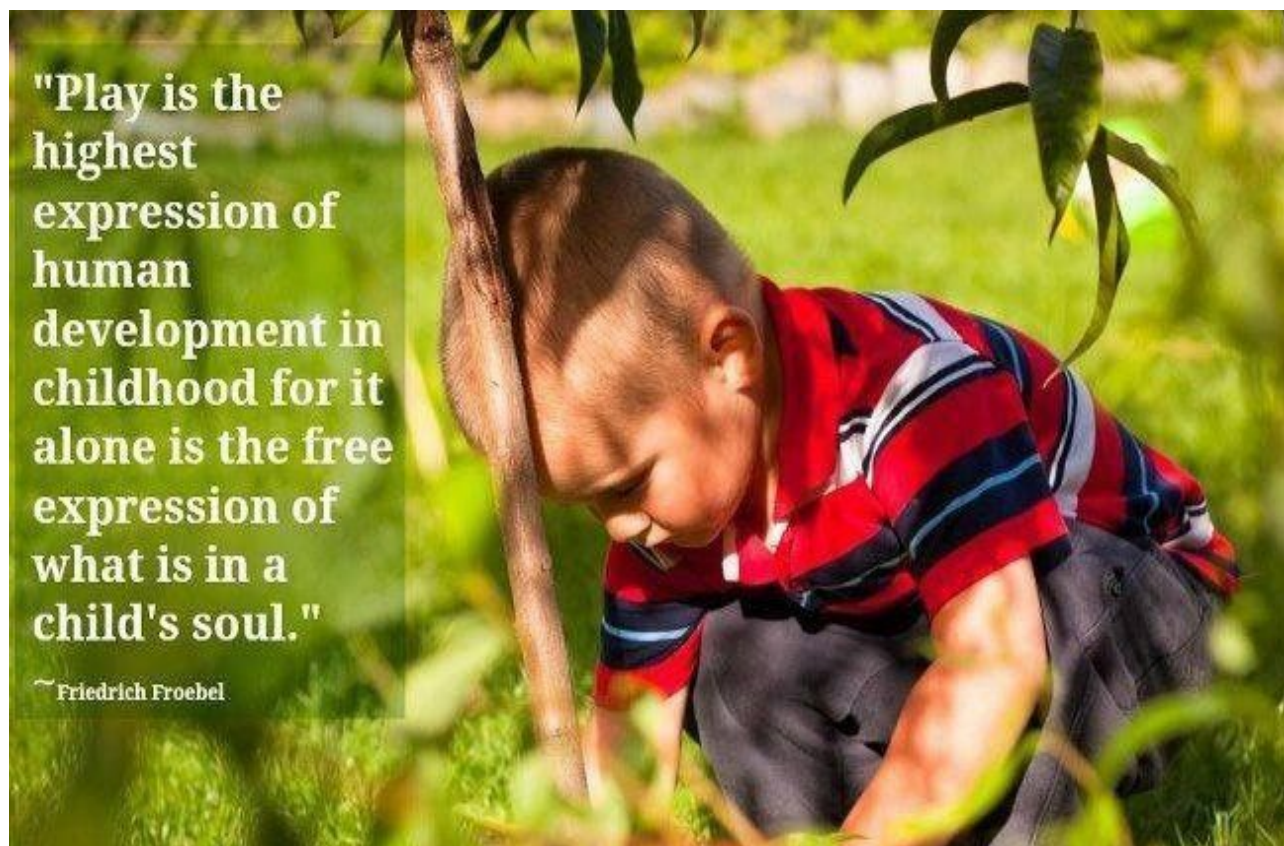


St. Emilie's Catholic Primary School
**Kindergarten Parent Information
Booklet 2020**



Kindy **Blue** Teacher **Mrs Julie-Anne Fleming**
Education Assistants Mrs Helen Airey and Miss Brittney Halton

Kindy **Gold** Teacher **Mrs Jane Reed**
Education Assistants Mrs Juliana Tay and Mrs Carmel Manera
Mrs Janine Curulli Support Kindy **Blue** and **Gold**

Welcome to Kindergarten!

It is both a privilege and responsibility to nurture, educate and support your child in all aspects of their learning. We are both really looking forward to another great year as we get to know and develop relationships with you and your children and immerse them in a safe, happy, engaging and creative environment.

This booklet is an overview of areas that are important for Kindy parents to know and offers reminders, that will assist with the smooth running of classroom and school routines.

The following documents are used to inform and direct our teaching in Kindergarten:

1. The Early Years Learning Framework for Australia (EYLF)

The aim of the document is to extend and enrich children's learning from birth to five years. The outcomes described in the document are used in all Early Childhood settings. The Framework has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. Should you wish to learn more about the EYLF or obtain a copy of the document, please use the link below:

[Belonging, Being and Becoming](#)

Learning outcomes for children – birth to five years:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect



**BELONGING,
BEING &
BECOMING**

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness

- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

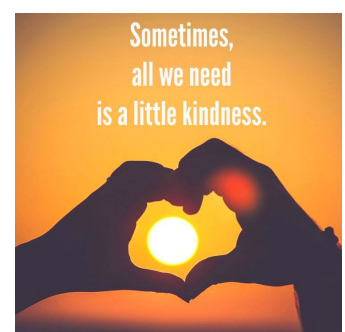
- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
Children begin to understand how symbols and pattern systems work
- Children use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

2. The West Australian Kindergarten Curriculum Kindy Curriculum Guidelines

Aims of Religious Education

Religious Education in the early years aims to provide children with the opportunity:

- to discover God in people and creation
- to draw on human experiences of God
- to know Jesus
- to live like Jesus
- to develop a basic understanding of Catholic life, prayer and scripture



Processes used for raising Religious Awareness:

- the Wonder Process: to nurture children's sense of wonder and awe
- the Scripture Process: Biblical storytelling
- Godly Play: an invitation to begin lifelong wondering about God
- Prayer and reflection

Masses

Week 1, Term 1

8.00am - 30 minute Community Mass - Wed 6th February.

Week 5, Term 1

9.00am - Ash Wednesday Whole School Mass - Years 1-6 + families and parishioners

Week 9, Term 1

8.00am - 30 minute Community Mass - Wed 3rd April

Families are asked to please try to make the time to join staff and parishioners at these Masses throughout the term. Coming together as a prayer community is a powerful way of supporting our children's faith life and a special way to start the day. Each term Masses are advertised via the Planner and the Weekly Reminders.

Integrated Learning Areas

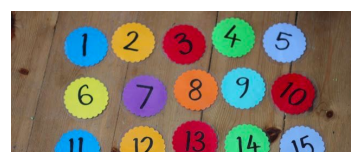


Our integrated unit of learning for Term 1 is **Health and Wellbeing - Taking Care of Ourselves.**

We will explore physical health, feelings, and successful social functioning. Wellbeing influences the way children interact in their environments and provides children with confidence and optimism to maximise their learning potential.

Literacy & Numeracy

Early literacy and numeracy skills are taught and embedded in all play-based activities indoors and outdoors. Activities and learning centres are carefully and intentionally planned for to meet our outcomes in the Early Years. Why play based? Why do we teach and use playful methods? At this age and level all the research suggests that children learn best through **PLAY**. So, whilst your child may come home from Kindy and tell you that all they did today was



play...they are and will be **LEARNING!** They need to move, be connected with others, use oral language, ask questions, investigate, touch and explore their world.

There are a range of mathematical concepts that we explore throughout the year, beginning with basic number and counting skills through to subitising, counting backwards/forwards, space, shape, measurement, money, patterning, addition and subtraction through songs and games, number lines, symmetry, ordering and more!



In Literacy we incorporate the Diana Rigg Phonemic Awareness Program into learning opportunities. Through storytelling and texts children are taught about what a letter/word/sentence is. We explore and play with words and punctuation within texts and together we write retells of events/stories that we have encountered. The children are also immersed in rich oral language experiences and have fun playing with language through the syllabification, rhyming and alphabet sounds they discover through games, poems, stories and songs.

Handwriting

A copy of NSW Foundation Script will be sent home. Please reinforce this script when writing with your child. The important things to focus on are: PENCIL GRIP, WHERE LETTERS START AND FINISH and DIRECTIONALITY. When young children are first learning how to write it is vital to teach them correct formation so they develop positive habits right from the start.

NSW Foundation Regular

0 1 2 3 4 5 6 7 8 9

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K K L M N O P Q R S T U V W X Y Z

A Day in Kindy...

While staff provide as much support as required, children are encouraged to be as independent and responsible as possible.

Morning Routine:

1. Children are encouraged to place their folder, lunchbox, drink bottle and bags in appropriate places, find their name and then proceed to the mat.
2. Parents are encouraged to **"Kiss & Go"** to reduce anxiety levels as soon as their child is settled. It is "Kiss and Go" for everyone at the door, as of Week 3 to make the start of the day as calm and happy as we can for everyone.
3. In Term 1 our day begins with puzzles and books on the mat with friends.



This time is for children to make the transition from home to school, to say hello to other children and the staff, and engage with familiar materials - books and puzzles. Some children like to sit and chat right away while others like the security of a book or puzzle to support them before they make contact with others.

Kindy Days Include:

- Mat times together as a class
- Teacher directed activities
- Small groups and individual activities
- Free choice indoor and outdoor times that include all the learning centres inside and outside

Morning Tea and Lunch Time

Children are encouraged to eat the food they have brought from home. We do not permit children to share food. Our school is an **"ALLERGY AWARE"** school. Please respect this for the safety and well-being of those students with allergies.

Please send only **water** in a drink bottle with your child every day. Drink bottles are topped up by staff as necessary. Children are encouraged to drink often throughout the day. (Please don't send milk and fruit juice cartons)



Morning tea: please provide a piece of fruit (perhaps cut up for easy access) or a vegetable, eg. carrot sticks, celery etc.

Please **do not send** lollies/chips/chocolates or too many packets of anything in lunchboxes.



Healthy Eating Policy

Parents are reminded that at St Emilie's there is a high expectation that children's lunchboxes contain healthy, nutritious food choices every day. Please refer to the following document :

[Healthy Food and Drink Choices](#)

Simple and healthy lunches are best - please respect and adhere to our school Healthy Eating Policy

School Lunches

Lunches on-line are available each Wednesday and Subway lunches each Friday. This service is provided as a service for families. If you are able to donate half an hour of your time on a Wednesday lunchtime roster, please contact the School Office on 92569696.

What to wear and what to pack

- Change of clothes and waterproof bag (for wet clothes) all year
- Large named shopping bag (to take home creations)
- Lunch box - healthy morning tea and lunch
- Drink bottle
- Blue communication folder each day
- Hat
- Sunscreen

(Please label all items clearly with your child's name - thank you).



Children need to wear practical play clothes to participate in all of the Kindy activities. This will ensure they do not have to worry about their clothes getting messy or dirty. Shoes should have velcro fastenings, no laces. Children are encouraged to take their shoes off to play barefoot.

Please make sure there is always a spare change of clothes in your child's bag, including underwear, for accidents and mess. Please also ensure there is a waterproof bag for dirty clothes.

Children are required to bring a large named shopping bag in their school bag for art and constructions to be taken home. Please ensure this bag is brought back each day as we are always busy making things.

Barefoot Play and Learning

Reflecting on current research and best practice in Early Childhood, we encourage children to go barefoot in Kindy. Children can remove their shoes before entering the classroom in the morning (if they wish) and they will put them on at the end of the day. Here is a link to an interesting article on the benefits of going barefoot.

[The Benefits of Being Barefoot](#)



What not to bring to Kindy

Please do not bring toys from home to Kindy as there is always a risk of breakage, loss and tears. Children are also asked not to wear jewellery to Kindy for the same reasons.

Reflection Time

After lunch we have rest time to listen to stories or music, and reflect and gather strength for the afternoon. Please send in a cushion for your child - **no bigger than 30 x 30 cm** for storage purposes. Please ensure that your child's cushion is clearly labelled.



Library Session

Kindy children will visit our school Library once per week as the year progresses and will be encouraged to borrow one book. Please check our notice board for further details. Library day for **Kindy Gold** will be on **Fridays** and for **Kindy Blue** on **Mondays**. Class teachers will notify you when library sessions commence.

“Read To Me” Program

In addition to our Library Sessions, Kindy classes will commence the “Read To Me” Program from Term 2. Beautifully selected picture books that make up class sets, will be loaned to students weekly to encourage early literacy skills and help foster an enjoyment of reading. More details will be provided to families as the program begins.



We will be seeking Parent Helpers to assist staff in implementing the “Read to Me” Program, by checking the book returns each week and issuing them out again to our Kindy children. We will train you on how to complete this process. This task is not onerous and we require half an hour of your time, once per week at morning drop off.



Class Parent Representatives

Members of the P&F will act as Class Reps and share information from meetings with parents. In partnership with parents, they will also help to advertise any class social gatherings planned for the year. If you would like to organise a playdate at a park or a parent gathering then please let them know and they will advertise it to parents. Their contact details will come home to you shortly.

Buddies

The Kindy children meet a couple of times per term with their Year Three buddies. They will be partnered with a Year 3 “buddy,” whom they will spend time and get to know over the year. We use these opportunities to practise and develop our social skills and to harness some of the Year Three skills to assist us with various activities. These opportunities are enjoyable and we learn a lot as well!

SCHOOL WEBSITE

This is our primary source of up-to-date information for families. Please access the Weekly Reminders from here, check messages and classroom web posts throughout the week.

Class Posts

You can find class posts on our school website. Here you will see photos and read about our learning experiences throughout the year. To access our class posts please follow these steps:

1. Go to: <http://web.stemiliescps.wa.edu.au>
2. Click on the **“Teaching & Learning”** tab at the top of the page
3. Click on **“Kindy”**
4. Then click on **“Kindy Gold”** or **“Kindy Blue.”**

Please get into the habit of checking the school website regularly and reading information carefully, to avoid missing important events, news, cut off dates for certain things etc. Please also ensure that your email addresses are **always** up to date with our admin staff. This is another important form of communication between school and home.

Absentees

When your child is ill or feeling unwell please keep them at home to rest and recover and minimise the risk of infection with other children. If your child becomes ill at school, we will contact you or other emergency contacts that you have nominated for your child. Please ensure that our records and the school office have current home, work and mobile telephone numbers and those of family/friends that can act as an emergency contact.

If your child is absent from Kindy, please provide either:

1. a written note - signed and dated, with a reason for the absence
2. an email directly to the teacher with a reason for the absence, date and your name
3. a phone call to admin. explaining the absence, **followed by** either 1-3 above

Whichever way you choose to provide your absentee note, please include a simple reason for the absence and ensure that this is provided on the same day of the absence or the very next day your child returns to school. It is a legal requirement for educators to record all absences with a written explanation from families. Thank you for your cooperation with this matter.

Medication

If your child has medication for Asthma/Allergies/Anaphylaxis please ensure the appropriate forms are completed and any changes updated at the office. If at any other time your child needs to take medication at school, please complete the appropriate **medical forms at the office - 'request for medication to be administered.'** Staff will not be permitted to administer medication/s without these forms and your written consent.

"But he/she just plays in the sandpit each day..." This is what actually goes on in the sandpit each day:

- Using language
- Opportunities for communication
- Negotiation – give and take
- Understanding others – empathy
- Listening & speaking skills
- Leadership/ teamwork
- Sharing materials
- Turn taking
- Experimenting with properties of sand and water
- Physics – what are the limitations?
- Problem solving
- Creating narrative scripts
- Creativity
- Dramatic play
- Eye & hand coordination
- Maths
- Absorption / attention span in play
- Fine and gross motor coordination
- Social boundaries – don't throw sand and equipment
- Sharing a space
- HAVING FUN – giggling and laughing.



Reporting to Parents:

As there is no formal report in Kindy, we communicate to you regarding the learning through:



- Informal chats – initiated by parent or teacher
- Our class posts on the school website
- **FRESHGRADE** is an online digital portfolio platform used to capture snapshots of learning opportunities and experiences. Families will be invited via email to set up a new account.
- Whole school Open Nights – you will be invited to come along and visit our classrooms to view your child's learning journey
- Kindergarten Parent Roster – an opportunity for you to interact with your child in the classroom for a morning session (just over an hour, 2 helpers per session). This will begin as of Term 2.

Two Way Interviews:

Formal Two-Way Interviews are offered once per term. Bookings for the interviews will be through our online booking system via the school website. You will be notified via the weekly school newsletters or through the website, each term as to when these interviews will take place, how to access and book your appointment. Please check the school website regularly for further information and booking details.

TERM ONE INTERVIEWS : Weeks 5 and 6 2020

Children grow and change so quickly at this age – new skills and understandings are happening so rapidly and sometimes little things can worry and set them back for a little while. Please also remember, children all grow and learn at different developmental rates.

Remember:

- All children are ***“works in progress”*** and school life is about developing the ***“whole person.”*** Skills are valued and encouraged. The ***process*** is more important than the final product.
- No problem is too big. If we work as a team and develop a positive home and school partnership, then we will all have a successful year ahead.
- If unsure, always come and ask for clarification, rather than develop misunderstandings. Your class teacher is your ***first port of call***

Formal Appointments

If you would like to talk with your class teacher about your child and his/her progress you are most welcome to make an appointment to come in and discuss your questions or concerns. Equally, if there is anything that we need to let you know about we will contact you for a chat. You may send a note via your child's note folder or alternatively you may send an email and we can work out a time that suits us both.



Rest assured that if staff are concerned about something you will be informed. Likewise, if you have things going on at home that may be impacting upon your child's emotional wellbeing. The more information that we have about your child, the more able we are to cater for his/her needs and wellbeing at school. Good communication is the key!

Please Note: Morning drop off times and afternoon pick up times are not ideal times to chat about your concerns/questions with the teacher as these are very busy times of the day with high traffic in and around the early childhood block and staff tending to the needs of the children. We have a Communication Book, which you are welcome to use on a daily basis, should you need to inform staff of any issues or changes to pick up and drop off arrangements for the day.

Please date and clearly sign/print your name and your child's name with every message. If you need to speak to your child's teacher, please make an appointment via email and we will set aside time to meet with you.

Birthdays

Parents, as per our school policy, you are requested **not** to send in any treat or party favour please, whether food or otherwise, on the day of your child's birthday. We will certainly celebrate your child and his/her special day as a class. In this way families are released of the cost of providing 30 items which is an added and unnecessary cost and not affordable for all families.

Birthday Invitations

Please **do not** send invitations to school to be handed out. This upsets other children who have not been invited and Kindy Staff would spend valuable teaching time handing out invitations. If you wish to have a party for your child, please hand out invitations privately. Thank you for your understanding.

Leaving Early

In general terms, children should not need to leave school early. Appointments with doctors, speech therapists, dentists etc need to be made outside of school hours. We understand that occasionally, a specialist appointment may be required. If you must collect your child early, a note is required. Parents must inform the office before collecting your child from the classroom and you will be required to sign your child out. Please notify us if someone other than the parent is picking up your child.

Signing In at Admin



ALL parents and visitors to St. Emile's must sign in at the front office, if present on the school grounds anytime after 9:00 am. This includes parent helpers on class rosters or parents picking up their child/ren early or arriving late to class. Thank you for your co-operation.

Family Holidays

Much of the learning process requires continuity - giving children enough time and practise to consolidate skills. All families are asked to try to organise family holidays in the school holiday periods. If a family must take a holiday in term time for an extenuating reason, a **'Permission to Leave'** form from the office needs to be completed and handed into the office.

If you have any questions that haven't been answered here in this booklet or in the **Parent Handbook** (see below for details and link to handbook) please contact us via email.



Kindy Blue Teacher:

julianne.fleming@cewa.edu.au

Kindy Gold Teacher:

jane.reed@cewa.edu.au

Emails

Class teachers are contactable via email as above. Please email absences to admin@stemiliescps.wa.edu.au. Please keep in mind that our school day is very busy and we may not get to check our email on the same day that you send it. We will however, aim to respond within a 24 hour period. If your message is urgent, please write this in the subject line of the email and/or contact the Office.

Parent Handbook

This is an online **MUST READ** document. It can be found on the school website. Any information that we have not covered in this Booklet, will be available in the Parent Handbook. For easy access, the link is provided below:

[St Emilie's Parent Handbook](#)

SAVE THE DATE!

*Friday 21st February, Family picnic 5.00-7.00pm

*Weeks 5 and 6 Two Way Parent/Teacher meetings

*Wednesday 26th February Ash Wednesday

*Wednesday 3rd - 4th March, School Photos

*Weeks 9 and 10 Kindy OT and Speech Screening



Term 1 Family Picnic

Each year families are invited to attend a relaxing evening on the school oval. This year the picnic will be held on Friday, 21st February from 5-7pm. Background music, green grass, hopefully a balmy, summer evening and some simple optional activities for the kids (and any parents who like to have fun) will be provided. A Sausage Sizzle Dinner order will come

home shortly for any families who would prefer to not bring their own picnic. A great way to start the year and catch up with friends and family!

Parent Helper Roster

Our Parent Roster will begin in Term 2. More details will be provided before the beginning of Term 2. All Parent Volunteers will be required to read, acknowledge and sign a "Parent Volunteer Agreement." A copy of the policy and agreement will be provided to you, prior to the commencement of Parent Roster.

Play Dough Roster



A play dough roster will operate each week. Containers and our play dough recipe will go home on Friday afternoon for return on Monday morning.

Each family will have their name added to the roster.

Please feel free to be creative with colour, scent, glitter... This is a great activity to do together with your child on the weekend that you are on roster. Thank you

in advance for your cooperation!

Laundry Roster



A bag of classroom laundry will also be sent home each week. Each family will have their name added to the roster. Painting smocks, towels, tea towels... can all simply be washed in one load. Thank you for your help!

Recycling Items

We will be very grateful for items such as; boxes, material scraps, wrapping paper, ice-cream and margarine containers, paper towel rolls, match boxes... for our classroom programme. If you have access to various items that you think we might be able to use, please let us know. **Donations are very much appreciated! Thank you!**

Open Night

You are invited to our Open Night on Wednesday 1st April, 4 - 6pm . Please come along with your child to visit our classroom and experience the learning journey from Term One.

English as an Additional Language or Dialect (EAL/D)

The link below provides information on support at St Emilie's for families who speak English as a second language.

[Kindy EALD Flyer](#)

Parents are partners and you can assist educators by...

- ☐ Reading & playing with your child **each** day! Talk about the stories to build comprehension skills.
- ☐ Making time for conversations and really listening!
- ☐ Talking about number in everyday life
- ☐ Providing spare clothes **EVERY DAY!**
- ☐ **LABELLING EVERYTHING!**
- ☐ Not too much food – **HEALTHY** food!
- ☐ Please ensure that your child's school bag is **LARGE** enough to fit all their belongings in...the children need to be able to pack and unpack their bags **on their own**, without stress
- ☐ Provide medic alert information and medication where needed
- ☐ Food allergies – we are an “Allergy Aware” school
- ☐ **Read notice board outside classroom**
- ☐ **Check emails and school website regularly for important info!**
- ☐ **Send note folders back and forth EACH and EVERY day**
- ☐ **Be punctual:** school officially begins at **8.40am** classroom doors open at **8.30am**
- ☐ Please forward a note to the teacher when your child is absent - please be prompt with this request
- ☐ Support **independence** at home
- ☐ Apply sunscreen to your child before he/she arrives at school
- ☐ Parent Roster will begin Term 2 for 2 days of the week for 1 hour or so – to play with your child and their friends - no siblings or mobile phones please
- ☐ Use the Communication Book outside classroom
- ☐ You may hear things like “So and so... is not my friend anymore!” – perhaps your child couldn't get their own way over something or because they are tired or preoccupied on that day... many of these things can be ‘a storm in a teacup’ so feel free to keep us posted, and rest assured we will keep an eye out on social relationships ... but most of these things have a way of working out with a little support and encouragement. Please trust that we will deal with these situations.

Help children with “Stop, Think and Do” conflict resolution

Please be wise and try not to project unrealistic or premature expectations onto the shoulders of very young children. All will happen and evolve in good time – with patience, care and nurture!

Remember that tomorrow is another new and exciting day!

We hope that you and your child/children enjoy their Kindy experience at St. Emilie's.





No – there's nothing in my bag today

Today I did my maths and science: I toasted bread,
I halved and quartered, counted, measured,
Used my eyes and ears and head.
I added and subtracted on the way,
I used the magnets, blocks and memory tray.
I learnt about a rainbow and how to weigh.
So – please don't say,
"Anything in your bag today?"
You see, I'm learning as I play.

I learn to listen and speak clearly when I talk,
To wait my turn and, when inside, to talk.
To put my thoughts into a phrase,
To guide a crayon through a maze,
To find my name and write it down,
To do it with a smile and not a frown,
To put my pasting brush away.
So – please don't say,
"Anything in your bag today?"

I've learnt about a snail and a worm,
Remembered how to take my turn,
Helped a friend when he was stuck,
Learnt that water runs off a duck,
Looked at words from left to right,
Agreed to differ, not to fight.
So – please don't say,
"Did you **ONLY** play today?"

Yes, I played the whole day through,
I played to learn the things I do.
I seek a problem, find a clue,
Work out for myself just what to do.
My teachers set the scene and stay nearby
To help me when I really try.
They are there to pose the problems and help me think.
All this is in my head and not my bag,
It makes me sad when I hear you say,
"Haven't you done anything today?"



To be in your children's

memories tomorrow,

you have to be in

their lives *today.*

-Unknown

