



# Parent Information Booklet 2022

Room 3

Mr Peter McSkimming

[peter.mcskimming@education.wa.edu.au](mailto:peter.mcskimming@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 3 CLASSROOM INFORMATION

My name is Peter McSkimming and I have the pleasure of being your child's teacher in 2022. I am passionate about nurturing children's social, emotional and academic growth, as I believe whole child development is essential for children to later become productive members of society. I am excited to be a part of your child's learning journey this year. We will work together to achieve individual academic and personal growth goals in a safe, supportive and welcoming learning environment.

Below you will find information relating to the main aspects of our year two classroom. Please feel free to email should you wish to discuss any matters relating to your child.

[peter.mcskimming@education.wa.edu.au](mailto:peter.mcskimming@education.wa.edu.au)

### CLASSROOM PHILOSOPHY

At Dalkeith Primary School our mission is to strive for excellence, respect and value others, inspire creativity and innovation, and empower global citizenship. We are committed to teaching the Western Australian Curriculum. To assist the students in achieving the standards, a variety of instructional strategies will be used. The students will be encouraged to use critical and creative thinking skills as well as work collaboratively, cooperatively and independently.

I believe it is essential to create a safe and stimulating learning environment where children are comfortable to take risks and share ideas. For this to occur it is important to value the uniqueness of each child and understand they will all bring a diverse range of life experiences and interests into the classroom. I endeavour to ensure my lessons cater to all learning styles and help each child reach their full potential.

I am passionate about providing children with explicit and 'hands on' learning experiences. I believe new concepts and skills take time to acquire, and children need authentic learning which stimulates their minds and allows critical and creative thinking to occur. I will support the children to make positive choices, set goals, ask questions, seek feedback, work collaboratively, try their best and learn from mistakes as they continue to grow throughout the year.

I want school to be a fun place for your child where they are excited to come each day. I am passionate about creating a community within the classroom where mutual trust is built. The layout of room 3 reflects the importance I place on social interaction and collaboration. I believe learning needs to reflect and support children for the future and therefore children in room 3 will work as a team, learn from others and share ideas as they all grow and build on their individual identities.

I have high expectations for all my students, and I am excited to help each student reach their full potential.

### CLASSROOM PRACTICE

The classroom doors open at 8:40am. Students are encouraged to arrive at this time, put out their chair and get their equipment ready for the day ahead. This is also the time to change over their home reading books. Formal learning commences at 8:50am.

I am aiming to establish responsible learners who enter the classroom with homework bags, Crunch and Sip and a water bottle. 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.

Crunch and Sip is highly encouraged, and students will be provided a short break for crunch and sip at 10am each day. Please ensure crunch and sip is stored in a small container separate from the lunchbox and please label your child's container.

The first three hours of each day will be our literacy block. During this time, the children will complete activities focusing on spelling, reading, writing and grammar. The time between recess and lunch will be dedicated to writing and numeracy activities. After lunch will be for other subject areas including Health, HASS and Technologies.

Specialist classes are as follows:

- Japanese - Wednesday
- Art - Wednesday
- Sport - Wednesday
- Science - Thursday
- Music - Friday

### ROOM 3 CLASSROOM AGREEMENTS

As a class we have established a set of classroom agreements in order to create a positive, inclusive and safe learning environment for all. These agreements have been discussed and agreed upon, in accordance with our whole school approach. The following headings are used to organise the expected behaviours in our classroom: 'Respect, Responsibility and Resilience'.

As a class we have discussed the 'rules' which we deemed important in making our classroom a happy place where we work as a team and everyone feels safe and included. Our classroom agreements are listed below and are constantly highlighted each day.



### BEHAVIOUR MANAGEMENT PLAN

I 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 and decided on relevant and suitable consequences in order to keep our class safe, productive educationally, mentally and socially.

They are listed below:

1. First time they break a rule: Verbal warning.
2. Second time they break a rule: First tick on amber sheet.
3. Third time they break a rule: Second tick on amber sheet.
4. Fourth time they break a rule: Third tick on amber sheet and 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.

5. Fourth time they break a rule: Sent to the office to discuss their behaviour with either the Principal or one of the Deputy Principals.

### **Parents should be aware that every day is a fresh start for students.**

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.

Students will receive HooRRRah tickets when modelling positive behaviours in the classroom and playground. They may also receive a HooRRRah or merit certificate as a reflection of positive behaviours and personal achievements.

## **TECHNOLOGY**

**A multi-modal approach to teaching and learning is endorsed by the department.** iPads, laptops and other technologies are tools that are integrated across the curriculum, ensuring they complement my programs and promote enriched learning opportunities. Students will be encouraged to become digitally capable learners who use technology appropriately and within the guidelines of our whole school ICT policy. **They will be guided through a variety of apps aimed to stimulate higher order thinking processes and enhance learning. As students become more confident and informed, they are encouraged to independently select the most suitable apps for given tasks.**

I am mindful of maintaining a healthy balance of ICT usage at school. It is important that students adhere to the recommended screen time of 2 hours maximum per day.

## **BIRTHDAYS**

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

## **PARENT-TEACHER COMMUNICATION**

Parent and teacher communication is encouraged so I can provide the best support for you and your child. I am available for informal discussions at drop off or pick up if there is something concerning your child that we should be aware of, however please remember that these times can be busy. Formal discussions and parent interviews are best arranged via email when we can find a suitable time either before or after school.

Any notifications and reminders will be posted via Compass.

All student absences will be recorded using this app. Remember if your child is late to school or you are taking them away from school early, they need to be signed in or signed out at the front office.

I will also use the seesaw app to post photos and videos of student work and learning experiences.

## **HOMEWORK**

Room 3 follows the school policy on homework. Please supervise homework each night. This will consist of reading and maths.

**Reading:** From Week 1 home readers will be available for your child to take home. The children are required to choose weekly readers and record the title of their book in their Home Reading Diary. It is your child's responsibility to select two home readers from their allocated group box each morning. You may wish to read the same text a few nights in a row so as to enable your child to become more familiar with the new vocabulary introduced. Reading to you aloud each night allows them the opportunity to practice and refine their skills so as to experience success and develop confidence in their ability to

read aloud with expression. When they finish reading aloud ask them to summarize for your what they have just read or ask them to re tell the story. Further you may ask them some literal and inferential questions about the text. Please listen to your child read every school night. They are expected to read for approximately 10minutes followed by 5 minutes of questions.

Home readers are aimed at developing fluency and inferential and evaluative comprehension skills. This may be an opportunity to engage in reading together for enjoyment and encouragement.

**Maths:** From Week 5, I will be sending home a Maths sheet each fortnight, which covers content taught in class. This will allow you to see what we have covered in class and may assist in the consolidation of concepts taught.

## **LIBRARY**

Our library borrowing day will be on **Monday** 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 & HEALTH**

Students will participate in a Physical Education session each **Wednesday** as part of our 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 incorporate mindfulness and fitness games throughout the week. As part of the Health curriculum students will use their Wellbeing Journals and engage in calming reflection sessions using Smiling Minds. We want to give students tools to develop; focus and attention, positive relationships and communication, an awareness of their emotions and how to regulate these, personal goals and growth mindsets.

## **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. Generally, 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 that more parents have the opportunity to be involved in our class program.

## **UNIFORMS**

Monday- dress/grey shorts and garnet shirt  
Tuesday- dress/grey shorts and garnet shirt  
Wednesday- sports shorts and white sports shirt  
Thursday- dress/grey shorts and garnet shirt  
Friday- sports shorts and house shirt

I look forward to working with you in the year ahead.

Kind regards,

Mr Peter McSkimming  
Year 2 Teacher

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50 – 9.20	Morning Meeting	Morning Meeting	Morning Meeting	Spelling / Phonics	Morning Meeting
9.20-9.50	Spelling / Phonics	Spelling / Phonics	Spelling Phonics	Guided Reading	Spelling / Phonics
9.50-10.20	Guided Reading	Guided Reading	Japanese D.O.T.T	Science	Guided Reading
10.20 – 10.50	Handwriting	Handwriting	Reading Conventions	<u>D.O.T.T</u>	Handwriting
<b>10.50-11.10</b>					
11.10 – 11.40	Library	Maths	Sport	Maths	Maths
11.40 – 12.10	Maths		<u>D.O.T.T</u>		
12.10 - 12 40	History	Writing	Art	Writing	Health
12.40-1.10	Geography		<u>D.O.T.T</u>		
<b>1.10-1.50</b>					
1.50 – 2.20	Mindfulness	P.B.S. Lesson	H.A.S.S	Technologies	Music
2.20-2.50	Blue Earth	EARLY CLOSE			D.O.T.T.
2.50 -3.10	Poetry		Mindfulness	Oral Language	Mindfulness

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.

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**

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

**CHOIR/ORCHESTRA: Performance**

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.