# 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>Name</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>
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<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>Thur-Fri</td>
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<tr>
<td>Michael Byrne</td>
<td>5/6</td>
<td>10</td>
<td>Mon-Fri</td>
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<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>
<th>Name</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>
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### Education Assistants
<table>
<thead>
<tr>
<th>Name</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>
</tr>
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</table>

### Support Staff
<table>
<thead>
<tr>
<th>Name</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>
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:

S - Stimulating, meaningful experiences are provided
T - Technology and innovation are integrated in all learning
R - Reflection becomes a valued part of their learning
I - Inclusive and co-operative environments are provided
V - Visible Learning is embedded
E - 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

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**

<table>
<thead>
<tr>
<th>Primary School Years 1-6</th>
<th>8:50am – 3:10pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesdays early close:</td>
<td>2:30pm</td>
</tr>
</tbody>
</table>

Pre-primary Centre (5 full days) 8:50am – 3:05pm

Tuesdays early close: 2:30pm

Kindergarten 8:50am - 3:00pm

Tuesdays early close: 2:30pm

Red

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday, Wednesday &amp; Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Monday &amp; Wednesday</td>
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</tbody>
</table>

Blue

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Tuesday, Thursday &amp; Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Tuesday &amp; Thursday</td>
</tr>
</tbody>
</table>

**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.
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
Friday 18 August
Monday 9 October
Friday 15 December

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>Our school community</th>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wear your school uniform with pride</td>
<td>• Be prepared and punctual</td>
<td>• Be positive</td>
<td></td>
</tr>
<tr>
<td>• Walk quietly on paths and verandahs</td>
<td>• Bring and return required equipment</td>
<td>• Come ready to learn</td>
<td></td>
</tr>
<tr>
<td>• Move with your class</td>
<td>• Pack resources away neatly</td>
<td>• Be brave and bounce back</td>
<td></td>
</tr>
<tr>
<td>• Use quiet voices in working areas</td>
<td>• Model good behaviour</td>
<td>• Encourage others to participate</td>
<td></td>
</tr>
<tr>
<td>• Speak positively</td>
<td>• Take ownership of your actions</td>
<td>• Try to include others</td>
<td></td>
</tr>
<tr>
<td>• Accept other’s differences</td>
<td></td>
<td>• Have a go</td>
<td></td>
</tr>
<tr>
<td>• Be polite and courteous to everyone</td>
<td></td>
<td>• Try your best</td>
<td></td>
</tr>
<tr>
<td>• Keep the environment clean and tidy</td>
<td></td>
<td>• Be a role model</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Our learning areas</th>
<th>Respect</th>
<th>Responsibility</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to and follow all instructions</td>
<td>• Follow the iPromise agreement</td>
<td>• Persevere with all tasks</td>
<td></td>
</tr>
<tr>
<td>• Raise your hand to speak</td>
<td>• Stay on task</td>
<td>• Ask for help</td>
<td></td>
</tr>
<tr>
<td>• Work cooperatively with others</td>
<td>• Use equipment properly</td>
<td>• Seek solutions</td>
<td></td>
</tr>
<tr>
<td>• Take turns when talking</td>
<td>• Wait for teacher presence or permission before entering classrooms</td>
<td>• Set, work towards and reflect on goals</td>
<td></td>
</tr>
<tr>
<td>• Listen actively</td>
<td>• Take care of your belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Share equipment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Use quiet voices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leave the area neat and tidy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Take pride in your work</td>
<td></td>
<td></td>
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</tbody>
</table>

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

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

**CODE OF CONDUCT**

Parents and carers are asked to refer to the Code of Conduct for Carers on the Dalkeith Primary School website.
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.
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 and alternatives</td>
<td>All lean meats, chicken (no skin) or registered meats, fish (eg tuna, salmon, sardines), and egg</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 icypoles 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.

**UNIFORM**

<table>
<thead>
<tr>
<th>SUMMER Terms 1 and 4</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
</tr>
<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)</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>

<table>
<thead>
<tr>
<th>WINTER Terms 2 and 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
</tr>
<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>

<table>
<thead>
<tr>
<th>SPORT: Yrs PP-3 Wed &amp; Fri, Yrs 4-6 Thurs &amp; Fri</th>
<th>CHOIR/ORCHESTRA: Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys and Girls</strong></td>
<td><strong>Boys</strong></td>
</tr>
<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>

**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.

YEARS 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 MILIANKU

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.
Welcome to the new school year and your child’s final class of primary school. So far it’s been a great start and all is running smoothly. Year 6 now becomes an important transition year in which I will be promoting independent learning and encouraging students to establish organised routines both at home and at school, in preparation for their secondary schooling. There will be a strong emphasis on self-management.

A majority of my 26 years of teaching experience has been with upper primary students. I thoroughly enjoy teaching and interacting with this age group and am looking forward to working closely with each of my students and you as parents this year. My main goal is to ensure that each child enjoys their learning journey and is motivated to perform and challenge themselves. We are already off to a positive start.

This year I will be working four days a week in the classroom. Each Thursday, Miss Nicole Hughes will be implementing comprehensive learning programs in the areas of Literacy, HASS and Health Education.

CLASSROOM PHILOSOPHY

As a classroom teacher, I aim to provide a positive and flexible learning environment in which each student can thrive as a successful and autonomous learner. I am passionate about my teaching and aim to instil a love of learning amongst my students. I share in the belief that school should be a safe, warm place where students work to the best of their ability, but feel that it is okay to take risks and make errors in order to progress.

To improve learning and achievement, I provide opportunities for students to engage in meaningful and challenging activities. I encourage higher order, critical thinking such as; analysing, evaluating and creating and I utilise a variety of teaching strategies to develop both independent and collaborative learning styles. Cooperative group situations help to foster a sense of respect and accountability amongst the peer group, and therefore it is imperative that each student develops positive social skills.

Self assessment and reflection is encouraged on a regular basis in my classroom. Students are asked to reflect on their achievements and continuously set goals for improvement. Teacher, peer and self-directed feedback makes learning visible and enables students to become self-regulating in their approach, thus taking responsibility for their own learning.

An enquiry approach is supplemented with explicit instruction and consolidation of foundation concepts in numeracy and literacy. The Department of Education is focused on a developmental Australian Curriculum. To assist the children in reaching their potential, I will be following this curriculum closely. I believe this will assist your child in receiving a progressive form of education, exposing them to applicable levels of achievement throughout the duration of their schooling.

CLASSROOM PRACTICE

The classroom will be open for students at 8:40am which gives them 10 minutes to organise their desks and equipment for the day. It is important that they are ready to commence lessons before the siren at 8:50am. As our classroom time consists of 2 x 2 hour sessions before lunch, students are encouraged to bring in small, healthy snacks to eat during class along with a water bottle to sip on throughout the day (Crunch & Sip). Please note that these snacks should be fruit & veg only (strictly no nuts please).

Please encourage your child to be responsible for packing their own bag and organising themselves for their day at school, making sure that they have all the materials needed for the day’s work, as well as a drink bottle, ‘Crunch and Sip’ and a signed student diary. Your support is greatly appreciated in ensuring your child’s independence is promoted wherever possible.
MATHS & SPELLING INSTRUCTION

The first 2-3 weeks of school will be used to assess students and gather data on individual student needs. Strategies will be designed to specifically meet the needs of your child in numeracy and literacy. Please be assured that students requiring assistance or extension will be catered for. Homework in these subject areas will be issued on a weekly basis.

SPECIALISTS

Students will participate in a variety of school specialist programs in the areas of Japanese, music, physical education, art and science. Students can refer to our class timetable to ensure they are prepared for these lessons each day.

BEHAVIOUR MANAGEMENT

Our classroom agreements have been devised in conjunction with the students and align with our Positive Behaviours in Schools program (PBS). This ensures a positive learning environment is fostered in which students feel safe while learning and playing. As a class, we have discussed, refined and agreed on suitable guidelines. Students are aware of their rights and responsibilities and understand the consequences of inappropriate behaviour in the classroom. Parents will be notified as issues arise.

PARENT / TEACHER COMMUNICATION

Parent and teacher communication plays an important role in helping your child to achieve successfully throughout this year. Ongoing communication is encouraged and can involve a variety of approaches. Parent interviews are welcomed and I am available for brief, informal discussions before and after school. Please remember that this time can be hectic so any formal discussions are best arranged at a more suitable time. I can also be contacted via email lisa.iannello@education.wa.edu.au

If your child is late or you need to withdraw him/her from school for a period of time throughout the day, you will need to sign their name in or out at the office. All absences need to be explained verbally or with a written note. Please don’t hesitate to contact or see me if you have any concerns regarding the progress and well-being of your child. I will contact you if I have any concerns regarding your child’s progress or behaviour.

YEAR 6 FUNDRAISING – Café Dalkeith

Throughout the year, our ‘Leavers’ traditionally bake and sell treats as a part of a fundraising program. This year our treats will be in the form of cupcakes. Proceeds are used to purchase Leaver’s tops and a graduating gift for the school. From time to time, the students may choose to donate their proceeds to charity. I encourage the students to take responsibility for making the food for sale, as they are the beneficiaries of the fundraising. Please consider the school’s ‘No Nuts’ and Health and Well-Being Policies when planning cupcakes to sell. We would like to move away from the cupcakes being decorated with lollies to improve the nutritional value of our treats. The P&C fundraising committee runs a separate fundraising program for the whole school.

All students are given an opportunity to purchase a cupcake for a gold coin donation (including the Year Sixes). Please refer to the term planner for Café Dalkeith dates and send some money with your child if you wish for them to purchase treats. 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.
YEAR 6 CAMP

The year six students will be heading to Rottnest in Term Four for a five day adventure camp (23 -27 October). The outcomes of the camp are significant and reflective of the year 6 curriculum. Further information regarding the year six camp will be provided as the date approaches.

HOMEWORK

Homework will form an integral part of your child’s learning journey. It will generally consist of consolidation and revision of concepts covered in class, completing unfinished tasks or research. Students are encouraged to spend approximately 60 mins on homework each night. I am aware of the other commitments students may have on some evenings of the week, making the completion of homework on one particular night difficult. Therefore a weekly approach is usually taken.

Homework consists of…

- **Weekly Maths** – Set on Monday and collected and marked the following Monday morning.
- **Mathletics** – Weekly tasks will be set which are relevant to the concepts be taught.
- **Spelling Lists** – Parents test list words and sign spelling journals 4 nights a week. Due Friday.
- **Writing** – Small writing tasks are often commenced in class and finished for homework.
- **Completion of Work** – Usually work that has not been finished in allocated class time.
- **Home Reading** - Students will be assigned a novel to read every few weeks as a part of our Book Club program. They are also encouraged to borrow Lexile books from the library which are suited to their reading ability. Please note that 15 minutes of regular home reading is recommended.
- **Research Assignments** – From time to time, students are given a detailed outline of a topic to research. They will be given an allocated time to complete their work. Each assignment is accompanied by a rubric which informs them of the assessment criteria. Students are encouraged to use a variety of resources including the internet, library books, encyclopaedias, email, interviews, newspapers, etc.

It is important that your child develops a regular routine early in term one to enable him/ her to cope with an ongoing workload. Please assist them to create an after school timetable to help them balance their homework with other commitments. This process may seem daunting in the beginning however, as they develop their organisational skills and become more familiar with their after school routine, the process should become quite manageable. As the first semester progresses, students should find the repetition and work load easier to cope with.

At times you may find your child needs some assistance with their homework. Please encourage them to have a go first. I am available before school if they require extra assistance. Homework should not be a stressful experience for your child. Socialising and relaxing is important too. I am very approachable in this department and like to hear feedback if too much or too little homework is set.

YEAR 6 IPAD PROGRAM

The year 6 students will be working on a 1:1 iPad program. iPads will be integrated across the curriculum, ensuring they complement my programs and promote enriched learning opportunities. Students will be encouraged to become digital citizens who use technology appropriately and within the guidelines of our whole school ICT policy. It is important that students adhere to the recommended screen time of 2 hours maximum per day. I will be promoting a healthy balance of ICT usage at school.

**iTunes U**

Students will be guided through various iTunes U courses throughout the year. Each course is specifically tailored to support the delivery of instruction and content within our learning programs. Once enrolled, students can gain access to guided activities, resources and assessment tools anywhere and at any time.
Educational Apps

iPads will only be used for educational purposes at school. A multi-modal approach to teaching and learning is endorsed by the department, and I will aim to ensure my programs fully reflect this approach in the selection of apps we use. Students will be guided through a variety of apps aimed to stimulate higher order thinking processes and enhance learning. They will be given guided 'sandpit' time in which to explore new apps and become familiar with their functions. As students become more confident and informed, they are encouraged to independently select the most suitable apps for given tasks.

YEAR 6 LEADERSHIP

Throughout the year, there will be many opportunities for the year 6 students to refine their leadership skills. These include:

- Young National Leader’s Day – March
- Year 6 Rottnest Camp – November
- School Captains – 2 students per year
- Student Council selection – 4 students per semester
- Sports Captain selection – 2 captains
- Sailing Course – 6 weeks in Term 4 (once a week)
- Year One Buddies Program - Fortnightly
- P&C Adventure Challenge – December
- Fundraising - Café Dalkeith – 2 to 3 per term

2017 Leadership Award

This year we continuing our Leadership Award for all Year 6 students. This program aims to develop and enhance a variety of leadership skills in the areas of Self Challenge, School Leadership and Community Involvement. Students will participate in a number of workshops and activities to inform their understandings and maximise their involvement in this program. They will each receive a Leadership Award booklet outlining the details and requirements for the year.

UNIFORMS

Monday - summer/winter uniform/Leavers shirt
Tuesday - summer/winter uniform/Leavers shirt
Wednesday - summer/winter uniform
Thursday - sport shorts and white shirt
Friday - sport shorts and house shirt

Regards

Lisa Iannello
Year 6 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 – 9.20</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Music</td>
<td>Assembly/Grammar</td>
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<td>Maths</td>
<td>Music</td>
<td>Grammar</td>
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<td>Book Club</td>
<td>PE</td>
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<td>Book Club</td>
<td>PE</td>
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<td>(Humanities and Social Sciences)</td>
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<td>11.40 – 12.10</td>
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<td>Writing</td>
<td>History</td>
<td>Maths</td>
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<td></td>
<td>(11.25 – 11.55)</td>
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<td>12.10 - 12.40</td>
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<td>Writing</td>
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<td>Civics and Citizenship</td>
<td>Writing</td>
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<td>(11.55 – 12.40)</td>
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<td>12.40-1.10</td>
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<td>Library</td>
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<td>Buddies (Fortnightly)</td>
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<td>1.50 – 2.20</td>
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<td>Spelling</td>
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<td>Health</td>
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