You must be the change you wish to see in this world.

Mahatma Gandhi

Kindergarten Parent Information
Early Childhood Practitioners:
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The Early Years Learning Framework

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:


In brief, here are the following five main Outcomes. Please note that under each outcome there are many sub-outcomes:

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

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
Aims of Religious Education
Religious Education in the early years aims to provide students 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 include:
— the Wonder Process: to nurture children’s sense of wonder and awe
— the Scripture Process: Biblical story telling
— Godly Play: invitation to begin lifelong wondering about God
— Prayer and reflection

Science: “Planting the Seeds of Science”
Curtin University resource for 5-8 year olds.

“Wherever there is a child there is curiosity; and where there is curiosity there is science.”

One module from this resource is used each term based around the themes of Solar energy, Astronomy, Forensic Science and Cleanliness. The modules tap into children's curiosity while connecting with their everyday experiences. The use of this resource supports St Emilie’s belief that Inquiry Learning is at the heart of preparing learners for the future.

Literacy & Numeracy
Early literacy and numeracy skills are taught and embedded in all play-based activities whether indoors/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 & 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 & explore their world.

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

In Literacy we use the Diana Rigg Phonemic Awareness Program. Through storytelling and texts children are taught about what is a letter/word/sentence. We explore and play with words and punctuation within texts. Together we write retells of events/stories that we have encountered. The children are explicitly taught about syllabification, rhyming and alphabet sounds and this knowledge is consolidated through games and song.
A day in Kindy...

Whilst staff will provide as much support as required, independence and responsibility is encouraged in all children.

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.
3. Begins with puzzles/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 with the familiar materials of 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/outdoor times that include all the learning centres inside and outside

Morning tea and lunch times:

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.

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 or too many packets in lunchboxes. Simple and healthy lunches are best.
Crunch & Sip – Please read the separate note regarding crunch & sip. Your child requires an additional piece of fruit/vegetable, cut up into small portions to consume during class time. This is in addition to his/her normal healthy morning tea snack.

Rest time: – After lunch we have a quiet session to listen to stories or music / to reflect & gather strength for the afternoon. Pillows must be no bigger than 30 x 30 cm for storage purposes. Please ensure that your child’s pillow is clearly labelled.

Library Session – Kindy children will visit our school Library once per week 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.

Buddies – The Kindy children meet once or twice per term with the Year Threes. They will be allocated a Year 3 “buddy” with whom they will spend time with and get to know over the year. We collaborate activities with our buddies and this has been a worthwhile relationship building experience. This is a whole school initiative.

Class Posts – We have class posts on our school website, which will be updated regularly. Please visit to see photos and read about all the exciting things we are doing throughout the year.

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.”

The children are supported by staff, in whatever interests them. We monitor the children’s interests and incorporate these into the teaching and learning program to best meet their needs and learning outcomes. We encourage the children to make their own activity choices.
“But he just plays in the sandpit each day…”

This is what actually goes on in the sandpit each day:

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

We should all play in the sandpit each day!
Whilst formal reports are not written at Kindy level we are constantly reporting back to you regarding the learning at Kindy through a number of informal means:

- Regular informal chats – instigated by either party
- Our class blog on the website that is updated on a regular basis
- Whole school Open Nights – where you will be invited to come along and visit your child's classroom to view the learning journey
- Parent Play Dates – where you/family member will be invited to spend a morning/afternoon with your child playing and engaging in various activities in the Kindergarten environment, as of Term Two.
- Kindergarten Parent Helper Roster – an opportunity for you to come and help out in the classroom for one hour, x2 morning sessions per week (2 helpers per session). This will begin as of Term 2.
- Window Displays and newsletters that will be emailed out.

**Two-Way Interviews This Term:**

Appointments will be offered to families in Week 6 of Term One. Bookings for these will be through our online booking system via the school office. You will be sent details informing you how to access and book closer to the date.

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.

**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 the 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 landscape eg. a death of a pet; a change in the family that may be unsettling, please let staff know too! The greater 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!
Birthdays
Parents, 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. Rest assured however, that 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 are an added and unnecessary cost and not affordable for all families.

Birthday Invitations
Please do not send invitations to school to be handed out. We have found that this upsets other children who have not been invited and Kindy Staff do not have time to sort and hand out invitations at the end of a busy day. If you wish to have a party for your child, please send 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 in the Departures Book. Please notify me if someone other than the parent is picking up your child.

Family Holidays
Much of the learning process requires continuity - giving children enough time and practise to consolidate skills, family holidays in term time is a practice that is not supported by our school. All families are asked to try as much as possible to organise these holidays in the school holiday periods. If a family must take a holiday in term time for an extenuating reason this needs to be communicated to the Principal by a signed letter and ideally by a face to face meeting.

Questions
If you have any questions that haven't been answered here in this booklet please contact us via email.

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**Emails**

While regular communication is important, please keep emails short, to the point and not too frequent. With 30 children and families to oversee, while your request or series of questions etc might not seem much to you, multiply this by 30 and much needed planning and prep time after and before school can be severely impacted upon. We will reply to your email as quickly as possible and within a 48 hour turnaround time.

**Parent Packs**

These must be returned ASAP. The parent pack contains a hard copy of the Term Planner and the related information that accompanies the planner, along with very important forms for the office.

**Parent Handbook**

This is an online MUST READ document. It can be found on the school website.

**Interviews/Reporting**

Two-Way Interviews will be conducted once per term throughout the year. Please check the school website regularly for further information and booking details. Please be punctual for two-way meetings and ensure you save the date and time, as it is difficult to provide further appointments.

**SAVE THE DATE!**

SUNDAY 20TH MARCH 2016

10am – 3pm

ST. EMILIE’S SCHOOL FETE

**Remember:**

- All people are “works in progress” and school life is about developing the “whole” person.

- 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.
Parents can help 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!
— LABEL 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 – “allergy aware” school every day

— Read notice board outside classroom
— Check emails and school website regularly for important info!
— Send note folders back and forth each day
— Be punctual: school officially begins at 8.40am
— Please forward a note to the teacher when your child is absent
— Support independence at home
— Apply sun cream to your child before he/she arrives at school
— Parent roster beginning term 2 for 2 days of the week for 1 hour – to play with child and their friends
— Use communication book outside classroom
— You may hear things like “… 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 away of working out with a little support and encouragement.

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?”