Parent Information Booklet 2017
Room 2
Year 1
Mr Peter McSkimming
peter.mcskimming@education.wa.edu.au
<table>
<thead>
<tr>
<th>Teachers</th>
<th>Year</th>
<th>Room</th>
<th>Roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toni Kay</td>
<td>K</td>
<td>Red</td>
<td>Mon, Wed, Fri</td>
</tr>
<tr>
<td>Marie Tiley</td>
<td>K</td>
<td>Blue</td>
<td>Tue, Thu, Fri</td>
</tr>
<tr>
<td>Celeste Cunningham</td>
<td>PP</td>
<td>PP1</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Jessica Vahala</td>
<td>PP</td>
<td>PP2</td>
<td>Mon-Wed</td>
</tr>
<tr>
<td>Anna Hocken</td>
<td>PP</td>
<td>PP2</td>
<td>Thu-Fri</td>
</tr>
<tr>
<td>Janet Wearne</td>
<td>PP</td>
<td>PP1 &amp; 2</td>
<td>Wed</td>
</tr>
<tr>
<td>Lynne Hamilton</td>
<td>1</td>
<td>1</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Peter McSkimming</td>
<td>1</td>
<td>2</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Aaron Boules</td>
<td>2</td>
<td>3</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Aoife McCabe</td>
<td>2</td>
<td>5</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Lynn Bright</td>
<td>3</td>
<td>6</td>
<td>Mon-Thu</td>
</tr>
<tr>
<td>Sarah McCormick</td>
<td>3</td>
<td>6</td>
<td>Fri</td>
</tr>
<tr>
<td>Stephanie Boyle</td>
<td>3</td>
<td>7</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Nadine Jackson</td>
<td>4</td>
<td>13</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Shauni Redmond</td>
<td>4</td>
<td>12</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Tamara Doig</td>
<td>5</td>
<td>11</td>
<td>Mon-Wed</td>
</tr>
<tr>
<td>Libby Dyde</td>
<td>5</td>
<td>11</td>
<td>Thu-Fri</td>
</tr>
<tr>
<td>Michael Byrne</td>
<td>5/6</td>
<td>10</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Lisa Iannello</td>
<td>6</td>
<td>8</td>
<td>Mon-Wed &amp; Fri</td>
</tr>
<tr>
<td>Nicole Hughes</td>
<td>6</td>
<td>8</td>
<td>Thu</td>
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<table>
<thead>
<tr>
<th>Specialist Teachers</th>
<th>Area</th>
<th>Room</th>
<th>Roster</th>
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</thead>
<tbody>
<tr>
<td>Janice Tesser</td>
<td>Art</td>
<td>Art</td>
<td>Mon-Wed</td>
</tr>
<tr>
<td>Lois Barndon</td>
<td>Japanese</td>
<td>9</td>
<td>Wed-Fri</td>
</tr>
<tr>
<td>Les Thompson</td>
<td>PE</td>
<td></td>
<td>Thu-Fri</td>
</tr>
<tr>
<td>Brooke Milianku</td>
<td>Music</td>
<td>Music</td>
<td>Wed-Fri</td>
</tr>
<tr>
<td>Sarah Fiel</td>
<td>Science P-2</td>
<td>9</td>
<td>Wed-Thu</td>
</tr>
<tr>
<td>Brooke Milianku</td>
<td>Science 3-6</td>
<td>9</td>
<td>Mon-Tues</td>
</tr>
</tbody>
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<table>
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<tr>
<th>Education Assistants</th>
<th>Year</th>
<th>Room</th>
<th>Roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billie Chellew</td>
<td>K</td>
<td>Red</td>
<td>Mon, Wed &amp; Fri</td>
</tr>
<tr>
<td>Sonja Rubio</td>
<td>K</td>
<td>Blue</td>
<td>Tue, Thu &amp; Fri</td>
</tr>
<tr>
<td>Kelly Green</td>
<td>PP</td>
<td>PP1</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Rhoda Napier</td>
<td>PP</td>
<td>PP2</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Mikayla Snow</td>
<td>1</td>
<td>1</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Eliz Harris</td>
<td>2</td>
<td>3</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Stacey Bryce</td>
<td>2</td>
<td>5</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Shanee Sekhon</td>
<td>MiniLit</td>
<td></td>
<td>Mon-Thu (am)</td>
</tr>
<tr>
<td>Lynne Holliday</td>
<td>K</td>
<td>Red</td>
<td>Mon, Wed, Fri</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Staff</th>
<th>Area</th>
<th>Roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Szydlowski</td>
<td>Gardener/Maintenance</td>
<td>Tue, Wed, Fri</td>
</tr>
<tr>
<td>Thomas Wray</td>
<td>Kindy Gardener</td>
<td>Monday (am) &amp; Friday (am)</td>
</tr>
<tr>
<td>Bob Rashidi</td>
<td>Head Cleaner</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Mulu Gola</td>
<td>Cleaner</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Denis Monis</td>
<td>Kindy Cleaner</td>
<td>Mon-Fri</td>
</tr>
</tbody>
</table>
DALKEITH PRIMARY SCHOOL

OUR MISSION STATEMENT

Strive for excellence
Respect and value others
Inspire creativity and innovation
Empower global citizenship

Together we shape the future

OUR SHARED BELIEFS

Kids learn best when:

Stimulating, meaningful experiences are provided
Technology and innovation are integrated in all learning
Reflection becomes a valued part of their learning
Inclusive and co-operative environments are provided
Visible Learning is embedded
Explicit feedback and encouragement is received
SCHOOL BOARD

The role of the School Board is outlined in the Education Act 1999. In essence, the role of the ‘Board’ is one of setting the long term future for the school and maintaining oversight (not management) of the school’s operation. The DPS Board aims to provide additional expertise to help the school achieve the best outcomes for our students.

The responsibilities of the Board are to:
1. work within the Department of Education’s relevant legislation and regulations;
2. contribute to the School Delivery and Performance Agreement and the Business Plan;
3. endorse and review the annual budget;
4. assist with the formulation of Codes of Conduct;
5. review the performance of the school;
6. create interest in the school within and across the community;
7. assist with Principal selection when a vacancy arises;
8. approve fees, charges, contributions and booklists;
9. approve extra optional components of programs;
10. approve arrangements for sponsorship and advertising; and
11. liaise with other committees within the school eg. P&C.

PARENT FUNDED 1:1 IPAD PROGRAM

The Australian Curriculum mandates the integration of Information and Communication Technology (ICT) and the use of digital technologies across learning areas.

Teachers at Dalkeith Primary School, over the past five years, have undertaken extensive research and trials with some of Australia’s leading experts in technology use and found that ICT enhances student outcomes and takes learning to levels not previously possible.

To enact this across the school Dalkeith Primary School launched the 1:1 parent-funded iPad program in 2015 in consultation with the school board and the community through parent forums. Students in years 3-6 are now required to bring an iPad device from home to use at school. School funded iPads are available for those families unable to participate in the program.

Students, parents and teachers that are in 1:1 iPad classrooms will also sign an iPad contract that is a partnership agreement. This addresses filming of individuals, screen time and the use of social media. This is signed in addition to the 3-6 Online User Agreements. These are included in the school diary and are signed by students and parents at the start of the year.

Parents have the option to purchase or lease an iPad in a comprehensive package that includes insurance, technical support and peripheral items from Winthrop Australia. Alternatively students can bring the device in from home. All iPad’s must have a robust cover, insurance and be an iPad Air or Mini (minimum iPad Air is recommended for screen size). There is a list of apps to be installed on the iPad at the start of the year which is available on the school website. Teachers may ask for additional free apps to be installed throughout the year but parents will not be asked to pay for any further apps until the start of the following year.

Parents have the option to store and charge student iPads at school should they wish. It is highly recommended for year 3 students to keep their iPads at school for first term to assist with their transition from year 2. It may be necessary to take the device home periodically to update and back up your child’s iPad. iPads provided by the school for student use will be managed by the school and remain in locked charger trolleys at school overnight. Showcase nights will be offered throughout the year to keep parents informed about how their child is using the iPad at school.

Parents please refrain from sending messages or emails to students during school time.

Please see the school website under For Parents>iPad Information for more information.
Any enquires please email Tamara Doig or Sarah McCormick, Deputy Principal’s at tamara.doig@education.wa.edu.au or sarah.mccormick@education.wa.edu.au.
ICT ACROSS THE SCHOOL

Dalkeith Primary School has a strong commitment to providing students with a 21st century contemporary learning environment. In addition to the 1:1 iPad program in years 3-6, there are MacBook Air laptop available for each classroom to use and access to a bank of 32 MacBook Air laptops. Each 1:1 classroom has an LED display panel with Apple TV for wireless mirroring of computers and iPads to the screen.

All kindergarten to year 2 classrooms are equipped with interactive whiteboards and PP-2 classrooms will have timetabled access to the MacBook Air laptops. K-2 will also have about 10 iPads in their classroom throughout the year.

All classrooms negotiate an iPromise statement that outlines the classroom technology agreement. This is in conjunction with the classroom agreement and the K-2 and 3-6 Online User Agreements. These are included in the school diary and are signed by students and parents.

Wireless access has been installed across the school with all classrooms having their own access points. This ensures that all classrooms are able to use technology with minimal disruption.

A Digital Leaders Program is in place for student technology leaders in years 3-6. Students apply through a digital medium. Successful students are trained in iPad technical help to assist teachers and other students. A contract is signed to ensure that students in the program are kept accountable. An iPad helpdesk will run periodically on the verandah to assist families with any technical issues that arise with their devices.

THE EARLY YEARS - NATIONAL QUALITY STANDARDS

The National Quality Standard is the new benchmark for quality in children’s education and care services in Australia. It is based on comprehensive evidence from national and international research about how educators can best support and promote children’s learning. (http://www.earlychildhoodaustralia.org.au)

At Dalkeith Primary School we strive to provide a high standard of education in the Early Years (K-2). In 2015, staff at DPS began using the NQS documents as a basis for reflection and to engage in regular professional discussion with the aim of developing plans to help improve teacher practice.

The Standards are divided into seven Quality Areas:
- Educational program and practice
- Children’s health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Over the past two years the staff have worked together to develop Quality Improvement Plans (QIPs) for five of the above Quality Areas; Educational Program and Practice, Physical environment, Relationships with children, Collaborative Partnerships and Leadership and service management. The review and improvement process is ongoing. In 2017 we aim to reflect upon and develop QIP’s for Children’s health and safety and Staffing arrangements whilst continuing to improve in all areas of our practice.
Homework is academic work designed to extend the learning, practice and application of skills and ideas taught in the classroom. Homework supports the development of the student as an independent learner providing an opportunity to learn skills such as time management, perseverance, goal setting and critical thinking.

**HOMEWORK RESPONSIBILITIES OF STUDENTS**

Students are responsible for:
- completing work at a standard commensurate with their ability
- completing work independently
- submitting work on time
- communicating with teachers and parents when assistance is required.

**HOMEWORK RESPONSIBILITIES OF PARENTS**

Parents are responsible for:
- supporting students with their work
- communicating high, realistic expectations on the standard of work
- communicating with the teacher any concerns arising
- ensuring that students know ahead of time when homework should be completed each night.

The following is a guide to the types of homework likely to be provided at Dalkeith Primary.

**YEAR 1-3**
- Home reading of teacher provided books
- Home reading of individual choice books
- Learning of spelling words
- Mental math activities reinforcing number combinations and processes
- Collecting simple data (eg record what you ate for dinner) to support class work
- Mathletics tasks assigned by teacher

**YEAR 4-6**
- As for year 1-3
- Finishing off class work not completed during the school day
- Research to support class work or study projects
- Planning or refining draft work commenced in class
- Weekly assignments or activities reinforcing concepts currently being taught in class, or providing remediation or extension of skills and concepts learnt in class

Music practice for those students involved in the SIM program is in addition to class homework.

**SOME 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 in completing their homework as they reach middle / upper primary.

The time spent on homework depends on the child and homework set for that week. As a general guide junior primary students may spend between 5 and 15 minutes each night, middle primary 20 minutes and upper primary students approximately 30 minutes a night.

**READING**

Reading plays an integral part in all aspects of learning. It is important to encourage reading of all text types and check for comprehension of the written word. It is requested that you continue home reading of at least 15 minutes each night and sign the homework diary. Junior students have selected home
readers from their teacher while senior students are to independently select suitable texts for home reading.

To help your child with reading:

- Have a routine of reading every day with most oral reading done by the child. This can be accompanied by oral reading by you where you become the role model. This is one of the best ways of developing lifelong positive attitudes to reading and an understanding of print and books.
- Praise every effort in reading, especially where confidence is low. Don’t compare a child’s performance with that of relatives or friends.
- Be seen as a reader yourself. Take the family to the local library. Help in selecting books but resist the temptation to impose your own choices.
- Give books as presents.
- Encourage the routine of reading in bed before lights out.
- Encourage good use of the school library and ask “What have you borrowed this week? Would you like to read some of it to me?”

Reference: *Parents Teachers Partners by Barry Dwyer*

Further:

- Provide a suitable reading environment that is quiet, comfortable, and relaxing for both you and your child and free from interruptions. Reading time should be enjoyable, interesting, passionate, and full of opportunities to praise your child.
- Encourage your child to guess what the story is about.
- Praise when your child suggests an idea or word that you know will come up in the story.
- Ask questions like: “What can you tell about the story from the picture?” “What do you think will happen in the story?”
- Talk about the start of the story, what happened by the end of the story, the people in the story.
- Mention the person who wrote the story – the author and the person who did the illustrations – the illustrator.
- Make sure that whenever your child reads, it is a complete story, chapter or thought.

Extract from *READIT Home Reading Middle Level* p. 11 and 15.

**MATHEMATICS**

To help your child with primary school maths:

- Maths is about understanding number patterns.
- Saying “I was bad at maths too” lowers children’s own expectations of themselves.
- There is always more than one way to get the right answer.
- Mental strategies, for example using number lines, to work problems out in their head.
- Ask “What is the question asking you?”
- Practise the times tables.
- Don’t jump in with the answers.
- Stay positive and encourage think time.
- Talk positively about maths so your child also values it.
- Play games with your child, which involve adding dice or numbers.
- Ask your child how they work out maths problems; it helps them reflect on their strategies and boosts their confidence.
- Point out maths in everyday life with your child whenever you can.
- Talk to the teacher if your child needs more help with homework.
- Provide some concrete resources at home, for example counters, to help with maths tasks.

**HOMEWORK DIARIES**

Year 1-3 students are requested to buy a homework diary to assist students, parents and teachers with communication between home and school. The students will fill out the diary each day with assigned homework and any notes or communication for parents. It is expected parents will sign the diary once a week and use this diary in addition to e-mailing as a form of communication. Students in year 4-6 will
be using their iPads as a diary to assist in developing their independent organisational skills. Students will be explicitly taught how to use notifications and reminders that will alert students of homework and school requirements.

**ATTENDANCE**

Attendance of students, in years PP-6, is compulsory. It is expected that all students attend a minimum of 90% of the school year. At Dalkeith Primary School we strive for a target of 96%. In order to achieve this we encourage parents to;

- carefully plan holidays to avoid clashes with school term dates
- ensure punctuality as lateness is recorded
- schedule appointments outside of school hours

All absences require written or verbal confirmation from parent to teacher. Excessive absences will be followed up by administration.

If your child is absent from school we request you send an **SMS to 0417 948 524** (automated service) as early as possible and leave a message stating:

- Your child’s name
- Room number
- Reason for absence

**Late arrivals**

Parents and caregivers must sign students in at the front office if arriving after 9am.

**Early Departures**

Parents and caregivers must sign students out at the front office if departing before 3:10pm.

**Extended Vacation**

Families who take vacations for longer than are week are asked to inform the Principal via email prior to the vacation.

**HOURS OF INSTRUCTION**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Primary School Years 1-6</td>
<td>8:50am – 3:10pm</td>
<td></td>
</tr>
<tr>
<td>Tuesdays early close:</td>
<td>2:30pm</td>
<td></td>
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<tr>
<td>Pre-primary Centre (5 full days)</td>
<td>8:50am - 3:05pm</td>
<td></td>
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<tr>
<td>Tuesdays early close:</td>
<td>2:30pm</td>
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</tr>
<tr>
<td>Kindergarten</td>
<td>8:50am - 3:00pm</td>
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<tr>
<td>Tuesdays early close:</td>
<td>2:30pm</td>
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</tr>
<tr>
<td>Red</td>
<td>Week 1</td>
<td>Monday, Wednesday &amp; Friday</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Monday &amp; Wednesday</td>
</tr>
<tr>
<td>Blue</td>
<td>Week 1</td>
<td>Tuesday, Thursday &amp; Friday</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Tuesday &amp; Thursday</td>
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**DAILY TIMETABLE (Years PP-6)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Classroom opens</td>
<td>8:40am</td>
</tr>
<tr>
<td>Start Instruction</td>
<td>8:50am</td>
</tr>
<tr>
<td>Morning recess</td>
<td>10:50am to 11:10am</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:10pm to 1:50pm</td>
</tr>
<tr>
<td>School closes</td>
<td>3:10pm</td>
</tr>
</tbody>
</table>
School closes for PP 3:05pm  
School closes for Kindy 3:00pm  
EARLY CLOSE EVERY TUESDAY 2:30pm

Before School Supervision
Students who arrive at school before 8:20am are asked to sit on the verandah in front of the administration block. At 8:20am the duty teacher will release the students to participate in supervised fitness activities until classroom doors open at 8:40am.

After School Duty of Care
The school does not provide supervision for students once they have left the classroom therefore we ask that parents note that students may only use the school playgrounds under parent supervision.

Kiss and Drop Parking Zone
A section of parking on the northern side of the school is now a Kiss’N'Drop zone between the hours of 7:30-9:00am and 2:30-4:00pm. The zone will be supervised by staff to ensure the safety of the students both before and after school. Parents are asked to stay in their car whilst parked in the zone during these times.

Out of Hours School Care
Camp Australia provides both before and after school care on-site; [www.campaustralia.com.au](http://www.campaustralia.com.au)

PUNCTUALITY
Parents are asked to ensure that children are at school prior to the siren at 8:50am. It is important for parents to exit the Pre-primary prior to 9am for the start of instruction. Parents are asked to ensure that children are collected or leave the school grounds promptly after school unless special arrangements have been made by parents or teachers.

TERM DATES

Please note that term dates may differ from other public schools. As an IPS school, we have planned student free days throughout the school year to meet the needs of our community.

| Term 1 Commences: | Tuesday 1 February to Friday 7 April 2017  
| Holidays: | Saturday 8 April to Tuesday 25 April 2017 |
| Term 2 Commences: | Wednesday 26 April to Friday 30 June 2017  
| Holidays: | Saturday 1 July to Sunday 16 July 2017 |
| Term 3 Commences: | Monday 17 July to Friday 21 September 2017  
| Holidays: | Saturday 22 September to Monday 9 October 2017 |
| Term 4 Commences: | Tuesday 10 October to Thursday 14 December 2017 |

STUDENT FREE DAYS 2017
| Monday | 30 January |
| Tuesday | 31 January |
| Monday | 24 April |
SPECIAL EVENTS 2017
Parent Information Evening 9 February at 5:30pm
Parent/ Teacher interviews 28 March, School concludes for students at 11:40am
Community ANZAC Service 7 April at 7:30am. School concludes 1:40pm
Reports issued Semester 1 - 23 June
Semester 2 – 11 December

PUBLIC HOLIDAYS
Labour Day 6 March Good Friday 14 April
ANZAC Day 25 April Easter Monday 17 April
WA Day 5 June
Queen’s Birthday 25 September

STUDENT BEHAVIOUR POLICY

Dalkeith Primary School is currently reviewing and updating its student behaviour policy in accordance with the Department of Education’s Policy.

RATIONALE
Dalkeith Primary School provides every student with the educational support the student needs to learn and maintain positive behaviour.

The student behaviour procedures that accompany the policy will:
- document a whole school plan to support positive student behaviour;
- implement the whole school plan to support positive behaviour; and
- provide individual student behaviour support where the need is identified.

POSITIVE BEHAVIOUR SUPPORT PROGRAM (PBS)

In 2015 Dalkeith commenced the PBS initiative. Through the program the school decided upon three expected behaviours:

RESPECT, RESPONSIBILITY, RESILIENCE

The following expected behaviour matrix is in draft form and forms the basis of behaviour management. It will be reviewed at the end of term one.

EXPECTED BEHAVIOURS MATRIX

<table>
<thead>
<tr>
<th></th>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school community</td>
<td>Wear your school uniform with pride</td>
<td>Be prepared and punctual equipment</td>
<td>Be positive</td>
</tr>
<tr>
<td></td>
<td>Walk quietly on paths and verandahs</td>
<td>Bring and return required equipment</td>
<td>Come ready to learn</td>
</tr>
<tr>
<td></td>
<td>Move with your class</td>
<td>Pack resources away neatly</td>
<td>Be brave and bounce back</td>
</tr>
<tr>
<td></td>
<td>Use quiet voices in working areas</td>
<td>Model good behaviour</td>
<td>Encourage others to participate</td>
</tr>
<tr>
<td></td>
<td>Speak positively</td>
<td>Take ownership of your actions</td>
<td>Try to include others</td>
</tr>
<tr>
<td></td>
<td>Accept other’s differences</td>
<td></td>
<td>Have a go</td>
</tr>
<tr>
<td></td>
<td>Be polite and courteous to everyone</td>
<td></td>
<td>Try your best</td>
</tr>
<tr>
<td></td>
<td>Keep the environment clean and tidy</td>
<td></td>
<td>Be a role model</td>
</tr>
</tbody>
</table>
### Our learning areas
- Listen to and follow all instructions
- Raise your hand to speak
- Work cooperatively with others
- Take turns when talking
- Listen actively
- Share equipment
- Use quiet voices
- Leave the area neat and tidy
- Take pride in your work
- Follow the iPromise agreement
- Stay on task
- Use equipment properly
- Wait for teacher presence or permission before entering classrooms
- Take care of your belongings
- Persevere with all tasks
- Ask for help
- Seek solutions
- Set, work toward and reflect on goals

### Our school grounds
- Share the play space and equipment
- Use a friendly tone of voice
- Put your hand up to be dismissed at lunchtimes
- Use toilets appropriately
- Keep your hands and feet to yourself
- Be respectful of others and their games
- Take turns and give others a go
- Take care of our grounds and gardens
- Play inside the boundaries
- Ask permission before retrieving equipment
- Be sun smart – wear your hat
- Zip your bag and hang it on the hook
- Line up quickly and quietly
- Report unsafe behaviour
- Use the toilet during break times
- Play safely
- Use the recycling and litter bins
- Seek help if you have a problem
- Agree to and follow the rules
- Use the friendship bench
- Be a problem solver
- Join in
- Have fun
- Make safe choices

### Our excursions
- Wear the correct uniform
- Use courtesy words (please, thank you, excuse me etc)
- Wear hat outdoors only
- Hands up to speak
- Show respect towards all people; helpers, guides, members of the public
- Respect the environment you are in
- Use quiet voices
- Return permission slips on time (by the deadline)
- Walk with your group
- Follow instructions the first time you are given them
- Bring everything you need
- Look after your belongings
- Show appreciation
- Make safe choices
- Be positive
- Actively listen
- Persist and persevere
- Enjoy and encourage your group and team

### CODE OF CONDUCT
Parents and carers are asked to refer to the Code of Conduct for Carers on the Dalkeith Primary School website.

### PREVENTING AND MANAGING BULLYING
Dalkeith Primary School aims to offer a safe, caring and inclusive learning environment. All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other. We treat bullying as a serious issue.

### WHAT IS BULLYING?
Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion.

### TO PREVENT BULLYING
- Treat others with care and respect.
- Work to create an inclusive school environment for all.
- Learn to tolerate and accept individual differences.
- Understand your rights and responsibilities

### PARENTS CAN HELP
**TAKE AN ACTIVE INTEREST**
- in your child’s social life.
• in what is happening at school.

ENCOURAGE YOUR CHILD
• to bring friends home.
• to accept and tolerate differences in others.

BUILD THEIR SELF-CONFIDENCE
• by recognising and affirming their positive behaviour.
• by valuing them for who they are.

DISCUSS WITH YOUR CHILD
• the school’s expectations about rights and responsibilities.
• ways to respond if their rights are infringed.

ENCOURAGE CONSTRUCTIVE RESPONSES
• all types of bullying should be reported.
• hitting back or retaliating with negative behaviour won’t solve the problem.

SET AN EXAMPLE
• be firm but not aggressive in setting behaviour limits.
• be positive in things you say and do.

BE ALERT FOR SIGNS OF DISTRESS
• unwillingness to attend school.
• dropping off in academic performance
• damaged clothing and frequent loss of personal property.
• loss of confidence and uncharacteristic mood changes.
• withdrawal from social activities.

ACT
• if your child is being bullied at school report it to the teacher – do not approach other students.
• your report will be followed up.

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**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.
HEALTHY FOOD AND DRINK POLICY

PURPOSE

Dalkeith PS is committed to creating an environment that promotes learning and teaches good eating and physical activity patterns for long term health.

Dalkeith PS is well placed to support healthy eating and reinforce nutrition messages being taught in the classroom by modelling healthy food and drink choices that are tasty, interesting and affordable. Along with the requirement that students participate in a minimum of two hours of physical activity, the healthy food and drink policy is another step in ensuring our children are fit and healthy.

Implementation Strategies:
1. Classroom rewards not to include food.
2. P&C lunches to include food choices from Green and Amber.
3. Class parties and special celebrations - parents to provide food from Green and Amber.
4. Curriculum activities including food (eg. cooking, excursions, camps) to be selected from Green and Amber. If foods from Red are required for a specific purpose, written parent/caregivers permission to be sought (see letter to parents/caregivers appendix).
5. Birthday cakes not permitted during the school day.
6. Parents/caregivers are encouraged to follow traffic light system when packing lunchboxes.
7. Information provided to parents/caregivers through newsletter.

Dalkeith Primary School has an online lunch ordering system that complies with the school’s healthy food and drink policy. Further information can be found at www.schoollunchonline.com.au

CRUNCH AND SIP

‘Crunch & Sip’ encourages students to eat fruit or salad vegetables and drink water in the classroom. Dalkeith Primary School has introduced ‘Crunch & Sip’ to support students to establish healthy eating habits whilst at school.

The objectives of the ‘Crunch & Sip’ are to:
1. Increase awareness of the importance of eating fruit or vegetables and drinking water every day.
2. Enable students, teachers and staff to eat fruit or vegetables as ‘Crunch & Sip’ in the classroom.
3. Encourage students, teachers and staff to drink water throughout the day in the classroom, during break times and at sports, excursion and camps.
4. Encourage parents to provide students with fruit or vegetables every day.
<table>
<thead>
<tr>
<th>GREEN FOODS – FILL THE MENU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breads</strong></td>
<td>A variety of bread types</td>
</tr>
<tr>
<td><strong>Cereal foods</strong></td>
<td>Wholegrain cereals, pasta, noodles, rice</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>Vegetables and salads (reduced fat dressing only) all salad mixtures</td>
</tr>
<tr>
<td><strong>Fruit</strong></td>
<td>Fresh, frozen and tinned (in natural juices)</td>
</tr>
<tr>
<td><strong>Legumes</strong></td>
<td>Tinned (eg bean mix, kidney beans), cooked</td>
</tr>
<tr>
<td><strong>Reduced fat dairy products</strong></td>
<td>Reduced fat milk (plain and flavoured), yogurt (fresh, frozen, plain or fruit), cheese</td>
</tr>
<tr>
<td><strong>Lean meat, fish, poultry and alternatives</strong></td>
<td>All lean meats, chicken (no skin) or registered meats, fish (eg tuna, salmon, sardines), and egg</td>
</tr>
<tr>
<td><strong>Sandwich fillings</strong></td>
<td>All lean meats, lean chicken, fish, canned corn/corn kernels, egg, Canned spaghetti (reduced salt), salads, baked beans, low fat cheese, hummus, vegemite, yeast spreads and fish spreads</td>
</tr>
<tr>
<td><strong>Hot food</strong></td>
<td>Jaffles/hot rolls/toasted sandwiches (fillings as for sandwich fillings), baked potatoes, rice, soups, toast, English muffins, crumpets (wholemeal), raisin toast, and meals meeting the criteria for registration such as curry and rice and pasta dishes</td>
</tr>
<tr>
<td><strong>Snacks</strong></td>
<td>Yogurt, scones, raisin or fruit bread, pikelets, cheese sticks, bread sticks, bruschetta, water crackers, rice cakes, rice crackers, popcorn (plain/low fat/flavoured), dried fruit, seed packs, trail mix based on breakfast cereals, registered snacks</td>
</tr>
<tr>
<td><strong>Drinks</strong></td>
<td>Water, reduced fat milk, fresh fruit milkshakes, soy, 100% fruit juice (small size), plain mineral water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMBER FOODS – SELECT CAREFULLY AND LIMIT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast Cereals</strong></td>
<td>Refined cereals with added sugar</td>
</tr>
<tr>
<td><strong>Full fat dairy foods</strong></td>
<td>Milk, yoghurt, custard, low fat dairy desserts and cheese</td>
</tr>
<tr>
<td><strong>Savoury commercial products</strong></td>
<td>Registered products such as ovenable fish/chicken/potato portions should be chosen because they are low in fat/salt</td>
</tr>
<tr>
<td><strong>Snack food bars</strong></td>
<td>Registered products such as breakfast bars, cereal bars and fruit bars</td>
</tr>
<tr>
<td><strong>Savoury snacks</strong></td>
<td>Registered products such as such as oven baked vegie chips, garlic and herb bread (lightly spread)</td>
</tr>
<tr>
<td><strong>Cakes, muffins and sweet biscuits</strong></td>
<td>Registered products such as cakes, muffins and biscuits (reduced fat and/or sugar and based on wholemeal flour)</td>
</tr>
<tr>
<td><strong>Ice-creams, ice blocks, fruit based icypoles and slushees</strong></td>
<td>Registered ice-creams, milk based confectionary, frozen yoghurt and icecream</td>
</tr>
<tr>
<td><strong>Drinks</strong></td>
<td>Fruit drinks, mineral waters flavoured with fruit juice, low joule cordials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RED FOODS – OFF THE MENU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sugar and artificially sweetened drinks</strong></td>
<td>Soft drinks artificially sweetened soft drinks, energy drinks, cordials, sports drinks and mineral waters flavoured with sugar, high caffeine drinks</td>
</tr>
<tr>
<td><strong>Confectionary</strong></td>
<td>All types, caramelised popcorn</td>
</tr>
<tr>
<td><strong>Pastry Items</strong></td>
<td>All types that do not meet the criteria for registration</td>
</tr>
<tr>
<td><strong>Sandwich Meats</strong></td>
<td>High fat sandwich meats including polony and salami</td>
</tr>
<tr>
<td><strong>Deep Fried Foods</strong></td>
<td>All types</td>
</tr>
<tr>
<td><strong>Savoury Snacks</strong></td>
<td>Crisps, chips and other similar products that do not meet the criteria for registration</td>
</tr>
<tr>
<td><strong>Ice-Creams</strong></td>
<td>Chocolate coated and premium ice-creams</td>
</tr>
<tr>
<td><strong>Sandwich Fillings</strong></td>
<td>Honey, jam, chocolate spreads, confectionary sprinkles</td>
</tr>
<tr>
<td><strong>Cakes, muffins and sweet pastries</strong></td>
<td>Croissants, doughnuts, cream filled buns/cakes, sweet pastries and slices</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garnet polo shirt with school emblem</td>
<td>School checked cotton dress</td>
</tr>
<tr>
<td>Grey shorts</td>
<td>Blue sandals (not thongs or platform) or</td>
</tr>
<tr>
<td>Black shoes and grey socks or blue sandals</td>
<td>White socks and black shoes</td>
</tr>
<tr>
<td>School hat with emblem</td>
<td>School hat with emblem</td>
</tr>
<tr>
<td>School windcheater</td>
<td>School windcheater</td>
</tr>
</tbody>
</table>

**WINTER Terms 2 and 3**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garnet polo shirt with school emblem</td>
<td>Tartan school pinafore or skirt</td>
</tr>
<tr>
<td>School windcheater</td>
<td>White short sleeve blouse</td>
</tr>
<tr>
<td>Grey shorts</td>
<td>School windcheater</td>
</tr>
<tr>
<td>Black shoes and grey socks</td>
<td>White school socks or navy tights</td>
</tr>
<tr>
<td>School hat with emblem</td>
<td>Black shoes (not platform)</td>
</tr>
<tr>
<td>School windcheater</td>
<td>School hat with emblem</td>
</tr>
</tbody>
</table>

**SPORT:**  
Yrs PP-3 Wed & Fri, Yrs 4-6 Thurs & Fri

<table>
<thead>
<tr>
<th>Boys and Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>White polo shirt with school emblem</td>
<td>Grey shorts, garnet polo shirt, grey socks, black shoes</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
<tr>
<td>House polo shirt (Friday only)</td>
<td>Garnet piped taslon shorts</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
<tr>
<td>Garnet track pants (term 2 and 3)</td>
<td>School windcheater</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
<tr>
<td>School windcheater</td>
<td>White school sports socks</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
<tr>
<td>Sneakers</td>
<td>School hat with emblem</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
</tbody>
</table>

**CHOIR/ORCHESTRA: Performance**

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.
LANGUAGES – JAPANESE – LOIS BARNDON

All students in years 3-6 at Dalkeith Primary School study Japanese for an hour each week. This hour is spent learning the basics of the language, and is a 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.

Japanese lessons follow a similar format at all levels. We begin with greetings and Japanese songs to practise pronunciation and intonation, then we proceed to a drill of the hiragana characters. After that we may spend time writing, reading and/or practising oral speech. 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. Parents may wish to download this app to assist with language development.

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. Until students have recall of these and a large vocabulary plus a significant amount of grammar, oral speech will be limited. Therefore, Ms Pekin and I have agreed that until Yr 5, the common written language will be romaji, which is the use of roman letters to represent Japanese sounds. Please be patient - the languages curriculum is a continuum of learning and extends beyond primary school. Each student will be given the opportunity to present in front of the class or at an assembly this year. They may not wish to speak in public when they start studying Japanese, but I will endeavour to develop their confidence and repertoire over time.

My email address is: lois.barndon@education.wa.edu.au. You are welcome to contact me with any concerns.

Barndon sensei

MUSIC – BROOKE MILIANKU

All students from Pre-primary to year 6 participate in weekly classroom music lessons. Students are taught from the Western Australian Curriculum for Music. Strands include: Making and Responding.

ORCHESTRA YEAR 4-6
Orchestra rehearses on Thursday mornings from 7.45-8.45am. The orchestra includes violin, viola, cello and double bass. All students who learn through the SIM program are expected to join and be committed members of orchestra. Any student in year 4-6 who has approximately one year’s playing experience is eligible to join orchestra.

CHOIR YEAR 4-6
All year 4-6 students will participate in unison singing within classroom music and will perform together as a choir at school events such as the ANZAC Service and Graduation Ceremony etc.

EXTENSION CHOIR YEAR 4-6
In 2017 there will be extension choral program for year 4-6 students. This choir seeks to engage students who show a passion for music and will perform at out of school events such as the WAGSMS Concert series at the Crown Theatre. The extension program rehearses twice a week: before school on Wednesdays from 7.45-8.45am and on Friday lunchtimes.
YEAR 3 CHOIR
Choir is embedded into weekly classroom music lessons and will involve all students in year 3. Room 6 and room 7 will combine and perform in the Children Sing Festival in term 2. The aim is to develop unison singing and beginning exploring harmony.

YEAR 2 CHOIR
Choir is embedded into weekly classroom music lessons and will involve all students in year 2. Room 3 and Room 5 will combine to perform at various community events. The aim of year 2 choir is to develop unison singing.

Brooke.milinaku@education.wa.edu.au

PHYSICAL EDUCATION – LES THOMPSON
I am the PE teacher for all year 3-6 students and I will be at school every Thursday and Friday to teach your children. I have been a teacher for over 25 years and I am passionate about all sports and fitness and I look forward to working with your children this year. Please remember to send your child appropriately dressed and ensure your child has a drink bottle and a hat on these days. It is really important that if your child is unable to participate in their PE lesson that you email me directly at les.thompson@education.wa.edu.au and also let the classroom teacher know.

We have a whole school focus on building up the students' fitness this year together with all their other sporting and teamwork skills. Each term there will be a fitness Beep Test and the students' will set their personal goals for the term and for the year.

Throughout the year we have many training opportunities and carnivals and I rely heavily on parents for assistance and support. So when the time comes, feel free to email me your availability or if you have any other questions or queries please don’t hesitate to get in touch.

Thank you and best wishes.
Les Thompson

PHYSICAL EDUCATION – KIDS’N’SPORT
Students in P-2 classes will participate in a Kids ‘n Sport session each Wednesday as part of the physical education program. Kidz ‘n sport will be focusing our attention to the following skills:

- Catching – static and moving
- Throwing – static and moving
- Running- basic techniques to enhance speed including relay carnival races with baton changes
- Agility – being able to change direction when running
- Teamwork
- Listening skills
- Persistence and determination
- Self confidence

Our amazing range of activities and equipment helps us keep the children engaged at every lesson.

Please remember to send your child dressed in their white sports t-shirt, shorts and sneakers on this day. Apply sunscreen before school, especially on hot days and ensure your child has a drink bottle and a hat.

Mike Mellor
Franchisor
mikem@kidznsport.com.au
www.kidznsport.com.au
**SCIENCE – SARAH FIEL AND BROOKE MILANKU**

We have two science specialists at Dalkeith Primary. Leading the junior primary is Sarah Fiel (P-2) and the upper primary (3-6) is Brooke Milianku. Both are experienced science teachers who teach all lessons from the Western Australian Curriculum.

The focus for science across all years is the inquiry process. This underpins all topics and is the basis for all our investigations. The inquiry process supports the four topic areas of physical, earth and space, chemical and biological science. For 2017, as a whole school we will be reporting on earth and space and the inquiry process.

Sarah.fiel@education.wa.edu.au  
Brooke.milianku@education.wa.edu.au

**VISUAL ARTS – JANICE TESSER**

My name is Janice Tesser and I will teach the visual art program for P-6 students. Every class will take part in one hour of visual art per week.

Students will participate in an engaging program developing a wide range of skills. They will learn various aspects of visual art including; clay work, drawing, painting and construction which will embrace the wide diversity of arts from other cultures.

They will learn about various artists and aim to recreate work using similar techniques. Students will make use of iPads to create multimedia art pieces through various apps and programs. Students are always encouraged to express their creative thinking ideas and skills and appreciate and value the worth and importance of art as it surrounds them and influences their choices.

Students are expected to respect the art room environment by behaving in a courteous and encouraging manner.

The year 3-6 classes are required to have a visual art diary that must be brought to each lesson. They will be given a task each week to complete in their diary. All students are required to wear an art shirt to protect their school uniform.

Looking forward to an exciting year in the visual art field.

Janice.tesser@education.wa.edu.au

**CURRICULUM SUPPORT PROGRAMS**

Dalkeith Primary School currently offers Early Years Enrichment, STEM enrichment and MiniLit and MultiLit 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. The literacy intervention programs are funded by the P&C Association. 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.
My name is Peter McSkimming and it is my pleasure to be teaching your children this year. Year 1 is a formative year in your child’s education. I will be applying the knowledge and understandings we learn about to many real life and imaginary situations. It will be my aim to provide a stimulating, interesting and challenging learning environment throughout the year.

CLASSROOM PHILOSOPHY

As an educator I aim to develop students as a whole, incorporating their cognitive, physical, social and emotional needs. I aim to provide a warm, positive, secure and flexible learning environment where each student will see themselves as a successful learner. My learning program will aim to cater for all students and their individual needs and differences.

It is a goal within the classroom to develop the ability to think and work independently as well as cooperatively while respecting and accepting each person’s differences. 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 Western Australian Curriculum.

ASSESSMENT PROCEDURES

Assessment is an ongoing process throughout the year. Each student will be constantly assessed through tests, observations, concrete tasks and work samples.

Each student will be focused on their achievements and encouraged to move out of their comfort zone to meet the next challenge. I will be encouraging each child to take responsibility for their learning. The students will be encouraged to look at their work and learn to set goals for improvement, and their continuing development.

I will be sending home your child’s tests for your perusal. Please sign these tests and return them to me. Please look at each test with your child, so that you can encourage them in their academic endeavours.

CLASSROOM ROUTINE

Each morning the classroom door will be open at 8:40am, for students to enter and prepare for the day. Students will participate in our whole school Crunch & Sip program. This allows students to bring fruit, vegies and their water bottle into the classroom, and then to consume these throughout the day. Please do not include any sticky fruits such as oranges, tomatoes, pineapple, etc. for crunch & sip. We have a strict no nuts policy. Studies have shown that concentration is better maintained, with the regular sipping of water throughout the day. Please encourage your child to bring a water bottle to school every day.

It will be your child’s responsibility to change their reading books each morning before the bell. This is also the time for them to ensure that their trays are neat and tidy and their equipment is ready for the day ahead.
BEHAVIOUR MANAGEMENT PLAN

We will follow the school policy plan for behaviour management. As a class we have discussed the rules necessary to create a positive working environment for all. Our class agreements are:-

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask before you touch any students’ equipment</td>
<td>• Keep our trays neat and tidy</td>
<td>• Persevere</td>
</tr>
<tr>
<td>• Speak kindly to one another</td>
<td>• Take care of our belongings</td>
<td>• Display a positive attitude towards learning</td>
</tr>
<tr>
<td>• One person speaks at a time</td>
<td>• Be organised and ready to learn</td>
<td>• Set and work towards your goals</td>
</tr>
<tr>
<td>• Raise your hand to speak and wait</td>
<td>• Put things back where they belong once you have finished using them</td>
<td>• Try to do your best at all times</td>
</tr>
<tr>
<td>• Remember to always use your manners</td>
<td>• Ask for help when you need it</td>
<td></td>
</tr>
<tr>
<td>• Treat each other with kindness and respect</td>
<td>• Walk inside our classroom</td>
<td></td>
</tr>
</tbody>
</table>

I use many varied reward systems including; a peg board system of visual encouragement and consequences, raffle tickets, marbles in a jar, prizes and privileges.

PARENT-TEACHER COMMUNICATION

Parent and teacher communication is encouraged and can involve a variety of approaches. Parent interviews are welcomed and a time can be arranged with me. I am available for an informal discussion before and after school but please remember that this time can be hectic so any formal discussions are best arranged at a more suitable time.

Any informal communication may also be written in your child’s home reading diary but please remember to remind your child to show me the message in the morning. All absences need to be explained with a written note. I can also be contacted via email peter.mcskimming@education.wa.edu.au

HOMEWORK

Homework is an integral part of your child’s learning. It will take the form of consolidation and revision of work covered in class. Homework consists of:

1. **Mathletics** – all students will be issued with a user name and password for access to this website. Your child is encouraged to complete 10 minutes of activities on this site each evening. I shall monitor and track the individual performance of each child’s progress.

2. **Reading** – reading at home is an important part of our classroom curriculum. Each night your child should read aloud for ten minutes. On completion of their reading, please sign their diaries to acknowledge completion of this activity. On completion of their home reading book, it is your child’s responsibility to select a new book from their year level appropriate reading basket. Parents are encouraged to assist with this process. Please record the new title in your child’s home reading diary. After having read for 25 nights the children are rewarded by visiting Mrs Tucker in person.

3. **Spelling** – each week you child will be sent home with a list of words to learn. Please help your child to learn these words each week. They will be tested on these words and the test will be sent home in their test folder for you to sign.

CAFÉ DALKEITH/FROSTY FRUIT FRIDAY

Throughout the term the year 6 students sell homemade treats or Frosty Fruits as part of their fundraising program. All students are given an opportunity to purchase a treat for $1.00. Please see the term planner for Café Dalkeith/Frosty Fruit Friday dates and send some money with your child if you wish for them to be involved.
Please note students with allergies to food and nuts will be assisted in their purchasing. It is also a great idea to provide an alternative treat in their lunch box on this day.

Please note students with allergies to food and nuts will be assisted in their purchasing. It is also a great idea to provide an alternative treat in their lunch box on this day.

PARENT HELP ROSTER

Our parent help roster will commence in Week 3. Parent help usually goes from 8.50 – 10.50am. In this time we cover phonics, spelling and literacy. Parents usually take responsibility for working with small groups of children during these lessons. There is a parent help roster sheet located on our classroom door; please feel free to add your names as often as you like. Your assistance will be really appreciated.

UNIFORM – WHAT TO WEAR & WHEN

<table>
<thead>
<tr>
<th>Day</th>
<th>Outfit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>sport shorts and white shirt for Blueearth</td>
</tr>
<tr>
<td>Tuesday</td>
<td>dress/grey shorts and garnet shirt</td>
</tr>
<tr>
<td>Wednesday</td>
<td>sport shorts and white shirt for Kids ‘n’ Sport</td>
</tr>
<tr>
<td>Thursday</td>
<td>dress/grey shorts and garnet shirt</td>
</tr>
<tr>
<td>Friday</td>
<td>sport shorts and house shirt</td>
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</table>

BLUEARTH

In 2017 we will again be engaging in the Bluearth program. This program is designed to strengthen cooperative skills, intra personal skills and core body strength by engaging in movement, play and reflection. We will be participating each Monday afternoon, under the guidance of an accredited Bluearth coach.

Regards,

Peter McSkimming
Year 1 Classroom Teacher
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>8.50 - 9.30</td>
<td>Spelling</td>
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<td>Assembly</td>
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<tr>
<td>9.30 - 10.00</td>
<td>Phonics</td>
<td>Library</td>
<td>ORAL LANGUAGE</td>
<td>Literacy</td>
<td>Spelling</td>
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<td>10.00 - 10.30</td>
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<td>Writing</td>
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<td>10.30 - 10.50</td>
<td>Writing</td>
<td>Grammar</td>
<td>Phonics</td>
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<td>Writing</td>
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<td>10.50 - 11.10</td>
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<td>11-10 - 11.40</td>
<td>ART</td>
<td>Maths</td>
<td>KIDS’NSPORT</td>
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<td>Collaborative DOTT</td>
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<td>12.10 - 12.40</td>
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<td>Computer Time</td>
<td>MUSIC</td>
<td>SCIENCE</td>
<td>Buddies Week</td>
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<tr>
<td>12.40 - 1.10</td>
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<td>Technology</td>
<td>Handwriting</td>
<td>SCIENCE</td>
<td>Writing</td>
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<td>Maths</td>
<td>History</td>
<td>Geography</td>
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<td>Book Exchange</td>
<td>2.20 - 2.50</td>
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