



Kindergarten Information Booklet

**Every Student Matters.
Every Moment Counts.**

C O N T A C T U S

For enquiries please first contact the school office. The school office is open between the hours of 7.30am and 3.30pm Monday to Friday during the school term.

Postal Address

Craigie Heights Primary School
47 Spinaway Street
CRAIGIE WA 6025

Phone: (08) 6206 2200

Email: CraigieHeights.PS@education.wa.edu.au

SCHOOL HOURS

Start 8:40am

Finish 2:45pm

ATTENDANCE

Kindergarten students attend 5 days a fortnight between 8.40 am and 2.45 pm. Although Kindergarten is not a compulsory year of schooling, once you enrol your child, attendance does become required.

ARRIVAL

Classroom doors will open at 8:25am. School begins at 8:40am. **Children are restricted from playing on playground equipment prior to and after school for safety reasons.** We ask parents to co-operate to see that children arrive at school **before 8:40am**, however we do not encourage children to arrive too early in the mornings. Children should not arrive prior to 8:25am as supervision of children will not take place before that time, therefore, their safety cannot be guaranteed. Children may not enter the classroom unless their teacher is present and gives permission.



STARTING SCHOOL FOR THE FIRST TIME

First days at school are exciting times for most children and learning how to cope with this change in their lives is important. School is one of the big challenges of life outside the home.

Children may push aside their previous dependence on you. However, they still do need your support. Your child's outlook on life will be primarily created in your home with you providing the experience that will foster their growth and development.

Remember that every child is different and don't become alarmed if your child does not proceed at the same rate as a friend's child or a brother or sister. Children develop at different rates, learn different skills at different times and mature at different levels.

A Few Important Points:

1. Be positive when you talk about school and help your child develop a healthy attitude towards receiving instruction.
2. Encourage your child's self-help skills including dressing themselves and look after their possessions such as shoes, socks and lunch boxes. Practise zipping up backpacks and independently eating their lunch from a lunch box.
3. Encourage your child to be independent with toileting.
4. Provide your child with the opportunity to experience getting along without you for several hours a day.
5. Practise oral language through nursery rhymes, reading to them and discussing what is going on around them.
6. Encourage them to follow instructions and understand that some things are not a choice.
7. Guide them on how to play by taking turns and using equipment appropriately.
8. Teach your child safe practices in the home as well as crossing the street.
9. **Label all items** your child brings to school, e.g hat, jumpers.
10. Teach your child to memorise his/her full name, phone number, home address and birthday.
11. Visit the local library regularly and read aloud to your child every day if possible. Talking about what you have read will help develop listening skills.
12. Listen to the child's opinion and ideas and explain rules and the consequences of denying the rights of other people.
13. Always provide guidance and support while encouraging them to think for themselves.
14. Children need to talk to adults and other children. Encourage them to make friends.
15. Develop social and emotional competence by providing opportunities for children to interact with others.
16. Ensure your child has sufficient sleep at night.

SOME TIPS FOR YOU ...

You can help to prepare your child for the start of Kindergarten by :

- Driving/walking past regularly and commenting “That’s where you’ll go to Kindy.”
- Talk about starting school in a positive way “You’ll have so much fun, I wonder what things you’ll do?”
- Read books about starting school.
- Purchase items such as a hat, lunchbox, drink bottle and school bag and label with your child’s name.
- Acquaint your child with their written name so they can identify their name tags on their peg, box and belongings.
- Teach your child the three S’s – Sharing, Sitting Still and Self Care, such as being able to undress/dress outer garments, put on shoes and socks, go to the toilet themselves, wash hands, open/close doors and open/close their lunchbox and drink bottle.

ON THE FIRST DAY OF SCHOOL

- Allow your child to put on their school uniform on their own. Help them pack their school bag with their hat, change of clothes, lunch box and a piece of fruit to share whilst explaining what will happen in a positive tone.
- Allow plenty of time so that you don’t exhibit signs of stress!
- Walk around the classroom and talk positively about the activities your child may be involved in.
- Sit with your child whilst they participate in a quiet activity such as completing a puzzle or reading a book.
- Introduce your child to other children where appropriate.
- When the bell rings help your child pack up and tell them it is time for you to leave. Give them a kiss/hug and tell them you will pick them up when school finishes.
- If your child is settled—leave. If they are apprehensive about you leaving, reassure them and seek assistance from staff. Most children settle quickly within moments of your departure. Rest assured we will contact you if we feel it is necessary.
- When you return to pick up your child please wait until the teacher calls your name to collect your child from the door. Be as positive as you can about their experiences and don’t be concerned if he/she has not participated in all activities provided. The main objective at this stage is for your child to have an enjoyable time. If you have any concerns, please speak to the teacher.

We greatly appreciate how concerned you are for your child as they enter Kindy, however, be brave and be assured your child is in loving and capable hands.

From the eyes of your child...

1. Please plan the beginning of the day so I don't have to be rushed to school or get confused or irritable.
2. Don't push me inside the door and run, it will make me feel unhappy, as if you wanted to get rid of me. Come and look with me at all the interesting things I can do.
3. Please don't slip away without saying "Goodbye", or I will be afraid that you may leave me for good. When you leave, tell me you will be back, and try hard to be on time or I will worry.
4. Sometimes I spend a lot of time making something, and I am proud of it. If you laugh at it or call it rubbish, half of it seems wasted. But if you show me you value it too, it makes me feel successful and ready to tackle more difficult things.
5. I like you to visit me when I'm at school. When you come I will feel proud and say to my friends, "That's my Mummy" or "That's my Daddy".
6. Please don't talk about me when I'm in earshot. I don't miss much and I worry about what I hear. The teacher will always be happy to find somewhere out of earshot to talk with you about me.
7. Send me to school in clothes that are comfortable for me and that are easily washed.
8. When you pick me up please don't ask the teacher if I've been good. I try to be, but sometimes things go wrong and I don't like to be reminded of my mistakes.
9. What makes me feel good is if you show me that you are really pleased to see me and are ready to look when I have something new to show you.

T H E K I N D Y P R O G R A M

The Kindergarten teachers at Craigie Heights use the *Early Years Learning Framework* for Australia and the *Western Australian Curriculum* as a guide for their planning and teaching in the Kindergarten. The teachers provide a wide variety of learning experiences designed to promote growth and learning across all areas of development.

Purposeful and structured learning activities are then planned by the teachers in the following Learning Areas:

Maths, English, Science, History, Geography, Health and Physical Education and The Arts.

It is important to note that not all Learning Areas are of equal importance. In Kindergarten there is a strong emphasis on Literacy, Numeracy, Science, Physical Education and Social Emotional Development, as these provide the foundations for further learning.

The children are actively involved in both planned and incidental multi-sensory learning experiences that help them to grow physically, socially, emotionally and mentally through participation, in group and individual experiences.

Kindergarten and Pre-Primary is a prime time when social skills are developed. The program is designed to assist your child to:

- Develop positive self esteem
- Relate to adults and other children confidently
- Work both independently and cooperatively
- Follow directions
- Develop good work habits
- Assume responsibility
- Develop effective speaking and listening skills
- Practise courtesy and consideration
- Develop a positive attitude towards learning

The children are taught through whole group, small group and individual experiences. There is mix of explicit teaching and structured learning through play.



AIMS FOR EARLY CHILDHOOD

AIMS FOR EARLY CHILDHOOD EDUCATION

ENVIRONMENT

To provide an attractive stimulating and challenging learning environment to meet children's needs and interests and to enable each child to develop at his/her own pace.

SOCIAL/EMOTIONAL DEVELOPMENT

To assist each child to reach his/her optimum development socially, emotionally, intellectually, and physically.

SCHOOL COMMUNITY

To encourage parent participation in the program and foster cooperation between home and school. To build and develop on the learning experiences children have already received from home or kindergarten.

LITERACY

To explicitly teach phonological awareness skills, correct pencil grip and early reading strategies. To use meaningful and entertaining texts to motivate children and foster a love of reading and writing. To provide rich and open-ended tasks that give students retelling opportunities. To blend and segment CVC words.

NUMERACY

To assist each child in developing counting skills, number recognition and early numeracy skills. To use concrete materials and provide students with rich and powerful mathematics tasks at a range of levels. To recognise and count collections to 10.



T H E K I N D Y P R O G R A M

The Kindergarten Environment

The Kindergarten environment is set out into the following areas:

Outdoors

The emphasis here is on large body movements (gross motor) – running, jumping, hopping, skipping, crawling, balancing, climbing, walking, throwing and catching. Maths is also present with such concepts as distance, height, spatial concepts (over, under etc), direction and speed. Children may play by themselves or co-operatively.

Water play and sand play develop vocabulary and are satisfying activities for the children as no demands are placed on them. Sand and water play involves a lot of maths and science concepts – capacity, adhesion, volume, displacement, mass, weight, fluidity, impression, area, texture, air pressure, gravity, flotation, estimation, surface tension, floating and sinking. Sand and water play also develop fine motor skills.

Home Corner

Dramatic play encourages conversation and language and is developed as they try out different roles (mum, dad, baby, shopkeeper, etc). It helps children gain an understanding of other people's feelings as they role play being that person. It also allows children to put into practice their skills and knowledge. Dramatic play develops co-operation as children decide on different roles and situations.

Blocks / Manipulative Toys

Block play involves a lot of mathematics – classification (putting blocks back correctly), order, number, fractions (some blocks are half the length of others), depth, width, height, length, measurement, shape, symmetry, size, shape and patterns. It also builds children's confidence, helps them to share and provides collaborative play opportunities. It is also a good way for children to play constructively without causing damage. Children's coordination is also developed as they build with the blocks and other manipulative toys.

Puzzles

Puzzles develop children's visual discrimination – identifying different shapes and fitting them correctly using visual clues from the picture, perception of size, colour, space and shape. The muscles of the arm, hand, wrist and fingers are developed. Puzzles develop concentration and persistence as well as accuracy and precision. Completing a puzzle provides a sense of achievement and satisfaction in meeting a challenge.

Activity Tables

This is where the children complete structured learning tasks that are focused on literacy and numeracy development. These activities can be integrated across other learning areas and involve art and creativity.

THE KINDY PROGRAM

Writing and Drawing Table

The children are encouraged to practise their drawing and writing skills. Engaging and motivating activities are provided to encourage experimentation.

Music

Music will be used as a form of self-expression (through movement) and enjoyment. By using and exploring a variety of instruments children will develop an awareness of rhythm, beat, melody, harmony, form and expression. Singing simple rhymes and songs will help build children's memory and language usage.

Play Dough

When using play dough, children develop fine muscle co-ordination and express their feelings through dramatic play. They also become aware of colour, conversation of shape and size, form and texture. Social skills are also developed, eg sharing, helping each other and taking turns.

Art/Craft

Through Art and Craft activities children develop knowledge of colours, mixing of colours, art and craft processes (cutting, printing, etc). Language is also developed as children describe what they are doing. Concepts involved include shape, perception, spatial relationships, classifying, textures, consistencies and techniques.

Book Corner

A book corner gives children experiences with literature and leaves them better prepared for reading and writing. Hearing stories improves listening skills and comprehension and develops the idea that what is written down has meaning. It develops vocabulary and many different concepts and stimulates language. Books are an outlet for personal emotions as well as providing the opportunity for the development of imagination. Respect and care for books are emphasised.



O T H E R I N F O R M A T I O N

PARENT ROSTER

Parents are an important part of the Kindergarten program. Your assistance as a rostered volunteer enables us to offer the diverse range of experiences that enrich your child's year and enables you to observe your child in the environment. Your child will enjoy sharing his/her experiences with you during your rostered session. Grandparents, relatives or family friends are also invited to volunteer for roster.

Roster duties may include:

- Assisting with small group activities
- Assisting with cleaning up
- Assisting with preparation of materials
- Interacting with the children

A roster sheet will be displayed on the notice board outside each classroom. Please place your name against a day that suits you. Your assistance at least once a term is very much appreciated and should allow all the parents the opportunity to regularly observe their child at school. When possible, it is best not to bring younger siblings as it is harder to engage with the groups when you have another child needing your attention. Parent Help time is from 8.40am – 10am, however, if you cannot stay for the whole session please inform your child's teacher. Parents on roster will need to sign in and out at the front office. Your assistance will be most appreciated.

FRUIT TIME

In addition to their lunch, children are required to bring a piece of fruit to share each day throughout term 1. In term 2, children bring their own fruit container.

SCHOOL BAGS

A **large** backpack is needed to take home all the children's "works of art" and for storing clothes, lunch boxes and so on. Please check your child's bag daily as notes are sent home often. The Craigie Heights Primary School newsletter is posted on the school website three times a term. Please ensure your child has a spare change of clothes that is seasonally appropriate.

LIBRARY BAG

In Term 2 all Kindergarten children will begin Library borrowing and will be required to bring a library bag. Please ensure it is clearly labelled with their name and books are returned on the appropriate days. **No draw string bags please.**



O R A L L A N G U A G E M I L E S T O N E S

	3 year olds	4 year olds
Understanding and Listening	<ul style="list-style-type: none"> • Follow complex instructions, 2 related steps. • Understand what objects are used for. • Understand simple 'wh' questions, eg: "Where's dolly?" • Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square) • Identify parts of objects, eg: wheels on a car. 	<ul style="list-style-type: none"> • Follow two-step unrelated instructions. • Follow instructions with up to six key words, eg: "Put the black box and the keys under Daddy's chair." • Understand words such as 'yesterday' and 'tomorrow.' • Understand why and when. • Know colours, some numbers and shapes.
Speaking	<ul style="list-style-type: none"> • Use verbal language as my main means of communicating. I still use pointing and gestures as well. • Understand yes/no questions. • Ask 'why' questions. • Be understood by my family members and others when I speak. • I enjoy reading books to others and telling stories. • Say my full name, eg: John Smith. • Count to three. • Use 'I', 'he', 'she', 'we' when talking about myself and others. • Use 's' at the end of words when talking about more than one item, eg: 'two dogs'. • Talk about events that have occurred or are going to occur. 	<ul style="list-style-type: none"> • 4 year olds should be verbal with a spoken vocabulary of 1000-1500 words. • Speak intelligibly with a few speech immaturities remaining. • Tell news with support. • Use basic adult-like grammar. • Ask 'what', 'where' and 'why' questions. • Tell a long story, sing songs and retell familiar picture books. • Use future and past tense. • Use 'and', 'then', 'because' and 'but' in sentence
Play and Social Skills	<ul style="list-style-type: none"> • Have favourite books, TV programmes and toys. • Demonstrate imaginative play. I like dressing up. • Role play what I see others doing, eg: washing up or driving a car. 	<ul style="list-style-type: none"> • Make friends. • Use imaginary play. • Play simple games with rules. • Join in and start conversations. • Use an extensive vocabulary to express ideas and request information. • Enjoy social communication with a variety of people.
Cause for Concern	<ul style="list-style-type: none"> • Your child is frustrated when trying to talk. • They have a very short attention span. • They are still using sentences of only two words. • They do not seem to understand what others say. • Your child does not look at others when talking. • They stutter or their words seem to get stuck when they talk. 	<ul style="list-style-type: none"> • A small vocabulary. • Only uses short sentences or sentences with grammatical errors. • Can not retell an event or a simple story even with support. • Difficulty following instructions. • Difficulty understanding simple 'who', 'what' and 'where' questions. • Child's speech is difficult to understand. • Does not enjoy listening to stories. • Short attention span.

Motor and Movement

At 4 years of age I should be able to:

Use My Body

- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot

Use My Hands

- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with my thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cut

Make Sense of the World

- Recognise up to five colours
- Show my age using my fingers
- Count five objects aloud
- Put two halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real object

Causes For Concern

- Avoids or has difficulty with hand activities, e.g.: drawing, puzzles or scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet themselves.
- Avoids or dislikes equipment that is fast moving or off the ground, e.g.: swings, roundabouts.
- Has difficulty matching colours, sizes and shape

C H I L D S E R V I C E S

The Child Development Service (CDS) provides assessment, early intervention and treatment services for students with developmental delay or difficulty.

The CDS can provide access to:

- speech pathologists
- occupational therapists
- physiotherapists
- social workers
- clinical psychologists
- paediatricians
- therapy assistants
- audiologists
- nurses

Parents can refer their child to the CDS if:

- their child is under the age of 16
- they have an eligible Medicare card or number
- they live in the greater Perth region.

Online Referral forms can be found at:

<https://www.caHS.health.wa.gov.au/Our-services/Community-Health/Child-Development-Service/Eligibility-and-referrals>

Or phone 9400 9533

As waitlists for services are currently years long, early referral is encouraged. If you have any causes for concern as outlined above, please discuss these with your child's teacher.