Kindergarten/Pre Primary College Handbook 2016

Australian Christian College Southlands - Kindergarten/Pre-Primary Guide for Parents
Contents

Welcome
  ● Staff
  ● Times for Pre-primary and Kindy

The Program
  Page 3
Play based
  Page 4
  ● Learning activities
  ● Supporting Independence

Parent help
  Page 5

Healthy eating
Hats

Notices
  Page 6
Collecting and delivering Children
Toys
Health
List of useful Waste Materials

Reading
News

Example of daily programs
  Page 8
  ● Kindy and Pre-primary days
  ● Pre-primary days
Welcome

Kindergarten is the start of a new era in a child’s life. The kind of school beginning often sets the pattern for years to come. It is for this reason that we invite the close cooperation of you, the parents or caregivers in educating your child.

Every parent wants the best for their child and desires to give them a happy and balanced start to their educational journey. That is why we offer an innovative and successful program that prepares children to confidently enter their Primary school years.

Kindergarten
- is a vibrant, nurturing environment where children develop a love for learning
- harnesses children’s natural inquisitiveness and enthusiasm for learning
- is a stimulating and exciting program that immerses children in literacy and numeracy
- is a structured, play based program that uses the Early Years Learning Framework
- develops social, cognitive, physical and emotional skills

Please keep us informed about any changes that may have some bearing on your child’s educational progress. Feel free to drop in for a visit, just register in the office first.

By working together, we (parents and teachers) can ensure that every child gets off to a good start at Australian Christian College Southlands.

We believe that ‘A young child is a gift from God’ (Psalm 127:3). Our mission is to nurture and develop the gifts and talents God has created within each student. We also believe that ‘it takes a whole village to raise a child’ so we embrace the partnership with families and community members.

Our school also has a Christian emphasis throughout the program. Children will participate in morning devotions, praying, singing and learning stories from the Bible.

Staff
Mrs Brenda Nelson - Teacher (Monday - Friday)
Ms Christina Van As - Educational Assistant (Monday, Wednesday & Friday)

Times

School begins at 8:45 am and concludes at 3:00 pm (Half day pickup is 12:20 pm during the first few weeks of the school year.)

The Phase-in period for Kindergarten and Pre-Primary students will be as follows:
Kindergarten  Week 1 & 2 - Monday, Wednesday and Friday ½ days. Pick up 12:20pm
Week 3 - Monday & Wednesday full days. Friday ½ day.
From Week 4 - Monday, Wednesday, Friday full days

Pre-Primary  Weeks 1 & 2 - All days ½ days. Pick up 12:20
Week 3 - Monday, Tuesday, Wednesday - Full days. Thursday, Friday ½ days
Week 4 - Monday, Tuesday, Wednesday, Friday - Full days. Thursday ½ day.
From Week 5 - Full time

We hope this will provide adequate time for your child to settle into their new school routine.

The Program

The Pre-Primary program is based on the Western Australian Curriculum and the Early Years Learning Framework (EYLF) document Becoming, Being & Belonging.

The Kindergarten program is based on the Early Years Learning Framework (EYLF) document Becoming, Being & Belonging.

OUTCOME 1 : CHILDREN HAVE A STRONG SENSE OF IDENTITY
a. Children feel safe, secure, and supported
b. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
c. Children develop knowledgeable and confident self-identities
d. Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2 : CHILDREN ARE CONNECTED TO AND CONTRIBUTE TO THEIR WORLD
a. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
b. Children respond to diversity with respect
c. Children become aware of fairness
d. Children become socially responsible and show respect for the environment

OUTCOME 3 : CHILDREN HAVE A STRONG SENSE OF WELLBEING
a. Children become strong in their social and emotional wellbeing
b. Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
a. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
b. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

c. Children transfer and adapt what they have learned from one context to another
d. Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5 : CHILDREN ARE EFFECTIVE COMMUNICATORS

a. Children interact verbally and non-verbally with others for a range of purposes
b. Children engage with a range of texts and gain meaning from these texts
c. Children express ideas and make meaning using a range of media
d. Children begin to understand how symbols and pattern systems work
e. Children use information and communication technologies to access information, investigate ideas and represent their thinking

Play-based

Learning Activities Include:

INDOORS - Language activities, stories, games and maths fun. Exploring the areas of painting, creating with waste materials, blocks, puzzles, drama play, computers and iPads, playdough, nature and science, social skills, songs, music and movement.

OUTDOORS - Movement activities including running, climbing, riding, building, jumping, balancing, digging and experimenting. The children gain control over large and small muscles, while cooperating with others. They will develop their understanding of facts about the world around them and use their imagination and creative ability. Whilst developing these skills they will also learn to respect the rights of others, share, invite themselves in to play and vocalise feelings.

Supporting Independence

Here are some ideas to help your child do things for themselves at school:

- Make sure lunches and snacks are easy to unwrap or open.
- Use shoes with Velcro fasteners until your child can manage more complicated fasteners - learning to tie shoelaces is, in fact, a high level cognitive skill!
- **Label everything** - including shoes and socks!
- Put an extra set of clothes and socks in a plastic bag (not necessarily a uniform); accidents do happen and it reassures children to know they have ‘back-up supplies” of their own things and the wet clothes can go in the plastic bag.
- Expect that children may be tired in the first weeks at school, even if they have been used to care situations. Provide a cuddle, a drink, a snack and some quiet time when they first arrive home.
- Make sure children have sufficient sleep - add an afternoon nap at weekends if your child seems overly-tired.
- Ask about their school day, look through and talk about the work they bring home. Learn to ask questions such as “What was your favourite thing about today?”, “Tell me about your picture?”

**Parent Help**

Your help in the classroom is very much appreciated. A roster is attached to the wall just inside the door of the Early Childhood classroom. If you are able to help for a morning, please put your name down on the roster. It is a great time for you to see what your child does at school and participate in the learning program. Children feel very special to have a parent or carer present.

**Healthy Eating**

Children in the first years of school are busy and energetic, so they need nutritious lunches and snacks during the school day. Please supply your child with at least one piece of fruit every day for eating at recess. If you have no fruit, children often enjoy tiny cherry tomatoes, celery, gherkin or carrot sticks as an alternative. Please no lollies or chocolates. Always ensure your child has a full water bottle every day. Water is the best thirst quencher. Milk and juice do not survive well in warm classrooms.

If your child has a food allergy, make sure everyone knows the exact nature of it and what to do in an emergency. Please ensure you fill in a school care plan.

Canteen lunches or hotdogs are available on certain days. Please pre-order these at the office the day before they are needed.

**Hats**

During Terms 1 & 4, the “No Hat, No Play” rule applies due to dangerous UV levels during these times. Children must always have their school hats at school to wear. We also strongly encourage you to apply sunscreen before your child comes to school. Please advise us if your child has any sunscreen allergies.

**Notices**

We endeavour to communicate with parents on relevant issues. Please check your child’s bag at the end of each day for any notes. Some may require you to respond by returning a signed portion to school or provide something for an upcoming activity.
**Collecting and Delivering Children**

Please be punctual dropping off (8:45 am) and picking up children (3:00pm). Please enter the classroom through the door near the basketball court. Entry is not permitted through the door adjacent to the Early Childhood playground.

If another adult is picking up your child at the end of the day, please record the change in the communication book on the table inside the classroom door. Please notify the school office during the day on 6818 6000, if there is a change in pick up arrangements.

**Toys**

Children are discouraged from bringing their own toys to school (unless for News). Precious possessions can be easily lost or broken causing distress.

**Health**

If your child is unwell in the morning, it is advisable to keep them home. A child who is not feeling well cannot learn properly and may infect other children. Please contact the school by 9.00am if your child is going to be absent for the day. The school needs to know if your child contracts any infectious diseases such as measles, mumps, rubella, chicken pox, whooping cough, impetigo (school sores), conjunctivitis, influenza, head lice. For more information about childhood diseases go to [www.cyh.com](http://www.cyh.com)

**List of Useful Waste Materials**

Boxes, egg cartons, fabric and wool scraps, cardboard tubes (please no toilet rolls), coloured wrapping paper, ribbon and lace scraps, feathers, dress-up clothes, magazines, confetti, buttons, corks, pegs, matchboxes, shells, pictures, cotton reels and old cards. This list is not exhaustive, if you are unsure about something just ask before you throw it out.

**Reading**

Reading with your child is an essential activity right throughout the Primary school years. Children learn a great deal by seeing you read to them. Research indicates there are enormous advantages of reading to your child EVERY DAY.
In Pre-Primary the children will be bringing home reading books. These are simple, repetitive books with a storyline that is easy to remember. Initially the children will be unable to read on their own. We suggest following this procedure:

1. Look at the cover and ask what they think the story might be about.
2. Flick through the book and discuss the pictures.
3. Read the book TO your child.
4. Read the book WITH your child helping.
5. Allow the child to have a go at reading the book. No pressure! Encourage them to look at the picture for clues and to point to the words as they go.

As your child progresses through the year, they will become more able to read independently.

**News**

Sharing News is an important part of the child’s learning throughout the year.

The children will be given suggested News themes to share with the class. A note will go home explaining what is needed and when. Items are to be brought concealed in a bag so that the rest of the class can guess what has been described to them.

It is hoped that they will gain independence in describing the item to the class, talking about the “who, what, when, where and how” and writing a sentence about their News in the Pre-Primary year.

We will endeavour to look after everything brought in for News but please don’t send any valuable items.

**Example of Daily Program**

**Kindy/Pre Primary Days**

8.45am Settling in time.
9.00 - 9.30 Morning Mat Session / Devotions/ Memory Verse/ Days of Week/ Roll call
9.30am Literacy / Fine Motor and Craft activities
10.40 - 11.00am Recess & Outdoor Play
11.00 - 11.55 Numeracy
11.55 - 12.10 Mat session and implicit teaching
12.20 - 1.00 Lunch & Outdoor Play
1.30 pm Rest Time
2.00 - 2.45pm Computers - Reading Eggs / Fundamental Movement Program / Shared News
2.45pm Storytime / Nursery and Finger Rhymes
3.00pm Home Time

**Pre Primary Days**
8.45am Settling in time/Change Reading Books and add to Word Boxes (new sounds, words)
8.55am Mat Session/ Devotions/ Memory Verse/ Days of Week/ Recording of Attendance
9.15am Phonemic literacy program - introduction to new sound and related story, games, workbook, art and craft activities.
10.40 – 11.00 Recess & Outdoor Play
11.15am Mathematics program - games outside, explicit teaching of new topics, explore topics with concrete materials, workbook. Free choice play.
12.20 – 1.00 Lunch & Outdoor Play. Pack away outdoor toys.
1.00pm Rest Time/Story
1.20pm News - oral presentation plus sentence writing on the interactive whiteboard
1.40pm Bible/Literature - story plus craft and worksheet response/ Guided Reading/ iPads
2.45pm Pack up/ Story
3.00pm Home Time

**Rest Time**
This is an important time of the day where children learn to lie quietly on their cushions in the classroom and listen to relaxing music. Moments of solitude help the student to enjoy quiet moments to themselves. Some children choose to read books during this time. While children do not have to sleep during ‘Rest Time’, many of the younger children do.

*We look forward to the coming year and hope it will be a positive and rewarding time for both you and your child.*

**Values that inform our practice**

- **Relationship**
  - (to be known & to know others)
- **Opportunity**
  - (breadth of experiences for learning)
- **Equality**
  - (access to experiences for learning)
- **Excellence**
  - (personal achievement)
- **Inquiry**
  - (a love of learning)