

2019

Kindergarten Handbook



Woonona Public School

For children starting Kindergarten in 2019 at Woonona Public School on Monday 4 February 2019

Welcome to Early Stage 1 (Kindergarten) at Woonona Public School.

Children will have met some teachers and have visited the classroom as part of our Kindergarten Orientation program, and will be 'counting the sleeps' until the big day. On their first day, children will come to their classrooms at different times. (You will receive a letter notifying you of their starting time.) The teachers will have time to greet children individually and show them around. At the classroom both parent and child will be given time to say their farewells.

If your child shows signs of becoming upset, it is best that when you leave, you do so quickly and with a minimum of fuss. Most importantly, try to remain calm and happy and relaxed, as these feelings are so easily transmitted to your child. Teachers will gently separate parents and children if parting appears difficult. Please feel confident that we have dealt successfully with this on many occasions. It is surprising just how quickly the children recover from these episodes, and begin to join in and enjoy the classroom atmosphere.

You should let your child know that you will be back to collect them outside the building at the end of the day.

Starting School

Starting school brings significant changes to the lives of most children and they need time to get the feel of school. They are moving from the less restricted life of home, day-care or preschool and children need time to adapt to this.

During the early weeks much time is taken by learning about school, such as:

- Learning to be a part of a large group
- Learning to share the teacher's time and attention with the other children
- Learning to mix with many other children
- Learning about basic routines of when and how we eat and play outside, how we move from our room to other places, how we attract the teacher's attention, where equipment belongs in our room and how to care for it
- Learning about other places in the school, such as the Library, the Hall, etc.
- Learning to care for their personal belongings

Where do we start?

It is vital in planning our teaching and learning programs, that we have an understanding of what each child knows and can do. We use the Best Start Kindergarten Assessment like all Public Schools in NSW.

Teachers have always taken time at the beginning of the year to see how each child works with books, letters, and numbers. However, in Best Start, all Kindergarten teachers will use the same set of observation tasks across NSW Public Schools. Your child's teacher will observe all of the children in their group do a range of tasks, to assess where to start teaching literacy and numeracy. It is not a test, but identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This information is plotted onto a continuum that is consistent with the English and Mathematics syllabus for the early years of schooling. We use the information to plan the quality teaching and learning programs that schools implement in the early years of schooling. You will get feedback from your child's teacher later in Term 1 and at any time you can make an appointment with your class teacher to discuss how your child has settled into Kindergarten.

Organisation for Best Start Assessments and First Day

Best Start Assessments will run over 3 days - Wednesday 30 and Thursday 31 January and Friday 1 February 2019. Each child will be given a 30 minute appointment time.

You will receive a time and date when your child is required to complete the assessment. This will be posted to you in early December.

Children are to come to the school hall and will complete the assessment with a teacher during the session. Please note this will not necessarily be their classroom teacher for 2019.

For the first week commencing Monday 4 February 2019 children will be placed in coloured groups and mix with other children and teachers during this week. You will be given a time and where to drop off your child on the first day between 9:00am and 10:30am.

After careful observation and consultation classes will be finalised as soon as possible and you will receive a note informing you of your child's class name and teacher.

Key Learning Areas

The children will have a balance of experiences in six Key Learning Areas, commonly referred to as KLAs.

The NSW curriculum has changed to include the Australian National Curriculum and new syllabus documents have been introduced.

For more information go to <http://syllabus.bos.nsw.edu.au/about/#implementation>.

Approximately 50 per cent of our time is spent teaching English and Mathematics.

English: Students learn to use language effectively for a range of purposes and learn about how language works. Students will be talking, listening, reading, viewing and writing.

Mathematics: Students learn mathematical language. They learn about shapes, investigate numbers and learn to work mathematically.

History: Students learn about past events from around the world.

Geography: Students learn about the environment and the world in general.

Science: Students learn about the natural and man-made environment by investigating.

Technology: Students will learn keyboard skills, creative thinking, problem solving tasks, drawing and paint tools.

Creative and Practical Arts: This includes visual arts, music, dance and drama and gives opportunities for personal expression, creativity, appreciation and enjoyment.

Personal Development, Health and Physical Education: This gives students skills for life. The focus is on students making informed decisions about health and physical activity. Students' fundamental movement skills are developed through a sport program. The children develop skills such as balancing, throwing, catching, jumping and running.

Please note: Students come into contact with many teachers throughout the week, as they will have different teachers for science, technology, library and a range of other subjects. However your class teacher remains your best point of contact.



What Teaching and Learning Strategies are used?

We use a variety of teaching strategies to support the students and throughout the day. They may work as a whole-class, in small groups, pairs or individually. We use a balance of modelled and guided activities with opportunities for students to work independently of the teacher and as well have opportunities to play.

Modelled activities: Teachers 'model' or show students the how and what to learn. For example, in English, as the teachers read books, write labels etc. they talk about and explain exactly what they are doing - this is where to start, this is the text, this is a word etc.

Guided activities: Guided activities give students specific instruction at their level. In smaller groups, students have the teacher's support and guidance in what we refer to as our 'engine room' as they are explicitly shown how to practise what was shown in the modelled lessons. A group of children with similar needs work together and the teacher guides their learning, ensuring we know where they are at in their learning and where to take them next to continue this learning.

Independent activities: Time is given for the students to work independently of the teacher and practise and refine skills they have learnt. Very early in the year children enjoy playing 'being the teacher' and reading the book or writing words just like the teacher. Teachers observe students and build on these signs that the children are becoming readers and writers. Play is still an important teaching strategy in Kindergarten. Children understand play and respond to it. Through play, they learn about getting on with others and making choices about what to do and what not to do. They try different language patterns; they use their hands and eyes; they explore and experiment with their environment and practise new skills. Many of the experiences and activities structured by the teacher will seem like play to the children.

Leaving Your Child

At sometime most children are reluctant to leave their parent. Here are some suggestions:

- help your child find a friend before you leave
- listen to your child's concerns and discuss them together
- reassure your child that he or she is safe at school
- make sure your child and the teacher knows who will be picking up your child
- You can always ring the school later to check

The First Few Weeks

Be interested and understanding: There are many new routines to learn and new people to meet so the children may be tired and possibly irritable at the end of the day. They may even be tearful in the second or third week. Always be positive: Allow them time to unwind, to relax. After all, they have now been concentrating and learning from 8.55am to 2.55pm and may feel just as tired as any hard working parent may feel at the end of the day. Your child will be given a nametag to wear for the first few days.

Arrival in the Morning

School begins for all children, Kindergarten to Year 6, at 8.55am. Your child should arrive sometime between 8.30am and 8.55am. There is no playground supervision before 8.30am so your child must not arrive before then. When the bell rings Kindergarten should line up in their designated area (to be notified on Best Start days).

Please do not enter the Kindergarten rooms to put their bags away as there may be no teachers present at that time. If you need to see the teacher in the morning go to the office where they will assist you in locating the teacher.

After your child has been coming to school for a few weeks we recommend that you say goodbye shortly after arriving and leave your child playing with the other children in the K-2 area as this builds independence and encourages friendships to occur with other children.

Leaving in the Afternoon

Kindergarten children are dismissed from outside the Kindergarten rooms where they line up in the mornings. An adult or a sibling should collect your Kindergarten child/ren. A teacher will remain with the children until they are collected. If there is a change of plan for the way your child will go home, please send a note to the teacher, as children easily become confused and can get upset. If you are unavoidably late, please phone the school well before finishing time, so we can let your child know. If your child is attending OOSH please let the teachers know of the days to attend so we can take them directly there after school.

Helping With Reading and Writing

Children value reading through watching their family use reading and writing everyday.

Encourage your child to read by sharing such activities as:

- Finding brands in shops
- Reading signs and posters
- Choosing a DVD
- Identify words and letters as your child shows an interest
- Read stories to and with your child every day. Concentrate on the letter sound as opposed to the letter name, as it is much more useful when reading.
- Discuss the pictures and when he/she becomes interested in words and writing (keep in mind, this varies greatly from child to child), point to words as you read, so the child can learn that the spoken words match written words.
- Visit the local library with your child. The library has a wide range of suitable books. When your child draws or paints, write on it what he/she tells you it is about. Reread the story with him/her.
- Encourage your child's attempts at writing - use large pieces of paper to give room for whole arm movement and thick pencils or crayons. Practice recognising and writing their first name with a capital and lower case letters. Do not expect him/her to be able to write on or between lines at first. Take all attempts at writing seriously, even though what you might see to begin with is a series of random marks on a page. Ask what the writing says and react positively. Most importantly, praise what your child can do. Nothing succeeds like success!

Above all else remember it is not a competition. Do not become concerned with the reading levels of other children. What matters is your child is making progress as compared to themselves.

Starting On Mathematics

Everyday we use number, measurement and shape in our lives. Each time we shop or go to the bank we use numbers. Our understanding of space is used to pack a lunch box or park a car. We need to understand how to measure things when we cook, build or listen to a weather report.

- Count things in your home or as you walk down the street, read house numbers, play number games using dice, sing number rhymes
- Encourage your child to sort and classify, seeing differences and similarities. Look for patterns in the environment (eg squares in the windows)
- Encourage your child to play with construction toys and ensure he/she has plenty of materials eg playdough (these need not be commercially made)
- Mark special events on a calendar and talk about how many days until the event
- We follow the Count Me In Too program - for more information and games visit: www.curriculumsupport.education.nsw.gov.au/countmein/index.htm



Lunch and Recess

Your child will need to have something to eat and drink each day for both lunch and recess. We also have a short 'munch and crunch' break in the morning session. Fresh fruit, dried fruit and small vegetables such as cut up cucumber, carrot or small tomatoes can be eaten at this time. Please send all cut up and ready to eat.

Please explain to your child that at this school we eat recess first and then have a lunch break. Lunch orders are available to be ordered online or to be placed in a class basket. The basket is brought to the canteen by a student from each class at 9:00am. Remind your child that they are having a lunch order. Train your child to identify which food is to be eaten at lunch and which eaten at recess. Lunch boxes are recommended but please remember to label the lid and the bottom of the box. Some children are given far too much food with strict instructions that it must be eaten and some children eat both lunch and recess at lunchtime.

Please monitor your child's food needs regularly. Whilst it is reasonable to expect, the food you provide will be eaten, please be flexible about this. Some days your child may not be hungry. Some children eat little at school. Encourage your child to take home leftover food rather than waste it by throwing it in the bin.

As part of our health program children are encouraged to eat healthy foods. You are asked to supply healthy food your child enjoys. Please be aware there are children in the school with nut allergies. We ask you give voluntary consideration to not sending nut products to school.

Sick or Injured Students

Students who become sick or injured during the day are sent to the sick bay in the Administration Building where our staff monitors their condition. If necessary, parents or the nominated contact person are telephoned. In urgent cases medical attention is sought. All students are covered for ambulance assistance by the Department of Education.

Prescription medication can only be administered by staff, who must volunteer to do so. Parents need to complete the appropriate forms if this is required. Children with Asthma or special needs such as Diabetes, Anaphylaxis or Allergies will need to have their Action Plan and Individual Health Care Plan updated annually by a doctor. All students with serious health conditions need an Individual Health Care Plan. Please ensure that you advise the school office staff if this is required.

Note: Please ensure your contact details are up-to-date. A 'Change of Parent/Emergency Contact Details' form is available from the school office.

Toilet Independence

Please let the class teacher know of any problems that exist. Please provide a spare pair of underwear in your child's school bag each day. If children have an accident at school and change into the school supply of pants or clothes, these clothes should be washed and returned to school within 2 days. We see toilet independence as being able to:

- Take down and pull up pants
- Wipe themselves clean after going to the toilet
- Dress themselves (if clothes need to be changed)
- Flush the toilet
- Wash their hands after using the toilet

It is not part of our School Administration Staff duties to change or clean children who have soiled. If a child has an accident at school, we will endeavour to contact parents or the contact person to come to the school to change the child

Ten Tips for Starting Kindergarten

1. Provide information about your child's immunisation status. Your child will be coming into contact with lots of other children and infections can spread very easily. Immunisation records need to be presented for Kindergarten enrolment. Under the Public Health (Amendment) Act 1992, children who have not been immunised may be sent home during an outbreak of a vaccine-preventable disease.
2. Learn the names of the important people at the school. This will help you communicate with your child about what they do each day at school. It is also important that you have a relationship with your child's teacher and Principal to ensure you are up to date with your child's progress.
3. Give all information about your child to the school especially medical and special needs.
4. You know your child best. Your child's Kindergarten teacher will have many students to get to know. Help the teacher understand your child better and faster by sharing information and insights.
5. Provide emergency contact numbers. The school might need to contact you urgently. Provide alternative numbers and contacts in case the school is unable to contact you. Make the school aware of any special family circumstances. Any changes to your child's family situation can impact on their emotional and academic well-being. Inform your child's teacher and Principal about any changed circumstances so that the child can be supported if necessary. Examples of special circumstances include the birth of a sibling, divorce or the death of a loved one.
6. Establish routines with your child and stick to them. Prepare your child for a more structured day. Make a daily routine that includes mealtime, talking time, and reading time.
7. Make sure your child is road and travel safe. Children should know to cross the road only at marked crossings. Please set a good example. Take particular care when you drop off and collect your child from school.
8. Become familiar with school activities - develop a relationship with the school. Parents/caregivers set an example. If you are positive and encouraging towards school, your child will be too. Both the students and teachers will appreciate your involvement and assistance in activities ranging from sports and excursions to music and drama presentations.
9. Educate your child about 'stranger danger'. Teach your child not to talk to strangers. They should not accept gifts or lifts from someone that they do not know.
10. Label equipment and clothing. Replacing lost clothing and equipment is expensive and inconvenient. You should clearly mark every item with your child's name.



School Requirements

What does your child need to bring to school?

- A suitable size back pack which can be purchased at the uniform shop - big enough for home reader, raincoat, lunch box etc
- Painting shirt or an adult T-shirt to protect your child's uniform during all activities. One of mum or dad's old T-shirts is ideal, as it will cover the complete uniform and does not need buttoning. Please label with your child's name.
- School hat

A separate note will be given out regarding our class stationery requirements through the online QuickCliq P&C fundraising program.

Things you need to start Kinder in 2019

- School uniform (The Uniform Shop is open Friday mornings 8:30 – 9:30am)
- School bag - name clearly labelled
- School hat - name clearly labelled
- Library bag - name clearly labelled
- Lunch box - ensure your child can open independently & name labelled
- Drink bottle with water - non leak & name labelled
- Paint shirt - name labelled
- Rain coat - name clearly labelled
- Spare underwear - name labelled in a plastic bag

EVERYTHING NEEDS TO BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

Preparing your child for School

- Social Skills - Play with others
Speak clearly
Rest times
- Behavioural Skills - Attention span
Hand up
- Personal Care - Toileting
Dressing
Eating/lunch boxes
- Physical Skills - Cutting
Pencil grip
- Literacy Skills - Daily reading
Creative play
Letters in lower case
Drawing, tracing, copying
- Numeracy Skills - Cooking
Shopping
Folding clothes

If you are unsure if your child is ready to start school, please have a chat with your preschool and Leanne Hebden, Assistant Principal at Woonona Public School.

