



# Parent Information Booklet 2022

Room 8  
Mr David Logue

[david.logue@education.wa.edu.au](mailto:david.logue@education.wa.edu.au)

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# 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 8 CLASSROOM INFORMATION

My name is David Logue and it is an honour to be teaching your child this year. I am an experienced teacher and familiar with the Western Australian curriculum across multiple subject areas and multiple year groups. I have a comprehensive knowledge of how students learn, and the various strategies needed to support, progress and extend literacy and numeracy skills. I am adept at identifying and understanding curriculum content and providing quality assessment tasks.

### CLASSROOM PHILOSOPHY

Schools are where we still have a community. They are places where children can be socially, environmentally and academically developed into young people of substance by the teacher and parents working together.

Children have needs that are necessary for their well-being:

- To be loved.
- To be appreciated.
- To have time to themselves when required.
- To socialise with friends.
- To exercise.
- To be creative.

Each of these is an essential element to develop our children into outstanding citizens. A functional classroom, that addresses the needs of all its occupants, is a happiness generating system for students. Put simply, children in my classroom thrive, with no one missing out. My classes traditionally have high attendance rates given the primary needs of each student are met daily. They are made to feel welcome, positively affirmed regularly when doing well, asked to strive to achieve their best academically, and guided when they may not be accomplishing their personal goals or expectations.

At the core of my educational philosophy, I foster collaborative home-school partnerships to support students in my care. I view parents as partners in education. I use a number of communication channels to regularly communicate child progress. I take significant time in fostering positive relationships with families so I can cater an educational program to suit the family's background and the child's curriculum needs and interests as part of their ongoing learning journey, thereby developing each student holistically. In establishing partnerships, I want the Dalkeith Primary School's families aware that their child is being cared for socially, emotionally and academically through being offered support. Every child is different and I want to cater for their needs with help from the parents.

### CLASSROOM PRACTICE

Explicit Direct Instruction (EDI) allows me to deliver effective lessons and maximise student learning. My lessons are well organised with an emphasis on providing clear Learning Intentions and Success Criteria, content explanations that are interesting and delivered at the right pace, provision of work examples and guided practice, and assessing student learning through ongoing descriptive feedback. While inquiry-based learning is a significant part of the learning journey, all students require me to deliver the appropriate processes, skills and steps for learning the content, ensuring they are thoroughly described and broken down into manageable parts for personal success, which aids academic progression.

Unless the cognitive conditions are right for the students in my class, they will avoid thinking. I create an environment of safety for the students in my care by breaking down the content into manageable parts and consistently rehearsing the appropriate processes, skills and steps for comprehending the curriculum. Full participation is an expectation as it develops everyone's intellectual potential more quickly. Children who choose to answer every question progress academically. Participation through the whiteboards ensures students are engaged in the learning process and allows me to track student

learning through constantly checking their responses multiple times per lesson. This information provides me with the content for the next lesson - who to extend, who to consolidate and who to assist. Assessment today becomes instruction tomorrow.

## ASSESSMENT PROCEDURES

Assessment is an integral part of the teaching and learning process. Student learning will be continuously assessed in the form of diagnostic, formative and summative assessment. Diagnostic assessment is used to identify the learning needs. Formative and summative assessment may be in the form of tests, observations or review of work samples. You will be kept informed of your child's progress.

An assessment file is kept in class, housing all your child's assessments and work samples. It will be sent home fortnightly for you to track your child's progress. Feel free to call into class to have a look also.

## BEHAVIOUR MANAGEMENT PLAN

All academic research states that children work best in a classroom when clear boundaries are provided regarding classroom behaviour and each person is treated fairly. My classroom management skills are excellent as I am consistent, insistent, and persistent. Behavioural expectations are set, explained, and administered fairly and consistently every day, no exception. Ed Ford states that every teacher has a right to teach, and every student has the right to learn, without interruption. This philosophy is insisted in every class I teach, and it has served me well in controlling behaviour.

Room 8's motto this year is *Leave Your Legacy*. What will the teacher remember about you? How will the 2022 cohort be remembered as the best Year 5 group to go through Dalkeith Primary? This involves all aspects of school life – class work, work ethic, neatness, academic results, behaviour, manners, appearance and movement around the school. We will strive to be the best class in the school.

This coupled with Dalkeith Primary Schools expectations of respect, responsibility and resilience provide clear boundaries of the expected behaviours of the students in Room 8 which align with the whole school PBS model. Within this context, a safe learning space has been established, laying the foundation for students to be challenged and to be held to account. DPS has a 'Student Behaviour Referral Process' which I will follow. It includes both the amber 'Minor Incident Referral Forms' and the pink 'Major Incident Referral Forms'.

Respect	Resilience	Responsibility
<ul style="list-style-type: none"> <li>• Listen attentively with undivided attention</li> <li>• Seek to understand</li> <li>• Be polite and courteous</li> <li>• Be honest and own up</li> <li>• No put downs</li> <li>• Show mutual respect</li> <li>• Share</li> <li>• Be kind</li> <li>• Value and care for the school equipment, environment and learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Even if you are not great at everything, you will be great at something.</li> <li>• Keep going, even if you are finding it hard</li> <li>• Stand up for yourself</li> <li>• Use your initiative to find a solution</li> <li>• Never give up</li> <li>• Bounce back</li> <li>• Try to finish things to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>• Make great choices</li> <li>• Do the right thing</li> <li>• Be organised</li> <li>• Be inspiring</li> <li>• Strive to do your best</li> <li>• Reduce, reuse, recycle</li> <li>• Be reliable and dependable</li> <li>• Follow instructions</li> <li>• Be organised and ready to learn</li> <li>• Listen to others</li> </ul>

# TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40- 8:50	Set up for the day	Set up for the day Mark New Wave Mental and English Skills	Set up for the day Mark New Wave Mental and English Skills	Set up for the day Mark New Wave Mental and English Skills	Set up for the day Mark New Wave Mental and English Skills
8:50-9:50	MATHS <del>Brainsnack</del> : Maths Problem Solving	MATHS <del>Brainsnack</del> : Maths Problem Solving	MATHS <del>Brainsnack</del> : Maths Problem Solving	READING Achievement Standards Assessment Comprehension Test. Spelling: Bingo	ASSEMBLY MATHS PROBLEM SOLVING or DEBATING
9:50-10:50	SCIENCE	WRITING: Year 5s	WRITING: Year 5	MATHS <del>Brainsnack</del> : Maths Problem Solving	DRAMA
RECESS					
11:10-12:10	SPELLING Introduce Spelling words for the week – at level and extension. Define each word for understanding. GRAMMAR: English Skills	11:10 -11:50 READING: Novel Study 11:50 -12:10 SPELLING: Sound Waves Activities	JAPANESE	HASS	PE
12:10-1:10	WRITING:	LIBRARY/BTN	12:10 -12:50 READING: Novel Study 12:50 -1:10 SPELLING: Sound Waves Activities	HASS Novel Study Year 5	WRITING:
1:30-1:50 Oval		1:30-1:50 Oval		1:30-1:50 Oval	
LUNCH					
1:50-3:10	STEM	PBS EARLY CLOSE 2:30	ART 2:50 – 3:10	HEALTH	WHOLE SCHOOL SPORT

## PARENT-TEACHER COMMUNICATION

If you have any questions in relation to your child or our learning program, please do not hesitate to contact me through email [David.logue@education.wa.edu.au](mailto:David.logue@education.wa.edu.au)

Please know that if there is an issue at School, I will be contacting you directly by phone to provide information. Parent teacher relationships are crucial to educating every child and it is essential that we are both on the same page in regard to dealing with any problems.

Parent meetings are scheduled for week 10 this term (April 6<sup>th</sup>), however please email me before then to arrange an interview, if required.

## HOMEWORK

Homework is a part of your child's learning journey. It will generally consist of consolidation and revision of concepts covered in class for Maths and the development of vocabulary, writing and comprehension skills through home reading. Students are encouraged to spend 30 minutes on homework each night. I am aware of the other commitments students may have on some evenings of the week, making the completion of homework on one particular night difficult.

Homework is given Monday to Thursday only and consists of the daily completion of New Wave Mental for Maths and English Skills, which should take no longer than 15 minutes per activity. These are checked and marked every morning at school. Students are expected to read on a daily basis for a minimum of 15 minutes. Students are also encouraged to borrow books from the library, which are suited to their reading Lexile ability and interests.

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. At times, your child may need some assistance with their homework.

Please encourage them to have a go on their own first and inform them to see me about any misunderstandings the following day. I do not encourage homework on weekends.

## **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. My strong recommendation is that your child's iPad remains at school and are used as they are intended; a purposeful tool for learning just like any other item on your child's booklist. If you wish your child to bring their iPad home each night, can you please indicate this on the iPromise agreement. Charging stations are available in each classroom.

## **BIRTHDAYS**

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

## **YEAR 5 CAMP**

The year five students should be heading to Rottneest for a four day camp. The Camp will occur in the first week of Term 4: 11-14 October. Further information regarding the camp will be provided as the date approaches. The educational outcomes of the camp are significant and reflective of the curriculum so everything will be done to try to ensure that it goes ahead.

## **UNIFORMS**

Summer/Winter uniform Monday – Wednesday,  
White Sports Uniform - Thursday  
House Sports Uniform - Friday.

I look forward to meeting you all soon.  
Kind regards,

Mr David Logue  
Year 5 Teacher

## 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.

## **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.

<b>SUMMER Terms 1 and 4</b>	
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	
<b>WINTER Terms 2 and 3</b>	
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	
<b>SPORT:</b> <b>Yrs PP-2 Wed &amp; Fri, Yrs 3-6 Thurs &amp; Fri</b>	<b>CHOIR/ORCHESTRA: Performance</b>
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.