

GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL



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EARLY CHILDHOOD UNIT 2017

Kindergarten



The greatest question to ask as a parent about your child's learning, is not, "where are they in relation to the rest of the class", but rather, "where was she at the beginning, where has she come to now, and is she headed in a steady and forward direction".

(Kathy Walker, 2008)

Message from the Principal

Welcome to the Good Shepherd Early Childhood classes, housed in the Loreto Centre, named after the order of founding Sisters of Good Shepherd Catholic Primary School. We hope it will be a happy and challenging experience for you and your family. As the first educators of your children we welcome the opportunity to partner you on your child's formal learning journey. As such we seek to provide experiences and opportunities for all children to get to know and love Jesus. In order to successfully achieve this we need to work together to ensure that Jesus is very much a part of our daily living, both at home and at school. The education of the whole child physically, emotionally, spiritually and cognitively is our core business.

This booklet aims to provide parents with information about the Good Shepherd Early Childhood Centre staff and procedures, to ensure a smooth start to the year. We welcome you to join with us as we "Learn through Faith, Love and Laughter."

Andrew Colley

Principal



Early Years Learning Framework

The Early Years Learning Framework describes childhood as a time of *belonging, being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The Framework focuses on your child's learning. We will work with you in order to get to know your child well. We will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress. Through the Framework's five learning goals we will assist your child to develop:

- A strong sense of their identity
- Connections with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning
- Effective communication skills.

(Adapted from Belonging, Being & Becoming: Information for Families)



Play is Learning

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play they are showing what they have learnt and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework. We will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.



Parents as Partners: We welcome all parents to our Early Childhood Unit. We recognise the role of parents as the primary educators of their children. We would like to work with you to provide the best opportunities for your child. To enhance this our morning sessions are a special time for you and your child. We would like to invite you to share and activity with your child from 8.30am-8.45am.

Open Communication: If you have any concerns, questions or comments about school events or the Early Childhood Unit please feel free to talk to staff. If you have general concerns, questions or comments please see the teacher, if it is a matter of serious nature please make an appointment. It is important to have open communication between parents and staff in order to make your child's experience as positive as possible.

The following are ways to be actively involved in your child's time at Good Shepherd and to build a strong and positive connection between home and school.

Parent Help Roster: This is a daily roster to join in for a session in your child's class. During this time you will be involved in helping children with activities, assist staff in preparing and cleaning learning experiences and spending time with your child. We request that no siblings come on roster, as this is a special time to share with your child in their class. Our parent roster will begin in Term 2.

Laundry Roster: Once a week a parent will be asked to take home the laundry to be washed and bring it back the next school day. Kindergarten class will have Laundry Term 1 and 2, Pre-Primary class will have Laundry term 3 and 4.

Class Communication List: Parents are invited to have their contact details added to the Class Communication List. The list is not for general distribution or to be used for anything else, such as a data base for retail or home business. Please respect the information given in these lists.

Dropping Off and Collecting Children: Please be prompt when dropping off and collecting your child. Children can become upset if kept waiting. If the regular person is unable to collect your child, please let us know (in writing – fill in the "Communication" book) who will be collecting your child on that day. Children must be dropped off and collected by an adult. If you are late picking up your child please contact the school, if it is later than 3.05pm you will be required to collect your child from the office. **All playground areas are out-of-bounds before and after school.** Please ensure your child stays with you at all times. If a child is late to school they must be signed in at the office before being brought to class.

What to expect in the first few weeks:

The first term is an important time for each child. For some, it will be their first experience away from home and their immediate family. It is a time when they:

- Venture into a new environment.
- Meet and learn to trust.
- Have to mix and share with other children.
- Work in a group situation.

You can support your child by:

- Talking about the positive experiences.
- Sending your child regularly and punctually.
- Showing an interest in what your child does.
- Praising their efforts and positive behaviours.
- Talking to and reading to your child as often as possible.
- Discussing with us anything which will help us to understand your child.
- Saying a quick goodbye and provide a comfort hug and kiss. If your child is in distress a staff member will contact you.

Grievance Procedure

Parents should direct their concerns initially to the teacher and, if necessary, to the Assistant Principal.

Emergency Procedures

In case of a serious accident, parents will be contacted immediately or, if a parent is not available, the emergency contact person given on the child's enrolment form will be notified. Assessment of the injury will determine whether parent or ambulance is to be called first.

Sick Children

Contagious diseases travel rapidly through a close group of children this age. If your child shows any signs of sickness, please keep him/her at home. The Health Department has guidelines for the school to follow regarding the isolation times required for these illnesses: Measles, Rubella, Chicken Pox, Mumps, Whooping Cough, Impetigo (school sores), Conjunctivitis and Ringworm. For further information contact the school office.

Absentee Days

If your child is absent from class the classroom teacher will require a note either in an email, written form or through the school app. This note needs to indicate full names (of the child and parent/guardian), reason for the absence and date. This is expected to come the following day when the child arrives back at school.

Allergy Aware Centre

The Early Childhood Unit is an allergy aware centre due to severe allergies. Please ensure that your child does not bring any nuts or nut products to school, including Nutella. We will encourage students to refrain from sharing food during breaks.

School Uniform

All students are expected to wear the full school sports uniform. This includes white laced sneakers and the Good Shepherd hat. Good Shepherd Catholic Primary School has a 'No hat, no play' policy. Please ensure that all items of clothing are labelled with your child's name.

All students are expected to be responsible for their belongings such as school hats and drink bottles. We ask parents to clearly label all belongings. All students should pack spare clothes in their bags in an event of an accident or play experience.

Birthdays

When it is your child's birthday we like to celebrate within the class. You may wish to bring along enough small cakes or treats (nut free) for the whole class to share. If your child has a specific allergy we kindly ask that a small bag of treats is provided.

Newsletter

You will receive a fortnightly school newsletter through email. Included in these circulars will be items that directly affect you and your child, plus items of interest concerning other sections of the school. The newsletter can also be accessed through our school website www.gsk.wa.edu.

Bringing Work Home

Please remember that the work a child does is very important to him/her even though at times this can lack appeal to an adult. It may look like a sticky mess but it is important to try and find some point to praise e.g. "That's a very pretty blue." or "You must have worked a very long time to make that."

Admiration and encouragement from parents helps children develop confidence and a positive approach to their work. It isn't advisable, however to put pressure on your child to take work home. Continual demands like "Didn't you make anything today?" can create anxiety in a child and place undue importance on one particular area of learning.

Scrap Materials (Things to collect)

The following items are examples of materials that we would greatly appreciate having throughout the year.

- cardboard boxes
- plastic containers
- bottle tops
- old wrapping paper
- old greeting cards
- buttons
- wool and fabric scraps

Kindergarten

Kindergarten sessions will run on Mondays, Wednesdays and Fridays 8:45am – 2:45pm. The classroom doors open at 8:30am. Please ensure that your child brings a packed morning tea and lunch, water bottle, hat and a spare change of clothes in their school bag.

Specialist Programs

Music

Music is an integral part of the school program. All students in Kindergarten will attend specialist music classes. Music concepts are taught using a number of methods, including the developmentally based Kodaly method which is an effective sequential learning process. The Orff approach is also used in the Kindy classes and this encourages the use of percussion and movement within an active classroom.

Science

Science is a fascinating subject to learn as it arouses children's curiosity about nature and things that happen in our everyday life. Science helps children to understand better about themselves and the world around them. Science is taught using web based technologies and hands on.

Italian

Children in Kindergarten will participate in one class per week with an Italian Teacher.

Physical Education - Perceptual Motor Program

“A Perceptual Motor Program aims to teach a child perceptions and understandings of him/herself and his/her world through movement/motor experiences.”

(Bulluss and Coles *Perceptual Motor Programs. A Manual for Teachers*)

The children in Kindergarten participate in one session per week with the Sports Teacher. The Program aims to give the children experiences in seeing, hearing, touching, making perceptual judgements and reacting through carefully sequenced activities which children enjoy doing like running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, sliding, etc., using a variety of common and specially designed equipment.



Staff

Teacher: Miss Hollie Summers Email: summers.hollie@gsk.wa.edu.au

Education Assistants: Mrs Carrie Archibald, Mrs Libby Bradder and Mrs Gail Player

WHOSE CHILD IS THIS?

Author Unknown

"Whose child is this?" I asked one day
Seeing a little one out at play
"Mine", said the parent with a tender smile
"Mine to keep a little while
To bathe his hands and comb his hair
To tell him what he is to wear
To prepare him that he may always be good
And each day do the things he should"

"Whose child is this?" I asked again
As the door opened and someone came in
"Mine", said the teacher with the same tender smile
"Mine, to keep just for a little while
To teach him how to be gentle and kind
To train and direct his dear little mind
To help him live by every rule
And get the best he can from school"

"Whose child is this?" I ask once more
Just as the little one entered the door
"Ours" said the parent and the teacher as they smiled
And each took the hand of the little child
"Ours to love and train together
Ours this blessed task forever."

We look forward to working with you in 2017!

