

**Huntingdale Primary School  
Parent Helpers Induction Pack**

## Welcome

Welcome to Huntingdale Primary School. Thank you for your contribution to the school community and your willingness to help.

### School Ethos and Values

Huntingdale's vision is future oriented providing:

- Excellent literacy and numeracy skills
- Authentic language competency in a second language (Japanese) and deep intercultural understandings
- Thinking skills to access, synthesise and transfer information in a 21st century knowledge economy
- High level personal and interpersonal skills to facilitate strong social connectedness and personal wellbeing

The following Values are central to the life of our school and all members of the school community are required to demonstrate:

- *Kindness*
- *Courage*
- *Personal Best*
- *Creativity*

As a school community, we apply these attributes in our everyday interactions with one another and in the development of our programs and policies.

Our School Motto '*Aim High*' underpins the quality of our teaching and learning reflecting:

- *High Expectations*
- *High Achievement*
- *High Engagement*

Our students are taught through two languages, English and Japanese and view the world through an international lens. Our school has a reputation for strong academic achievement, authentic bilingual education, happy and engaged students, a dedicated, enthusiastic and professional staff and a highly supportive parent community.

In addition, Huntingdale Primary School is committed to safeguarding and promoting the welfare of all children and expects all staff and volunteers to share this commitment.

## **Aims of the Parent Helpers Program**

- To enrich the educational possibilities for the children;
- To make the teaching within the school more effective;
- To promote the partnership between home and school;
- To demonstrate that education continues through life;
- To give adults the opportunity to use their talents in school while keeping the sole focus on the children and their education;
- To enable children to have more time to communicate their ideas and thus develop their understanding.

## **Induction**

All parent helpers must have completed the induction program each year, before being able to help in the classroom or on excursions.

## **Confidentiality**

Confidentiality is extremely important.

Volunteer helpers are reminded that they will see and hear all sorts of things going on some of which they may have not known before. Whatever volunteers see or hear, particularly concerning children must not be repeated, except to a member of staff (Please refer to Privacy Policy).

Volunteers may also overhear staff discussing pupils academic and or behaviour progress with the individual student. All information and comments made in school, remain confidential to the school. It is unprofessional for parent helpers to comment on individual children to others, including the child's parents except through the appropriate and official channels (Please refer to Complaints Resolution Policy).

Parents have the right to see all and any records kept on their own child.

## **Regulations on arrival at school**

All parent helpers must first sign in at the office. Visitors will not be allowed to enter unsupervised work areas unless accompanied by an appropriate member of staff and must observe any safety rules.

## **Absence**

Volunteers are asked to telephone the school if they cannot come into school when expected or notify the teacher prior.

## **Excursions**

Please see your child's teacher prior to the excursion to find out what your role will be on the day and any expectations that the teachers may have of you. It is important to remember that you will act as another set of eyes to assist in the safety of all children on the excursion.

## **Occupational Health and Safety**

Huntingdale Primary School's HSR and Management OHS Nominee is Kate Spithill.

All Parent Helpers are reminded of important rules and guidelines. (Please refer to DEECD OHS Policy)

### Accidents/ First Aid

If a child is ill or has an accident please tell the nearest teacher at once. All of our teaching staff and office staff are First Aid and Anaphylaxis trained (in alignment with the school's Anaphylaxis Management Policy and First Aid Policy). All Anapens and Epipens are stored in the Health Centre at the Office.

Disposable gloves must be used when dealing with wounds, sickness or other bodily fluids.

If hypodermic needles or syringes are found, do not touch them but notify a member of staff immediately.

### Hazards and Incidents

Parent Helpers are responsible for:

- Reporting hazards and/ or incidents to Kate Spithill;
- Co-operating with incident investigations; and
- Following safe work procedures and instructions.

Examples of Hazards that may be reported include;

- Trip or slip hazards;
- Storage and/or use of chemicals;
- Noise associated with the operation of plant and equipment; and
- Blind corners/ uncontrolled traffic intersections.

All injuries (either physical or psychological) that occur in the school ground must be reported immediately to the classroom teacher to be entered on eduSafe.

### Fire

Parent Helpers are asked to familiarise themselves with the emergency evacuation route in the classroom (situated next to the door). In the case of an emergency it is important that the parent helper stay with the teacher and evacuate the room with

the class. Upon meeting at the evacuation site please notify office staff of your presence to cross check all adults are accounted for via the sign in book.

### Smoking

Smoking is not allowed in the school building or anywhere on the premises.

### Supervision

It is important that a VIT registered teacher is with you at all times when you are with children. The teacher is required to maintain a visual line of sight with you at all times.

No volunteers will be left unsupervised with a child(ren).

### Physical Contact

It is important to remember that as a Parent Helper you are seen as another professional within our school community so it is expected that you act in a professional manner at all times.

### **Role**

The role of the Parent Helper is to help, assist and support children in their learning. The teacher's role in the classroom is to plan, teach, manage and assess students while fostering a positive atmosphere.

If a Parent Helper is unsure of their role they should seek advice from the teacher.

If a Parent Helper is asked to perform tasks that fall under the teacher's role they should talk about this with the teacher or alternatively with the Assistant Principal.

If a Parent ever feels uncomfortable about what is being asked of them it is important you respectfully refuse.

Please be mindful that some students can be easily distracted from their learning by other people in the classroom and/or background noise. We ask that when you are a classroom helper you:

- do not bring younger siblings;
- put your mobile phone on silent;
- leave the classroom if you need to answer or make a call; *lead to the direction*
- refrain from conversations with other adults whilst students are working.

At Huntingdale Primary School we strongly believe in the 3P's to assist students with their work. They are; Prompt, Pause and Praise. *to the answer give time to think* → *the effort, not the result*

In this Induction pack there are some documents to help you with the prompting process. Sometimes it feels as if it may be easier or necessary to do the work for the child however it is extremely important to foster independent learners by guiding students to do the activity by themselves.



## TIPS FOR CLASSROOM HELPERS

### Reading

Always begin by asking children about the text they are going to read to you - they may have read it before OR it may be new to them. Ask them some questions so that they continue to receive the message that reading is all about gathering information and/or, telling a story.

- What can you see? (refer to the front cover and pictures in the text)
- What could be happening?
- Who is involved?
- I wonder what might happen next...
- Why did you like this book?
- Did you learn something new?
- What was your favourite part?
- Does this remind you of another story or something you have done?

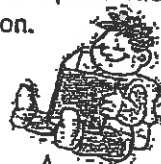
### Prompts to use if a child does not know a word

- Does it look right/match? (children may use their finger to track)
- Does it sound right?
- Does it make sense?
- Check it – does it look and sound right to you?
- Go back, re-read, get ready to say the start – what would make sense and start that way?
- Use the picture to help you – what would make sense?

### Try to reinforce good reading behaviour

- I like the way you fixed that – what did you notice?
- Why did you stop – what can you do?
- How did you know it was \_\_\_\_\_? What helped you?
- Try that again – (when you think the child is just about to get it and could self-correct)
- I liked the way that sounded – just like talking! (encourages good pace, smooth phrasing and use of expression/intonation)
- I liked the way you made it match (for 1:1 matching)

Enjoy the moment – children love having 1-1 time, and anything you do as a parent helper to make reading a positive experience, is a valuable contribution to their education.

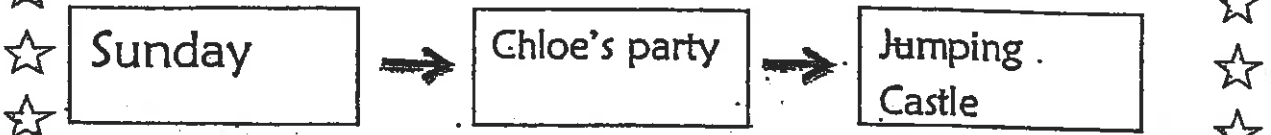




★ Writing

★ Try to assist children with the composition of their writing – this may involve having a chat with them so that they can get their ideas out – if a child is reluctant some ‘who, where, what, when, why, how’ questioning may help.

★ Sometimes children require help with the sequencing of their ideas – a simple plan may help – your classroom teacher may have a process in place OR you could use three boxes with a key word in each, to assist children with ordering their ideas. e.g



★ Try to encourage the use of new vocabulary to make their writing more interesting – teachers may have displays or word books to refer to OR they may have a particular focus on ‘interesting words’. Remind children to refer to these when composing their own writing.

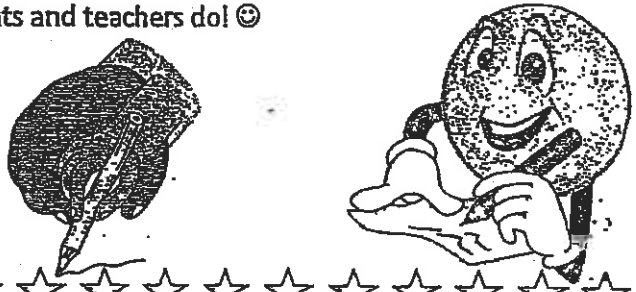
★ Teachers will also be focusing on a specific text type. There will often be displays in the room that outline the structure required. Try to be familiar with the current text type so that you can remind children to refer to the examples provided, and assist them when required.

★ Always get children to re-read their own writing – this will help them to clarify what comes next and perhaps they can identify some errors independently

★ If they don't know a word:

- ★ • Encourage the use of visual aids in the room – these may be word walls, commonly used word lists or spell check books – older children should be encouraged to use dictionaries
- ★ • Get them to say the word out loud slowly – ask ‘what can you hear?’ – ‘write down what you know’ – then assist them if they require it
- ★ • Do they know another word like that one? (one that sounds the same, starts with the same letter – can they break the word into parts they know?)
- ★ • Check with the classroom teacher, as again, they may have their own process in place

★ Your help is very much appreciated and we're sure that you will enjoy the experience as much as the students and teachers do! ☺





## Reader's Response Prompt Cards

What you liked or disliked and why.

What you wish had happened.

What you wish the author had included.

Your opinion of the characters.

Your opinion of the illustrations, table and figures.

What you felt as you read.

What you noticed when you read.

Questions you have after reading.

What it reminded you of.

What you wondered.

What you learned.

What you thought was important.

What you think will happen next.

What you liked or disliked and why.

What you wish had happened.

What you wish the author had included.

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What it reminded you of.

What you wondered.

What you learned.

What you thought was important.

What you think will happen next.

# ESSENTIAL QUESTIONS AND PROMPTS

Getting children to understand their mathematical thinking means  
we need to ask the right questions

## Helps Children Make Sense of Mathematics:

- How would you describe the problem in your own words?
- What information is given?
- How is \_\_\_\_\_ related to \_\_\_\_\_?
- Did anyone get a different answer?
- How did you get your answer?
- Show me how you worked it out?
- Tell me what you were thinking; talk me through the steps.
- Did anyone get the same answer in a different way?

## Fosters Predictions:

- What would happen if....?
- What do you think will happen next? How do you know?
- Will the outcome be the same if we use different numbers?
- Will this always be true?
- Will this always happen?

## Encourages Children to be Self-Reliant:

- Does your solution make sense? Why or why not?
- How can you check to be sure?
- What do you think you should do next?
- Can you explain this to a classmate?
- Make a model to show what it means.
- What steps in the process are you most confident about?

## Cultivates Reasoning:

- What is happening in this situation?
- Do you see a pattern in this? What is it?
- What other numbers will work?
- Will what you did always work this way? How do you know?
- Describe what you tried. What might you change?
- How did you know your solution was reasonable?
- How did you decide to test that strategy?
- Is this an efficient strategy? Justify your answer.
- In what ways does this to problem connect other mathematical concepts?