

ST. BERNARD'S CATHOLIC PRIMARY SCHOOL



KINDERGARTEN PARENTS HANDBOOK

E: admin@stbernards.wa.edu.au

W: www.stbernards.wa.edu.au



T: (08) 9831 3500

A: 11 Katanning Road,
Kojonup WA 6395

TABLE OF CONTENTS

Dear Kindergarten parents _____	3
School Organisation _____	4
Commencing School _____	4
Absent from school _____	4
Crunch and Sip _____	4
Personal belongings _____	5
Labelling equipment _____	5
Birthdays _____	5
Illness and injury at school _____	6
Hearing and sight tests _____	6
Parent Help _____	7
Toileting _____	7
Communication Books _____	7
Documentation _____	7
Clothing _____	8
Sun Cream _____	9
Supplies _____	9
Library _____	9
Buses and drop off _____	9
Contact _____	10
day one _____	10
The Kindergarten Program _____	11
Educational Philosophy _____	11
The Early Years Learning Framework _____	12
Belonging, Being and Becoming _____	12
Content/Curriculum _____	13
The Importance of play _____	14

DEAR KINDERGARTEN PARENTS

We would like to express our appreciation for sharing your child with us this school year. From experience, we know it will be full of excitement and accomplishments, as each child masters those first steps of schooling.

We are very fortunate to have a wonderful Education Assistant, Miss Sarah Wright. Together as educators, we strive to teach the whole child. This means providing activities that develop not only the educational needs, but also the emotional, social, and physical needs of each student.

It is our belief that it is extremely important that children feel good about themselves and what they learn. This is our goal for your child.

At St Bernard's, we welcome the opportunity to work with you. We encourage you to take an active part in your child's education and hope you will feel free to contact us if you have any questions or concerns.

Kind Regards,

Miss Tess Plakakis

Mrs Sarah Wright

*St. Bernard's Kindergarten ...
Where learning is an
adventure every day!*

SCHOOL ORGANISATION

COMMENCING SCHOOL

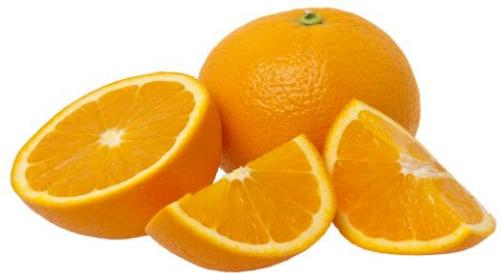
In 2020 the Kindergarten students will attend school on a Monday, Tuesday and Thursday. We do begin with full Kindergarten Days at the start of the school year. School commences at 8.45AM and concludes at 2.55PM. Your children are to arrive at school between 8.30am and 8:45am and be picked up promptly after school.

ABSENT FROM SCHOOL

If your child is absent from school, please write a short note in your child's communication book or send an email to the class teacher.

CRUNCH AND SIP

We are a Crunch and Sip School which is an initiative that focuses on healthy eating in school. For our morning fruit and snack time please supply a piece of fruit or vegetable suitable for a shared plate and a healthy recess snack. We encourage healthy snacks like homemade slices, popcorn or yogurt and prefer them not to be having unhealthy processed foods like chips, roll ups and biscuits. ***Please do not send anything with nuts as we are a nut aware school.*** Only water is acceptable for a drink. Please do not send cordials or fruit juices.



PERSONAL BELONGINGS

Children are not encouraged to bring personal belongings to school. However, if a child wants to bring something special for news or wants to show a birthday present for example, please talk to the teacher and arrange a suitable time for this to happen. The school cannot take responsibility for toys brought to school.

LABELLING EQUIPMENT

Children do not recognise their own belongings when placed with all of the other students'. **Could you please clearly mark your child's name on all items including lunch box, drink bottle, hat and clothing (including jackets or jumpers).** Labels should be checked regularly to ensure that they have not washed or worn off. All staff ensure that labelled items are returned to the owner. Unlabelled clothing is placed in lost property which can be in either the classroom or school uniform shop next to the Year 1 classroom.

BIRTHDAYS

Children who have their birthday during the school year can bring cupcakes to school to celebrate. If you would like this to happen, please supply cupcakes as these are easier and more hygienic for a big group of little people.



ILLNESS AND INJURY AT SCHOOL

Parents will be notified if their child has a serious or concerning illness or injury at school. If parents are unavailable, your nominated contact person or relative will be notified. Please ensure your contact numbers are kept up to date through the school office. If your child requires any form of medication to be administered during school hours, the appropriate forms must be completed and signed. These forms are available from the office or the classroom. For safety reasons, students are not permitted to have medication in their school bags.

HEARING AND SIGHT TESTS

If you think there may be a problem with vision or hearing it would be best to have a complete medical check-up before school starts. Such physical problems can have a serious effect on your child's ability to learn.

If there has been a past history of hearing problems (e.g. glue ear) or problems with sight, please notify your child's teacher during the first week of school. If your child wears glasses, please discuss their use with the class teacher. Screening of children now takes place within the year of Kindergarten.



PARENT HELP

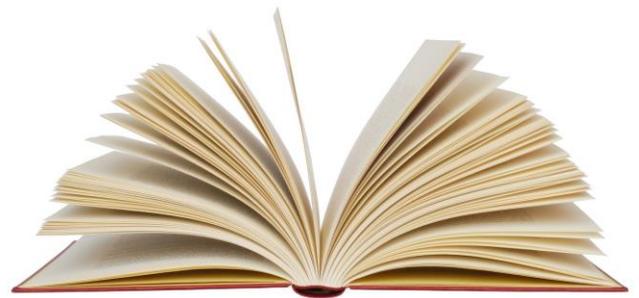
Parents and Educators are encouraged to work together. At St. Bernard's we believe that with a strong partnership, each child will feel more secure, settled and happy to learn in Kindergarten. You will all be informed of this next year. We do strongly encourage that you participate in parent help as it is a wonderful experience for you and your child, as well as a helping hand for us! It is very much appreciated.

TOILETING

Please encourage independent toileting as your child prepares to start Kindergarten. We do understand that incidents occur so please ensure that your child keeps a spare change of clothes in their bag in case of this event.

COMMUNICATION BOOKS

We have a communication diary that is sent home each day and brought to school the next day. It is our aim to ensure effective communication between educators and parents about changes to your child's daily routine (i.e. NOT catching the bus, experiencing the loss of a pet, feeling unwell.) Communication books are checked daily.



DOCUMENTATION

A portfolio will be used to document each child's development. This Portfolio will be a celebration of each child's abilities, achievements and progress throughout the year. It is also important to know that the portfolio is only a snapshot of the students learning.

Parental input is sought at various times of the year. Sharing of valuable information relating to your child is essential to ensure a connection between the Kindergarten and home. We hope that you enjoy looking at this portfolio throughout the course of the year. We encourage you to take the time to peruse your child's portfolio.

Your child's work portfolio will be sent home twice a year, at the end of Semester 1 (Term 2) and at the end of Semester 2 (Term 4). They are accompanied by your child's report. We will supply the portfolio-book and fill it with your child's work during the year but ask that you return the portfolio and work inside during term 3 so we can continue to fill it with snapshots of your child's learning!

CLOTHING

Children are required to wear suitable clothing while at school, including comfortable sandals or shoes, t-shirts with sleeves (no tank tops or singlet tops, no slip-on shoes or thongs that can easily come off). There is not a set uniform for Kindy however we do encourage parents to purchase a Kindy/PP school t-shirt from the uniform shop. Some parents in the past have chosen to send Kindy students in the full school uniform. If you choose to do so, please ensure that the correct uniform is worn e.g. please don't add other non-uniform items. Please keep a spare change of labelled clothes in your child's bag in case of spills or accidents. It is important that children have a named broad brim hat, either purchased from the school uniform shop or elsewhere (as long as it meets the criteria). Caps will not be accepted as they do not offer enough protection. If the students do not have a hat they will only be allowed to play undercover as per school policy.



SUN CREAM

Sun cream is used in the classroom and is put on during Terms 1 and 4. It is still essential that children wear hats all year around for ultimate sun protection.

SUPPLIES

Our students love to construct artistic masterpieces with basic goods. This broadens their imagination and fine motor skills. You can contribute to the construction supply by bringing empty food containers such as cereal boxes, empty milk cartons, egg cartons, cylinders and anything that could be used within the classroom. In addition, tissue boxes are a well-used supply and it would be greatly appreciated if each parent could bring along one box for the classroom.

LIBRARY

The Kindergarten students will have Library once a week, so they will need a named library bag. More information will come next year.

BUSES AND DROP OFF

Many of the students at St. Bernard's do travel to and from school by bus. Parents should contact the school bus service on 9831 1166 for accurate information regarding routes and pickup points if your child is likely to travel by bus.

Teachers will buddy up their child with another older sibling, relative or friend that also catches the same bus. This can sometimes make the transition of catching the bus a little easier. Most bus drivers will not let children off the bus unless there is someone to meet them at the correct stop. In this case the child will be returned to school and parents notified. Again, this procedure is in the interest of your child's safety. Once we see your

child safely onto the bus, we hand our duty of care over to the bus company. Many parents keep the bus driver's mobile phone number on hand and let the bus driver know directly if there is a change to their child's bus routine. Please also let us know if there are any changes to routine. If your child is going to catch the bus, please spend time in the holidays discussing bus safety.

As part of the school policy we cannot offer duty of care before 8.30am and so would appreciate if no child was dropped off at school before then.

CONTACT

Communication books are the best way to communicate between home and school each day. If you require a message delivered to the room or you just have a query, call at the front office on 98 313 500. The classroom phone number (which should only be reserved for emergencies please) is 98 313 506.



DAY ONE

On day one your child will need to bring these things with them:

- A wide brimmed school hat (these can be purchased from the uniform shop)
- A 500ml-1 litre drink bottle full of water
- A whole piece of fruit or vegetable to contribute to our shared crunch n sip platter
- A healthy snack for recess time
- A healthy and wholesome packed lunch
- 2 boxes of tissues
- Named library bag
- Named art smock (an old large shirt will do)
- Spare change of clothes (2 pairs underpants too please!)

THE KINDERGARTEN PROGRAM

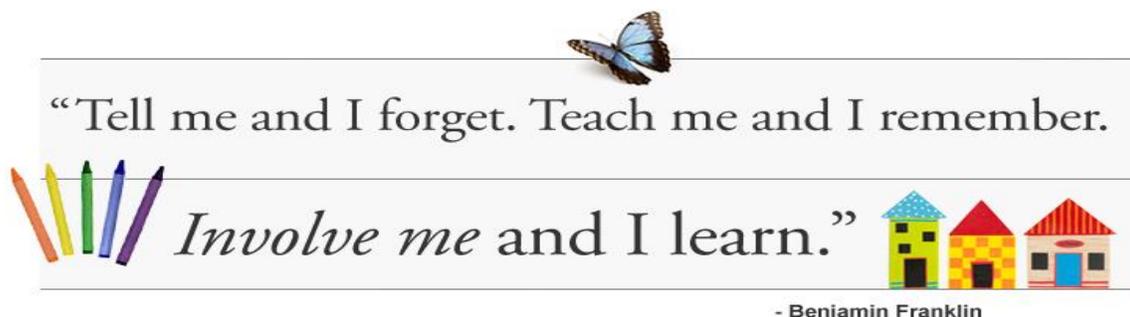
EDUCATIONAL PHILOSOPHY

At St. Bernard's Catholic Primary School we believe that each child is a precious and sacred gift from God, created as an individual with their own unique talents and abilities. At St. Bernard's the religious, spiritual and social emotional growth of early childhood students is nurtured by scaffolding their discovery of God's love through living the Spirit of Jesus and allowing them to form respectful and reciprocal relationships within the school community.

We aim to design effective, intentional play-based experiences through our learning programs that capture the elements underpinning the Early Years Learning Framework, Western Australian Curriculum and National Quality Framework.

In early childhood at St. Bernard's we aim to:

- Create an enriching learning environment in which students can become creative and independent thinkers, problem solvers, and effective communicators who learn and develop through play-based experiences.
- Create a welcoming environment to encourage positive reciprocal relationships with and between educators, families and students.



- Build community participation and show the spirit of community and dignity for all.
- Value that students' development leads learning and that social transformation is supported through effective education.
- Respect that students have agency, which means they have the capacity and the right to be consulted and contribute to decisions that affect them.

By the end of their early childhood years we aim to have laid the foundations of respectful, successful lifelong learners.

THE EARLY YEARS LEARNING FRAMEWORK BELONGING, BEING AND BECOMING

The Early Years Learning Framework underpins the Kindergarten program. The Framework puts children's learning at the core and comprises three inter-related elements: Principles, Practice and Learning Outcomes. Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.



Fundamental to the Framework is a view of children's lives as characterised by **Belonging, Being and Becoming**. From birth, children are connected to family, community, culture and place. Their earliest development and learning takes place

through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

International studies have proven that children learn and thrive in a warm, caring play-based environment that includes parents in the learning process.

The framework conveys the highest expectations for all children's learning through five Learning Outcomes.

Outcome 1: Children have a strong sense of identity

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

Outcome 3: Children have a strong sense of well-being

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

CONTENT/CURRICULUM

Throughout the year, the Kindergarten students will be learning through incidental and informal learning experiences and learning is based on the WA Kindergarten Guidelines. It is essential to know that learning is not seen or expressed through worksheets but instead in the child's immediate environment. The following areas will be built upon in their first year of schooling.

ENGLISH	MATHEMATICS	CREATIVE DEVELOPMENT	SOCIALISATION AND AUTONOMY
Sound Awareness	Counting skills	Fine Motor skills:	Build friendships
Letter recognition	Exposure to numbers and recognition of numbers 0-10	Cutting	Learn how to share and care for friends
Expression of ideas through drawing symbols	Examining and finding shapes in the environment	Painting/Drawing	Learn/build on listening skills
Oral Language expressed informally		Constructing masterpieces	Responsibility for one's self
Recognising and writing their own name			Problem solving

THE IMPORTANCE OF PLAY

Play is a vital part of learning and development, and research has shown it is essential to ensure children reach their full potential in life. Play helps children learn about the world in which they dwell. They can investigate and discover, test their theories and spatial relationships, and explore cause and effect, societal roles and family values. Play encourages self-esteem. Children will often play at something they know they can do well, at which they can be successful.

Play encourages social skills. Children will begin playing with inanimate and non-threatening objects, like teddies, shapes etc., practicing their interactive skills. As they grow, playing with other youngsters will build on this foundation as they learn to share, take turns, assert themselves and start to empathise with others.

Play also gives an opportunity for children to express their emotions. The importance of play in dealing with difficult or unpleasant emotions is significant. Play aids language development. Children use a large number of words during play, many of them frequently, enhancing their language skills.

It permits children to role-play their own lives and that of their families and communities, develop their creative thinking and problem-solving skills in safe situations. It quintessentially, stretches the limits of their world and allows them to experience the fun in make-believe.

