PARENT INFORMATION BOOKLET 2020

NORTHERN TERRITORY GOVERNMENT
INDEPENDENT PUBLIC SCHOOL

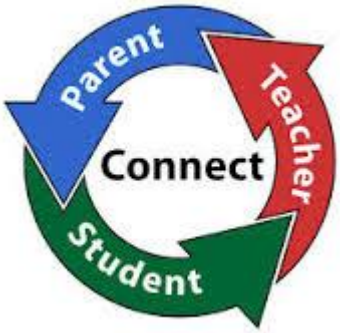
Parent Communication Schedule

TERM 1		
Weeks 1 or 2	Introductory letters Preschool- Year 6	Each classroom teacher sends a letter home, introducing themselves and giving parents information on learning programs and classroom routines for Term 1. Homework, Values/Awards, Toy Ban sent home with this communication schedule.
2nd last week of term	Progress Reports Transition – Year 6	A one page report is sent home identifying your child's progress regarding effort, behaviour & academic progress in English & Mathematics. This report will let you know whether your child is on track or not, prior to the Term 2 written report going home.
Final week of term	Student-Led Conferences (parent, teacher and student) Transition -Year 6	These meetings are designed to provide an opportunity for students to share and reflect on their learning so far and discuss their learning goals with their family and teacher (slightly different to how traditional interviews have been conducted in the past), so **please bring your children along to meet with their class teacher**. It is also a chance to look at the progress report sent out in the previous week, discuss any concerns and work together on a plan for the rest of the year; this may include the teacher giving family members tips on how they might help their child at home. If there are concerns with a child's progress, then this is an opportunity for teachers and families to work together as early as possible. If there is anything confidential that you wish to discuss without your child present, you can either book a double session, ask your child to leave part way through your session or make another meeting time with the teacher.
TERM 2		
Week 1	Preschool – Year 6	Changes to the timetable for Term 2 sent home.
Final Week of term	Written Reports or Portfolios	Preschool: Storypark e-portfolios Transition: Written Report indicating student achievement as at/above/below, including individual comments for English, Mathematics and an overall comment. Years 1-6: Written Report, including A-E grades and individual comments for English, Mathematics and an overall comment.
TERM 3		
Week 1	Preschool – Year 6	Changes to the timetable for Term 2 sent home.
mid-end of term ignite	Join us as we set our school alight with an open night full of stories of learning success Preschool - Year 6	This is an opportunity for students to celebrate their achievements and show their families what learning looks like in their classroom. • Classes will be open for 2-3 hrs and families can wander through at their leisure. • It is recommended that you spend at least half an hour in each child's class. • Food and drink will be on sale so we can enjoy dinner together. • More details about this event will be sent home closer to the time.
TERM 4		
Week 1	Preschool – Year 6	A short letter reminding families of class organisation and changes to the timetable in Term 4 and end of year events sent home.
Final week of term	Written Reports or Portfolios	Preschool: Storypark e-portfolios Transition: Written Report indicating student achievement as at/above/below, including individual comments for English, Mathematics and an overall comment. Years 1-6: Written Report, including A-E grades and individual comments for English, Mathematics and an overall comment.

We hope to establish good communication between parents and teachers this year and encourage you to talk with your child's teacher regularly (in person, over the phone or via email). If you have any concerns about your child please don't hesitate to make a time to meet or talk with the teacher outside the formal times provided (as per info above). Teachers contact details can be found on our website at http://www.driverprimary.nt.edu.au/

Term One: Progress Report followed by Student Led Conference

One family at a time Parent + Teacher + Student
20 minute sessions
(15 minutes plus 5 minute change over time)



Term Two: Written Report

Preschool: Storypark e-portfolios

Transition: Written Report indicating student achievement as at/above/below, including individual comments for English, Mathematics and an overall comment.

Years 1-6: Written Report, including A-E grades and individual comments for English, Mathematics and an overall comment.

Term Three: 'Ignite' Open Night

Multiple families at one time
Parents + Teacher + Whole Class
2 hours
(each family is encouraged to set aside half an hour for each child/class)

ignite **Open Night**

Join us as we set our school alight with stories of learning success

'no matter what your ability is, effort is what ignites that ability and turns it into accomplishment.'
— Carol S. Dweck, *Mindset: The New Psychology Of Success*

Term Four: Written Report

Preschool: Storypark e-portfolios

Transition: Written Report indicating student achievement as at/above/below, including individual comments for English, Mathematics and an overall comment.

Years 1-6: Written Report, including A-E grades and individual comments for English, Mathematics and an overall comment.

NEW LOGO

Our school uniforms will have the new school logo from January 2020.

The school board has decided to maintain the look of our uniforms so that old uniforms can be phased out over time.

DRIVER PRIMARY SCHOOL
Striving for Excellence

Same-Same but Different

Driver students will be able to purchase House Shirts in 2020.

These shirts can be worn at designated times during the school year to earn points for their teams.

Further information will be shared via newsletters.

NEW!

Compulsory School Uniform

All students in NT government schools from Transition through to Year 9 are required to wear an authorised school uniform. Although uniforms are not compulsory in Preschool, it can be a good time to start practising for primary school.

Driver Primary School Council has endorsed the following compulsory school uniform policy: Students must wear the Driver Primary School shirt, either royal blue shorts/pants, royal blue skorts, royal blue skirt or Driver Primary dress.

Year 6 students are encouraged to wear the Year 6 Driver shirt.

In cooler weather, a plain royal blue or red warm long sleeved jumper/jacket over the uniform shirt is permitted. Royal blue or red (school colours) leggings may be worn under the school uniform or royal blue or red (school colours) slacks/tracksuit in place of the uniformed pants. Where royal blue or red leggings/pants/jackets are not available, black is permitted. Jackets, leggings/track pants must be plain with no added detail (sparkles, patterns, sequins etc.)

Denim is not permitted at any time (except on Jeans for Genes Day with a Gold Coin Donation).

Students are required to wear a royal blue Driver Primary School sun safe hat that protects their face, neck and ears whenever they are outside. (A bucket/broad brimmed hat, with minimum 6cm brim). As hats are identical, names can be sewn or written inside the hat but no markings should be added to the outside of hats. Baseball caps are not considered sun protective and are therefore not acceptable. If a student is in a cap they are to put their cap back into their bag, it is not uniform OR sun safe. These are not to be worn to PE or Garden or at play time etc.

If a student does not have a Driver hat at playtime they need to either sit in the shaded alcove with the pictures of uniforms between Rooms 4 & 5 or go to an inside activity. If a student is in a sun safe bucket type hat but it is not the royal blue DPS hat, they are able to participate with that hat during PE and Garden etc. as it is sun safe but are not permitted to wear it at lunch and recess play times.

Appropriate footwear is mandatory for all students. Sneakers or sports shoes are required for any Physical Education class. Covered shoes must also be worn in the kitchen and garden. For safety reasons thongs and masseur type shoes are not acceptable footwear.

Students who are not in full school uniform are required to sit in the shaded alcove with the pictures of uniforms between Rooms 4 & 5 or go to an inside activity (Years 1-6) or play on the Rm 1 and 2 verandah area (Years T-1) to ensure their safety. Students can access bubblers and toilets whilst in these safe areas but need to remain undercover to do so. Indoor activities take place in the library, computer labor Room 22 most recess and lunch times.

Parents will be contacted if students are repeatedly out of uniform or do not have the school hat. It is important to maintain this dress code to:

- help staff identify people in the school yard that are not part of the school community, ensuring the safety of our students
- create a sense of unity so that students do not feel the need to complete with one another to dress in the latest fashion
- provide a sign that students are committed to uphold the Driver School Values.

We thank you for helping your child/ren abide by our uniform policy. Uniforms are for sale at the front office. Please ensure that uniforms (and especially hats) are clearly named/labeled.

TOYS AND ELECTRONIC DEVICES, including mobile phones

Toys and electronic devices were once a source of conflict at Driver Primary School. When toys get lost or broken, this often causes distress. Young children regularly get into arguments over toys during play time and in the past we have had incidents where children have been accidentally but seriously hurt by toys from home.

At Driver Primary School, we provide many activities for children at recess and lunch time (both indoors and outdoors) so that bringing toys from home are not necessary. Students have access to sports equipment to borrow and there are extra activities/equipment available for the little ones in the Early Learning Environment. 'Farm Driver' is open during some breaks and the library is open at lunch times. We also run extra indoor activities at lunch and recess times, such as Lego and Minecraft clubs. These change depending on the interest of students and availability of staff. Various pop up playgrounds also appear to create extra fun for those needing play ideas.

We understand that many families want their children to have access to a mobile phone for safety reasons before and after school but we ask that phones remain turned off and in bags while at school. If you would like your child to have their phone stored more safely while they are at school this can be arranged either with the class teacher or the front office.

There may be occasions when teachers make special arrangements with their class to bring electronic devices or toys to school for educational purposes, such as show and tell or rewards. This is up to individual class teachers but under no circumstances are they to be taken out of the classroom during recess and lunch. They are also to be left in bags before and after school while on school grounds.

Please discourage your child from bringing toys or electronic devices to school as they will not be allowed to play with them at school. If your child brings these things to school, they will be confiscated until the end of the day. If this happens more than once, parents will be contacted.

Toys/Electronic Devices include:		***We do not consider the following toys:***
Bey Blades Lego Soft toys Cars/trucks Dolls Ipods/music devices Ipads or similar	Trashies Board games Marbles Game consoles Trading Cards (i.e. footy themes or otherwise)	Sports equipment Stationary Products (textas, pens, pencils) Books Knitting/craft materials
Keep in mind that this is not an exhaustive list - the list above are examples only – we ask parents to use their best judgment and check with teachers if they are unsure		

If your child has special needs and specific items from home are used as a form of comfort/support, please negotiate this with the classroom and/or Special Education teacher.

Driver Primary School Homework

We recognise that many parents have work commitments and many students have sporting, family and community commitments, all of which impede on time available for homework. As a result, homework can sometimes be a source of tension for children, parents and teachers. Research also clearly shows that traditional homework has very minimal impact on the academic progress of primary school aged students, however regular and varied reading opportunities from a young age have a significant impact. As such, our homework expectations at Driver Primary School are as follows:

We ask all students to set aside some time each night for reading homework. For those who are not yet strong readers this will also mean practise of sight words and for stronger readers, comprehension activities may be necessary to reach their personal reading goals. As we know that reading is a very important life-long skill, we have asked that teachers ONLY set reading homework. To help with this, home reading logs have been included in book packs. The logs are also a good resource for parents as they are full of helpful tips and include reward stickers that families can use to encourage their child to reach their reading milestones.

As part of supporting reading homework, teachers are responsible for:

- Setting expectations on how to use home reading log book in their introductory letter at the beginning of the year
- Issuing students with a reading folder and reading log book
- Ensuring students change their reader regularly
- Providing appropriate leveled readers (at the level the student is currently reading at without assistance)
- Celebrating reading milestones (for each 25 nights the child reads and fills out their log book)
- Providing sight words or comprehension homework where necessary to help students reach their personal reading goals

As part of supporting reading homework, parents/students are responsible for:

- Recording books that your child reads in the reading log (comments can also be added if you wish but are not essential)
- Providing a wide range of reading opportunities daily (e.g. reading to the child, reading with the child, listening to the child read, allowing the child to listen to reading by an older sibling or adult who may use this opportunity to focus on comprehension)
- Selecting and changing readers regularly
- Informing class teacher when milestones are reached
- Looking after books
- Discussing personal reading goals with your child and their teacher. Formal opportunities to do this are provided in Term 1 and Term 3 but please don't hesitate to make an appointment to see the teacher at alternative times if needed.

As part of our focus on reading, teachers will reward home reading milestones with a reading award that can be used as a mini merit.

READING ASSESSMENT and HOME READING

When we assess students, we find the level that is most suited to the student feeling confident and successful in their reading, while still learning and developing. If the level is too hard, a student will feel overwhelmed. If the level is too easy, a student will not be challenged.

When we send home readers, we want them to be able to successfully decode the words so that they can feel success and concentrate on understanding the meaning of what they are reading. As such you may feel like some home readers are too easy for them or you may notice that they bring some readers home that they have already read in the past. This is because our new system has a stronger focus on improving comprehension, not just decoding. If you think your child is not being challenged enough, consider encouraging them to choose their own reading material. If they usually read fiction then encourage them to try non-fiction or vice versa.

We encourage parents to join us in our focus on improving comprehension across our school, by talking to your child about what they have read/are reading. There are some awesome tips for parents in your child's kluwell reading log book (yellow, green or orange) or at www.kluwell.com….some of them have been included on the reverse of this note to get you started.

A GOOD READER

	I do	Maybe	Not sure

Check the skills below. How many smiles do you get?
Work towards achieving more smiles!

- I understand what I read.
- I stop and think, when I need to, as I read.
- I can retell in my mind what I have read.
- I can use previous ideas and information.
- I silently ask myself questions as I read.
- I can see pictures in my mind of the story when I read.
- I use the information around unfamiliar words to figure them out. I read on past the unfamiliar word to help find its meaning.
- I make predictions as I read. I think about what is probably going to happen (through text and illustrations).

For another *COPY* of this page visit *STUDENT* link at
www.kluwell.com

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognise familiar words quickly and to figure out words they haven't seen before.

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

Challenge yourself as a reader who understands!

- Explain or summarise what you are reading.
- Make a judgement on the position of the author.
  (e.g. Which character do you think the author likes the most / likes the least? Why?)
- Form opinions about characters in the book and justify them.

Children could be asked any of the following questions when they have finished reading a book:-

- Did you enjoy the book? Why?
- How did you choose it?
- Who were the characters?
  - Who was the character you liked the most?
  - How could you describe this character?
- How long did it take you to read?
- Was there anything about it you did not like?
- Could you read the part of the book you enjoyed the most?
- Are you going to read any more books by the same author?
- Could you make a better ending?
- Did you come across any unusual words or words you did not know the meaning of?
- Can you give a brief description of what happened in the story?

Consider using the following questions when you have finished reading a book. These may help you with your understanding.

- How did you expect the story to end, and did it end the way you expected?
- Do you understand why the book ended the way it did?
- Did you enjoy the book? Why?
- What type of book was it? (Narrative e.g. adventure / humorous / factual / fantasy, etc; Factual; Poetry).
  See also page 11.
- How did you decide to choose this book?
- What was the turning point (or a crucial moment) in the story?
- Who were the important characters in the book?
- Which character appealed to you the most?
- Describe this character?
- How long did it take you to read the book?
- Would you choose to read the book again? Why?
- Will you read any more books by the same author?
- Was there anything about the book that you did not like?
- Your favourite part of the book was....
- Think about a different ending for the book?
- Did you come across unusual words or words you did not know the meaning of?
- What did you do about these words?
- Give a brief description of what happened in the story.

Some Things to Do

- DO Do encourage your child to guess what the story is about.
- DO Do praise your child when an idea or word is used that you know will come up in the story.
- DO Do ask questions like:-
  "What can you tell about the story from the picture?"
  "What do you think will happen in the story?"
- DO Do read from the pictures, encouraging your child to build up a story before looking at the print.
- DO Do talk about the start of the story, what happened by the end of the story, the people in the story etc.
- DO Do mention things like:-
  The person who wrote the story - the author.
  The person who did the illustrations - the illustrator.
  Find these people on the front cover of the book.
  Where else can you find their names?

Remember that getting meaning from print is what reading is all about.

- TALK about the book before you read it.
- LOOK at the pictures, the cover and the title.
- ASK "What do you think it is about?"
- GO through the book page by page.
- TALK about the picture and the words or ideas that might be in the book.

Optional Extra Homework

If you feel that your child needs extra homework, each student from Transition to Year Two has a 'Reading Eggs' account which they can access from any internet connected device or computer.

www.readingeggs.com.au (available for Transition - Year 2 students)

Logins for 'Reading Eggs' is: *first name.last name,* with *first name* as the password (all lower case).
The password for all students is *driver.*

As 'Reading Eggs' also have activities designed for students as young as 3 years old, Preschool students who are ready for reading can be given access in Semester 2 once they begin their Jolly Phonics program.

Students older than Year 3 can also be given access if they are struggling with their reading.

Preschool and Yr 3-6 parents are encouraged to let classroom teachers know if you would like your child to have access to Reading Eggs at home.

If you are having trouble accessing 'Reading Eggs' at home, please let your child's class teacher know and they can arrange for further parent information to be sent home.

Besides the great activities, Reading Eggs also have levelled books for students to read on nights when they forget to change their reader or want an extra book to read. Each book has a short comprehension test at the end, which is a great way to see if your chid has understood what they have read. These readers can be found in the 'books to read' section.

For Year 3-6 students and families worried that their child is struggling in Mathematics, we strongly encourage you to create opportunities for real life experiences whenever they come, as part of your everyday lives. Practise of mathematical concepts works best when it happens as part of real life, rather than through worksheets sent home for homework. You could:

- practise number recognition and count regularly with little ones
- practise multiplication tables until your child has an automatic recall
- read clocks (both analogue and digital)
- provide opportunities for your child to help with weighing and measuring (and reading) when cooking
- provide opportunities for your child to use money in the real world

Please contact any of the class teachers or the school leadership team if you have any questions about homework at Driver Primary School.

Values and Awards

At Driver Primary 'Captain RECS' helps us promote wellbeing and positive behaviour through the Driver Primary School Values:

We also have 2 rewards systems to acknowledge and reward exemplary behavior and improving choices both in the classroom and the playground.

1. Whole school **in class** reward system:

Rewarding excellence = 1 Mini Merit → 5 Mini Merits = 1 Maxi Merit → 5 Maxi Merits = 1 Principal's Award

Mini Merit - Students receive 'Mini Merits' in the classroom as recognition of academic achievement, outstanding behaviour and positive community skills. Once five 'Mini Merits' have been awarded, students will receive one 'Maxi Merit' award at a whole school assembly.

Awards for reaching home reading milestones (each 25 nights of home reading) can also be used as a 'Mini Merit'.

Maxi Merit - Recognition at whole school assembly for academic achievement or outstanding classroom behaviour. Once five 'Maxi Merits' have been awarded, students will receive a Principal's Award at a whole school assembly. Students in Transition – Year 2 will receive notification the day before if their child is receiving this award at assembly.

Principal's Award - Recognition at whole school assembly by the Principal for receiving five Maxi Merit awards. Principal's morning tea after the last assembly of each term. Parents will receive a call from the office the day prior if their child is receiving this award at assembly.

Note: Mini and Maxi Merits can be saved from year to year. They will be sent home at the end of each school year and can be returned to school either at the start of each or when enough have been saved for an award. Awards are marked by the office as they are used to ensure they are not used twice.

2. Whole school **playground** reward system:

'Caught Being Good' is designed to help students make positive choices aligned to the school's values of Excellence, Respect, Safety and Community. We also reward students for being 'Ready Set Go' for learning time, when lining up for class. Students are acknowledged and rewarded for making positive choices in the playground.

Each award is placed in the 'Caught Being Good' box located in the front office. Each Friday a draw will take place during the whole school assembly. Winners will receive a canteen voucher plus a special prize. These are handed out by the caught being good characters.

Awards Guidelines Overview:

- Awards must be to the office by 2:30pm Thursdays or they will have to wait until the following week to be handed out at assembly.

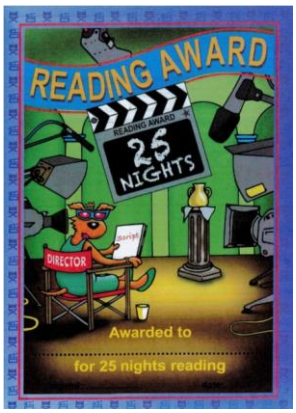
- Class teachers of students in T-2 students will notify parents prior (the day before at the latest) if their child is receiving a 'Maxi Merit' at assembly.

- Awards will be sent home at the end of each year. Any unused awards should be returned to school to add to their collection in the new school year.

- Office staff will notify parents of students getting Principal's Awards.

- Office staff will mark the back of merit awards when they have been used so that they are not re-used.

- PLEASE NOTE: Home reading milestones will be awarded for every 25 nights by teachers and can be used as mini merits.



Methods of Communication

While some hard copy notes are sent home, our electronic newsletter is our main form of communication. Newsletters are sent home every 2nd week during school terms.

Please subscribe via our website at https://www.driverprimary.nt.edu.au/ or contact the school to provide us with your most up to date email address.

The Driver Primary School Facebook page will keep you up to date with news and reminders in the moment, rather than waiting for fortnightly newsletters.

The electronic sign outside the school office is a great place to check for reminders and important event dates.

www.driverprimary.nt.edu.au

Our website has general information including canteen lists, uniform prices, staff contacts, homework and other policies. You can sign up for our newsletter here if you change your email address and notify us of absences via the online notification feature.

DRIVER PRIMARY SCHOOL

37 Driver Ave Driver NT 0830 PO Box 33 Palmerston NT 0831

General Enquiries: 08 8935 9000
Absence Notifications—89 359 045

admin.drivesch@ntschools.net www.driverprimary.nt.edu.au

Please note: We no longer use the Skoolbag app at Driver Primary

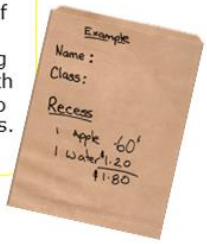
2020 (Leap Year)	
Semester One	
Term 1	**Tuesday 28 January – Thursday 9 April** *(Teachers commence 24 January 2020)*
Term break	Tuesday 14 April – Friday 17 April
Term 2	**Monday 20 April – Friday 26 June**
Semester break	Monday 29 June – Friday 17 July
Semester Two	
Term 3	**Tuesday 21 July – Friday 25 September** *(Teachers commence 20 July 2020)*
Term break	Monday 28 September – Friday 9 October
Term 4	**Monday 12 October – Thursday 17 December** *(Remote schools finish Friday 18 December)*
Semester break	Monday 21 December – Friday 29 January 2021

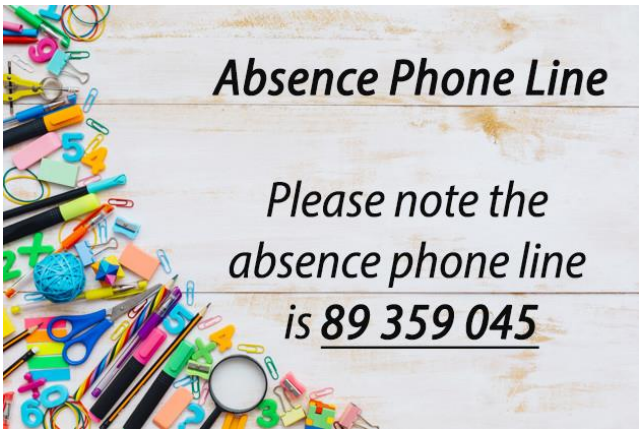
2020 DAILY TIMETABLE AT DRIVER PRIMARY

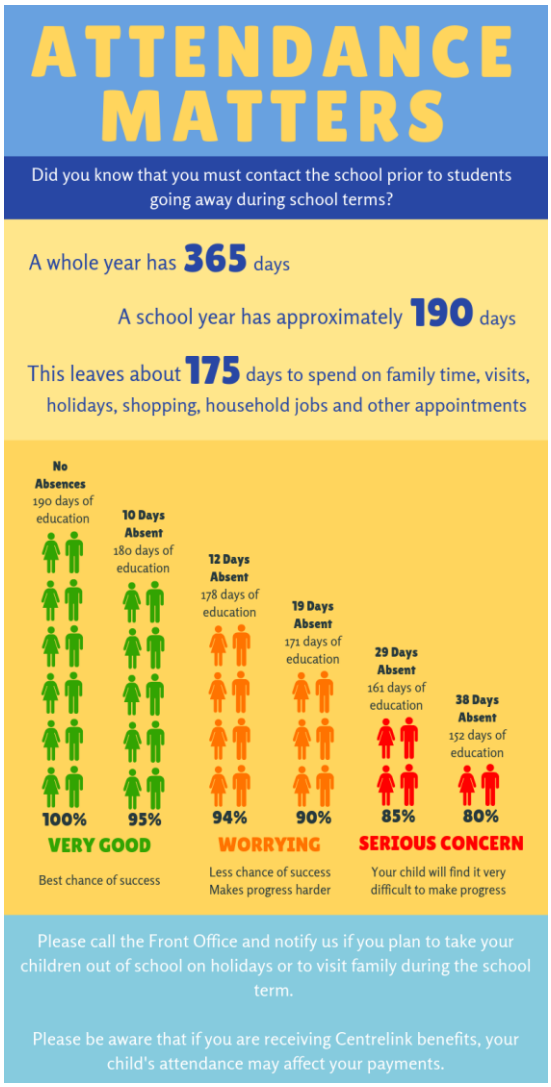
8:15am Music plays to give students time to head to class 8:20am Lesson 1 (school starts) 9:20am Lesson 2
10:20am Recess Play (20 mins) - Canteen open for over the counter sales
10:40am Class Teacher or Lesson 3 Specialist supervises eating inside (10 mins) 10:50am Lesson 3 11:50am Lesson 4
12:50pm Lunch Play (30 mins) - Canteen open for over the counter sales
1:20pm Class Teacher or Lesson 4 specialist supervises eating inside 1:30pm Lesson 5
2:30pm End of School Day

If any Driver students are involved in noteworthy extracurricular activities, both sporting and non-sporting, we would love to know about it so we can acknowledge them in our newsletter. Please send information and photos to *driver.newsletter@ntschools.net*

The canteen is open for the sale of snack foods during recess and lunch play times. If children need to purchase recess or lunch meals, it is a **good idea** to use our ordering system. Ordering allows students to play with their friends and then sit with their class to eat their food during supervised eating times.







School starts at 8:15am and finishes at 2:30pm. Supervision is provided from 7:50am -3pm. Students should not be dropped at school earlier than 7:50am.If care is needed before or after school please contact YMCA who provide before and after school.

TAKE CARE IN DRIVER'S CARPARK

LOADING ZONE

- ✓ Stay in your car
- ✓ **Quick** pick-ups and drop offs
- ✓ Do not block the way of cars using the carpark

KEEP OUR KIDS SAFE

Pay Attention

PEDESTRIAN CROSSING

- ✓ **Stop** at the white line on the road if people crossing
- ✓ **Stop** at the white line if the kiss and go line is full
- ✓ Allow other cars to exit the front carpark safely
- ✓ Do not park on the crossing

FRONT CARPARK

- ✓ Watch for students
- ✓ Do not park in disabled parks without a permit
- ✓ Do not block the way of cars using the carpark
- ✓ **Come to a complete STOP** and look before exiting

Safety is in my hand

PLEASE DO NOT PARK IN DRIVER'S DISABLED CARPARKS IF YOU DO NOT HAVE A PERMIT

It is important to show respect for those who genuinely require disabled car parking.

PLEASE CONSIDER TURNING LEFT

Our carpark entry/exit becomes congested after school.

Please consider turning left rather than waiting to cross traffic and turn right. Temple Terrace is easily accessible by turning left onto Waterhouse Crescent from Driver Avenue.