Pre-Primary

Information Booklet
2015

Kingston Primary School Website: www.kingstonprimary.wa.edu.au
Please download the free “Kingston Primary School” App on your smartphone.
Dear Parents/Caregivers,

We welcome you and your child to Kingston Pre-Primary for 2015. We hope your child has an enjoyable and rewarding year and hope you will soon feel at home and enjoy the experience of making new friends. The Early childhood years are special and very important for your child’s social, emotional, physical, creative, literacy and numeracy development. Pre-Primary is a time for children to learn that school is a safe and fun place to be. As well as this, it is also a great opportunity for parents and caregivers to meet each other and become part of our school community. The purpose of this booklet is to acquaint you with classroom organisation and ways parents may become involved in the life of the classroom.

Parents and Guardians – Your many abilities and talents certainly have a place here, so please feel free to offer these; if they can be incorporated into the program it will make for an even more enriching experience for the children.

An exciting and challenging time awaits you as your child commences their year of Pre-Primary education. It is therefore important that there is a three-way communication process for the benefit of all concerned in the education of your child: the school, the child and the parent. Good communication results in better understanding and less confusion.

If you have a question, please ask.
If you have an idea, or a problem, please share it.
If you have something to say, express your opinion.
Please listen to others, and consider other points of view.

From

Alan Kidd
Principal
Early Childhood Statements

At Kingston Early Childhood, our aim is to develop children who are:

Independent
Resilient
Creative
Confident

We encourage children to learn through worthwhile and enjoyable experiences within a safe, supportive environment. Children learn by exploring their world, talking, making and sharing.

We develop relationships with children and families that are caring and nurturing, to allow the children to be the best that they can be. We guide children to recognise and manage their emotions.

We provide an integrated curriculum that is challenging, active, playful and intentional. We provide a balance between teacher directed and child directed learning experiences.

“All children experience learning that is engaging and builds success for life.”

Early Years Learning Framework for Australia, 2009
Pre Primary Information 2015

WHAT WILL YOUR CHILD DO AT PRE PRIMARY?

The Pre-Primary program covers all curriculum areas and is taught in an integrated way using investigation and play.

Your child’s social and emotional capabilities directly impact on their learning and wellbeing. Our Pre-Primary program encourages the development of confidence, perseverance, cooperation, self discipline and emotional resilience and is linked to the school Virtues Project.

Australian Curriculum
End of year expectations. Students’ progress at different rates but these are standards set for the whole of Australia as a minimum standard for all Pre-Primary children to achieve. We aim to support children achieve these standards and beyond achievement standards

Foundation Year Achievement Standards

English

(Listening, reading and viewing)
By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sound in words.

(Speaking, writing and creating)
Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form know upper and lower-case letters.
MATHS
By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

SCIENCE
By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

HISTORY
By the end of the Foundation year, students identify similarities and differences between the families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Classroom Management
It is important for children to develop self-management skills in terms of making decisions about their own behaviour. We promote desirable behaviours at school by providing good models for the children to observe. Children will gradually become aware that choosing to behave appropriately will have positive outcomes and choosing to behave inappropriately or dangerously will have consequences. Eventually we hope to develop Intrinsic Motivation in the children, where they make choices to behave correctly without expecting to receive a reward.

Classroom Limits – A Virtues Approach
The organisational strategies operating within the Pre-Primary classroom create an environment in which each child has control and access, and in which expectations are made explicit, thereby avoiding the need for lots of rules and limits.

Our main “rule” at Kingston Primary School is “respect for ourselves, each other and our environment”. This is in line with the whole school Virtues program. Within this rule most issues can be discussed and resolved. We discuss our rule with the students and help them to see ways in which they can keep themselves and others safe and allow all students to learn in a comfortable environment.

Respect for ourselves, each other and our environment is the basis for counselling students about behaviour. We focus on the behaviour of the child and acknowledge the “gifts” within each child. That is, the child is always “OK” – sometimes their behaviour is not. We avoid global praise such as “good boy” and instead target appropriate behaviour. For example: “I appreciate your helpfulness with packing away the blocks.” We make it explicit that the child has to make a choice about his or her behaviour.
“Consideration time” away from the group will be used if a child is repeatedly unable to comply with classroom expectations. The “consideration” area is usually just a small distance from the group. Parents will be advised if a child is consistently unable to conform to expectations and parents will be involved in developing strategies for change.

If sent to the consideration area the child is encouraged to reflect and their behaviours and discuss with the teacher to help solve the problem.

**Parent Help**
We welcome parents, relatives, friends or baby sitters to our Pre-Primary. Try to make time to spend one or two sessions with us each term. Your child will enjoy sharing his/her Pre-Primary experiences with you. We invite you to help us and your child by volunteering your help on any of the following rosters – please tell us so that we can include you:-

1. Fruit Roster/Laundry Roster – we seek the co-operation and assistance of parents on these rosters. The roster calls for help in washing towels and paint aprons weekly and for cutting up fruit daily.
2. Helping to prepare materials
3. Helping with an activity
4. Helping with cleaning up
5. Watching your child and playing with him/her, reading books, etc.

Younger brothers and sisters are welcome to come along with you on roster – but their supervision is your responsibility. Rosters may not become available until the end of Term 1 or into Term 2, depending on individual classes.

**Excursions and Performances**
During the Pre-Primary year, the program will include excursions to local places of interest linked to the learning program. Parents will be advised when these events occur and consent forms will be sent home to be signed if required.

**TERM DATES FOR 2015**
Term 1 Monday 2 February to Thursday 2 April
Term 2 Tuesday 21 April to Friday 3 July
Term 3 Tuesday 21 July to Friday 25 September
Term 4 Tuesday 13 October to Thurs 17 December

**School Hours**
Pre-primary is now a compulsory year of schooling and it is important that your child attends consistently unless they are unwell.

Starting Time 8:30am for a 8:45am start
Finishing Time 3:00pm

The children cannot enter the Pre-Primary classroom until the siren goes at 8:30am.
If collecting early for any reason, please complete a form at the front office prior to coming to class for your child. We can only release a student from class once a form has been completed and received by the teacher.

No child will be released to anyone but the custodial parent or the authorised person. If there is a change, please inform us in writing as to who will collect your child. In an emergency, please ring the school. Please make sure you have named the persons who are authorised to collect your child on the enrolment form.

Absences / Illnesses
If your child is absent please notify the teacher or the front office of the intended duration and the reason for the absence.

Parents are asked to phone the school by 8.45am daily if their child is going to be absent or late. Parents of children who are absent without explanation, will be contacted and asked to explain the absence.

There are certain notifiable diseases and conditions. These are:-

- Measles
- Mumps
- Chicken Pox
- Head Lice
- Rubella
- Scabies
- Conjunctivitis
- Whooping Cough
- Impetigo (School sores)

If your child contracts any of the above, please notify the school immediately. A period of exclusion from school is necessary for all of the above.

Coughs, colds and stomach wogs tend to go in cycles and it is best that children with these be kept at home to reduce the chances of other children contracting them. We realise that children often want to come in spite of these, but please, for their sake and the sake of others, keep them at home. The following information will give you a good idea as to when your child can return to school should they contract any of the listed common infectious illnesses below. In most cases children can be re-admitted with a medical certificate stating that the child is no longer able to pass on the infection.

If your child has a medical condition you will need to return additional forms to school. Please also be aware that if your child needs a preventative or ongoing medication parents are to provide these rather than the school.
INFECTIOUS DISEASES EXCLUSION TABLE

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Sickness</td>
<td>If your child is generally unwell (cold symptoms, fever, nausea, vomiting) it is usually best to keep him/her home until the symptoms subside. This also helps to avoid the spread of any infection. A child who has been home with influenza can return to school when symptoms have subsided.</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Infectious from 5 days before the spots appear to 6 days after the last crop of blisters. Exclude from school until all vesicles have crusted.</td>
</tr>
<tr>
<td>Cold Sores</td>
<td>Young children unable to comply with good oral hygiene practices should be excluded if lesions are uncovered and weeping.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude from school – highly contagious. Child can return to school when discharge has stopped.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased for 24 hours.</td>
</tr>
<tr>
<td>German Measles (Rubella)</td>
<td>Exclude from school for at least 5 days after the onset of the rash, until fully recovered.</td>
</tr>
<tr>
<td>Head Lice (Pediculosis)</td>
<td>Exclude until 24 hours after treatment has commenced.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Re admit on medical certificate of recovery.</td>
</tr>
<tr>
<td>Measles</td>
<td>Child is infectious 5 days before the rash appears to 5 days after the rash develops. Child may be readmitted with a medical certificate of recovery or at least 7 days after the appearance of the rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Re admit on medical certificate of recovery.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Exclude until 24 hours after treatment has commenced.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until 24 hours after treatment has commenced.</td>
</tr>
<tr>
<td>School Sores</td>
<td>Exclude until 24 hours after antibiotic treatment has commenced. Lesions on exposed skin must be covered with a waterproof dressing.</td>
</tr>
<tr>
<td>Streptococcal</td>
<td>Exclude until 24 hours after treatment has commenced.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude until 5 days after starting antibiotic treatment or for 21 days from the onset of the illness.</td>
</tr>
</tbody>
</table>

Arrivals/Departures
Children must be brought to and collected from the door of the Pre-Primary room. To avoid unnecessary stress for your child it is important that parents are punctual at arrival and departure times.

For the first 15 minutes of the day you are welcome to stay and enjoy activities with your child.

Birthdays
These are very special days in the children’s lives and we like to encourage the children to share in these. Your child may bring a cake (or cupcakes, chocolate crackles, honey crackles) to share with the other children. The easiest way to celebrate is to bring cup cakes. Big cakes can be extremely difficult to cut into small pieces. Please let the teacher know if you are bringing a cake to allow for planning particularly for children with food allergies.
**Bus Children**
If your child will be catching a bus to/from school, could you please advise the front office in writing of which bus they will be catching. Also if your child normally catches a bus and for some reason will not be catching the bus on a particular day, could you please advise us in writing and well before the end of school time, where possible. Children will be supervised to the bus lines at the end of the day and administration member will greet the children from the buses in the mornings.

**Canteen**
The canteen is in the undercover area. Opening times, menu and ordering information will be available early in the year.

**Change of Address**
Please notify the school office and classroom teachers of any changes of address, doctor, telephone numbers etc, so that our information can be kept up to date. This information is essential in the event of an emergency.

**Uniform**
It is expected that students wear the Kingston Primary School uniform. Uniforms can be ordered through the uniform shop located in the undercover area. Opening times will be available early in the year.

BOYS: Black shorts, blue shirt printed with school logo.
GIRLS: Black shorts or skorts with blue shirt printed with school logo.
WINTER (boys & girls): Black track pants with rugby top, zip jumper.

Kingston Primary School is a Sun Smart School and it is required that all students wear a broad brimmed hat. School bucket hats are recommended at all times for outdoor play and can be left at the centre for the year.

Please put sunscreen on your child before they come to school.

Please label all clothing with your child’s name.

**Paint Stains**
Soak in cold water overnight. Scrub with soap, wash. Do not use hot water.

**Footwear**
To encourage independence we suggest simple shoes that children are able to remove and put on themselves. Thongs are not permitted.

**Spare Clothes**
Sometimes accidents and spills do happen, so we ask that you make sure your child has a spare set of clothes in a plastic bag. We will keep this plastic bag in their schoolbag just in case an accident does occur. Please include in the plastic bag: underwear, shorts/skirt/pants, and a top. These clothes do not need to be the school uniform. Please make sure each individual item is labelled including the plastic bag.
Complaints / Concerns
We hope that parents will feel free to express their concerns, with full confidentiality, to the teaching staff. In this way, potential conflict relating to minor occurrences can be resolved quickly.

Contributions
A form with an explanation of the contributions and charges for 2015 will be sent to you in Term 4, 2014.

Food
Kingston Primary School is a Crunch & Sip School. Each morning there will be a recess break. All children should bring one - two pieces of fruit to be cut up and shared with the group. Other healthy food choices could include celery, carrot, cheese and crackers, or sultanas. Lollies, chocolate and lollipops will NOT be allowed.

Kingston Primary School is an ALLERGY AWARE school, with the most common allergy being peanuts. Please also check with your child’s teacher for any other food allergies that you need to be aware of or that other children may have.

Drinks
Please provide your child with a drink bottle. Water only in drink bottles, no cordial, juice or soft drink please.

Important Information
Throughout the year various changes may occur in your child’s life. Some changes have dramatic effects on children’s behaviour and learning at school. Please keep your child’s teacher informed of any important changes in your child’s life (new baby, family illness, moving house, parent separation, death of a friend, family pet).

Lunch
At lunchtime the children will be required to eat their sandwich or main item first. Any extra food may be eaten after this. We ask for a nutritious lunch. Treats such as roll ups, chocolate bars and lollies remain home treats. Please be mindful of hot weather when choosing sandwich fillings. We suggest a cooler bag with a frozen bottle or ice pack to keep your child’s lunch cool and fresh. Please ensure that your child is able to open any food packaging by themselves. Practice this skill over the Christmas schools holidays. Please be mindful of any items that require utensils and ensure you pack these appropriately e.g. spoon for yoghurt. Please advise the teacher if your child has any food allergies.

Recyclable Material
One person’s junk is another’s treasure and we in the Pre - Primary treasure all sorts of clean junk. Listed below is some of our favourite junk:-

<table>
<thead>
<tr>
<th>Cards</th>
<th>Coloured Paper</th>
<th>Clean Pantyhose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card</td>
<td>Computer Paper</td>
<td>Cardboard Rolls</td>
</tr>
<tr>
<td>Bottle Tops</td>
<td>Boxes (Small &amp; Large)</td>
<td>Egg cartons</td>
</tr>
</tbody>
</table>

We cannot use dirty food containers, toilet roll tubes, cigarette packages, beer boxes etc. We sometimes need special items for specific activities and requests for these will be posted on the notice board or through a class newsletter.
School Bag
Every child should bring a backpack big enough to hold a lunch box and reading folder. Bags should be clearly marked with your child’s name.

The Virtues Project
Kingston uses the Virtues Project to help create a culture of character in the school. This is designed as a holistic approach to character education and provides students with empowering strategies that inspire the practice of virtues in everyday life. The school focuses on a specific virtue each fortnight and this is targeted through newsletters, bulletin boards, daily announcements and classroom activities. The language of the virtues is embedded in the school culture.

Early in the year there will be a parent meeting to refresh these ideas and make you more aware of our teaching practices.

We look forward to working with you during the year to provide an interesting and happy Early Childhood environment for your child to learn and grow in.

Thank you again for your support and we look forward to providing the best education for your child.