice makes progress.

Year 1 provides the opportunity for learning and application of knowledge and understanding. As educators, we aim to:

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

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

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

CLASSROOM PHILOSOPHY

As educators, we are responsible for the development and implementation of learning programs that target the developmental needs of all students in our class. We will do this by developing programs and learning experiences in which all students, regardless of capacity or potential, can participate, feel challenged and experience success.

We will strive to ensure that our lessons cater for a wide range of learning styles. We utilise the Gradual Release of Responsibility Model, where lessons progress from teacher directed tasks, to guided

instruction and finally independent task completion. This is also known as the: ***I do, We do, You do model.***

At Dalkeith Primary School, we are committed to teaching the Western Australian Curriculum and therefore all programs reflect the content and skills covered within the Year 1 syllabus. The students will be using higher order thinking skills as well as having the opportunity to work in collaborative, cooperative and independent learning activities.

Student self-assessment and reflection is used extensively in the classroom. The students are encouraged to look at their work and set realistic, achievable goals for improvement and continued development.

We will strive to create a calm, safe and welcoming classroom environment. This year we will work towards creating a semi-flexible learning space which aims to support these goals. This means that the children have their own desk but at times they can choose to work on the floor or in other parts of the room. They will also move seats on a regular basis. The space will evolve over the course of the year, in response to the learning needs of the children.

CLASSROOM PRACTICE

Our mornings begin at 8:40am, when the classroom door is opened. We ask the children to prepare for the day ahead by bringing in their homework folders (when required), crunch and sip and their water bottle. They are then asked to choose a new home reader and begin the morning activity. This 10 minutes before formal instruction starts is a great time for students to organise themselves and settle in for the day, as well as greet their teacher and peers. It is an important time, and we ask you to please consider this and arrive promptly to allow your child a smooth transition to their school day.

Relevant information for parents will be posted weekly on a poster outside our classroom. When required, we will also send Compass notifications and/or emails.

The timetable for each day will look slightly different, however, the first session of each day will begin with a literacy focus. During this time, the children will complete activities focusing on reading, writing, spelling and grammar. We will continue to use the phonics program called '*Letters and Sounds*' that the children have been exposed to in both Kindy and PP. The time between recess and lunch will generally be dedicated to numeracy activities. After lunch will be for other subject areas including Health, HASS and STEAM. Please refer to the timetable included for the break down of specific days.

Specialist classes are as follows:

- Art – Monday
- Drama – Wednesday
- Phys. Ed. – Wednesday
- Science – Wednesday
- Japanese – Friday

Crunch and Sip/Brain breaks take place twice every day. Due to the 2 x 1 hour blocks, a 'Crunch and Sip/Brain Break/Bathroom Break' is included after each hour time slot. Please provide sufficient crunch and sip for both breaks. Students are sent in House groups to either wash hands/hand sanitise or visit the bathroom so these C&S sessions are completed in a safe environment and in an orderly manner.

ROOM 1 CLASSROOM AGREEMENT

In our classroom, we will foster a cohesive and inclusive team effort, where everyone is expected to participate, take on responsibilities and help one another.

All children helped create our class agreements. We decided how we wanted our classroom to feel, look and sound. Below are the agreements that we developed under the headings of the school values; Respect, Responsibility and Resilience.

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

Respect	Responsibility	Resilience
<ul style="list-style-type: none"> ❖ being friendly to everyone ❖ using kind words and voice ❖ helping out ❖ sharing ❖ listening to one another ❖ using our manners 	<ul style="list-style-type: none"> ❖ taking care of your belongings ❖ sharing ❖ staying focussed ❖ keeping the classroom and environment tidy 	<ul style="list-style-type: none"> ❖ being brave and trying new things ❖ dusting yourself off and bouncing back ❖ getting on with it ❖ solving your own problems

BEHAVIOUR MANAGEMENT PLAN

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

They are listed below:

1. Oral warning - What are you doing? – First tick on amber sheet
2. Second warning: 2nd tick on sheet
3. Time out in a buddy classroom where they will fill out a worksheet concerning their behaviour choices and what they can do to make more positive choices. The teacher will discuss this with them when they return to the classroom.
4. Serious behaviours – red sheet. Sent to the office to discuss their behaviour with either the Principal or one of the Deputy Principals. Parents informed.

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

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

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

PARENT-TEACHER COMMUNICATION

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

1. Please ensure all emails are addressed to both classroom teachers, Celeste Cunningham and Lynda Messom. One of us will respond, however, please know that we will always both read and discuss emails from all parents.
2. Please email us the prior day, appointment times where you will need to remove your child from school.
3. Parent interviews are welcomed and a time can be arranged with either of us through email.
4. Anything urgent that arises during a school day should go via the office as we are generally not able to read and respond to emails during teaching time.
5. All absences need to be notified to the front office or through Compass.
6. Remember if your child is 10 minutes or more late to school, or you are taking them away from school early, they need to be signed in / signed out at the front office.
7. We will be using 'Compass', email as well as 'Seesaw' to communicate to you.

ABSENCES

All absences need to be explained as an email or verbally to myself or directly to the front office. If you intend to take your child out of school for an extended period of time during the school term you must notify Mrs. Pekin directly. Remember, if your child is late to school or you are taking them away from school early they need to be signed in or out at the front office. If your child has an unexplained absence you will be notified by the schools automated text service.

ASSESSMENT PROCEDURES

Assessment is an ongoing process throughout the year. Each student's achievement will be consistently evaluated through tests, observations, concrete tasks and work samples. Each student is encouraged to focus on their achievements and move out of their comfort zone to meet the next challenge. Student self assessment and reflection will be used in the classroom. Students are encouraged to look at their work and learning to set goals for improvement and continued development.

An Assessment folder will also come home at the end of each term, to keep you informed of your child's progress. **Please ensure the folder comes back to school as soon as possible so further assessments can be added.**

HOMEWORK

Room 1 follows the school policy on homework. Please supervise homework each night. This will mainly consist of reading and maths.

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

From Week 3, home readers will be sent home. Students may be provided with a decodable text, which they will be expected to read independently. The decodable text aligns with our school's Letters and Sounds program. In addition, there will be a text provided for shared reading (you to read with or to your child). Included is a list of generic comprehension questions that can be asked when reading any book. By providing both of these types of texts, your child's fluency and comprehension will develop simultaneously.

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

Mathletics: Tasks to complete in class will be set each week in conjunction with the unit of work being studied during maths. These aim to help consolidate concepts taught in class. The completion of these tasks will be monitored to ensure students are practising regularly. (Mathletics offers visual and auditory presentations of tasks).

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

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

TECHNOLOGY

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

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

LIBRARY

Our library borrowing day will be on **Thursday** of each week. Students will need to return their books before they will be allowed to borrow new ones. These sessions aim to teach your child about the Dewey system, how to locate books related to our classroom lessons and themes, search for favourite authors or topics of interest and become familiar with the difference between fiction and non-fiction. The students will learn how to use the library as a tool for research and most importantly a love of reading will be encouraged and fostered.

PHYSICAL EDUCATION

Students will participate in Physical Education each **Wednesday** with a specialist PE teacher, Mr David Lane. Please remember to send your child dressed in their white sports t-shirt, shorts and sneakers on this day. These lessons will aim to develop fundamental movement skills required for sporting success. Students will participate in a series of fun and engaging sporting activities and there is evidence to suggest that gross motor skills play a key role in physical development and are linked to enhancing the strength and posture that is required for writing. Please apply sunscreen before school, especially on hot days and ensure your child has a drink bottle and a hat. As well as these sessions we will also have up to an hour of other physical activities each week. These will include a variety of activities including obstacle courses, yoga and organised games.

EXCURSIONS AND INCURSIONS

Excursions and incursions are a fun way for children to learn. We endeavour to have at least one excursion or incursion per term. The excursions and incursions are related to the current theme or topic we are learning about in class. Parent helpers will be required for excursions. As all children love to have their parents on excursions, we ask that you only volunteer for one excursion to ensure each child gets a turn to have their parent with them.

HEALTHY EATING

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

BIRTHDAYS

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

UNIFORMS

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

ROOM 1 YEAR 1 TIMETABLE 2022



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:00	Literacy	Play Investigations	Literacy	Literacy	Assembly/ Literacy (every fortnight)
9:00 – 9:50	Literacy	Play Investigations	Literacy	Literacy	Literacy
	Crunch and	Sip/	Brain Break/	Bathroom	Break
10:00 – 10:20	Art	Literacy	Physical Education	Literacy	Literacy
10:20 – 10:50	Art	Literacy	Physical Education	Literacy	Literacy
11.10 – 11.40	Literacy	Literacy	Drama	Numeracy	Numeracy
11.40 – 12.10	Literacy	Literacy	Drama	Numeracy	Numeracy
	Crunch and	Sip/	Brain Break/	Bathroom	Break
12.20 - 12 40	Numeracy	Numeracy	Technologies with Room 2	Numeracy	Numeracy
12:40 – 1:10	Numeracy	Numeracy	Technologies with Room 2	Numeracy	Numeracy
1.50 – 2:20	Handwriting	HooRRRah Assembly/ Buddies	Science	Library borrowing and skills	Japanese (odd weeks)/ ICT Numeracy/Literacy rich tasks
2:20 – 2:50	Health/ Wellbeing	Early Close 2:30	Science	HASS	Japanese (odd weeks)/ ICT Numeracy/Literacy rich tasks
2:50 – 3:10	Health/ Wellbeing		Mindfulness	HASS	Finish off time

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 have any 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)	Grey shorts, garnet polo shirt, grey socks, black shoes

Garnet shorts or track pants (term 2 and 3)
School windcheater
White school sports socks
Black sneakers – no flouro
School hat with emblem

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.