

Holy Rosary School  
Doubleview  
Kindergarten 2017  
Parent Information





Lord Jesus,

As we begin our work together  
In educating the children in our care,

Help us to:

Nurture their enquiring minds and  
Develop their confidence and independence  
As they learn through play.

Amen

## Welcome to Holy Rosary Catholic Primary School.

As your child begins Kindergarten we look forward to a very special year.



We look forward to a wonderful and rewarding year with your child. The initial experiences in the early years of schooling are important in developing each child's full potential, while also laying the foundations for future learning. It is for this reason we invite the close cooperation of families in helping us work with each child. By working together, families and teachers ensure every child has a positive beginning at Holy Rosary School.

### PURPOSE OF KINDY

We will endeavour to assist and nurture the growth and development of each child – spiritually, emotionally, creatively, and intellectually, and to lead each child towards becoming a self confident, motivated and happy learner.

### OUR AIMS

The aims of the Kindergarten are as follows:

- To provide a warm and positive environment for this 'whole' growth and development to unfold.
- To encourage independence and self discovery.
- To enhance self esteem, ensuring each child feels good about his/her achievements and discoveries.
- To work towards co operative and interactive behaviours and awareness of each child as part of a group (outside the family).
- To teach basic life skills as a gentle introduction to schooling in a fun, yet structured environment.
- To encourage the participation of parents in all aspects of the Kindergarten programme.

### The Early Years Learning Framework

Nationally we now have a guide for early childhood educators who work with children from birth to five years old. The framework describes childhood as a time of *belonging, being and becoming*

While using the framework your teacher will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments. It has a specific emphasis on the importance of communication and language, social and emotional development.

### ATTENDANCE:

The Kindy children attend two and a half days each week. Our program is run on Tuesday, Wednesday and Thursday mornings until 11.45am.

As you are aware attendance at Kindergarten is not compulsory. However, children are more secure with routine and regularity. Regular attendance at Kindergarten is recommended unless your child is sick or particularly tired on a specific day.

You must send an email if your child is absent. The email must state your name, your child's full name, the date of absence and the reason for their absence. Your email is to be sent to [admin@holynosaryobl.v.wa.edu.au](mailto:admin@holynosaryobl.v.wa.edu.au) by 9.30am.



### KINDY Optional Thursday afternoon

- Thursday afternoon is run separately so children who do not attend are not disadvantaged.
- Children will enjoy a different activity during the afternoon.
- The children enjoy mixing with children from both Green and Campbell groups. This sets up a wider friendship group for the following years when the classes shuffle around.

### WHAT WILL YOUR CHILD DO?

Your child will play, but please don't dismiss this statement lightly. The play is carefully and thoughtfully planned. First by year, then term, then month, then weekly and finally from day to day, suitable to each child's needs. At all times your child is under careful and considered supervision. Yes, your child will play, but that is his/her way of learning. In planning a 'Learning through Play' environment for this age group, we take into account the developmental stages of these children.



### \* RELIGIOUS EDUCATION

Children are naturally egocentric at this age, so Religious Education begins with topics to which they can relate . . . namely: themselves, their family and their environment. We will, through 'God Talk,' bring the children gently to an awareness of a living God in their lives through stories, songs and the celebration of various seasons in the Church's year e.g. Easter, Christmas.



### \* SKILLS FOR LIFE

Developing the children's social and emotional independence is the central objective in the Kindy Program. This includes sharing, playing together, taking turns, learning to lead, to follow and to co-operate with others. Also listening to other children's wishes and ideas and communicating their own.



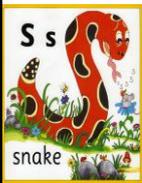
### \* LITERACY

- This develops as the child's experiences are extended. The natural language flow during play interactions, mat sessions and in activities with adults not only encourages communication and expression but is also a means of increasing the child's self confidence. It is through all facets of the program that the children's oral language is developed. They are also encouraged to experiment with print and reading-like behaviours within the play environment.
- We will assist the children to become familiar with the alphabet sounds by incidental teaching throughout the curriculum. They will also be taught a modified version of the Jolly Phonics song and the actions that accompany each sound.



### What is Jolly Phonics

- ❖ A structured , synthetic phonics program from the UK.
- ❖ Synthetic: teaches sounds of letters and how to blend sounds to read
- ❖ The children are exposed to the main 42 sounds of English , not just the alphabet sounds. With this knowledge they are taken through stages of blending sounds to form words and then to reading.
- ❖ Phonics: the association between the sounds of English and the way we write them down using letters and letter patterns.
- ❖ Research: Results demonstrate that Jolly Phonics produces effects that are advantageous to the development of reading and writing skills.



### \*MATHEMATICS

In play and daily activities, children often explore mathematical ideas and processes; for example, they sort and classify, compare quantities, and notice shapes and patterns. Mathematics helps children make sense of the physical and social worlds around them, and children are naturally inclined to use mathematics in this way ("He has more than I do!" "That won't fit in there—it's too big")

By capitalizing on such moments and by carefully planning a variety of experiences with mathematical ideas in mind, teachers cultivate and extend children's mathematical sense and interest.



### \* EMOTIONAL DEVELOPMENT AND IMAGINATIVE PLAY

Play provides an outlet for the child's emotions and expression of feelings in a constructive way. Giving children the opportunity to play together helps them to develop their feelings and language and maths skills.

As educators we respond to the children's ideas and play and we use intentional teaching to scaffold and extend their learning.

\* COGNITIVE DEVELOPMENT. Skills such as remembering directions, routines, recalling experiences or identifying differences are all very important. Our day is organised in ways that maximise opportunities for each child's learning.

Our aim is to develop each child's wellbeing, confidence as a learner, ability to communicate with others and their connection with the community.



### OUTSIDE LEARNING CENTRES

Movement is an outlet for expression, creativity and discovery and through experimentation and practise, the children learn about themselves and others, gaining self-confidence and basic skills.

### INSIDE LEARNING CENTRES

All activities planned are simple, generally relate to a particular theme for the session, and are within the capabilities of this age group. To ensure the children have a wide scope for their own creativity, we use a variety of materials and present them with open ended tasks. They do also have to complete some tasks where they have to follow directions.



Remember it is the PROCESS involved in the activity that is important, NOT the end product.

All masterpieces are warmly accepted, valued and praised, irrespective of its level of refinement. Children are not forced into any activity, but are gently encouraged.

While the session is carefully planned, the activities are organised to allow for plenty of freedom of choice. Every session offers an opportunity for the child to play, create, construct, dress up, role-play, explore books, paint, solve problems, sing, dance, pretend, socialise, participate, relax, talk, listen, be listened to and have great fun.

The outdoor area allows freedom to express, as well as challenging equipment that is safe and enjoyable.

### Arrival and Departure

Please bring your child into the classroom at the start of each session and help them to unpack. Don't do it for them, by helping they will become more able to do it themselves. Your support in this task is of great benefit to your child.

Children must be collected from the classroom at the end of each session.



If you are unable to collect your child for any reason, then we need written notification. Please fill in the COMMUNICATION BOOK to ensure we are aware of any changes in collection routines for your child. If your child is dropped off after 9.15am or collected before 2.45pm you **MUST** go to the front office and sign them in or out.

In case of an emergency, please phone the school with alternative arrangements. If you have permanent arrangements for the collection of your child a letter covering these plans and the appropriate contact phone numbers can be written at the beginning of the year.



### DISTRESSED CHILDREN

Your child may be frightened or become distressed at their first introduction into the system of "schooling". You are the first educators of your child and know them much better than us. When you go, please realise that most distressed children recover very quickly after their parents leave and we would contact you if your child did not settle.

### HEALTH

Most children want to come to Kindy even if they are sick. However, they run the risk of infecting other children and developing secondary infections themselves. So please keep your child at home if they are sick, even if they want to come.

If your child has any particular health concerns or allergies, please notify us.

### HEAD LICE

Head lice is a problem that occurs from time to time. We ask you to be vigilant in checking your child's hair as the Health Department requires schools to send children home if they have lice or eggs in their hair.

Please ensure your child's hair is tied back for Kindy.



### BIRTHDAYS

At Kindy we love to celebrate Birthdays. Please advise us in advance if you are bringing a cake. Small cakes or biscuits are most convenient for easy distribution. Some families choose a share chocolate pack, PLEASE AVOID ALL NUT PRODUCTS. If your child's birthday is during the school holidays please choose a convenient date for a school celebration.



We encourage parents with children who have allergies to certain foods to supply a small container of treats their child can eat for use when we they are unable to eat a birthday treat supplied.

## CLOTHES

Children are more comfortable in their play clothes. Sometimes "messy" activities are carried out as part of the program, so please don't send your child to Kindy in their good clothes. We would appreciate it if you would avoid belts, buckles and overalls as going to the toilet should be kept simple.

It is preferable if the children have footwear that they can put on and remove themselves. Children may play in bare feet in warmer months, and will require shoes in winter.



Holy Rosary School places great emphasis on sun smart behaviours thus requiring children to wear hats all year round.

Our school rule is NO HAT NO PLAY

## KINDY SHIRTS AND UNIFORM SHOP INFORMATION:

Holy Rosary operates a Uniform shop, located behind Pre Kindy on the southern side. The shop has been established for the benefit of the school, parents and children. It is run by mums at the school. Please come in and say hello.

We have introduced the option of purchasing special Holy Rosary Kindy shirts. These are not part of any uniform and are completely optional. They are made available as a parent initiative because they are practical, fun and make choosing clothes for Kindy easier.

Kindy shirts are available from the Uniform Shop.

The colours available are pink, purple, orange, teal and light yellow. The uniform shop has stock of most colours in size 4 but if a larger or smaller size is required these will need to be ordered in.

Also available from the shop are Kindy bags, School library bags and small foam resting pillows with covers.

## Uniform Shop Opening Hours:

Monday and Thursday 8.30 am – 9.15 am.

Not open on public holidays /school holidays and pupil free days.

## PARENT ROSTER

Children love to have their parents involved in the Kindy. It also gives parents and teachers alike an opportunity to become better acquainted.

Commencing early in term one, a roster will be displayed outside the

classroom to enable parents to spend time in the Kindergarten. The rostered days are of



great delight to your child. It assists in your child's self esteem and is beneficial to the other children having various adults sharing new experiences.

Parents will be given an active role when on roster, but please do not do the child's cutting, gluing, colouring, painting etc, as the children need the experience and practise.

Here are a few of the ways you may assist us while you are on roster:

- Help children with puzzles and construction
- Read stories to a small group of children
- Assist children with activities
- Help pack activities away
- Help with preparation for planned activities



### KINDY WASHING

Each week the washing will be sent home. Each family will have a turn of taking home the Kindy washing. It can be returned the following Tuesday. Kindy washing is all fully machine washable in cold water.

### NOTICES:

We will keep you informed about Kindy events through the school newsletter, class notes and notes pinned on the notice board outside the classroom.

### TOYS

Kindy can be a dangerous place for unsuspecting toys brought from home. They are best left at home as they can be damaged or lost.



### MORNING TEA



Families are asked to provide morning tea in a separate container each day for their child. Healthy snacks, such as fruit, vegetables, cheese, dried fruit, cold meats, bread and crackers are encouraged. Morning tea encourages healthy eating habits, teaches children about nutrition and is a valuable social experience.

Your child will be given a colour group. Fruit containers will be set up outside the Kindy each morning. Your child will be required to place their clearly labelled morning tea container into their correct fruit group box.



### LUNCH

All children need to bring their lunch each day in a clearly labelled lunch container. The school has a Snack-e-teria which is available on Wednesdays.

Lunch orders need to be written and left in the classroom basket at the beginning of the day. The order needs to have your child's name, class and what he/she would like to order written on a paper bag. Money needs to be placed inside.

### WHAT TO BRING EACH DAY

- A square cloth bag 53cm sq with 45cm handles, clearly labelled
- Morning Tea in a separate container from their lunch.
- Lunch
- A change of clothing (seasonal) including underwear, clearly labelled
- A good sun hat clearly labelled
- A drink bottle – (clearly labelled) filled with WATER  
(Children take this home after each session.)
- A small cushion purchased from the uniform shop.

It is important to encourage each child's independence and we model and reinforce routines that promote healthy and successful lifestyles.



### LIBRARY

Kindy children attend the Library once a week.

Starting in term 3 your child will be able to borrow a book from the library to take home.

This book is to be returned the following week. Another book cannot be issued until the other is returned. Please ensure correct care is given to all books on loan.

Your child will need a waterproof library bag clearly labelled with their name on the outside.

These are available at the school uniform shop.

### EXCURSIONS AND INCURSIONS

During the year we establish the children's sense of belonging and confidence in the Kindy environment. We support the program with incursions or excursions.



### APPOINTMENTS WITH THE TEACHER

If you have any concerns at all, over the course of the year, please bring them to us. Kindergarten parents and teachers work very much as a team and you can approach the teachers at any time. The best time to discuss any concerns at length is after school at a meeting but if it is an urgent matter see us when you drop your child at Kindy, write a note, ring the school and ask to speak to us.

### DISCIPLINE:

Caring and control are both necessary ingredients in the Kindy. At the Kindy we have a system where we allow children to express how they are feeling if they are hurt by another child. If a child does not follow the rules, he or she has time out.



### GET TO KNOW YOU DAY

In term 4 we will have a get to know you day. The idea is that the child is brought to Kindy for about an hour so they become familiar with the staff and surroundings before coming to school. The uniform shop will be open if you would like to purchase hats, library bags, kindy cushions, kindy bags or kindy tops.

### USEFUL ITEMS

We would appreciate any of the following:

- wrapping paper
- empty cotton reels
- wool, fabric scraps
- plastic bottle tops
- magazines
- margarine, ice-cream and take-away food containers and lids
- yoghurt and sour cream containers
- cardboard cylinders from Gladwrap etc (not toilet rolls)
- envelopes,
- paper, cardboard
- buttons
- clothes for dressing up

## GETTING READY FOR KINDERGARTEN

Encourage your child to do more for themselves, like dressing themselves, carrying their own bag, unpacking their belongings (after the beach or swimming lessons) and cleaning up after themselves. Remember that children develop at different rates. Don't compare them to other children. Each child will move through the various developmental stages with lots of encouragement, practise and praise.



To foster a love of books and an interest in learning to read at a later stage, try to read to your child each day.

Children are great mimics. If your child is showing an interest in wanting to write, encourage them to do so, it all begins with squiggly lines on a piece of paper. Perhaps they could "write" on a birthday card or help to "write" on the shopping list. When modelling any writing at home, including writing your child's name. Names should be written in lower case, beginning with a capital letter. Correct pencil grip should be encouraged.

The early years are a wonderful time — a special time for parents and children. It is a time that invites the sharing of meaningful experiences in a warm, supportive environment. It is a time to prepare your child for the exciting learning experiences that are to come. What we think of as a learning tool and children think of as toys — books, music and story tapes, puppets, games, drawing materials and cut-out shapes — are an enjoyable and stimulating way to teach children many things they need to know.

## Kindergarten Children Are On Their Way Towards Literacy

Research shows strong speech and language skills support and promote literacy development.

### Ideas for home:

- Establish a story time routine. Read a range of books. Reread your child's favourite. Encourage your child to join in and recite parts or lines. Encourage your child to retell familiar stories on their own.
- Provide taped stories and read-along books
- When reading ask questions: e.g. What is the boy doing there? Why does he feel so sad? What do you think he is going to do next?
- Read and teach nursery rhymes, finger plays and songs.
- Encourage your child to recount experiences. Provide useful questions along the way. (e.g. Can you remember where it was? What did you do there?)
- Talk about familiar things and experiences.
- Ask questions that require more than a 'yes/no answer. (E.g. Rather than asking 'Was that fun? Did you like it?' try questions such as 'What did you like best? Why was that your favourite?')
- Join in with your child when they are playing. Participate in their make believe scenarios. Act out a character in their game.
- Provide a dress up box with old clothes, shoes and hats for your child to act out stories.
- The Eye-spy description Game (E.g. I can see something that is very big, has lots of wheels, a huge motor and it carries people from one place to another.)
- Games such as "Mr Potato Head" and "Guess Who" are great for stimulating language.

Thanks a million, we are all looking forward to 2017

Miss Green and her team: Mrs Emanuele  
& TBA

Mrs Campbell and her team: Mrs Walker and Mrs  
Amoroso