



Parent Information Booklet 2022

Room 2

Mrs Leanne Ikin

Mrs Stephanie Goodier

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stephanie.goodier@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 2 CLASSROOM INFORMATION

My name is Leanne Ikin and I will have the pleasure of teaching your child next year in 2022. I have taught Kindy to Year 7 in State, Catholic and Independent education systems throughout my many years of teaching, and have chosen Dalkeith Primary School as my most favoured place to work. I have taught at DPS since 2006, with classes from Year 1 to Year 5. During 2017-2018 I took leave to teach Year 3 at PLC, returning in 2019 to take up the position of Year 1 teacher at DPS.

Year 1 provides the opportunity for learning and application of knowledge and understanding. As an educator, I 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 my 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

The Department of Education endorses education that incorporates key content and standards through the Western Australian Curriculum, this will be the approach taken in our class. To assist the students in achieving the standards a range of different teaching strategies will be used. Students will have the opportunity to work in collaborative, cooperative and independent learning activities. Student self assessment and reflection will also be a focus in our classroom. The students will be asked to look at their work, set goals for improvement and begin to take responsibility for their own learning. I aim to facilitate and support learning, through the planning of stimulating lessons and focusing on building a happy and safe learning environment through promoting cooperation and consideration. We will celebrate success.

CLASSROOM PRACTICE

Each morning, the classroom door is open from 8:40am. The students may enter the room from this time in order to organise themselves before the bell at 8:50am. This entails entering the classroom with homework bags (containing reading journal and reading materials, notes, homework ...) and Crunch and Sip. It is very important that students arrive on time to unpack and organise their own belongings at an individual level, allow organisation for the morning sessions and 'socialise' with peers before the bell rings. Students who arrive late are rushed and become disorganised for the start of the day.

For the first term, students will be allocated seating positions within the classroom. These allocations will be determined using cooperative learning strategies and teacher selection, with each placement lasting for a two week period. Further into the year, when class discussions and further agreements have been negotiated, each student will responsibly select a place to sit each day. The seat selection will be based on who they work and learn best with, and not their social friends that could impact on the learning environment within the classroom. This will be under teacher supervision.

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. It is encouraged that upon entering the room at 8:40 and again after recess, that crunch and sip goods be placed on the trolley for easy access during the C and S break times. These take place in the classroom. 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.

We have a strict no nuts policy, so please refrain from packing these. Crunch foods must be fruit or vegetable, all other crunch type foods are best left to recess or lunch times. Sharing food is also not acceptable. Studies have shown that concentration is maintained with regular sipping of water throughout the day. Please encourage your child to bring a water bottle to school each day and come with sunscreen applied during the warmer months especially for sport on Wednesday. Students MUST HAVE A DRINK BOTTLE FOR SPORT.

ROOM 2 CLASSROOM AGREEMENT

As a class, we have developed a Class Agreement for Room 2, necessary to create a positive working environment for all in accordance with our whole school approach to cooperative learning and the Protective Behaviours/Virtues program. With the introduction of the Zones of Regulation program, we will be referring to behaviours using the zone colours and introducing strategies to guide children to move from the blue, yellow and red zones, back to the more calming green zone. As we progress through the year your child should be able to communicate effective strategies they use to create a positive working and social environment for themselves.

The following headings were used to determine rules relevant to our room: 'Respect, Responsibility and Resilience'. Hi Five and a fist is also incorporated into our speaking and listening program. It is 'eyes on speaker, mouth quiet, body still, ears listening, hands still, switch on your brain'

The main aim is to make our classroom a happy place where we work as a team and make all things fair for all. Students' positive behaviours are constantly reinforced through being rewarded with HooRRRah raffle tickets.

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

Respect	Responsibility	Resilience
<ul style="list-style-type: none"> ❖ Avoid distractions ❖ Greet each other with a high 5, a wave, a smile or say hello. Ask 'R U OK?' ❖ Pick up things that you see on the floor ❖ Listen and follow instructions ❖ Include people in your activity 	<ul style="list-style-type: none"> ❖ High 5 and a fist eyes on the speaker attentive listening hands still in your lap body still (sit on your bottom) mouth quiet ❖ Brain switched on ❖ Check the way you're sitting – at your desk and on the mat ❖ Pack away after yourself 	<ul style="list-style-type: none"> ❖ Use Zones of Regulation ❖ Bounce Back Bear - count to 10, smile and walk away, say "I don't like the way you're talking to me" ❖ Don't live the whinge ❖ Be a good friend and you will have good friends ❖ Know that your turn will come – be patient

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 email me the prior day, appointment times where you will need to remove your child from school.
2. Any other informal communication may be written on a separate piece of paper and placed in your child's reading bag but please remember to remind your child to give me the message in the morning.
3. Parent interviews are welcomed and a time can be arranged with me.
4. I can also be contacted via email. Please consider using this communication. Anything urgent should go via the office as I am not always able to read and respond to emails during the day.
5. All absences need to be explained as an email or verbally.
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. I will be using our new system "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 will be constantly 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 is used in the classroom. The students are encouraged to look at their work and learning to set goals for improvement and continued development. Each term, personal goals will be set by each student. This will take the form of a 'Two stars and a Wish', learning and social goals.

A test folder will also come home regularly to help keep you informed about your child's progress. **Please ensure the test book comes back to school as soon as possible so further assessments can be added.**

HOMEWORK

Room 2 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 I encourage you to do as 'homework'.

This year we are focusing on mental maths strategies using the '**RIC New Wave Mental Maths A**' to be completed at school.

Mathletics: tasks 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) When these weekly tasks are completed the students are encouraged to move onto the challenge of Live Mathletics to practise mental computation skills with speed and accuracy.

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 **Tuesday** 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 a sport session each **Wednesday** as part of the physical education program. 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 2 YEAR 1 TIMETABLE 2022

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:00	Literacy	Literacy	Literacy	Literacy	Assembly/ Literacy
9:00 – 9:50	Literacy	Literacy	Literacy	Literacy	Literacy
	Crunch and	Sip/	Brain Break/	Bathroom	Break
10:00 – 10:20	Literacy	Literacy	Science	Literacy	Literacy
10:20 – 10:50	Literacy	Literacy	Science	Literacy	Literacy
11.10 – 11.40	Health/ Well Being	Library	Numeracy	Music	ICT Numeracy/Literacy rich tasks
11.40 – 12.10	Health/ Well Being	Numeracy	Numeracy	Music	ICT Numeracy/Literacy rich tasks
	Crunch and	Sip/	Brain Break/	Bathroom	Break
12.20 - 12 40	Numeracy	Numeracy	STEM	Numeracy	Numeracy
12:40 – 1:10	Numeracy	Numeracy	STEM	Numeracy	Numeracy
1.50 – 2:20	Art	HoRRRah Assembly/ Buddies	Sport	Oral/Silent Reading	Oral/Silent Reading (odd weeks) Japanese (even weeks)
2:20 – 2:50	Art	Early Close 2:30	Sport	HASS	Japanese (even weeks) HASS (odd weeks)
2:50 – 3:10	Handwriting		Handwriting	HASS	HASS (odd weeks)

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:	CHOIR/ORCHESTRA: Performance
Yrs PP-2 Wed & Fri, Yrs 3-6 Thurs & Fri	
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.