

INFORMATION FOR YOUR CHILD'S YEAR AT KINDERGARTEN



2018 SCHOOL TERMS

Semester 1

First Term: Wed 31 Jan - Fri 13 April

Second Term: Mon 30 April - Fri 29 June

Semester 2

Third Term: Mon 16 July - Fri 21 Sept

Fourth Term: Mon 8 Oct - Thurs 13 Dec



INDEPENDENT PUBLIC SCHOOL

Notes



This booklet is designed to support families in making their child's year at Beldon Kindergarten a successful and happy one.



CONTENTS

Introduction	5
Your child starting school	6
Parents provide a safe base	7
Children with Special Needs	7
School Psychologist	8
Supporting independence	8/9
Starting School: Practical issues	9
Organising your morning	10
Arriving at school	10
Kindy Playground	10
Nature Playground	11
Playing at Lunch time	12
After school	12
School attendance	12
Rules and routines at school	13
What to do if things change	13
Sickness	14
Infectious diseases	14
Medicine	14
School toilets	14
Healthy eating	15
Food allergies	15
Uniforms	16
Footwear	16
Hats	16
Rosters	17
Class Coordinators	17
Notes from school	18
Money	18
Reporting	18
Voluntary Contributions and Term Charges	18
Excursions and Incursions	19
Birthdays	19
Lost Property	19
Show and Tell News	19
Weekly Plan	20
Program	20
Especially Important	21
Handwriting: Mastering the pencil grip	22/23
Handy things to know	24
Rhymers are readers	25/28
30 Ways to boost a child's confidence	29
Other useful resources	30



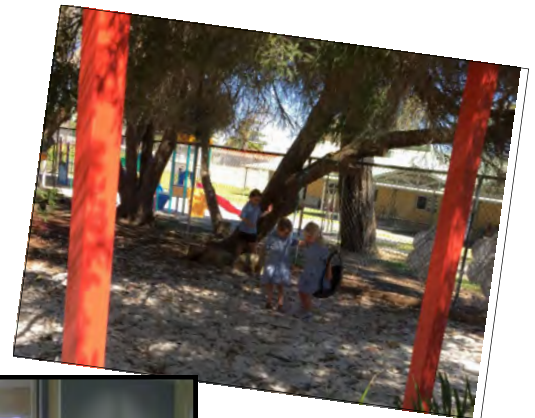


INTRODUCTION

The purpose of this booklet is to help you become acquainted with and give you a better understanding of Kindergarten at Beldon Primary School. Kindy is the start of a new era in a child's life and his/her school years.

Your child starts to learn that there are other children with whom they have to share and consider within a structured learning situation.

It is for these reasons that we invite the close co-operation of parents to help us as we work with each child. Education is a partnership. By working together, parents and teachers can ensure that every child gets off to a good start at Beldon Kindy.



As your child takes this first 'big step' into the challenging world of school, there are many questions and topics that arise for parents. This booklet will provide you with information that is relevant to the various stages of their learning during their kindergarten year. It will address practical matters such as rules and routines, clothing, homework and excursions as well as informing you about issues which may occur as your child transitions from home to school. This booklet will also deal with issues such as social and emotional development, behaviour and educational progress including details about how your child learns, their expected development and how you can help your child to meet their learning potential.

The term 'parent' is intended to include all adults who are primary carers for a child.

YOUR CHILD STARTING SCHOOL

The transition from a home or day-care environment to school is a big step in your child's development and an important part of growing up. At Beldon Primary School the staff appreciate that each child is an individual and as such, deal with new experiences differently. Many children adapt to their new environment very well but for others this can be difficult.

Most children are keen to make new friends and learn new things. They feel very grown up going to school, particularly if they have older siblings. Going to school can be stressful for both children and parents. By preparing your child as much as possible in advance, you can help your child to transition smoothly.

Often children expect to be able to achieve things and make new friends on their first day and are disappointed when this does not take place. By explaining to your child that it will take a little while for them to get to know all the children in their class and to make friends, this will take away some of the pressure they may be feeling. Explain to them that they will be in Kindy for a whole year and that they will learn a little bit each day.

The first year at school is also a big step for you the parent as you hand your child into the care of teachers. This may be your first experience of a school since your own education and things will have changed. Allow your child to discover the school experience without influencing them based on your own experiences. By getting to know the teachers, support staff and other parents you will understand more about the school and the classroom and this will help you to support your child. In any parent group there will be parents new to the school sending their first child to school and parents who have older children who have a wealth of experience to share with you. You can assist your child with making friends by organising play dates. You could invite the parent as well as the child on the play date; this also gives you an opportunity to get to know other parents. Play dates can be at your home or even better, suggest a play in the park after school where more children and parents can be invited.



PARENTS PROVIDE A SAFE BASE

Parents provide a safe base from which children can venture out to explore the world. Your relationship with your child as they experience their early school years is vitally important. Your child will want to share their experiences with you as they make new friends, learn new things and have new experiences. Sometimes things will not go as well as they hope and they will rely on you for comfort, understanding and support to help them deal with challenging situations. These challenges may seem relatively minor to you but in your child's eyes they can overshadow all else. Please inform the teacher if it is something that happened at school, so it can be worked through.



CHILDREN WITH SPECIAL NEEDS

Beldon Primary School operates as an inclusive school with children with special needs attending mainstream schooling. Children with special needs often require additional support to enable them to participate. If your child has a disability, impairment, learning delay or if English is their second language, this should be discussed with the school prior to your child commencing the school year so that any necessary provisions can be catered for. The school will work with you to access any assistance required to ensure a smooth transition for your child.

The transition between home and school can be more challenging for children with special needs. Beldon Primary School staff are dedicated to providing any support your child may need to make the transition successful.

Parents may be unsure whether to explain their child's disability or difference to the other students and parents. Discuss this with the classroom teacher and they will assist you with handling this issue in a sensitive manner which will foster a greater understanding and tolerance of your child's needs.



SCHOOL PSYCHOLOGIST



Beldon Primary School has access to a school psychologist through the Department of Education's School Psychology Services. The school psychologist provides support to the school in three main areas which are behaviour, learning and mental health and wellbeing. The work of the school psychologist is driven by the school's needs and the nature of services is negotiated with the school principal.

A parent can access the school psychologist by speaking with the school's deputy principal or your child's classroom teacher. Concerns can then be discussed and further actions negotiated. Confidentiality is respected when collecting, storing and sharing information. The school psychologist only works with a child when there is informed consent from parents. They work in collaboration with parents and teachers to improve the child's outcomes at school.



SUPPORTING INDEPENDENCE

We all want our children to grow into confident, socially developed and independent people living a fulfilling life. Beginning school provides early opportunities for your child to become independent. It may be the first time they are expected to look after their own clothes and belongings. It may also be the first time they are asked to follow instructions and make decisions. These skills need to be learnt and will develop over time. Providing encouragement, reassurance, patience and support to your child will assist them in developing these skills.

Talk to your child about issues which may arise such as:

- What do I eat for recess and what do I save for lunch?
- What if my best friend is away?
- Which activity will I choose to do?

Many of these activities can be practised at home.

Help your child to be organised and feel in control by:

- Allowing your child to dress themselves for school, providing assistance with zippers, shoelaces and buttons until they learn to manage these themselves.
- Providing shoes with velcro until your child is able to manage the high level cognitive skill of tying shoelaces. Although shoes generally stay on all day, your child may need to take their shoes off to tip out sand after playing in the sandpit. Being able to put their shoes back on independently is great for their self-esteem!



- **Labelling** all your child's belongings so that when they lose track of their belongings they will find their way back to them.
- Allowing your child to pack, unpack and carry their own bag. Part of going to school is being independent so encourage your child to organise and carry their school bag each day.
- Being prepared for accidents if they happen. Your child will feel more comfortable about changing into their own clothing, so keep a complete extra set of labelled clothes in your child's bag. There are a variety of ways children can get wet; water play, washing hands etc.
- Discussing your child's lunchbox with your child each day to help them decide what to eat at recess and lunch. At Beldon Primary children eat their fruit first at recess then their other snack items. At lunch they have their sandwich first then what is left in their lunch pack. Beldon Primary is a 'Crunch 'n' Sip' school so all students need to have fresh fruit or vegetables each day and a drink bottle of WATER. Please limit what goes into your child's lunchbox as children often feel they need to eat everything in their lunchbox.

When your child comes home from school ask them about their school day. By asking questions such as: "What was your favourite thing about school today?" or "Tell me about your drawing", your child is more likely to give you a more detailed reply.

Make sure your child is getting enough sleep. As a general rule children need to be asleep by 7.00 pm. When they first start school they use up lots of energy both physically and mentally and they will be tired. Half an hour earlier to bed or a weekend catch up nap may set them up for the week at school. Ensure your child has some quiet time when they arrive home from school.



STARTING SCHOOL: PRACTICAL ISSUES

Being away from home for a whole day at school can be stressful for some children. The following list provides some ideas on how parents can minimise this stress and reassure the child.

- Discuss with the child what you will be doing during the day while they are at school.
- Break the day into manageable parts if they are worried about different aspects of the day. For example, "I'll drop you off at school and you'll see the other children going into class....", "I'll collect you after the last bell goes...." The teacher will help you open your lunch, find your hat..."
- Make sure you are there to collect the child at the end of the day. Children stress when they can't see someone waiting for them at the end of the day. If you are delayed, phone the school on 9401 1144 so that a message can be passed on to your child.
- Make a plan B - in case you are delayed ask one of the other parents to wait until you arrive so that the children can keep each other company.
- Keep your contact details up to date, including a contact in case you can not be reached in an emergency.



ORGANISING YOUR MORNING

Your child will be much happier going off to school if they have a good start to the day. Being well rested after a good night's sleep will give them lots of energy for a busy day at school. Organise your morning routine so that your child has plenty of time to eat a good breakfast and to get ready for school. It may help to lay out all their school clothes the evening before so they can get dressed independently when they get up. A small reward of 15 minutes playing outside or reading a book may motivate them to get dressed in time.



ARRIVING AT SCHOOL

Safety is paramount around any school. At Beldon Primary School there is a school traffic zone of 40 km/hr on Gradient Way and Pacific Way on school days. By adhering to the safety rules from the beginning, you will be teaching your child how to travel to and from school safely for later years. There is kerbside parking on both Pacific Way and Gradient Way. Please note, parents are **NOT** to use the staff car park at anytime, as it is used by staff, day care buses and delivery vehicles. Teach your child to use the paths provided and be aware of vehicles especially in car parking areas. Walking to and from school is a great way to start and finish the school day.

Kindergarten and Pre Primary children must be accompanied by an adult to and from school unless prior arrangements have been made with the Principal. Parents and children may wait outside of the classroom from 8.20am until the teacher opens the doors at 8.30am. You can either stay with your child in the classroom until 8.40am or leave once the teacher has seen that your child has arrived. Children arriving late at school after the siren has gone at 8.40am need to get a late note from the front office. Young children can become distressed when they arrive late into class so it is best to be at school on time.

KINDY PLAYGROUND

The outdoor equipment is set out for specific learning experiences and is not to be disturbed.

When you arrive at school before the doors open please sit quietly with your child on the bench. Please do not play on outside equipment before school.



NATURE PLAYGROUND

At Beldon Primary School we are very fortunate to have a wonderful Nature Play Area. This is an area where children can play with sticks, rocks, tyres etc. This is an area where children can climb trees, build a pretend camp fire or make a hut. The only restriction in this area is their amazing imagination.

A good play area should not only encourage physical activity but also social interaction, creativity and problem solving as well, and contact and interaction with nature.

Contact with nature has been associated with a number of health benefits for children, such as improved cognitive function, increased creativity, improved interaction with adults and reduced rates of regression. Children who play regularly in natural settings are sick less often. Mud, sand, water, leaves, sticks etc. can help to stimulate children's immune systems as well as their imagination. They are also resistant to stress, have a lower incident of behavioural disorders, anxiety and stress, and develop an understanding and love of nature. Children develop a sense of their own abilities and assess risks for themselves.

Our aim is to allow our students to develop their own risk management skills and resilience by providing an area in which play is free, unstructured and creative in a natural area that is supervised.

Negotiate/Co-operate/Appreciate



Looking After Nature Play

1. Use wooden steps or rocks for climbing up to red slide.
2. Not allowed past the Orange posts.
3. Remind students to not walk on plants.
4. Constructions created on the grass area need to be put away at the end of each day.
5. Shed items to be put away at the end of each day.
6. Year 2 and lower only in the Nature Play Area.



PLAYING AT LUNCHTIME

Lunchtime can be scary for children in their first year of school. Some children are not sure what to do during playtime. A variety of equipment is available for the children to play with in the playground. This includes: sandpit play, climbing frames, balls, hoops, tricycles, construction toys and many other play options. Children are encouraged to have a go and interact with their peers. Equipment is often rotated. If your child is unsure what to play with, talk with them about the options. If you have any concerns, discuss these with your child's classroom teacher.

AFTER SCHOOL

It is important that your child knows who will be there to pick them up at the end of the school day. Talk to your child about what happens if you are late. Teachers will dismiss each child to their nominated carer. Children can get upset if they are amongst the last to leave the school as they can become fearful they will not be collected. If possible, always try to be at school to collect your child before the siren goes. This can be a challenge, so talk to your child about what happens if you are a bit late because you are having trouble. If possible, phone the school and leave a message so we can reassure your child that you are on your way. It is important that you notify the classroom teacher if your child is being collected by anyone else; for example, if they are going to a friend's house for a play, day-care, grandparents or neighbours. Children will not be allowed to leave the teacher's care with an older sibling - unless prior arrangements have been made.



SCHOOL ATTENDANCE

Regular attendance at school is very important. Regular attendance allows the teacher to build a sequence of learning for each child and allows your child to develop increasing success. It also plays an important role in helping your child develop a sense of belonging and allows them to build friendships.

Sometimes at the beginning of the year, going to school every day can make your child very tired and it may be necessary to keep them home to rest. If you think your child is not coping with school, please talk to your teacher to find a solution which will be most beneficial for your child.

If your child is absent from school for any reason, a note is required to be sent to the teacher to explain the absence.



RULES AND ROUTINES AT SCHOOL

Children are more relaxed at school when they are familiar with the rules and routines. Teachers will discuss these rules and routines with the children during the first few weeks of school. This will include rules for behaviour (e.g. hands up to ask a question, share pencils and other equipment) and rules for the playground, as well as whole school rules (no running on hard surfaces). Being aware of these rules and routines gives you an opportunity to talk about them with your child and discover if they are anxious about anything at school.



At Beldon Primary School the break times are as follows:

8.40 am start of the day

10.00 am - 11.00 am recess

12.00 noon - 12.15 pm beginning of lunch (eating time)

12.15 pm - 1.00 pm lunch play

3.00 pm end of day



WHAT TO DO IF THINGS CHANGE

If things change or an issue has arisen at home (e.g. separation, parent working away or traumatic family event), please let your teacher know as these situations may affect your child's behaviour.

PLEASE ADVISE us if your address and/or telephone number or emergency contact details have changed.

CUSTODY

Where custody issues pertain to your child, please advise the Principal. To avoid any confusion please do this as soon as possible.



SICKNESS

It is advisable to keep children home if they are unwell. When your child returns to school after being absent, a note is required to explain the absence.

INFECTIOUS DISEASES

Health Department details on exclusion from school of children with communicable diseases may be obtained from the administration office. The following diseases require exclusion from school: chicken pox, influenza, measles, mumps, rubella, ringworm, scabies, school sores and trachoma. Please check with administration for further details of exclusion requirements. Please notify the teacher or school administration if your child has any of these conditions.



MEDICINE

If your child requires medication at school, please see the classroom teacher or enquire at school office. Medication may not be administered without compliance with the medication policy. Please give any medication to your classroom teacher. Under no circumstances should medicine be kept in the child's bag.



SCHOOL TOILETS

Some children do not use the toilet when they first go to school. This may be because they are afraid to ask to go, don't know how to ask to go, can't remember where the toilets are or are so busy they forget to go. If your child is concerned about using the toilet, you may wish to take them before or after school to familiarise them with the layout and facilities available.



HEALTHY EATING

It is important to provide nutritious lunches and snacks for your child to give them sustained energy for their busy day. Here are some tips to help you decide what to pack in their lunch box.

- Pack what you know they like. Some children are quite happy eating the same thing every day. Others will like to have some variety.
- Teachers on eating duty will encourage your child to bring any uneaten food home so that you can monitor what they are eating and how much.
- Keep children's lunches cool by adding a frozen drink during summer or a lunch box icepack. Children's bags are stored outside the classroom so are affected by outside temperatures.
- Fruit or vegetables are a good option at recess. Beldon Primary School is a Crunch and Sip school. The children are encouraged to eat fresh fruit and vegetables and drink water. Teachers on duty will ask children to eat their sandwich first at lunch, followed by fruit, cheese and yoghurt, and treats last.
- Please **only** provide **water** in children's drink bottles as drink bottles are encouraged to be kept in the classroom for children to sip during the day. Cordial or juice is discouraged as a regular drink.
- Keep foods separate and well wrapped. Make sure children are able to open each pack.
- If sending a yoghurt with a lid, undo the lid before packing yoghurt.
- Don't forget to provide a spoon for yoghurts or fruit tubs. Plastic is often best as children can forget to keep the spoon when they throw away the packaging.
- Only provide food for your own child as sharing food with other children is not permitted in case of allergies or cultural sensitivities.
- If your child has not eaten during the day, it may be that they were too tired to eat or that they wanted to go and play and hadn't finished eating during the allotted eating time. Provide a healthy snack when they get home to boost their energy levels. If you have any concerns about the quantity they are eating, please discuss this with the classroom teacher.
- Children need to sit down while they are eating for both recess and lunch.
- Please **label** your child's lunch box, containers and drink bottles.



FOOD ALLERGIES

Food allergies are extremely common. If your child has an allergy, it is very important that you let the school know. You will be required to complete a Medical Action Plan, so that all staff are aware of the allergy and what action is required in case of a reaction. Whenever a child has a severe allergy, all parents will be notified so that they can assist by keeping particular foods (e.g. peanuts) out of lunch boxes.



UNIFORMS

On occasions some very messy play is carried out, so PLEASE DO NOT SEND CHILDREN IN THEIR 'BEST' CLOTHES. The simple apron with elastic at the sides (this is available at school) will protect clothing from textas, glue etc. Loose comfortable garments that allow for independence in using toilets are best. In the past, we have found that children wearing very long dresses have difficulty when climbing and using outdoor equipment. The school uniform, which allows for full access to the curriculum, is available for purchase for students from Kindy to Year 6. The Kindy children often feel very special and helps to get into the routine of school if they wear school uniform like the 'big' kids. For girls wearing dresses, 'Monkey Bar Knickers' (bloomers) are a great option.

Beldon Primary school does have a school dress code. The Uniform Shop is open Friday afternoon 3.00 pm - 3.30 pm. Order forms are also available from the School Office. Forms that are returned to the office with payment are processed by the Uniform Shop volunteer and the items will be delivered to your child's class. Please ensure all clothing is clearly named so misplaced items can be returned to the correct child.

When selecting from the range of uniforms items available, please consider that young children love to climb ladders and slides, hang upside down from monkey bars and play in sand pits. Young children may have difficulty with zippers, buttons or hooks, so it is a good idea to practise using these at home. They can often 'forget' to put jumpers on or off when the temperature changes. Jumpers with full front zips are much easier. You may wish to talk about this to your child and put a reminder in their lunch box. Please note that umbrellas are not recommended for school use for safety reasons.

All hair of shoulder length or longer must be tied back.

FOOTWEAR

Children are to wear shoes at all times. In order for children to be able to use all outdoor equipment, we recommend the following footwear:

- Sandshoes/joggers with a rough but flexible sole. Rubber-soled shoes with Velcro fastenings are ideal.
 - Sandals that can be put on by the child.
- Children will NOT be allowed to climb any equipment while wearing the following:
- Gumboots
 - Jelly shoes
 - Party shoes (i.e. smooth slippery soles.)

NO THONGS ARE TO BE WORN.



HATS

Beldon Primary School is a sun safe school. There is a 'no hat, no play' policy. Please make sure your child has the school hat every day. Hats are required for recess, lunch or any outdoor activity. If your child does not have a hat they will be unable to participate in outdoor activities or to play outside of the covered sandpit.

ROSTERS

Duty Roster

- Parents are asked to spend time with their child by doing duty at Kindy twice during each term.
- This will include activities such as helping children with learning experiences and assisting in routines.
- An advantage of this is that you see your child within the whole group and observe his/her interaction with others and involvement in programmed activities.
- It would be appreciated if only one adult is on duty at a time.
- This is a special time for you and your child, so if possible, please arrange to have younger brothers and sisters babysat. If this is not possible, you may bring them along, but please remember that they are your responsibility and must not be allowed to disrupt lessons.
- A roster will be on the Notice Board for you to fill in times which are convenient.



CLASS CO-ORDINATORS

Each class in the school has a volunteer class co-ordinator who works with the class parents to support the teacher and the school. These tasks often involve organising parents to help with book covering, cutting out of materials, incursions, excursions and other supporting activities. Please consider volunteering some time.





NOTES FROM THE SCHOOL

At Beldon Primary note day is Thursday. Notes will come home in your child's bag. Occasionally notes may be sent home on other days, so please check your child's bag every day.

The school newsletter is issued every second Thursday and includes important dates, upcoming activities and parenting tips. This will be emailed to most families but if a hard copy is required, then please let the teacher or office know.

MONEY

Any money brought in for payments needs to be in the envelope provided by the school. Please ensure you complete the required information on the envelope with your child's name, group and the purpose for the money. These envelopes can be dropped in the payment box inside the classroom door. Alternatively, your payments can be made by direct deposit into the school's bank account: BSB 016-494 Account: 340833383 stating child's name and purpose for payment.

REPORTING

- Parents will be kept informed of their child's progress on a regular basis.
- Do not be concerned if your child does not bring home any work as much of the learning that occurs at Kindy is observable behaviour rather than a concrete item such as painting.
- Samples of your child's work will be displayed in the centre and some will be collected and placed in a portfolio which you will be presented with at the end of Semester 1 and then again at the end of the year.
- The portfolio will include information on your child's progress and attitude. Interview records which are integral to the reporting process will also be included.
- A comprehensive student profile is kept in all the planning areas to monitor your child's learning.

CONTRIBUTIONS AND TERM CHARGES

Please read the accompanying contributions and charges letter to find out more about the annual voluntary contribution of \$50. There is a \$12 per term activities charge to support the wide range of stimulation activities that your child will participate in. The contribution is due at the start of the year and you have the option to pay the full amount of \$48 for the Kindy Activities or pay \$12 each term.



EXCURSIONS AND INCURSIONS

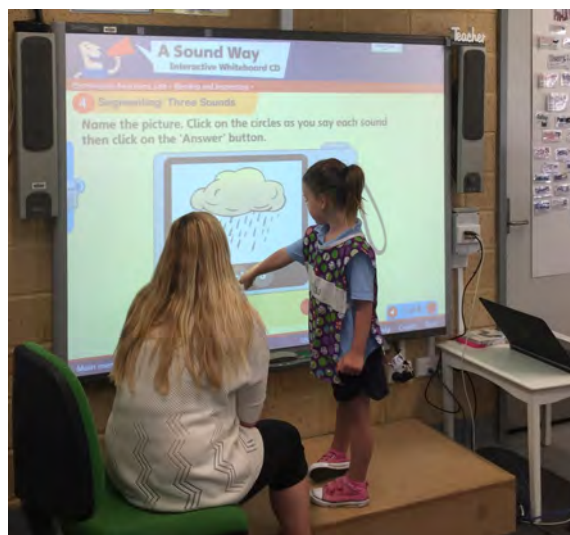
Excursions (off the school campus) and incursions (on campus) extend children's experiences and connect classroom learning with the real world. Each year the school provides a list of the contributions and specifies proposed costs for excursions and incursions which has been approved by the School Board.

Notes will be sent home for all planned incursions and excursions giving details including costs. Forms and payments go to the classroom teacher. Teachers may ask for parent helpers to attend with the class on excursions/incursions.

BIRTHDAYS

Birthdays are very special to children at this age. We like to celebrate them at Kindy and so do the children. It gives us another opportunity to do a few counting activities and gives an opportunity to help your children develop confidence by standing up in front of the group while they sing "Happy Birthday".

Children like to bring in a treat to share with the class to celebrate their birthday. The teacher will be happy to help your child hand out cupcakes or chocolate treats such as Freddo Frogs to the class.



LOST PROPERTY

Please make sure all clothing and belongings are clearly marked with your child's name so that lost property can be returned quickly.



SHOW AND TELL/NEWS

Children are encouraged to share news with the class. Your child may wish to bring in a favourite toy to show to the class for news. Generally news items are placed in a safe spot in the classroom until they are needed for news. If your child wishes to bring in an item which is valuable, please give it to the classroom teacher for safe keeping on the day. Apart from news items, children should not be bringing any toys or other items from home to school, as there is a risk these may get lost or broken.

News starts in term 3 and each week will have a different theme.





WEEKLY PLAN

A weekly plan of day to day activities and learning experiences is prepared by the teacher before the commencement of every week.

PROGRAM

The Kindy has a program which is thoughtfully planned to offer each child the opportunity to develop to his/her fullest extent through a variety of activities. It is expected that each child will develop at an individual speed and level.

In very broad terms for this stage, our aims are as follows:

- To provide an enriching environment to develop the child's intellectual, physical, social, emotional and creative skills.
- To develop concepts, skills and attitudes in all curriculum areas.
- To allow for individual differences.
- To identify children with special needs and help them to grow optimally through extra help and guidance.
- To prepare each child for further learning.
- To develop each child's self esteem and confidence.

There are five learning outcomes identified in the 'Early Years Learning Framework' which guide the decisions that educators make about their planning for each child's learning. They are as follows:

Outcome 1: Children have a strong sense of identity;

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

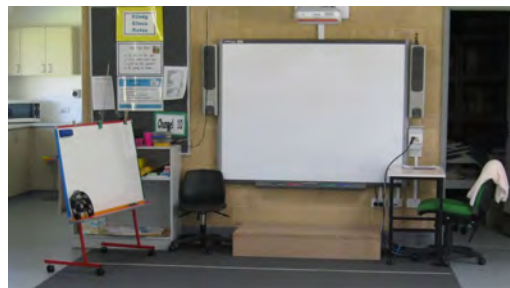
Outcome 3: Children have a strong sense of wellbeing;

Outcome 4: Children are confident and involved learners;

Outcome 5: Children are effective communicators.

All of these domains are linked to the curriculum areas of;

- The Arts
- Health and Physical Education
- Literacy
- Numeracy
- Technology and Enterprise
- Science



Even though your child is very young, he/she has already acquired knowledge and skills relating to all of the curriculum areas. Kindy is the beginning of an exciting learning journey for your child. In order for this journey to be effective, staff and parents need to continually communicate and work together to support each child's learning. To this end, a Kindy newsletter will be sent home once a term providing information relevant to your child's learning and the teacher is always available to answer any question you may have relating to the program.

ESPECIALLY IMPORTANT

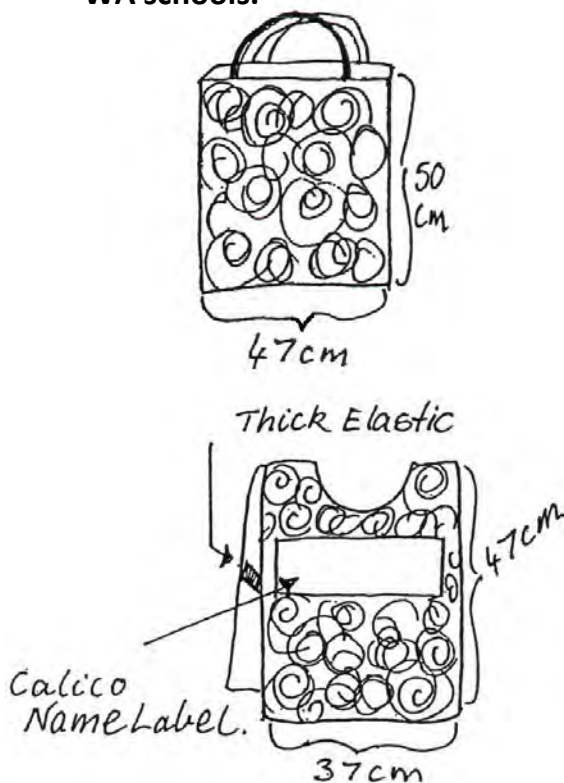
Your child will need

- One **large** school bag packed with a wide brimmed hat, recess snack, lunch and a bottle of water.
- **Kindy Booklist Items.**
- An apron and a bag (as pictured). Please **NO** plastic or long sleeved aprons.

Apron and library bag sets have been made by our parent committee as a fundraising activity. They will be available orientation day prior to your child attending on your child's first day.

The cost is **\$20 a set** and unfortunately cannot be sold as individual items.

Please do not print your child's name on his/her bag and apron as the teacher will do this using the print format as taught in WA schools.





Handwriting: mastering the pencil grip

By Amy Reiter

As children begin to write, parents can help establish and reinforce proper pencil grip. Correct pencil grip is essential not only to improve handwriting but also to facilitate comfort and fluidity of writing. Some education experts believe it may even play a helpful role in brain development.

Given the difficulty of retraining children to hold a pencil properly once incorrect habits are entrenched, usually by the age of 6, introducing the correct pencil grip –known as the basic “Tripod” grip or pencil grasp -- early is advisable.

What is the Tripod grip?

In the Tripod grip, the thumb, forefinger, and middle finger form a triangle, with the ring finger and pinkie supporting the middle finger. The pencil should be positioned between the three key fingers – the pad of the thumb, the side of the middle finger, and the tip of the index finger – so that there is equal pressure from all three fingers. All three fingers should be bent slightly. This will allow for proper control of the pencil, allowing your child to write more quickly and easily.

When should you introduce the grip?

It’s a good idea to introduce the Tripod grip when your child begins to learn to write his or her own name, usually around age 5. Some kids just naturally use the Tripod grip. Others need a little gentle help from parents and teachers.

What pitfalls should you avoid?

- Make sure your child isn’t gripping the pencil too tightly. Indicators of a grip that is too tight include white knuckles, holes in the paper, frequent pencil-tip breakage.
- Make sure your child isn’t hyper-extending the first knuckle of the pointer finger. There should be no sign of pressure – no redness, no whiteness – in the knuckle or the fingertip. The index finger should rest on top of the pencil.
- Make sure your child isn’t making a fist. The hand needs to be relaxed or it will tire of writing too quickly.

If your child is consistently gripping the pencil too tightly, making a fist, or hyper-extending the knuckle, place a small wadded up paper towel or tissue, a small wad of modelling clay, or a small round rubber ball in his palm as he writes; this should loosen his grip.

Applying correct pressure on his pencil when writing?

You want your child to press hard enough to see a line when he writes, but not so hard that the pencil lead snaps or the paper tears. A soft-lead pencil will help the pencil to mark the paper without the need to apply undue pressure.

How should your child position the pencil, his hand, and his wrist? The rubber at the end of your child’s pencil should angle toward his shoulder. The thumb should continue the line of the underside of the forearm. The hand shouldn’t curve or hook under.

How should your child position the rest of his body?

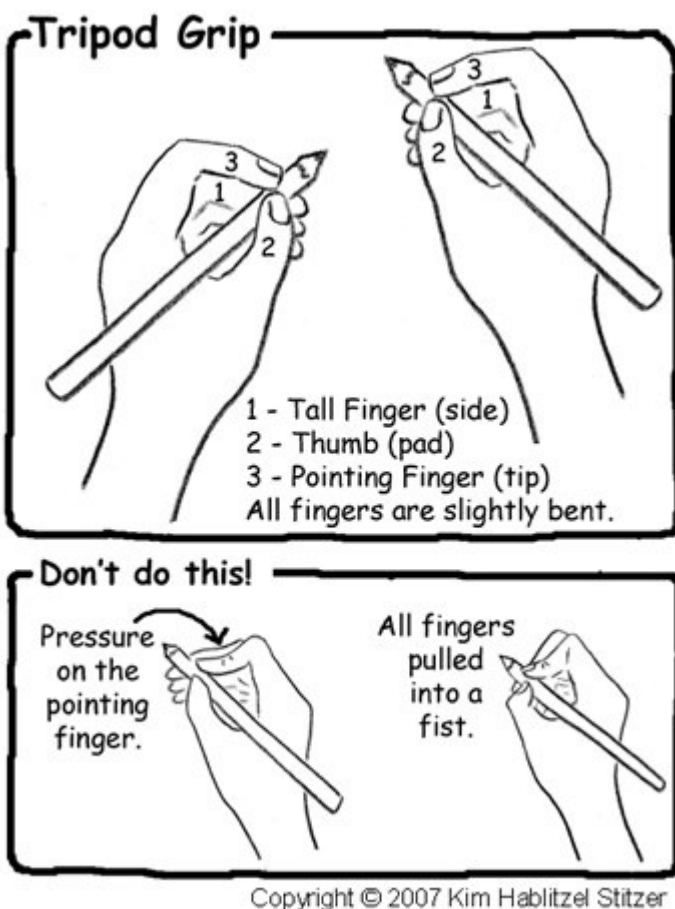
Your child should be seated in an appropriate-sized chair (and at an appropriate-sized table or desk) and be seated with his bottom flat on the center of the chair's seat, with feet flat on the floor. He can use his non-writing hand to hold the paper in position and keep it steady as he writes. (For younger kids, you may want to help by taping the paper to the table.)

What about writing implements?

You can let your child have a choice of writing implements – it doesn't have to be a pencil. Pens, textas and crayons are also perfectly acceptable. In fact, some experts prefer fat crayons and textas for children who are just learning to write.

What else can you do to help your child?

Encourage your child try to write daily, if possible, or at least a few times a week. Practice sessions can be fun – your child can employ proper pencil grip while drawing or writing – and should be kept short: around five minutes each day for younger children, 10 to 15 for kids who are a bit older. And while it's important to support your child's writing skills and reinforce good habits, never push. You want to make sure writing and drawing is something your child not only learns, but learns to enjoy as well.





Handy Things to Know!

I have put together a list of things that would be very helpful to kick start your child's learning before they start Kindy.

8 Nursery Rhymes

- Baa Baa Black Sheep
- Twinkle Twinkle Little Star
- Humpty Dumpty
- Jack and Jill
- Incy Wincy Spider
- Hickory Dickory Dock
- Little Miss Muffet
- I'm a Little Tea Pot

Please see the information provided why Nursery Rhymes are so important.

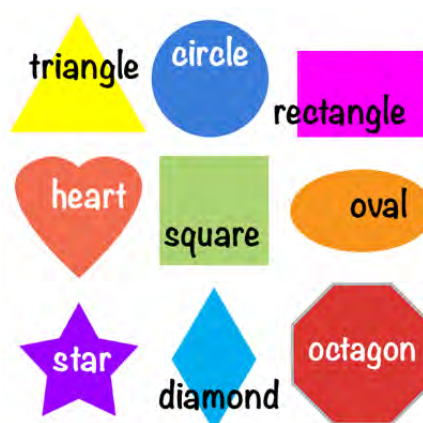
Counting to 10 in the correct order.

1 2 3 4 5 6 7 8 9 10



It would be helpful if they know the following shapes.

- Triangle
- Square
- Rectangle
- Circle
- Heart



It would be super helpful if they know their colours.

When your child is writing or colouring in at home please encourage them to use the correct tripod grip.

I have provided information and pictures what this looks like.

I look forward to sharing your child's first education experience with you in 2018.

Tina Tilbee

Rhymers Are Readers: The Importance of Nursery Rhymes

Why Is This Important to My Child?

Language Development

When children hear nursery rhymes, they hear the sounds vowels and consonants make. They learn how to put these sounds together to make words.

They also practice pitch, volume, and voice inflection, as well as the rhythm of language. For example, listen to how you sound when you ask questions. Do you sound different when you tell a story?

In nursery rhymes, children hear new words that they would not hear in everyday language (like *fetch* and *pail* in “Jack and Jill went up the hill to fetch a pail of water”).

Nursery rhymes are short and easy to repeat, so they become some of a child’s first sentences.



Cognitive Development

Since nursery rhymes are patterns, they help children learn easy recall and memorization.

Nursery rhymes usually tell a story with a beginning, a middle, and an end. This teaches children that events happen in sequence, and they begin to learn how to understand stories and follow along.

Nursery rhymes use patterns and sequence, so children begin to learn simple math skills as they recite them. Many rhymes also use numbers, counting, and other math words that children need to learn, such as size and weight.

Nursery rhymes also introduce alliteration (“Goosie Goosie Gander”), onomatopoeia (“Baa Baa Black Sheep”), and imaginative imagery. Children hear these rhymes and act out what they imagine the characters are doing.



References

- Kenney, S. (2005). Nursery rhymes: Foundations for learning. *General Music Today*, 19 (1).
Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.

Rhymers Are Readers: The Importance of Nursery Rhymes

Why Is This Important to My Child?

Physical Development

Children develop their mouth and tongue muscles by using the different sounds in the rhyme.

Rhymes that involve movement help with coordination.

In dramatic play, children use their whole bodies to act out the nursery rhymes they hear.



Social/Emotional Development

Sharing nursery rhymes provides a safe and secure bond between parents and children.

Positive physical touch between a parent and a child or between children, for example, during clapping rhymes, is important for social development.

Funny nursery rhymes allow children to develop a sense of humor.

Nursery rhyme characters experience many different emotions. This can help children identify their own emotions and understand the real emotions of others.

When children act out the nursery rhyme stories they hear, they learn to imagine, be creative, and express themselves.

Nursery rhymes teach history ("Ring Around the Rosie") and connect children to the past.



References

Kenney, S. (2005). Nursery rhymes: Foundations for learning. *General Music Today*, 19 (1).

Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.

Rhymers Are Readers: The Importance of Nursery Rhymes

Why Is This Important to My Child?

Tony Stead, senior national literacy consultant for Mondo Publishing in New York, described research showing that in 1945, the average elementary school student had a vocabulary of 10,000 words. Today, children have a vocabulary of only 2,500 words.

"That is disastrous," Mr. Stead said. "So many parents are not reading to their children anymore." A lot of problems, he added, come from children not memorizing rhymes, the bread-and-butter of traditional early children's literature.

"Listening comprehension precedes reading comprehension," Mr. Stead said. "In order for a child to understand what they are reading, they have to be able to hear the language first. A lot of the traditional rhymes, such as 'Jack and Jill' and 'Humpty Dumpty,' were repetitious and allowed us to memorize basic structures and patterns in the English language, then put it together. It's important that young children learn to memorize through verse.

"Research shows children learn more in their first eight years than they do in the rest of their lives. This is a powerful time to teach them to be readers and writers. Instead of enhancing children's imaginations, today's media have stunted it. Rhyme is important in developing phonemic [hearing] awareness in children. It's harder in elementary school to teach kids to read when they do not have oral support. Kids are unable to paint pictures in their heads unless they read. Now they all have pictures painted for them through TV and video. When kids have to create their own stories, they rely on what they saw on television last night rather than form it in their minds. Traditional cultures handed stories down through talk. They didn't have picture books back then. The power of a parent or teacher sitting down and telling a story, allowing kids to paint pictures in their heads, is a very powerful tool. Most of our problems could be solved if parents could be reading to and talking to children from birth, giving them a solid oral language basis. These days, the TV is on during dinner." [Alderman, K., & Alderman, D. Why nursery rhymes? Retrieved from www.dannyandkim.com/WhyNurseryRhymes.html]

Nursery rhymes and songs can be used anywhere at any time. As such, they are one of our most transportable forms of play. Here are some of the ways fingerplays, rhymes, chants, and songs teach children concepts and skills and even provide emotional support.

1. Language Development. As children recite rhymes and sing songs, they are learning new vocabulary and how to articulate words, modulate their voices, and enunciate clearly. They are simultaneously practicing pitch, volume, and voice inflection while experiencing the rhythm of language. They learn to pronounce words easily by saying them over and over again and by practicing them without effort or the pressures of criticism.

Rhymers Are Readers: The Importance of Nursery Rhymes

Why Is This Important to My Child?

2. Reading Skills. In almost all fingerplays, the hands move from left to right. This left-to-right directional motion is important for children to experience, since it prepares them for the order of the written word in English. (When you read to your children, let them follow your finger, tracing the words so they also absorb this concept from the written words in a book.) A second important reading concept that children must experience fully before they can become good readers is story sequence. They need to absorb how the sequence of what happened first, second, third, etc., and last affects the story so they can retell it in the order the events occurred.

3. Math Concepts. There is frequent use of counting in young children's songs and rhymes, in both a forward and backward direction. Children learn to add as they count forward and subtract as they count backward. Other stories and songs explore words that describe size ("Billy Goats Gruff") and weight ("The Three Bears") and use math-related words to define concepts such as many, few, plenty, and so on. This contributes to the child's basic math foundation, which will later help in math abstractions.

4. Creative Dramatization. Rhymes and songs provide great building blocks for creative dramatics. Children love to act out the rhymes as they say them, dramatizing the actions of the characters with their whole bodies or using their hands and fingers. When children are encouraged by an adult to display their creativity in an atmosphere that is free of criticism, their sense of self is strengthened and their confidence in expressing themselves is increased.

5. Comfort and Support. Nursery rhymes and songs are "places" young children can retreat to when they feel lonely, sad, or bewildered by their world. If a child is away from Mom or Dad and feeling alone, they can call upon a song they shared and be reminded of the times and the feelings they had when they sang it together.

References

- Anderson, P. F. (2005). The mother goose pages. Retrieved from www-personal.umich.edu/~pfa/dreamhouse/nursery/reading.html
- Kenney, S. (2005). Nursery rhymes: Foundations for learning. *General Music Today*, 19 (1), 28–31.
- Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.
- Neuman, S. B. (2004). Learning from poems & rhymes. *Scholastic Parent & Child*, 12 (3), 32.

30 Ways To Boost a Childs Confidence



1. Give lots of kisses and cuddles to babies and young children.
2. Smile and talk to them from the very start.
3. Be consistent - if you say you will be somewhere or do something at a certain time, do so if you possibly can.
4. Give praise for things achieved - like making beds, putting their own shoes on, cleaning teeth carefully.
5. Tell children you love them - even when you think they don't deserve it.
6. Avoid nagging - either children or adults.
7. Discipline your children by removing them from the situation - hitting only makes things worse - use the opportunity to teach them about correct behaviour.
8. Explain to children that parents need time to discuss things too. Children often interrupt, but as they grow older, they will realise they can remember things to tell you later and will interrupt less often. (They LOVE interrupting when you're on the phone!)
9. Share daily activities - let your child plan a meal and help prepare it. Share a story. Have meals together at the table. (Without TV).
10. Care for yourself! You need time out and rewards to cope with the demands of being a parent. Plan these regularly, go for a walk, take a bubble bath, play your favourite music. If you care for yourself you can more easily care for children.
11. Stay calm and be fair. You are the adult and your child's teacher. Your child will copy your behaviours. When you feel really stressed, as all parents sometimes do, get support and talk it over with someone.
12. Reinforce and encourage your child's good behaviour. Use praise or a special game for some time with your child.
13. Spend time with your child! Play with your child. Have some fun times or read together.
14. When children misbehave, let them know they are okay - it's their behaviour that is not okay.
15. Talk together. Talk about everyday things as well as big issues with older children.
16. Take time to listen to children and really hear what they are saying and want to share with you. Give them the opportunity to make their message clear. Quality listening time can be built into a routine, such as bed time or travelling time.
17. Encourage children to see 'mistakes' and awkward moments as a natural part of learning and growing.
18. Encourage children to develop their own strategies for achieving things and help them review their effectiveness. Resist the temptation to provide adult solutions all the time.
19. Catch your child being good and comment on what you have noticed.
20. Don't be afraid to say 'sorry' when you make a mistake.
21. Encourage children to have a support network and identify those people children can go to for help.
22. Children feel valued and important when family and friends watch them participate in school and weekend sports.
23. Take an active part in your child's schooling - help out at school where possible and show interest in their school activities.
24. Teach children personal safety principles - they must have permission to say 'no' to anyone if they need to protect themselves from unpleasant situations. They must learn to trust their feelings, recognise that they own their own bodies and that they don't have to keep secrets which frighten or hurt them.
25. Respect your child's privacy. Older children particularly need privacy. They need their own space and time to themselves. If you respect their privacy they are more likely to confide in you.
26. Your teenager is more likely to respect your views, if you respect his or her views too.
27. Let your child know you're there when she or he needs you. No matter how independent your children seem, let them know that you will always be there to offer comfort and support.
28. Make it clear that you want to be involved. If you find that your children NEVER want to discuss anything with you, you may need to work really hard at it. A good start is to make it clear that you are interested in them and in what they do.
29. Don't impose your thoughts - if you think your teenager has odd views, remember that imposing your own attitudes could make things worse.
30. Laugh with your children - not at them.

www.napcan.org.au

NAPCAN
PREVENTING CHILD ABUSE

Other Useful Resources

Parenting Ideas

Michael Grose
Raising Kids to thrive
Confidence. Character. Resilience



<http://www.parentingideas.com.au/Home>

Letters and Sounds

A PDF outlining how children learn letters and sounds and how to assist at home

http://www.feckenhamfirst.com/innovaeditor/assets/Feckenham_Phoncis_for_Parents.pdf

Starfall

Free downloads on phonics and learning how to read

<http://www.starfall.com>

Jolly phonics resources

Downloadable resources for home use

<http://www.communication4all.co.uk/HomePage.htm>



<http://www.natureplaywa.org.au/>

Schools and You

resources to assist in your Childs education

<http://www.det.wa.edu.au/schoolsandyou/detcms/portal/>



Parents and community

[Kindergarten and pre-primary](#), [Schooling](#), [Life at school](#), [Opportunities for your child](#), [Student health and wellbeing](#), [Parent participation](#), [Year 12 results](#)

Helping your children learn



[Before school](#), [Maths](#), [Reading](#), [Science](#), [Spelling](#), [Study Habits](#), [Transition](#), [Writing](#), [Information in other languages](#)

Notes





10 Pacific Way
Beldon WA 6027
Ph: 08 9401 1144
Email: Beldon.PS@education.wa.edu.au
<http://beldonps.wa.edu.au/>