

**Room 13 Kindy/Pre-primary**

**Parent Information Booklet**

## Welcome

Dear parents,

Welcome to our parent information night and thank you for attending.

My aim is to provide a caring, fun, stimulating and safe learning environment for every child in the class and to inspire each individual child to foster a love and passion for learning to enable them to achieve their full potential.

This booklet provides information regarding our classroom program. Please keep it for easy reference and to access more information about Braeside Primary school, refer to the school's website listed above.

## Room 13 Staff

### **Class Teachers:**

Miss Claire Batchelor (Mon-Thurs)

Mrs Louise Stade *Pre-primary only* (Friday)

### **Education Assistant:**

Ms Tanya Ritchie

## Morning Routine

It is important to establish a morning routine to assist your child in settling in to the school day.

Parents are encouraged to assist children with the following activities:

- On arrival children will be required to take their lunchboxes and water bottles from their bags and hang up their bags.
- Take the fruit out of their lunchboxes and put it in the fruit basket, as we cut up the fruit and share it as a whole class. They need to put their water bottles on the white tray and their lunchboxes in the plastic container. Please make sure water bottles are **clearly labelled**. They also need to put their folders in the basket.
- They then sign in by finding their rock names and putting it in the basket. After that they trace their names and complete a puzzle or read a book. Parents are encouraged to assist children with these activities.
- The construction blocks and home corner will not be used before school. (This includes younger siblings. Younger siblings are to be under parent supervision at all times.)

The classroom doors open each morning at 8.35am. You are most welcome to come into the classroom for a few minutes with your child. This is an opportunity to look at work displayed around the room, share a puzzle or read a book together. The classroom bell rings at 8.55am and signals the children to pack away and sit on the mat.

**Please be aware that if you arrive after 9.00am, you will need to get a late slip from the office**

Please say goodbye when the bell rings, but if your child is happy, feel free to leave beforehand. If the goodbye is prolonged, this can be unsettling for the children. If your child becomes upset, we will assist to settle them on the mat and ask that you say goodbye and leave. Most children settle quickly and enjoy their day.

## How do we know what is happening in Room 13?

General messages are written on the whiteboard near the door. Notes are being sent home in their folders. Messages concerning your child will be written in their message book (A4 exercise book on booklist) or I'll inform you personally after school. Please make sure you regularly check the message book (this will also be put in the folder.)

### Seesaw

Seesaw is an app we use in the classroom where each child has their own 'journal' to document learning. I will be uploading photos as well as classroom notes and information throughout the year so please sign up if you have not already!

## Behaviour Management

### Rules in Room 13

- We always listen quietly while others are talking.
- We look after the schools and other people's property.
- We always put our hand up to be heard.
- We are kind to each other, use our manners and keep each other safe.
- We always do our best.

### Behaviour Management Plan

In order to provide children with a positive environment for learning, children are expected to follow the Positive Behaviour Support (PBS) matrix which is implemented across the school. The children will be encouraged by example and instruction to share with others, respect the feeling of others, care and forgive one another.

Pre-primary students can receive 'goldies' throughout the day for showing various positive behaviours. Children may also be rewarded for positive behaviour in the following ways:

- Verbal praise for good behaviour and effort
- Sent to another classroom or the principal to share their work
- Rewards such as stickers and merit certificates

### Term 1: Traffic Lights

Everybody starts the day on green and they will stay on green for good behaviour. Occasionally children have difficulty following class rules. At these times we will try to redirect the child's behaviour through eye contact or quiet reminders. If this does not help to improve the child's behaviour his/her name will be moved down to yellow. We will talk to them about their behaviour and how to improve. If the child keeps making the wrong choices after several warnings, his/her name will go further down to orange and finally red. They will then be put on the "time out dot"

Often if we see a child misbehave, we look for children who are behaving very well and then praise those children and move their names up, rather than moving

the misbehaving child's name down. Most children will change their behaviour when they see this, in the hope that they too can move up. We try to move more names up than down. This makes the system more of a positive reinforcement than

negative. If a child is disrupting the class, we will offer them the choice of having some quiet time. If they end up on orange, they get a chance to redeem themselves with good behaviour and move back to green.

This is how we learn to sit on the mat.

Give me 5 (Hi 5)

- \* Legs are crossed
- \* Ears are listening
- \* Eyes are watching
- \* Hands are still
- \* And lips are zipped

## Curriculum

### Whole-school Planning

Deanmore has whole-school Maths and Literacy plans which we follow over the course the year in both Kindergarten and Pre-primary.

### Literacy

#### *Letters and sounds and the teaching of phonics.*

The whole school follows the Letters and Sounds" phonics programme. It teaches children to read and write using phonics (the study of sounds), progressing from beginning to hear and make sounds in phase 1, to reading and writing complex texts in phase 6. Letters and Sounds helps to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

#### *What Are Phonics Phases?*

Phases are the way the Letters and Sounds programme is broken down to teach sounds in a certain order.

#### *KOLP - Kindergarten Oral Language Program*

Commencing at the end of Term 1, this program will run twice a week with the help of Community Health Speech Therapists. It is oral language based and focusses on grammar, vocabulary, comprehension and pre-cursor literacy skills required for reading. We started using this program in 2013, it is an amazing program through which we have had great success so far. I have included a sheet "Phonological Awareness in Kindy" to give you some idea of what we do.

*Pre-primary students will also begin guided reading later in the term. Home readers went home on Friday. Please ensure you have read the letter that went home about home reading.*

## Mathematics

Maths is taught in the strands i.e. Number and Algebra, Geometry and Measurement and Statistics and Probability. This done through explicit mat sessions, small group activities and much of it is done through play.

We also build our Numeracy Skills further with:

Early counting - finger rhymes, chanting, songs to encourage familiarity with number sequence

Ability to match a number name to each object as they count small collections. ( 1-1 correspondence)

Developing foundational language to describe shape attributes such as pointy or curvy and position such as between, forwards, backwards, under or next to

Opportunities to copy and make patterns - threading, clapping, songs, using manipulatives

*Pre primary students use the GoMaths book*

This supports what we are explicitly teaching in class.

## Play-based approach

Since last year we are following a more play-based approach in the Early Years where the students' learning and wellbeing develops through strong interconnections between play-based learning environments and experiences, intentional teaching and nurturing relationships. We decided to have a collaborative outdoor play area with planned learning experiences. K/PP have longer outdoor investigation time: recess is 35 minutes and lunch 55 minutes. They don't just aimlessly run around the area but take part in different learning stations which are specifically planned for them. Emphasis is also put on teaching them social skills.

We also use the Early Years Learning Framework which recognises that all adults in the learning environment have responsibility for each child's learning journey. It is in the interactions and conversations between adults and children as they are engaged in projects or play that learning is emphasised, enhanced and extended. Reflection is central to our planning for learning. We continuously review our environment, our resources, our observations of children and our interactions with them to ensure equity and optimum opportunity for each child's development. We are also constantly modelling learning strategies, including literacy and numeracy practices.

I explicitly plan and model literacy and numeracy activities in addition to games and other activities.

We plan opportunities for children to read, draw or write in as many areas of the learning environment as possible so that they always have access to resources. Literacy and Numeracy have become a natural part of their projects and the children have real purpose in their learning.

## Social Skills

We have a Social Skills Programme that we explicitly teach across K-2. This is a vital part of Kindy and Pre-primary whereby students learn new social skills as they interact with other students and adults outside their families. They learn to respect other's feelings and show care and consideration for others. They develop turn taking, joining in, participating strategies, perseverance and independence.

Independent behaviour is a very important part of a child's development and we strongly encourage this in our classrooms. For example, we expect children to independently go to the toilet, hang up their aprons, ask a friend or teacher for help, tidy up after themselves and always help at pack up time. You can also help by encouraging them to take responsibility for their morning tasks - for example, place their bag on the bag rack, put their hat and fruit away, and place their drink bottle in the tub.

### Fine motor

It is vital that children develop good fine motor skills in the early years in order for them to be able to hold a pencil, cut and paint.

At home you can strengthen your child's hands and fingers by unscrewing and screwing jar lids, using tongs and tweezers to pick up pieces of paper, buttons etc, cut out pictures from magazines, flick small objects with each individual finger, use thumb and index finger to squeeze clothes pegs open and shut. Let them draw pictures and practise writing their names.

### Handwriting - NSW Foundation Font

Your child has their own detachable name card in the classroom to help them write their name. We encourage them to have a go at writing their name as often as possible. We have attached a name card for you to use at home. Please help your child by starting the letter at the dot and following the arrows. Pre-primary children will do explicit handwriting lessons in class and complete their handwriting book.

### Pencil Grip

To promote the correct pencil grip - pointer finger ONLY on top of the pencil and thumb on the side, we have told the children a story about a castle (the pen/pencil) and the King of the Castle (pointer finger). 'Peter Pointer' is the boss of the pencil and the other fingers are in the dungeon.

If you see your child holding their pencil with more than just pointer finger on top, please remind them of the correct way - all you have to say is "remember the King of the castle!"

An illustration of the correct pencil grip is attached.

### **Assessments**

#### ***Kindergarten:***

We will be conducting the Katanning Oral Language Programme assessment in Term 1 and Term 4.

#### ***Pre-primary:***

In the first few weeks of the school year assessments are conducted on each child in the areas of Literacy and Numeracy in order to establish that child's current level of ability. This is essential in terms of planning to cater for the individual needs and differences of each child.

We have begun completing the Pre-primary On-Entry Assessments in Literacy and Numeracy. These results are very informative and greatly assist with our forward planning.

Assessment is an integral part of the teaching cycle and as such, different assessments will be conducted throughout the year to monitor your child's progress.

### Other information

#### **Parent Help**

We value and appreciate parent/family help in the Early Childhood program. Our roster will start in week 6 to give all children time to adjust to being at school and be familiar with classroom routines. Parents and other extended family members (grandparents, aunts, etc) may write their name on the roster that will be placed on our pinboard shortly. Roster usually involves staying in the classroom for a short time in the morning to help cut up fruit or do reading with the children. We would appreciate it if those on roster understand the importance of confidentiality when working with and around all children.

### Recycling

We use lots of recycled goods in early childhood classes. We would appreciate things such as: ribbons, fabrics, baskets, foam trays, clear plastic containers, magazines, plastic bottle tops, small boxes, cardboard tubes (but not toilet rolls), and any other craft materials. Thankyou!

Library will be on Mondays. This will start next week.

### Assemblies

Assemblies are held every 2-3 weeks, on a Monday afternoon, and are presented by students. **Kindy children do not attend assemblies.** Parents are invited to attend assemblies on Monday afternoons commencing at 1.40pm. Merit awards will be handed out at these assemblies and every child over the year will receive a Merit Award. Parents are notified when their child is receiving an award.

### Attendance

A successful school experience is the responsibility of the child, the parent and the school. Your child's progress, both academically and socially, is influenced to a great extent by daily participation.

### Unwell children

If your child is unwell, it is best that they do not attend school. Please ensure that you let the school know by phoning the office or sending a note once your child returns. Absentee notes are available just outside the classroom door in a plastic sleeve.

### Appointments

If you need to remove your child from school for an appointment, please stop at the office to sign your child out of the school. This is a legal requirement.

### Nut-Aware School

Some Braeside students have severe allergies to a range of nuts and can experience anaphylaxis if exposed to even traces of nuts. Please do not send nut products to school (ie: peanut butter, nutella, nuts in general). Thankyou for your co-operation and understanding.

### Birthdays

We like to celebrate birthdays in our class, singing "Happy Birthday" and making your child feel special! If you would like to bring in something for the class to share, you are most welcome.

### Lost Property

We have a draw in the classroom to house lost property. This ranges from water bottles, to socks and hats. If your child has lost something, please have a look through the tub. Please ensure all items belonging to your child are clearly named.

I encourage you to communicate any concerns, requests or questions to me so that we can best cater for your child. I can't wait to get to know you and your children and I look forward to a wonderful year ahead!

Kind regards.

Claire Batchelor

claire.batchelor@education.wa.edu.au

## Infectious Diseases Information

Chicken Pox - Exclude from school at least 5 days after the rash appears and until vesicles have formed crusts.

Hepatitis A - Exclude from school 14 days after the onset of illness or 7 days after jaundice appears.

Measles - Exclude from school for 4 days after the onset of the rash.

Rubella - (German measles) - Exclude from school for 4 days after the onset of the rash.

Mumps - Exclude child from school for 9 days after the onset of symptoms.

Whooping Cough (Pertussis) - Exclude from school for 21 days from the onset of cough or for 5 days after starting antibiotic treatment.

Pediculosis - (nits or eggs of head louse)-Exclude from school until the day after treatment has commenced.

Conjunctivitis - Exclude from school until discharge from eyes has ceased.

Ringworm - Exclude from school until child has received antibiotic treatment for 24 hours.

Impetigo - (School sores) Exclude for 24 hours after antibiotic treatment commenced.

### Head lice and what to do about them


Checking for Head Lice and Nits - It is parents' responsibility, as a part of routine health care, to check weekly children's heads for head lice and nits. Head lice have no preference for any particular kind of hair and will live on clean or dirty hair. They can be found in all types of families. They are not a medical emergency, but if not properly treated head lice can become a nuisance in the community as they are passed from one person to another.

Any places where people live and work or play close together (not just at school) is a good place for "catching" head lice. They like to live on human scalps where they feed, breed and lay their eggs. They feed on human blood and cause their owner to scratch their head.

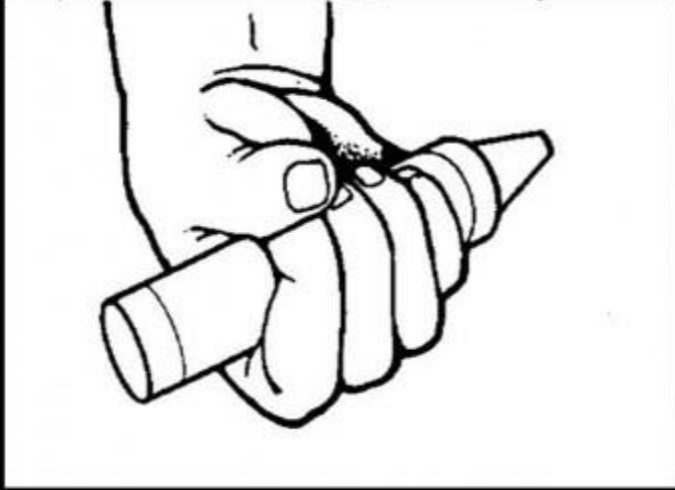
Identifying the Condition - Lice move quickly and are often hard to find. Nits (eggs) appear as shiny grey oval shaped specks which, unlike dandruff, are firmly cemented to the hair and will not fall off. They are laid close to the scalp, often only 1 cm from the head. If nits are found we must assume live lice are present, even if they can't be seen, and start treatment.

Exclusion from School - Under the School Education Act (1999), a principal may exclude a child with head lice from school until treatment has commenced. The Department of Health recommends exclusion at the end of the school day. The child may return to school when all live head lice have been removed. A few remaining eggs are not a reason for continued exclusion. However, the parent must continue treatment until all eggs and hatchlings have been removed, usually over the following ten days.



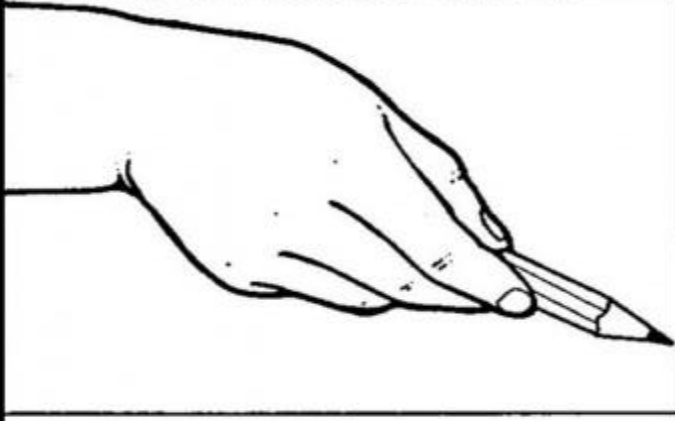
 Treatment - There are several effective ways to treat head lice. Choose whichever method best suits you and your family. For successful removal of head lice, be sure to follow the directions for your preferred treatment exactly.

A Head Lice Fact Sheet is available from the school office or online at [www.health.wa.gov.au/hea](http://www.health.wa.gov.au/hea)



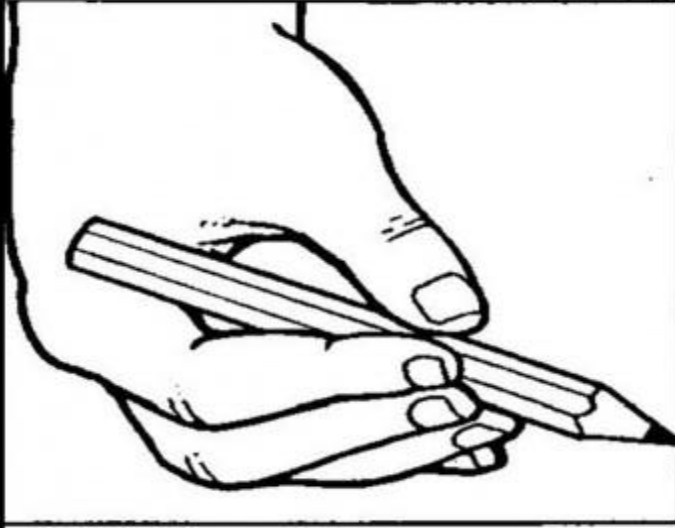
1—1 1/2 years

Cylindrical Grasp



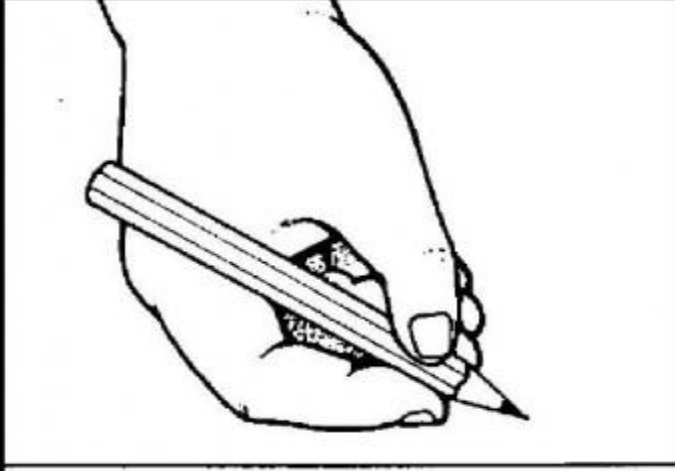
2—3 years

Digital Grasp



3 1/2—4 years

Modified Tripod Grasp



4 1/2—7 years

Tripod Grasp

