# DALKEITH PRIMARY SCHOOL STAFF

**Principal**  
Suzanne Pekin

**Deputy Principal**  
Nicole Hughes (Student Services)

**Deputy Principal**  
Sarah McCormick/Tamara Doig (Instructional Leadership)

**School Psychologist**  
Erin Dunstan

**Manager Corporate Services**  
Aileen Milford

**Administration**  
Bev Davis; Jay Freeman

**Library Officer**  
Jane Zupp

**Uniform Shop**  
Kate Bailey

## Teachers

<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>
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<tr>
<td>Stephanie Boyle</td>
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<td>7</td>
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<tr>
<td>Nadine Jackson</td>
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<tr>
<td>Shauni Redmond</td>
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<td>12</td>
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<tr>
<td>Tamara Doig</td>
<td>5</td>
<td>11</td>
<td>Mon-Wed</td>
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<tr>
<td>Libby Dyde</td>
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<td>Thur-Fri</td>
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<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>
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<tr>
<td>Nicole Hughes</td>
<td>6</td>
<td>8</td>
<td>Thu</td>
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## Specialist Teachers

<table>
<thead>
<tr>
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<th>Area</th>
<th>Room</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>Thur-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>
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<tr>
<td>Brooke Milianku</td>
<td>Science 3-6</td>
<td>9</td>
<td>Mon-Tues</td>
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## Education Assistants

<table>
<thead>
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<th>Education Assistants</th>
<th>Year</th>
<th>Room</th>
<th>Roster</th>
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</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>
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## Support Staff

<table>
<thead>
<tr>
<th>Support Staff</th>
<th>Area</th>
<th>Roster</th>
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<tbody>
<tr>
<td>John Szylkowski</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
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 enquiries 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

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 a week are asked to inform the Principal via email prior to the vacation.

**HOURS OF INSTRUCTION**

Primary School Years 1-6  
**Tuesdays early close:** 2:30pm

Pre-primary Centre (5 full days)  
**Tuesdays early close:** 2:30pm

Kindergarten  
**Tuesdays early close:** 2:30pm

Red  
Week 1  Monday, Wednesday & Friday  
Week 2  Monday & Wednesday

Blue  
Week 1  Tuesday, Thursday & Friday  
Week 2  Tuesday & Thursday

**DAILY TIMETABLE (Years PP-6)**

Classroom opens  8:40am  
Start Instruction  8:50am  
Morning recess  10:50am to 11:10am  
Lunch  1:10pm to 1:50pm
School closes 3:10pm
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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Commences</th>
<th>Holidays</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Tuesday 1 February to Friday 7 April 2017</td>
<td>Saturday 8 April to Tuesday 25 April 2017</td>
</tr>
<tr>
<td>Term 2</td>
<td>Wednesday 26 April to Friday 30 June 2017</td>
<td>Saturday 1 July to Sunday 16 July 2017</td>
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<tr>
<td>Term 3</td>
<td>Monday 17 July to Friday 21 September 2017</td>
<td>Saturday 22 September to Monday 9 October 2017</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 10 October to Thursday 14 December 2017</td>
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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>Our school community</th>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wear your school uniform with pride</td>
<td>Be prepared and punctual</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>
<tr>
<td>Our learning areas</td>
<td>Our school grounds</td>
<td>Our excursions</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td></td>
</tr>
</tbody>
</table>
| • 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 | • 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 | • 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 |
| • Follow the iPromise agreement  
• Stay on task  
• Use equipment properly  
• Wait for teacher presence or permission before entering classrooms  
• Take care of your belongings | • 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 | • 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 |
| • Persevere with all tasks  
• Ask for help  
• Seek solutions  
• Set, work toward and reflect on goals | • 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 | • 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.

## 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.
## GREEN FOODS – FILL THE MENU

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breads</td>
<td>A variety of bread types</td>
</tr>
<tr>
<td>Cereal foods</td>
<td>Wholegrain cereals, pasta, noodles, rice</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Vegetables and salads (reduced fat dressing only) all salad mixtures</td>
</tr>
<tr>
<td>Fruit</td>
<td>Fresh, frozen and tinned (in natural juices)</td>
</tr>
<tr>
<td>Legumes</td>
<td>Tinned (eg bean mix, kidney beans), cooked</td>
</tr>
<tr>
<td>Reduced fat dairy products</td>
<td>Reduced fat milk (plain and flavoured), yogurt (fresh, frozen, plain or fruit), cheese</td>
</tr>
<tr>
<td>Lean meat, fish, poultry</td>
<td>All lean meats, chicken (no skin) or registered meats, fish (eg tuna, salmon, sardines), and egg</td>
</tr>
<tr>
<td>and alternatives</td>
<td></td>
</tr>
<tr>
<td>Sandwich fillings</td>
<td>All lean meats, lean chicken, fish, creamed 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>Hot food</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>Snacks</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>Drinks</td>
<td>Water, reduced fat milk, fresh fruit milkshakes, soy, 100% fruit juice (small size), plain mineral water</td>
</tr>
</tbody>
</table>

## AMBER FOODS – SELECT CAREFULLY AND LIMIT

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast Cereals</td>
<td>Refined cereals with added sugar</td>
</tr>
<tr>
<td>Full fat dairy foods</td>
<td>Milk, yoghurt, custard, low fat dairy desserts and cheese</td>
</tr>
<tr>
<td>Savoury commercial products</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>Snack food bars</td>
<td>Registered products such as breakfast bars, cereal bars and fruit bars</td>
</tr>
<tr>
<td>Savoury snacks</td>
<td>Registered products such as such as oven baked vegie chips, garlic and herb bread (lightly spread)</td>
</tr>
<tr>
<td>Cakes, muffins and sweet biscuits</td>
<td>Registered products such as cakes, muffins and biscuits (reduced fat and/or sugar and based on wholemeal flour)</td>
</tr>
<tr>
<td>Ice-creams, ice blocks, fruit based icepyles and slushees</td>
<td>Registered ice-creams, milk based confectionary, frozen yoghurt and icecream</td>
</tr>
<tr>
<td>Drinks</td>
<td>Fruit drinks, mineral waters flavoured with fruit juice, low joule cordials</td>
</tr>
</tbody>
</table>

## RED FOODS – OFF THE MENU

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar and artificially sweetened drinks</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>Confectionary</td>
<td>All types, caramelised popcorn</td>
</tr>
<tr>
<td>Pastry Items</td>
<td>All types that do not meet the criteria for registration</td>
</tr>
<tr>
<td>Sandwich Meats</td>
<td>High fat sandwich meats including polony and salami</td>
</tr>
<tr>
<td>Deep Fried Foods</td>
<td>All types</td>
</tr>
<tr>
<td>Savoury Snacks</td>
<td>Crisps, chips and other similar products that do not meet the criteria for registration</td>
</tr>
<tr>
<td>Ice-Creams</td>
<td>Chocolate coated and premium ice-creams</td>
</tr>
<tr>
<td>Sandwich Fillings</td>
<td>Honey, jam, chocolate spreads, confectionary sprinkles</td>
</tr>
<tr>
<td>Cakes, muffins and sweet pastries</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>
</tr>
</thead>
<tbody>
<tr>
<td>White polo shirt with school emblem</td>
<td>Grey shorts, garnet polo shirt, grey socks, black shoes</td>
</tr>
<tr>
<td>House polo shirt (Friday only)</td>
<td></td>
</tr>
<tr>
<td>Garnet piped taslon shorts</td>
<td></td>
</tr>
<tr>
<td>Garnet tracksuit pants (term 2 and 3)</td>
<td></td>
</tr>
<tr>
<td>School windcheater</td>
<td></td>
</tr>
<tr>
<td>White school sports socks</td>
<td></td>
</tr>
<tr>
<td>Sneakers</td>
<td></td>
</tr>
<tr>
<td>School hat with emblem</td>
<td></td>
</tr>
</tbody>
</table>

### CHOIR/ORCHESTRA: Performance

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garnet piped taslon shorts</td>
<td>School tartan skirt, white blouse, white socks, black shoes</td>
</tr>
<tr>
<td>Garnet tracksuit pants (term 2 and 3)</td>
<td></td>
</tr>
<tr>
<td>School windcheater</td>
<td></td>
</tr>
<tr>
<td>White school sports socks</td>
<td></td>
</tr>
<tr>
<td>Sneakers</td>
<td></td>
</tr>
<tr>
<td>School hat with emblem</td>
<td></td>
</tr>
</tbody>
</table>

**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@kidznspor.com.au
www.kidznspor.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 Aaron Boules and I have the pleasure of teaching your child this year. Year 2 provides many opportunities for learning and the application of knowledge and understanding. I will be providing new, consolidating and challenging work throughout the year; beginning from where the children are academically and moving them on and beyond their respective year level.

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

It is a goal within 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.

CLASSROOM PHILOSOPHY

The Department of Education endorses education that incorporates key content and standards through the Australian Curriculum, this will be the approach taken in our class. To assist the students in achieving the standards a range of different teaching strategies will be used. Students will have the opportunity to develop their understandings through whole class, group and individual tasks. Student self assessment and reflection will also be a focus in our classroom. The students will be asked to look at their work, set goals for improvement and begin to take responsibility for their own learning. I aim to facilitate and support learning, through the planning of stimulating lessons and focusing on building a happy and safe learning environment through promoting cooperation and consideration. Furthermore, I am an advocate of KAGAN cooperative learning strategies as students can work and achieve group goals, are accountable for themselves and have an equal opportunity for success! We will celebrate success.

CLASSROOM PRACTICE

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

Crunch and Sip is continuing this year. It is encouraged that upon entering the room at 8:40, and again after recess, that crunch and sip goods be placed on their desks. Students will be able to eat throughout the morning.

We have a strict no nuts policy, so please refrain from packing these. Sharing food is also not acceptable. Studies have shown that concentration is maintained with regular sipping of water throughout the day. Please encourage your child to bring a water bottle to school each day and come with sunscreen applied during the warmer months. (especially for Kids ‘n’ Sport on Wednesday as there is no time to apply sunscreen at school. Students MUST HAVE A DRINK BOTTLE FOR KIDS ‘N’ SPORT)
ROOM 3 CLASSROOM AGREEMENTS

As a class we have discussed the rules necessary to create a positive working environment for all in accordance with our whole school approach to cooperative learning and the Protective Behaviours/Virtues program. The following headings are used to determine rules relevant to our room: ‘Respect, Responsibility and Resilience’.

I continue to highlight the need for mutual respect, striving for your best, no put downs, attentive listening and participation in all students as part of their expected behaviours both in and out of the classroom. Revision and reflection of these rules will take place during the year or as the need arises.

The main aim is to make our classroom a happy place where we work as a team and make all things fair for all. Our focus statements are listed below and reviewed at the beginning of each term and updated with suggestions from the students if necessary.

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the classroom tidy</td>
<td>Be responsible for your personal equipment</td>
<td>Being patient</td>
</tr>
<tr>
<td>Help others if they are stuck on something</td>
<td>Show positive behaviour when we work, talk and play with others</td>
<td>Persevere and ask for help from a friend and a teacher</td>
</tr>
<tr>
<td>20cm voices with partner work and 30cm voices with group work</td>
<td>Be punctual - before school, at the end of recess and lunch</td>
<td>Practise makes progress</td>
</tr>
<tr>
<td>Don’t run in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect the ideas that others contribute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect other people and their belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One person at a time when speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEHAVIOUR MANAGEMENT PLAN

We follow the school policy for behaviour management. If there are particular cases of misbehaviour in class, parental contact will be made and students addressed according to the school policy. As a class we have discussed and decided on relevant and suitable consequences in order to keep our class safe and 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: Name on board
3. Third time they break a rule: Time out within the classroom.
4. Fourth time they break a rule: 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. Fifth 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.
PARENT-TEACHER COMMUNICATION

Parent and teacher communication is encouraged and involves 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. I will also be running a blog through Seesaw where parents and guardians will be able to access and view day-to-day learning and your child’s work.

Any informal communication may also be written in your child’s homework 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 either in the diary, on a separate piece of paper, as an email or verbally. I can also be contacted via email. Remember if your child is 10 minutes or more late to school or you are taking them away from school early they need to be signed in / signed out into the book at the front office and a coloured slip given to me on departure and return to the school. These are yellow and pink and administered by the staff in the office.

ASSESSMENT PROCEDURES

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

Each student is encouraged to focus on their achievements and move out of their comfort zone to meet the next challenge. It is therefore important for each child to take responsibility for their own learning.

Student self assessment and reflection is used in the classroom. The students are encouraged to look at their work and learning to set goals for improvement and continued development. Each term, personal goals will be set by each student.

A test book will also come home regularly to help keep you informed about your child’s progress. Please ensure the test book comes back to school each day so further assessments can be added.

HOMEWORK

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

Reading: The children are required to self select materials and record the title of their book in their diary. Please listen to your child read every school night. They are expected to read for a minimum of 15 minutes. Remember it is important that your child read for pleasure and interest so encourage them with many opportunities including listening and watching you model good reading behaviours. There are also some good pointers for helping your child with decoding and checking for understanding in the diary and the parent section of this booklet.

Spelling: Students have been tested and assigned a spelling level. This year they will remain in their own classroom for spelling. Each child will be working on a spelling list at their level that comprises phonic based words as well as personal and topic words. This year we are introducing the use of a spelling journal. This book will remain at school and will be used to record words, spelling rules, words counts and word studies. There will be a homework spelling exercise book and students need to practise their words nightly in preparation for tests.

Maths: There will be a continuing focus on learning times tables throughout the year to help students’ develop fluency in mental maths calculation. The focus times table for the term will be communicated through the student diary and class noticeboard. Please assist your child with learning these through song (Mathletics offers a visual and auditory presentation of each table) and using physical objects to help provide an aural and visual representation. The 2x,3x,5x and 10x tables will be the focus times tables for year 2.
**Mathletics:** tasks will be set each week in conjunction with the unit of work being studied during maths. These aim to help consolidate concepts taught in class. The completion of these tasks will be monitored to ensure students are practising regularly. When these weekly tasks are completed the students are encouraged to move onto the challenge of Live Mathletics to practise mental computation skills with speed and accuracy.

**TECHNOLOGY**

The students will be exposed to a range of technology throughout the school year. Students will be given opportunities to develop their computer skills, use the interactive whiteboard and access programs such as Reading Eggs and Mathletics. iPads will be used in the classroom on a rotational basis and we will also have access to the Macbooks again this year. Students will use a variety of educational apps as a tool to enhance the learning program. They will also use the iPads to create and record their own ideas.

We are in the process of becoming an eSmart school. Students will be expected to use all forms of technology responsibly and we will be educating them about cybersafety appropriate to their age level.

**LIBRARY**

Our library borrowing day will be on **Tuesday** each week. Students will need to return their books before they will be allowed to borrow new ones. These sessions aim to teach your child about the Dewey system, how to locate books related to our classroom lessons and themes, search for favourite authors or topics of interest and become familiar with the difference between fiction and non-fiction. The students will learn how to use the library as a tool for research and most importantly a love of reading will be encouraged and fostered.

**PHYSICAL EDUCATION**

Students will participate in a Kids ‘n Sport session each **Wednesday** as part of the physical education program. Please remember to send your child dressed in their white sports t-shirt, shorts and sneakers on this day. These lessons will aim to develop fundamental movement skills required for sporting success. Students will participate in a series of fun and engaging sporting activities and there is evidence to suggest that gross motor skills play a key role in physical development and are linked to enhancing the strength and posture that is required for writing. Please apply sunscreen before school, especially on hot days and ensure your child has a drink bottle and a hat. As well as these sessions we will also have up to an hour of other physical activities each week. These will include a variety of activities including obstacle courses, yoga and organised games.

**BLUEARTH**

As a trained Bluearth teacher I will be conducting sessions with the children. Bluearth is a developmental program designed to provide guided non-competitive physical activities. The games are designed to increase confidence and encourage students to have a go with the knowledge that, even after being ‘knocked out’ of the game, they will be ‘rescued’ by a team mate, so providing continuous participation regardless of skill. The Core Body Movements guide the students to focus on following instructions to create body poses. The ‘theme’ of focus is then transferred into the classroom environment. eg focus on how you are working by yourself, with others, how you move safely around the space with an awareness of others.

Bluearth has allowed me to generate new ideas and adopt a common language which I have transferred into the classroom context. I often refer to phrases such as ‘check the way you are sitting’, ‘body listening’, ‘focus’, ‘make the right decision’ and ‘aim for your personal best’ during our daily activities. In addition to Bluearth, I will be implementing the KAGAN Silly Sports and Goofy Games as a supplement to Bluearth.
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 each child gets a turn to have their parent with them.

HEALTHY EATING

Please ensure your child brings a piece of fruit, healthy crackers, cheese, yoghurt or vegetables each day to eat for morning tea. Each child will need to bring a packed lunch and a water bottle to school every day. Please help your child to make healthy choices by providing them with nutritious meals – a small treat is acceptable, however lollies and junk food are not encouraged. Water bottles may be kept inside for students to drink throughout the day. For crunch and sip we ask that you provide them with fresh fruit and vegetables only in a separate container that can be brought into the classroom in the morning. Please be mindful that there are some students who have allergies to nuts and we would appreciate if your child’s lunch box could be nut friendly.

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.

UNIFORMS

Monday- school uniform with sport shoes
Tuesday- sport shorts and white shirt
Wednesday-sport shorts and white shirt
Thursday- school uniform with sport shoes
Friday- sport shorts and house shirt

Kind regards,

Mr Aaron Boules
Year 2 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 – 9:00</td>
<td>Fitness</td>
<td>Fitness</td>
<td>Art</td>
<td>Fitness</td>
<td>8:50-9:30 Assembly/Virtues</td>
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<td></td>
<td></td>
<td>Art</td>
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<td>Assembly</td>
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<tr>
<td>9:00 – 9:50</td>
<td>Numeracy</td>
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<td>Art</td>
<td>Numeracy</td>
<td>9:30-9:50</td>
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<td>9:50 – 10:20</td>
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<td>Numeracy</td>
<td>Kids ‘n Sport</td>
<td>Science</td>
<td>Numeracy</td>
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<td>10:20 – 10:50</td>
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<td>Numeracy</td>
<td>Kids ‘n Sport</td>
<td>Science</td>
<td>Numeracy</td>
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<td>11:10 – 11:40</td>
<td>Spelling</td>
<td>Library</td>
<td>Numeracy</td>
<td>Music</td>
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<td>Numeracy</td>
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<td>Oral Language</td>
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<td>12:40 – 1:10</td>
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<td>Health</td>
<td>Spelling</td>
<td>Literacy</td>
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<td>Guided Reading</td>
<td>Health/Bluearth</td>
<td>Guided Reading</td>
<td>STEM</td>
<td>Guided Reading</td>
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<tr>
<td>2:20 – 2:50</td>
<td>History</td>
<td>Early Close 2:30</td>
<td>Geography</td>
<td>STEM</td>
<td>Numeracy/Literacy</td>
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<td>2:50 – 3:10</td>
<td>History</td>
<td>Geography</td>
<td>STEM</td>
<td>Numeracy/Literacy</td>
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