



Parent Information Booklet 2022

Room 10

Mrs Kellie Prosser

kellie.prosser@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 10 CLASSROOM INFORMATION

Hello and welcome back for 2022! I have the absolute pleasure of teaching your child this year. I have been a part of the Senior Teaching Team at Dalkeith Primary for the past five years and consider it a great privilege to work with your beautiful children, at this outstanding school, and to partner with our wonderful community.

I have a range of teaching and leadership experience across many contexts including the following:

- Primary Teacher – classroom teacher across many year levels, specialist teacher
- Middle School/College/High School – specialist teacher, team leader
- Tertiary – lecturer ECU, tutor Curtin University/Open Universities Australia
- PEAC District Co-ordinator and teacher
- Acting Deputy
- Numerous locations – WA, Interstate, Rural, Remote

CLASSROOM PRACTICE AND PHILOSOPHY

I prioritise establishing a thriving classroom community, where students who are celebrated for their uniqueness come together to form a dynamic, diverse and highly capable team. It is within this context that students develop the confidence to take risks, reflect honestly about their learning, ask for help, contribute, challenge and be challenged. Relationships are a key feature of a thriving community.

My approach to teaching and learning features high levels of embedded accountability. Learning tasks, outcomes, and expected behaviours are transparent, and students set goals for themselves then critically reflect on their progress. Students are supported to transition from one task to another efficiently, and to strive for excellence.

The physical classroom environment, and the types of learning activities, support optimal learning. Flexible seating facilitates fluid movement between whole class instruction, small group work and individual work, and encourages students to meet their own needs for movement and learning. Indoor plants, recommended by NASA, filter carbon dioxide, release oxygen and assist with removing pollutants from the air. A combination of direct instruction, problem-solving and project-based learning provides students with the opportunity to make connections and to apply their learning in new, challenging and creative ways.

Mathematics sessions feature combinations of both skills teaching and problem-based challenges. English sessions include work on spelling strategies/rules and vocabulary building, grammar instruction, reading comprehension, novel study and writing tasks. Health, HASS and STEM sessions are often integrated with other curriculum areas. To support learning, students are taught strategies to optimise learning and memory retention such as visual organisers, study skills and mind/concept mapping.

The classroom will be open for students from 8:40am, allowing time to mark homework and prepare for the day. It is important that students are ready to commence lessons before the siren at 8:50am. As our classroom time consists of 2 x 2hour 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.

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 5 AND 6 TEACHING TEAM

This year, I will be working alongside Miss Lisa Iannello, Ms Nicole Hughes and Mr Dave Logue to deliver learning programs for your child. 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. This is a really exciting opportunity for students to work with a variety of teachers over the year.

SPECIALISTS

Students will participate in a variety of school specialist programs in the areas of Japanese, Drama/Music, Physical Education, Art and Science.

CLASSROOM AGREEMENTS

Our classroom agreements align with our Positive Behaviours in Schools program (PBS). These agreements ensure a positive learning environment is fostered.

Respect	Responsibility	Resilience
<ul style="list-style-type: none">• Listen attentively• Be grateful• Care for people, property & the environment• Be inclusive• Be kind and helpful• Seek to understand• Be humble, honest and show empathy• Connect and check in with others	<ul style="list-style-type: none">• Strive for excellence• Be organised• Show initiative and leadership• Be a team player• Act with integrity• Be accountable• Make the most of opportunities	<ul style="list-style-type: none">• Challenge yourself to take risks• Stay positive and proud• Persevere to achieve success• Show grit• Bounce back• Seek solutions• Do what it takes to get the job done• Have a healthy body and mind• Show courage and be brave• Bring your 'A' Game

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. 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 to maintain a conducive working environment for all.

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 formal discussions are best arranged at a more suitable time. I can also be contacted via email kellie.prosser@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.

HOMEWORK

In preparation for high school, homework will form an integral part of your child's learning journey. 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 by each of the class teachers and therefore expectations may vary.
- **Grammar** – a grammar sheet will be sent home each Monday with daily minimum requirements.
- **Home Reading** – students are expected to read independently for at least 15 minutes each day and are encouraged to borrow library books suited to their ability and interests.
- **Writing** – writing tasks are often commenced in class and finished for homework.
- **Work Completion** –work that has not been finished in allocated class time will be sent home.

It is important that your child develops a regular routine early in term one to enable him/her to cope with an ongoing workload. Please assist them to create an after school timetable to help them balance their homework with other commitments. 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 manageable. As the first semester progresses, students will find the repetition and workload easier to cope with.

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.

HOMEWORK DIARIES & FOLDERS

At the end of each day, homework requirements and general reminders are discussed and written on the whiteboard. Students are given time to write in their homework diary and prepare their homework folders. It is important that they refer to their diary when completing their work at home. To begin with, we will be checking student diaries on a regular basis until independence is achieved. We would also appreciate your support by way of a signature to indicate that you have seen their completed work each day.

ICT

Students will be encouraged to become digitally capable learners who use technology appropriately and within the guidelines of our ICT policy. A multi-modal approach to teaching and learning is endorsed by the department. iPads, laptops and other technologies will be integrated across the year 6 curriculum, ensuring they complement my programs and promote enriched learning opportunities that stimulate higher order thinking. Students are expected to use technology responsibly and we will provide ongoing cyber safety education appropriate to their age. I am mindful of maintaining a healthy balance of ICT usage at school. It is important that students adhere to the recommended maximum screen time of 2 hours per day.

CLASSROOM ROUTINES

Below is an outline of the general routines and practices within our senior learning environment. Our class structures remain fluent and evolving, based on student needs.

YEAR 5

Desk & Home Room – Year fives have their desk in Room 10 and consider this their ‘home room.’ Throughout the day they move between Rooms 8, 10 and 11 as required.

Maths – Students are divided into three groups, with varied homework tasks and modes of delivery across each group. Groups are instructed by Kellie Prosser, Lisa Ianello & Dave Logue.

Reading – Year 5 students gather together for novel study and spelling with Dave Logue. Reading comprehension tasks are completed with Kellie. Individually targeted intervention programs are implemented as required by Dave & Kellie.

Writing – Year 5 students gather together in Room 8. The group is instructed by Kellie and Dave.

HASS – Year 5 students gather together under the instruction of Dave and Kellie.

Health – Class groups are currently taught separately, but structures may vary throughout the year.

Vocabulary/Spelling/Grammar – Year 5 students complete Grammar tasks both as a small group with Kellie and as a part of writing sessions with Dave and Kellie.

Specialist Classes – Year 5 students attend specialist classes with their class group.

YEAR 6

Desk & Home Room - All year six students have their desk in Room 11 and consider this their ‘home room.’ Throughout the day they move between Rooms 8, 10 and 11 as required.

Maths – Students are divided into three groups, with varied homework tasks and modes of delivery across each group. Groups are instructed by Kellie, Lisa & David Logue.

Reading – Year 6 students gather together for novel study and reading comprehension tasks. Individually targeted intervention programs are implemented as required by Lisa & Kellie.

Writing – Depending on the task, combinations of whole group and small group activities take place under the instruction of Lisa & Kellie.

HASS – Year 6 students gather together under the instruction of Nicole Hughes.

Health – Home class groups are currently taught, but structures may vary throughout the year.

Vocabulary/Spelling/Grammar – Year 6 students gather together under the instruction of Kellie & Lisa.

Specialist Classes – Year 6 students attend specialist classes with their class groups.

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.

UNIFORMS

Monday - summer/winter uniform / leavers shirt (year 6)

Tuesday - summer/winter uniform / leavers shirt (year 6)

Wednesday - summer/winter uniform / leavers shirt (year 6)

Thursday - sport shorts and white shirt

Friday - sport shorts and house shirt

SWIMMING LESSONS

The Year 5/6 students will be participating in swimming lessons at Cottesloe Beach in weeks 5 and 6 of Term One. Lessons will take place at 9:20am daily from Monday 28th February until Friday 11th March. Further details will follow soon.

YEAR 6 LEADERSHIP OPPORTUNITIES

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 – March (yet to be confirmed due to COVID)
- School Captains – 2 students per year
- Student Council – 4 students per semester
- House Captains – 2 students per faction per semester
- Sailing – 6 week course in Term 4 (once a week)
- Year One Buddies Program – Fortnightly
- Year 6 Manjedal Camp – September
- Year 6 Leeuwin Ocean Adventure – November
- Fundraising activities - Café Dalkeith & Friday Freeze

YEAR 6 FUNDRAISING - Café Dalkeith & Friday Freeze

Throughout the year, our 'Leavers' traditionally bake and sell treats as a part of a fundraising program. These treats will be in the form of cupcakes, muffins and savoury treats. Students are encouraged to take responsibility for baking, as they are the benefactors of the fundraising. 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.

Please note that Café Dalkeith has been suspended in due to COVID restrictions. We will inform students and parents when (and if) this initiative recommences.

To ensure our fundraising targets are met, the Year 6 students will be selling icy poles to the younger students at lunch time each Friday in terms 1 & 4. Proceeds will be used to purchase Leaver's Hoodies, Graduation Canvasses and a graduating gift for the school. All students are given an opportunity to purchase an icy pole for \$2.00 (**including the year sixes**).

YEAR 6 CAMPS

Manjedal Activity Centre

The year six students will be heading to Manjedal Activity Centre in Jarrahdale for a 6 day adventure camp in Term Three. **The dates are Monday 5th September to Saturday 10th September.** Camp costs are outlined in the Fees and Charges for 2022. Information regarding this camp will be sent through to you closer to the event.

Leeuwin Ocean Adventure

In Term Four, Year 6 students will be invited to attend an overnight camp on the Leeuwin II tall ship. They will participate in various activities on board whilst remaining docked until the next morning. Parents will be invited to join in the fun for an ocean sail the following day. Dates for this adventure (in November) are yet to be confirmed. Costs have been included in the fees and charges for 2022.

YEAR 5 CAMP

The year five students will be heading to Rottnest for a four day camp. The camp will occur in the first week of Term from **11th-14th October**. Further information regarding the camp will be provided closer to the date. The educational outcomes of the camp are significant and reflective of the curriculum.

YEAR 6 SAILING PROGRAM

Our sailing program with Royal Freshwater Bay Yacht Club, commences in November in Term 4 and runs for six weeks (one session per week). Dates are yet to be confirmed and costs have been included in the fees and charges for 2022.

YEAR 6 BUDDIES PROGRAM

Our Buddies Program is already underway. The 'Big Buddies' in Year 6 have been introduced to their 'Little Buddies' in Year 1, and they have been spending time getting to know each other. Structured activities are scheduled on a fortnightly basis after lunch on Tuesday afternoons. Throughout the year, they also participate in incursions, excursions and an Easter Egg hunt (organised by the Big Buddies). This program allows our Year 6 students to develop their leadership skills in a mentoring role.

YEAR 6 LEADERSHIP PROGRAM – 'Bricks for Change'

We will soon be commencing our Bricks for Change leadership program. We will be encouraging all students to participate, by taking an active role in their community through various activities. This program aims to inspire our Year 6 students to become global citizens who are aware of the world around them. They will need to be supported in their endeavours by teachers and parents. Further information about this program will be provided.

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.

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.