Welcome

Welcome to Dianella Heights Kindergarten. We hope that you will find 2016 a rewarding year. This booklet is designed to give you some information about our Kindergarten Programme and procedures which we hope will be beneficial.

For the education and development of the Kindergarten aged child we provide a warm, encouraging environment so that each child is supported in his/her learning. A variety of stimulating and challenging activities will be provided in seven Curriculum Areas. There will be a strong focus on phonemic awareness, phonics and social and cognitive development.

Learning will be based on teacher initiated learning experiences. These may include explicit teaching, individual and small group activities, child initiated learning experiences and instructive and informal play experiences, as outlined in the Kindergarten and Pre-Primary Profile Package:

“Children learn through watching, listening, interacting and practising as they work towards being able to apply their knowledge, skills and understanding independently.”

Contact for School Office

Phone: 9375 3622
Fax: 9275 6611

Fees

The School’s Voluntary Contribution is $60.00 for each child.

A Parent’s & Citizens’ Association Levy of $25.00 per family in the school, will also be requested.

Kindergarten Staff

An Independent Public School and founding member of the ‘Coalition of Schools.’
Class Structure
The Kindergarten team consists of classroom teacher and an education assistant. Classes are numbered Group K1, K2 and K3. Kindergarten students attend 30 hours per fortnight.

Group 1 and Group 3 – Monday, Tuesday and Wednesday morning.
Group 2 – Wednesday afternoon, Thursday and Friday.

Timetable
Term 1 in Kindergarten consists of teaching students routines and procedures of the classroom as well as social skills and developing independence to be away from parents. This may take time with some students.

Term 2 consists of more formal learning especially in the areas of numeracy and literacy development.

This is a basic outline of the day your child will have at school.

Attendance Times
Mon Tues, or Thu Fri: 8.45 am - 2.55 pm.
Wed: 8.45 am - 11.25 am or 12.15 pm – 2.55 pm.

Please collect your Kindy child as close to the end of each session as possible. Children often become distressed when parents are late.

No child will be permitted to leave the centre unless accompanied by a parent or another adult nominated by the parent.

For the safety of your child, you are required to let us know in writing, by telephone, or in the book that is located in the classroom prior to the time of collection. Please be punctual—school starts at 8.45 a.m. sharp.

Classroom doors open at 8.30 a.m. If you arrive after 8.45 a.m. please go to the office for a late note.

Regular attendance is very important for the following reasons:

The programme is sequential and it is important that no stage is missed.

There may be a waiting list of children and consistent non-attendance may be excluding another child.

We appreciate a phone call or a letter if your child is absent from Kindy.

If your child will be absent from school, please contact the office on 9375 3622 or SMS 0437 704 654.

Books and Puzzles
At the start of each day we ask you to join in with your child completing puzzles or reading a book.

Literacy Block Mat Time
Children sit on the mat and complete the day chart and discuss the day’s activities. A letter of the alphabet and the sound it makes sound will be introduced each session.

Fruit Time
Children sit and eat their recess and then play in the Pre-Primary area.

Outdoor Time
Children participate in activities to improve gross motor skills through obstacle courses, ball skills and sand play.
Numeracy Session
All children learn numeracy skills such as counting, number recognition, naming shapes, recognizing patterns, learning about time and measurement.

Lunch Time
Children eat their lunch together on the verandah and have free play time with students from the other Kindy and Pre-Primary centre.

Afternoon Sessions
The afternoon’s session will consist of thematic, music and art related activities.

Reflection and Goodbye
Children discuss their day and we say goodbye to each other.

The Programme
The Kindergarten Programme is designed to develop the whole child. In accordance with the Department of Education the main emphasis in Kindergarten is on Belonging, Being and Becoming – The Early Years Learning Framework for Australia. The programmes provided for your children, focus on building oral language and early literacy and numeracy skills.

The programme integrates these essential developmental areas into themes to make learning more meaningful and relevant to the child. The specific needs of each child form the basis of the programme. This is done by providing learning experiences, which develop the skills, attitudes and knowledge that each child requires. The activities set for the children are designed so that each child can participate successfully. We create a supportive environment where children are encouraged to learn from their mistakes and build upon existing knowledge. Activities are designed so that children acquire skills that may otherwise not be achieved.

Learning in Kindergarten.
It is the learning process (not the final product) that is important!

What a product looks like in the end is not as important, as the learning, concentration, effort and skills involved in achieving that final product. Every child will develop confidence to ‘have a go’ at everything that happens this year. There is no such word as can’t, and there is often more than one right way to do things or answer problems. A ‘hands on’ approach is the main source of teaching children skills, attitudes and knowledge.

By this we mean that children participate in activities where they can actively explore, using their five senses. These experiences not only maximise learning, but also create a positive attitude to learning.

The programme will be highly sensitive to the development of the social, emotional area. In fact, it is regarded as the most important area as a child’s feelings about themselves form the basis of all other learning. To help each child, we will work towards achieving the following:

What do I learn at school?
- I learn independence, to be away from you - my parents - and this may take me some time.
- I learn to work with teachers and other adults.
- I learn to work with a large group of children.
- I learn to work alone.
- I learn to share and co-operate.
- I learn to follow simple rules and routines.
- I learn to complete a task or activity.
- I learn to question and answer.
I learn to be independent - but not afraid to ask for help.
I learn to select and choose.
I learn to share my family and experiences with others.
I need to learn all of these skills to help me grow into a happy, healthy person.

Jolly Phonics

Jolly Phonics is a thorough foundation for reading and writing. It teaches the letter sounds in an enjoyable, multisensory way, and enables children to use them to read and write words. Each sound has an action which helps children remember the letter(s) that represent it.

Homework

The Jolly Phonics Programme is an important part of your child’s learning and it is important that you work with your child at home to consolidate their learning at school.

A Jolly Sound Sheet is in the back of this book. From Term 2 students will learn a letter/sound per session.

Some students may bring home an emergent reader once the teacher has established the child is ready to read independently.

Discipline Policy

The school has a behaviour policy that all classes follow; it is known as Reflective Behaviours. It involves the children looking at their own behaviour and encouraging them to change negative behaviours. As well as the school rules the children will help to make a set of class rules. If a rule is broken the following steps will occur:

- A discussion will take place where the child is asked to identify what rule they have broken; they then move their name from an orange card to a red card.
- If a second offence occurs they receive a time out period in a specific area in the classroom.
- A third offence will see the child sent out of the classroom to a buddy class to reflect on their behaviour.
- If the negative behaviour continues the child will be sent to the office to see the Deputy Principal or Principal.

At the end of the day the class sits in a circle and discuss the day they have had. The children talk about whether they should get a dot for doing their best and following the class rules. The next day all children have a fresh start by starting on the happy face.

General Information

- Parents are requested not to bring or send children earlier than the published starting time.
- Please wait with your child outside until the door is open at 8.30 am. If you should arrive early, children should stay with their parents.
- No-one should play on school equipment before or after school.
- Children should not be left unsupervised before school.
- Collection of students should be by an adult family member.
- If you need to pick your child up before 2:55 pm you will need to go to the office and sign them out where you will receive a student release form before going to the classroom. The teacher
will not release a child without the signed release form.

**Parent Notice Board**
A pin up board will be hung outside the classroom each day. Please read it each day so you are informed about what is happening in our class.

**Parent Roster**
Parents (this includes Dads too) are encouraged and welcome to participate in a duty roster. The commencement will be up to individual teachers to notify you. We ask that parents come into the centre during the morning sessions and be involved in your child’s learning. The roster will be located on the notice board. Unfortunately younger siblings are unable to accompany you due to Education Department insurance policies.

**Accidents**
Please supply your child with a full set of clothes in a plastic bag clearly marked with your child’s name. Please ensure this is kept in your child’s bag. Keep the seasons in mind (for hot or cold weather clothing).

**Toys**
Toys brought to school are sometimes lost or broken. This often results in many tears and heartbreak. Please encourage your child to keep their precious toys and trinkets at home.

**Clothing / Footwear**
The wearing of school uniform will be an expectation in 2016. The school uniform consists of blue shorts, skirts or pants and a blue polo shirt. The children are required to wear suitable footwear. Children must wear either sneakers or sandals. Long hair needs to be tied up and a sun safe blue hat is to be worn all year. No jewellery is to be worn except sleepers.

**Parent Interviews**
If at any time you wish to discuss your child’s progress, please contact the teacher to arrange an appointment. Please try not to voice concerns about your child in front of them as this may cause undue distress.

**Children’s Birthdays**
Staff will make an effort, during the course of the year, to remember every child’s birthday and congratulate them on the appropriate day. If you would like to make little cup cakes and bring them to the Centre for your child’s birthday that would be great. As you can appreciate cup cakes are easier for us to distribute amongst the children than a whole cake.

**Video Cameras**
In keeping with the Department of Education’s confidentiality policy, no photographs or videos can be used by parents at school without permission of the Principal.

**Photographs**
Photographs are used for learning activities and work sample books. We ask that you sign a permission form for us to use your child’s photograph for these purposes only.

**Reporting to Parents**
At the end of Term 2 and Term 4 your child will bring home a portfolio of work they have completed during the semesters. In Term 3 there will be an open night where parents are invited into the classroom to observe activities and students work.
Students Need to Bring Each Day
Each day please supply your child with:
- A piece of fruit to share for morning tea.
- A packed lunch. We encourage healthy foods be packed for lunches.
- A large bag (can be purchased from the Uniform Shop) for carrying both a lunch box, school work and a spare change of clothes.
- Water bottle. Must contain water only.

Hats
It is school policy that all kindergarten and Pre-Primary children wear the school blue legionnaire’s hat while playing in the playground. All hats need to be clearly labeled with your child’s name. Children without hats will be restricted to playing on the verandah and in the shade areas.

Medications
We are unable to give any medications to children unless forms have been completed by a doctor. These forms can be obtained from the school office.

School Targets
As part of our school planning targets of achievement have been set in all year levels. Your child’s teacher will explain this in more detail throughout the year.

Some targets set for the end of Kindergarten are:
- Knowing all 26 letter names and sounds.
- Knowing 17 double letter sounds.
- Reading the golden and red magic words. (attached)
- Recognising numbers to 20.
- Counting 1-1 to 20.
- Knowing 10 colours.
- Knowing 8 shapes.
- Writing their name clearly in Sassoon font.
- General Knowledge Facts:
  - Their full name
  - Emergency 000
  - How to use a phone
  - Know the suburb they live in
  - Know their gender
  - Know their age
  - Know who to go to for help
  - Class rules, routines and consequences.

Note
My child is in Group:_____________

Kindergarten drop off times are
_________________________________

Kindergarten pick up times are
_________________________________

My Child’s Teacher is:
_________________________________

Teacher’s Assistant
Jolly Phonics

S s  A a  T t  I i
ACTION
ACTION
ACTION
ACTION

P p  N n  C c  K k  E e
ACTION
ACTION
ACTION
ACTION

H h  R r  M m  D d
ACTION
ACTION
ACTION
ACTION

G g  O o  U u  L l
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Jolly Phonics

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Jolly Phonics

- **th**
  - **ACTION**: Child pretend to be a little duck by shaking out long a little and saying, "quack, quack, quack."

- **QU**
  - **ACTION**: Make a duck's mouth with tongue out and say, "quack."

- **ou**
  - **ACTION**: Place your fingers on your cheeks and bring your elbows together.

- **oi**
  - **ACTION**: Cup hands around mouth as if holding a passing food, saying "oi, oi, oi."

- **ue**
  - **ACTION**: Close an arm around people around you, and say, "you, you, you."

- **er**
  - **ACTION**: Flat tongue over and over each sound, and say, "er, er, er."

- **ar**
  - **ACTION**: Open mouth wide and say, "ah."

Dianella Heights Primary School
Magic Words

12 Golden Words
Make up, on average, one quarter of all reading.

<table>
<thead>
<tr>
<th>a</th>
<th>and</th>
<th>be</th>
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<td>that</td>
<td>the</td>
<td>to</td>
<td>was</td>
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</tbody>
</table>

www.magicwords.com.au

Red Words
Together with the 12 Golden Words (32 words) make up, on average, one third of all reading.

<table>
<thead>
<tr>
<th>all</th>
<th>are</th>
<th>as</th>
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<td>her</td>
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<td>on</td>
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<td>said</td>
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<tr>
<td>so</td>
<td>they</td>
<td>we</td>
<td>with</td>
<td>you</td>
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HANDWRITING

One of the skills that we will be focusing on during the year is correct writing method. The first step to writing is to ensure your child holds their writing tool correctly. You can help us by ensuring your child holds their pencil as shown in the picture below. The pencil should be held in the ‘tripod’ grip between the thumb and first two fingers. If a child’s hold starts incorrectly, it is very difficult to correct later on.

The children will be learning to write at school using the Sassoon Font shown below.

If you notice your child writing their name or lists at home could you please encourage them to use this form of print.

Aa Bb Cc Dd Ee Ff/f Gg Hh Ii Jj Kk/k Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz