

West Leederville

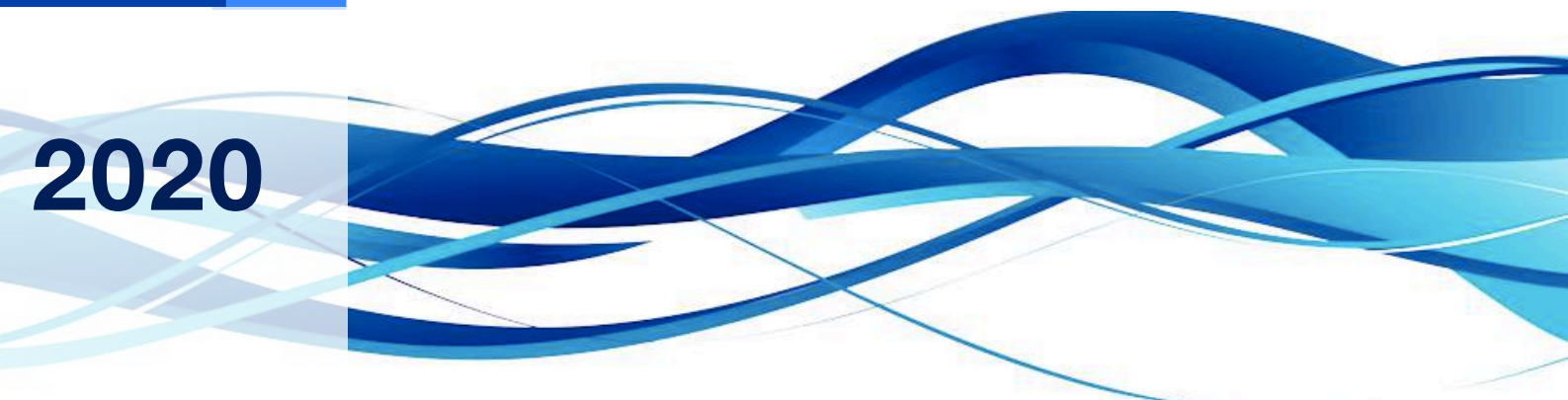
P r i m a r y S c h o o l



Kindergarten 2020

**Giving every child
every opportunity**

2020



<i>Contents</i>	<i>page</i>
School contact information	3
Introduction	4
Our curriculum	5
Getting ready for kindergarten	6
Beginning kindergarten	7
Practical matters	8
Health and medical information	12
Being involved	14
Staying informed	15
Handwriting style	17
Reading: learning at home	18
Numbers: learning at home	19
Science: learning at home	21
Writing and spelling: learning at home	22
Read aloud	22
Useful websites	23

School Information

Principal: Ms Fiona Kelly
fiona.kelly@education.wa.edu.au

Associate Principal: Mr Michael McInerheney
michael.mcinerheney@education.wa.edu.au

Associate Principal : Mrs Lisa Wade
lisa.wade@education.wa.edu.au

Associate Principal: Ms Shelley Thompson
shelley.thompson@education.wa.edu.au

WEST LEEDERVILLE PRIMARY SCHOOL
Ph: 08 9381 1655
Fax: 08 9381 2985
westleederville.ps@education.wa.edu.au
www.wlps.wa.edu.au

58 Northwood St
West Leederville
WA 6007

KINDERGARTEN LAKE MONGER SITE

Kindergarten Blue & Green
Teacher: Mrs Gail Collet
gail.collet@education.wa.edu.au
Ph: 9205 5451

Kindergarten Red
Teacher: Mrs Sue Wilson
sue.wilson2@education.wa.edu.au
Ph: 9205 5450

C/- Lake Monger Primary School
Intersection of Gregory Street & Dodd Street
Wembley
WA 6014



Introduction

Thrive, learn, grow and shine

Starting kindergarten is a major milestone for you and your child and the start of a new phase of life for you both.

Your child's first years of school will be exciting and engaging and this booklet will help make the kindergarten experience at West Leederville Primary School as smooth and enjoyable as possible.

The Early Years Learning Framework and the Kindergarten Guidelines underpin our WLPS Kindergarten program. The teaching and learning environment has a balance between intentional play-based learning and explicit teaching of literacy and numeracy skills.

Each group will be taught by an experienced early childhood teacher and an education assistant who both have a wealth of knowledge about how children learn, grow and develop.

The learning environment is a happy, safe and stimulating place, where individual needs and differences are catered for. Our aim is to form a trusting, respectful and caring relationship with each child and each family.

Your child will be introduced to a range of age-appropriate and motivating topics in the learning areas of English, mathematics, the Arts, science history and geography. These sessions are child centred and hands-on learning experiences designed to build on current knowledge and skill level.

It is widely recognised that a powerful way young children learn is through play. Play is both active and interactive and it fosters children learning together. Children use play to develop their relationships, to experiment, imagine, create, practise, problem solve and role play. Play is directed and intentional as per National Quality Standard (NQS) and Early Years Learning Framework (EYLF) guidelines.

Your child and family are very important new members of the school community- welcome to West Leederville Primary School!

National Quality Standard

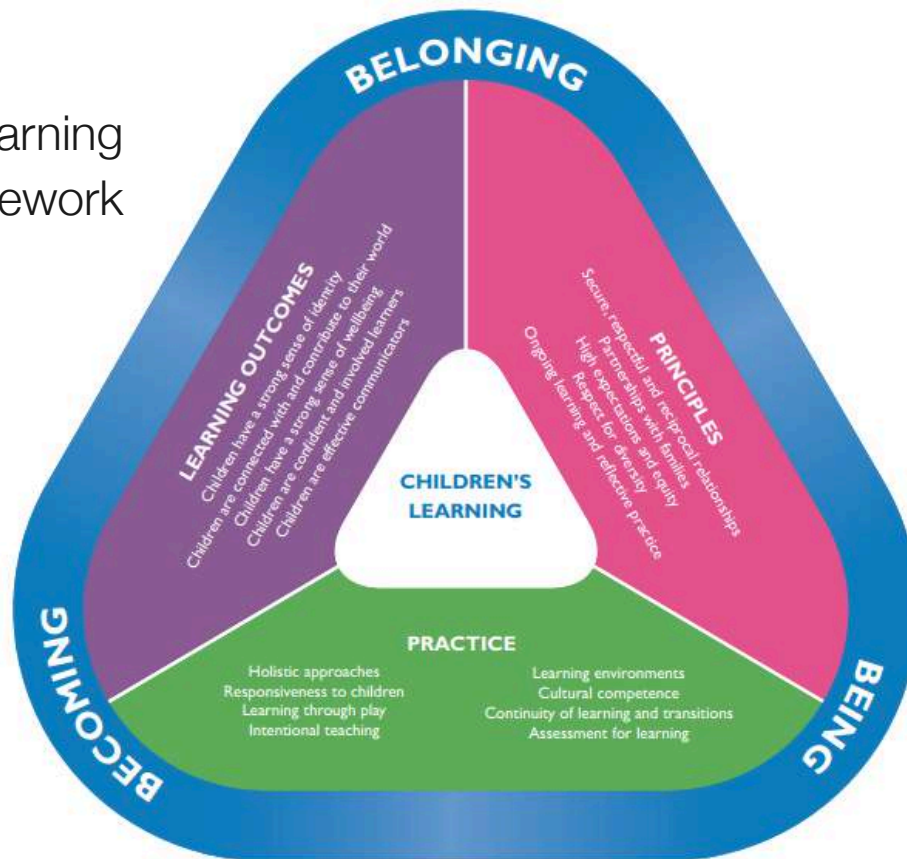
The Australian Government has recognised the importance of increasing the focus on the early years to ensure the well-being of children throughout their lives and to lift the productivity of our nation. The drive for change is based on clear evidence that the early years are very important for present and future health, development and well-being. A

National Quality Framework for Early Childhood Education and Care has been developed. This sets the National Quality Standard (NQS) that all early childhood programs, including schools from Years K to 2, must meet. There are 7 quality areas: educational program and practice, physical environment, children's health & safety, relationships, collaborative partnerships with families and communities, staffing and leadership.



Our Curriculum

Early Years Learning Framework



This figure is a diagram showing the relationship between outcomes, principles and practice which centres on children's learning. The three themes of Belonging, Being and Becoming are included, thereby overlapping all of these elements.

Classrooms are designed to welcome your child, spark their imagination and arouse their thinking. They feature colourful displays of children's learning materials, artwork, books and construction materials.

All children enter kindergarten with different skills and experiences. Teachers develop appropriate teaching programs catering for the student's individual needs and following the National Curriculum and Early Learning Years Framework.

The Early Years Learning Framework and the Australian Curriculum are complementary and articulate a pathway of learning. These both recognise that personal and social competence, health and well-being and literacy and numeracy should be core focused areas for young children's learning.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Belonging

Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging.

Being

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. Becoming reflects the process of rapid and significant change that occurs in the early years as young children learn and grow.

Getting ready for Kindergarten

There's a lot you can do to prepare your child, and yourself, for Kindergarten. The first day of school can be an emotional time for parents and children.

The more you can help your child to become familiar with the layout of the school and what they need to do before day one, the less overwhelmed they are likely to feel.

Before school starts

The summer holidays before the start of the school year are a great time to:

- show your child where the school is and talk about how you will get there;
- arrange playtimes with other families whose children will be going to WLPS- it helps if your child knows another child at school;
- practise the things your child will need to do to get ready for school (putting things in their bag, remembering to take a hat);
- confirm your before-school, after-school and vacation care arrangements; and
- be positive about starting school and enjoy your child's excitement.

The night before kindergarten starts

Lay out your child's clothes, shoes and socks.

Establish a sleep routine. You may find your child needs more sleep when they start Kindergarten. Try to establish a nightly routine with a set bedtime to ensure your child is well rested.

The first days of Kindergarten

Help your child to pack their school bag with a piece of fruit, drink, lunch and a hat. Place a change of clothes with a spare pair of underpants in a plastic bag. Let your child know these clothes are in the bag in case of any accidents. Put sunscreen on your child in the morning if it is needed. At the end of the

Life at School

Kindergarten classrooms are happy, exciting and bright places. Children might complete puzzles with friends on the floor, play in a cubby house, listen to their teacher read a book or sit at a desk to write and draw. They will sing and learn about science, numbers, shapes and patterns and do many other activities.

day talk to your child about what happened at Kindergarten.

Dressing for school

WLPS have our own Kindergarten uniform which can be ordered online (wlps.wa.edu.au), or on the first Thursday morning of each term, between 8.30am and 9.15am in the school hall (main school campus).

A named broad brimmed hat is to be supplied. We encourage Kindergarten children to wear the school uniform hat as it complies with our sun-safe policy.

Look for easy fasteners when choosing belts, shoes and bags.

Encourage your child to dress themselves so they will be able to manage their jumpers and shoes at Kindergarten.

Looking after belongings

Label all your child's belongings and show your child where these labels have been placed.

In the event of lost property check with the class teacher.



Beginning Kindergarten

The beginning of the school year

All Kindergarten sessions commence at 8.45am.

Children are encouraged to arrive with an adult just prior to the start of the sessions. Try to leave home with plenty of time to get settled before the school day starts.

Make sure you allow time to say goodbye and for your child to join others at play inside.

Saying goodbye

At first you might like to stay for a while until your child feels secure at school. Once your child has settled into class, a short and reassuring goodbye encourages independence. Always tell your child that you are leaving and who will be picking them up at the end of the day.

Session Times

8.45am- Start of kindergarten session

2.45pm- End of kindergarten session

Semester 1

Term 1	Monday 3 February- Friday 9 April
Term 2	Tuesday 28 April- Friday 3 July

Semester 2

Term 3	Monday 20 July- Friday 25 September
Term 4	Monday 12 October- Thursday 17 December

School Development Days

- * Thursday 30 January
- * Friday 31 January
- * Thursday 28 May
- * Friday 29 May
- * Monday 12 October
- * Friday 18 December

Picking up children at the end of the day

The kindergarten session concludes at 2.45pm.

The students sit inside on the mat until staff sight their parent and call the child's name. Parents need to wait for their child to be called and allow the children to exit a few at a time. This is important for staff to ensure that all students are accounted for and are safely collected by their nominated person.

Students will only be allowed to go home with their parents or nominated adults. If someone else is to collect your child, notify the staff as well as writing the details on the notice board collection sheet.

Please ring the centre if you know you are going to be late or if arrangements change, so that we can let your child know and prevent them from becoming worried or distressed.



Practical matters

During the Kindergarten year

We encourage you to keep in regular contact with your child's teacher to discuss activities your child is involved in, find out how they are adjusting to school and assist the teacher to find out more about what your child's interests are. Keep the teacher informed of any changes in

Taking an interest

Taking an interest in what your child does at school, helping in class and being part of the school community show your child how much you value school.

your child's life that may impact on their work or enjoyment of school. Kindergarten teachers are sensitive to the needs of young children and are there to help and guide them.

Keep talking to your child about

Kindergarten, ask them about their new experiences, what they like and what they find difficult. Organising time for your child and their new friends to play together outside of school will help to cement relationships.

Attendance

We are pleased to offer you a 'staggered' start time on your first day of Kindergarten. This strategy enables us to give you and your child some individual attention on arrival. As early childhood educators, we recommend half days for the first week and a three quarter day for the second week. We believe this phasing in period creates a positive experience for your child and allows them time to settle in. We know happy children are happy learners! We are open to negotiation with parents if you need to leave your child at Kindergarten for the full day, or if you feel your child needs a longer phasing in period.

PHASING IN PERIOD - FIRST TWO WEEKS 2020

	Monday	Tuesday	Wednesday	Thursday	Friday		
K B L U E	Week 1						
	Mrs Collet	3 Feb Staggered start Individual times	4 Feb 8:45am-1pm	5 Feb 8:45am-1pm			Bring water, fruit & lunch
	Week 2						
	Mrs Collet	10 Feb 8:45am-1pm	11 Feb 8:45am-1pm				Bring water, fruit & lunch
K G R E E N	Week 1						
	Mrs Collet				6 Feb Staggered start	7 Feb 8:45am-1pm	Bring water, fruit & lunch
	Week 2						
	Mrs Collet			12 Feb 8:45am-1pm	13 Feb 8:45am-1pm	14 Feb 8:45am-1pm	Bring water, fruit & lunch
K R E D	Week 1						
	Mrs Wilson	3 Feb Staggered start	4 Feb 8:45am-1pm	5 Feb 8:45am-1pm			Bring water, fruit & lunch
	Week 2						
	Mrs Wilson	10 Feb 8:45am-1pm	11 Feb 8:45am-1pm				Bring water, fruit & lunch

Once enrolled in Kindergarten, it is important that children develop regular attendance habits. Going to Kindergarten, Pre-primary and Year 1 each day gives children the best start to school. If your child attends school regularly in the early years, they are more likely to continue this in the future.

Teachers plan programs sequentially, so when children don't attend school regularly, they miss out on important information, learning and skills. Children who are regularly absent risk missing out on the basic building blocks in core learning areas.

If your child is absent from school, please notify the school via the Skoolbag app, our website absence.westleederville.ps@education.wa.edu.au, or by phone or email. If your child is absent from school without parental notification, we will email you to ascertain the reason.

If possible, please make medical/dental appointments outside of school hours.

What food to bring

The students have a shared mid-morning fruit break every day. This is a routine which provides for social learning where the children are encouraged to use acceptable table manners, to wait, take turns and to talk and chat to their peers.

Students are asked to provide **a piece of fruit each day** and we love to try new and unusual fruits. You may also send healthy alternatives such as dried fruits, cheese, bread sticks or rice crackers, vegetables and dips.

Each day the students will need to bring a packed lunch in a named container. Ensure your child can manage to undo any food wrappings, containers, lunch boxes and drink bottles. Each student is to be supplied with a named drink bottle which they can open and close independently.

For the protection of children with allergies, please support our 'Nut Aware' policy by not bringing products containing nuts or traces of nuts to school.

Notes between home and school

Notices will be placed on the notice boards at the centres, but your child's bag should be checked each night for notes from school. Make sure your child knows when you place a note in their bag and what needs to be done with it.

Parents of separated families are encouraged to agree on methods of communication between home and school so the child is not adversely affected.





What to bring to kindergarten each session

- Large backpack (40cm x 30cm)
- Piece of fruit, vegetable, cheese or crackers to share for morning tea
- Lunch
- Hat
- Drink bottle- filled with water only
- Spare set of clothes (for occasional accidents)

Travelling to and from school

Parking at both schools is at a premium. Car pooling or walking is a great option. Council rangers patrol areas around schools and it is advisable to take note of any parking restrictions. Younger siblings should not be left unattended in cars during drop off and pick up times.

If possible, please make medical/dental appointments outside of school hours.

School Development Days

Schools have School Development days each year for staff professional development and school planning. Students do not attend school on these days. The term dates for students in 2020 are as outlined in the table on page 7.

Outside school hours care

Operating out of WLPS, Camp Australia Childcare provides before and after school care. Children at the Lake Monger Kindergarten site are also catered for by Mulberry Tree, with a bus ferrying students from WLPS to their Lake Monger Primary School base, if required.

Further details of the services offered by these childcare providers are available on our website and are as follows:

Contact Camp Australia West Leederville OSHC on info@campaustralia.com.au or 1300 105 343.

Mulberry Tree Lake Monger OSHC on Wembley.kidsclub@mulberrytrees.com.au or 0429513537

Uniforms

The Kindergarten students are encouraged to wear the bright coloured T-shirts in summer and windcheaters in winter, which are part of their uniform.

Uniforms can be purchased online via our website wlp.wa.edu.au or directly from the School Uniform shop. The shop is operated by a sub committee of the P&C and is open for direct sales on the first Thursday mornings of each month, from 8.30am to 9.15am, in the school hall. Orders placed online can be collected from the school office.

Contact details

The safety of all students and staff is paramount. In case of an emergency, it is important that the school has your current contact details. Details can be updated via the weblink on our website, or via the WLPS school app.

Birthdays

We are very happy to celebrate your child's birthday at Kindergarten and you are welcome to bring a large cake, individual cup cakes, ice cream cones or icy poles (depending on the weather) to share on your child's birthday. You are welcome to come on roster for the day of the birthday, or even just join us for morning tea if you would like to. When catering for the class remember there will be at least 20 serves required and check with staff beforehand if there are any allergies or cultural needs to be catered for.

Voluntary Contributions

The West Leederville Primary School Board endorses the schedule of Contributions and Charges each year. The schedule is broken into five sections and will allow you to calculate all costs that may be incurred throughout the year. The costs outlined are maximums that the school will not exceed and actual costs for most parents will be well below these figures. The schedule is supplied to all students and is available on the school website. The P&C also ask that you support the school by paying their voluntary contribution annually. The West Leederville Primary School community are involved in a number of fundraising activities which require your ongoing support.

Information and Communication Technology

West Leederville Primary School is leading the way in digital learning. Children are engaged by new technology and many are confident users of it. Knowing how to use technology helps children with the fundamental skills of reading, writing and mathematics, and also forms part of the skill set children need for life in the 21st century.

West Leederville Primary School is a technology-rich environment, with students using computers, iPads, iPods and a range of online resources and software in the learning areas. During the year, Kindergarten students are introduced to the various applications.



Support for students

Government schools are for all children. Diversity among students and their families is recognised and welcomed.

All school staff and teachers are committed to working with you to provide every possible assistance and support for the wellbeing of your child.

WLPS engages the expertise of the 'School Health Services' each year for all Kindergarten students and any new students/families to WLPS who require the school nurse services.

School Health Service's role is to work with children, families/guardians and classroom teachers for the early detection of physical and psychosocial health and development issues which may impede health, wellbeing and school achievement. Care provided to individual children and their families may entail assessment, brief intervention, health information, referral, monitoring and support.

The School Health Service (school nurse) will implement the School Entry Health Assessment program for all kindergarten students which includes vision, hearing and developmental screening and BMI assessment.

Services are available to support students who have additional learning and other needs including psychologists, speech pathologists, social workers, school chaplains and other related professionals. These professionals are involved in a range of activities, including student and family support, assessment, crisis response, consultation with school staff, group work and the facilitation of early intervention programs in schools.

If you would like any further information regarding support services, ask your Kindergarten teacher for advice.



Health and medical information

If your child is sick at school

If your child gets sick or is injured at school, we will contact you and seek the necessary medical attention. You will be called to come and collect your child if they are too sick to remain in class. For this reason, it is important to keep your current contact details with the school. Contact details can be updated via the school's webpage.

If your child is sick at home

If your child is obviously unwell or you think they are becoming unwell, please err on the side of caution and keep them at home, as we have a lot of children that can be affected.

Please keep your child away from school and see your doctor if your child has:

- a fever of 38°C or above
- vomiting or diarrhoea
- severe cold or flu symptoms
- rashes of unknown origin

Immunisation

Children enrolling in Kindergarten must be up to date with all the scheduled immunisations for their age to be able to attend school. You will need to show your child's Australian Immunisation Register (AIR) Immunisation History Statement as proof of immunisation. From Pre-primary onwards, if an outbreak of an infectious disease occurs at the school, parents of children who do not have an up to date immunisation status will be asked to keep them at home, until the danger has passed. You can check your child's immunisation status online: www.medicareaustralia.gov.au/public/online-services/

If your child has contracted a communicable disease such as chicken pox or measles, the school should be notified as soon as possible after the diagnosis has been confirmed.

Medication

Sometimes children need to have prescribed medications during the day and whilst it is preferable for parents to administer them, we are able to do so when given adequate information and a completed and signed [Administration of Medication Form](#) beforehand. The medication must be clearly labelled with the child's name and provided in packaging from the pharmacy or the manufacturer.

Allergies

If your child has an allergy you must alert administration upon enrolment and advise the class teacher. An allergy action plan which has been developed by your doctor, along with your child's medication, including a labelled EpiPen if prescribed, must be provided to the school.

Head lice

It is common for school children to get head lice at some time and it has nothing to do with being clean or dirty. Head lice can spread when children are in close contact, but head lice do not cause any harm to your child's health.

To prevent your child getting lice:

- check your child's hair regularly
- keep long hair tied back

If your child has head lice:

- remove tangles with a large comb, then comb hair with a thick, white hair conditioner using a fine-tooth comb to get rid of head lice and their eggs (nits) daily until there are no more eggs.
- continue to send your child to school
- inform the school so they can ask others to check their children's hair; your child does not have to be identified.

For more information:

https://healthy.wa.gov.au/Articles/F_I/Head-lice

Allergies

Anaphylaxis is a severe and sudden allergic reaction to foods such as nuts or shellfish, or insect bites. If your child suffers from any food allergies it is important that you inform the school administration and classroom teachers. We ask parents not to send foods containing nuts, sesame seeds or shellfish to school to prevent other children being put at serious health risk.



Being involved

Children love to see their parents and carers at their school, whether helping out in the classroom, canteen or being involved in other ways. Research shows that students perform better at school when their parents or carers take an active interest in their school work. Your contribution to the school is needed and valued.

In order to provide a wide range of experiences and to give the children the attention they need, help is required to prepare for the activities we provide. If you have special skills or hobbies you would like to share, let us know so you can help to enrich our program.

Rosters are displayed on the notice board and we encourage you, your partner, or grandparents and relatives to be involved. Hopefully, each child will have someone come along at least once a term. The children get a great deal of pleasure and pride when you come to a Kindergarten session and it is a valuable opportunity for you to see how your child is developing and growing in a school setting. All family members who would like to participate in school activities will be required to sign a confidentiality declaration available from the classroom teacher or school office.

We have a roster to take home a bag of laundry (tea towels, aprons, dress ups) at the end of the week. We really do appreciate your help.

Ways you might like to get involved:

Volunteers

- help in the classroom
- participate in the laundry roster
- listen to children read
- help with school excursions
- volunteer to be the Class Parent Representative
- join the Dad's Army

P&C

The Parents and Citizens' Association (P&C) at our school is involved in making decisions about the school and how it spends the funds it raises. If you can't get involved in the P&C meetings you can get involved in other things for the school, such as fundraising and social events. P&C meetings are held in week 3 & week 8 of each term in the school library, commencing at 7.30pm.

School Board

WLPS is an Independent Public School. Independent Public Schools set their own strategic directions, have authority for day-to-day decision making and are in an ideal position to make decisions that best cater for their students. Parents and community members have an important and enhanced role in this initiative through the School Board.

The School Board meets week 2 & week 7 of each term. Details of our current Board members are available on the school website. Notice of the upcoming elections to the School Board will be indicated in the school newsletter and on the school website.

Tips for getting involved

- use the internet to keep up-to-date with your child's learning and to communicate with teachers
- subscribe to our skoolbag app and Facebook page
- read the school newsletter and other school notices
- attend the school Open Day, family events and other special activities at school
- help out with fundraising activities, sports days, excursions and other events
- be involved with the School Board or parent social occasions.

Communication

The following communication channels are available so you can be kept informed of your child's experience at school. You can also arrange meetings with class teachers or the Principal throughout the year.

School newsletters

The school newsletter is produced fortnightly and published on the website. The newsletter contains important dates and promotes student achievements. In order to receive the newsletter, parents are requested to subscribe via the WLPS website <https://wmps.wa.edu.au/newsletters/>. The link to the newsletter is also sent out via the app.

A community newsletter is published in conjunction with the school newsletter and a P&C newsletter once or twice a term.

Parents are emailed the newsletter links at the time they are published. In order to ensure families receive the school newsletter it is imperative that we are kept informed of current email addresses.

School App

The Skoolbag app is a school Mobile App that communicates directly with iPhone and Android devices. Skoolbag has increasingly become a major way of communication at WLPS and provides an easy and effective way to disseminate information quickly. The app provides parents with a convenient way to receive school notifications, newsletters, consent and pay for excursions and events, school notices and alerts.

Instructions on how to download the Skoolbag app are at the following link: <http://www.skoolbag.com.au/forparents.php>

Facebook page

Our school's Facebook page allows our community to keep up to date with activities through a medium preferred by many. For anyone wishing to use our Facebook page, the best way to receive the updates is to visit www.facebook.com/WestLeedervillePS and press the thumbs up 'Like' button. This way when we post updates, you'll receive them in your page. Please also read our Facebook Code of Conduct on our website; it is important you understand how we believe the facility can be used best.

P&C Parent Rep Contact List

A P&C initiative to promote parent involvement in the school community has been to introduce Class Parent Representatives.

These parents are primarily responsible for:

- welcoming all new parents
- assisting parents to get to know each other
- making a class contact list and distributing to all class families assisting teachers with parent
- involvement in class activities organising class social activities
- co-ordinating parent helpers for class events and fundraising
- meeting with the teacher regularly to discuss class needs.

The contribution of the Class Parent Representatives is highly valued by the school.



Annual Report

Our school provides a concise annual summary of its achievements and progress towards improving student learning, engagement and wellbeing, as well as information on students pathways and transitions on to further education.

Reports are placed online on the WLPS website and on the Schools Online website.

Parent- Teacher interviews

Parent- teacher interviews offer a formal opportunity to speak with your child's teacher about your child's progress.

If you have questions about your child's performance at school at any time, please speak to your child's teacher as soon as possible. You can contact the school or teacher for an appointment.

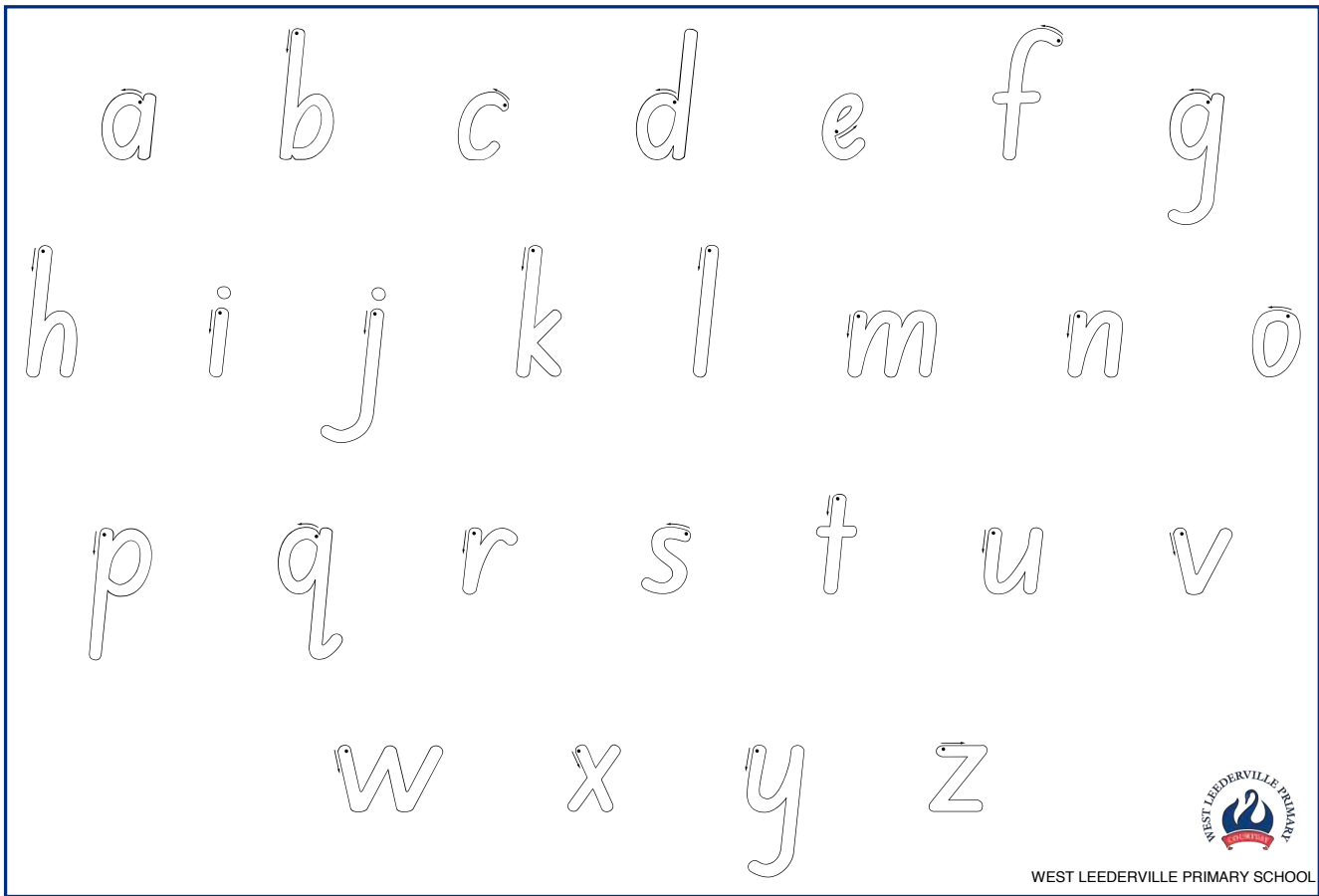
Parent concerns

If you have any concerns about your child's education, you should raise them in the first instance with your child's teacher. If you still feel you need further assistance, contact the school office and request an appointment to speak with a member of the school administration.



Handwriting style

South Australian font



Correct Pencil Grip



While technology has impacted on the different ways we communicate, the ability to handwrite legibly remains a vital skill in many aspects of everyday life. It is important to establish and reinforce a proper pencil grip as early as possible. The tripod grip is the preferred grip as it allows for proper control of the pencil. In the tripod grip the thumb, index finger and middle finger form a triangle to hold the pencil with the ring finger and the little finger supporting the middle finger. The pencil should be positioned between the three fingers so there is equal pressure. The index finger should rest on the top of the pencil. All fingers are slightly bent.

Public education
Discover a world of opportunities

READING: LEARNING AT HOME

READING WITH YOUR CHILD IS IMPORTANT!

Reading with your child every day encourages a love of books and reading. Encourage your child to look at books regularly, and get family and friends to read with your child as much as possible. Try reading with your child for the enjoyment of spending time together – it's a great way to end the day.

It's really important to give your child lots of praise as they learn to read.

Get in the mood for reading

Children who enjoy reading at home are more likely to succeed as they learn to read at school. Try setting up a special reading time and place where you and your child can relax and be comfortable.

There are lots of things to read including nursery rhymes; story books; non-fiction books; books on dinosaurs and pets; books you make together; funny stories and poems; joke books; websites and CD books; comic books; newspapers, catalogues and magazines; recipe books; street maps; and dictionaries.



Department of
Education

**You'll find more
learning at home factsheets
at education.wa.edu.au.**

© Department of Education, Western Australia, 2015



Public education
Discover a world of opportunities

READING: LEARNING AT HOME

READING STAGES

Role-play readers

As your child grows and develops, they begin to take an interest in books and the words they see around them.

They may start to imitate you by holding books the right way up, turning the pages carefully and pretending to read by using the pictures and their memory to retell stories. They also learn the difference between the front and back of a book, understand that words and pictures are different, and that printed words contain messages.

You can support your child by:

- reading with them every day
- encouraging and praising any attempts at pretend reading
- showing them that pictures help tell the story
- reading their favourite stories again and again – familiarity builds confidence
- not criticising them when they make mistakes – learning to read takes time!

Reading ideas

When reading with your child:

- have them look at the pictures and tell you what the story might be about
- every now and then stop and ask: *What do you think will happen next?* and *What makes you think that?* – accept their answers even if they aren't quite right



Department of
Education

**You'll find more
learning at home factsheets
at education.wa.edu.au.**

© Department of Education, Western Australia, 2015



Turn off the television. It's easier for your child to concentrate when there are no distractions.

- answer your child's questions even if they interrupt the flow of the story

- make storytelling and reading fun by making sounds of different animals and changing your voice for different characters.

After you have finished reading with your child:

- talk about the story
- get them to retell the story to you
- talk about what happened and when and where it happened, for example: *Who was your favourite person in the story?*

Other reading ideas:

- Talk about the pictures in the book and get your child to make up their own story.
- Visit your local library for storytelling sessions and to borrow audio books.
- Give your child books as presents.
- Encourage your child to listen for the sounds in words they recognise, for example *sh*.
- Get your child to look for letters they may know such as letters in their name.



NUMBERS:- LEARNING AT HOME

NUMBER GAME IDEAS

Hopscotch

Great for learning numbers and getting exercise!

Balloon tap

Count how many times you can tap a balloon to each other without it touching the floor. When it hits the floor, start again.

Dominos

Count and match the dots.

Let your child play with blocks. You can ask questions while they play. For example: Which block is the longest? Let's see who can make the tallest tower and Can you make a pattern with your blocks?

Board games

When you play board games using dice, help your child recognise how many without counting each dot. For example: I know that's four because I can see two and two. Count aloud the spaces as you move in a game.

Electronic games

Include adventure games, tablet applications, web-based competitions and sporting games. Play computer adventure games with your child and ask questions such as: How many stars will you need to get to the next level?

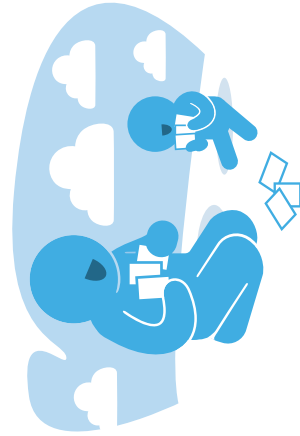
Playing games such as Simon Says are great for using position, numbers and measurement. For example you could say: Simon says hop three times and Simon says sit on the mat and Simon says stretch up tall.

Dice games

Use two dice to help your child recognise which number is bigger, which number is smaller or which number is the same.

Card games

Great for learning numbers and learning to take turns.



You'll find more
learning at home factsheets
at education.wa.edu.au.



NUMBERS:- LEARNING AT HOME

NUMBER ACTIVITY IDEAS WHEN YOU ARE OUT AND ABOUT

In the car

There are many games you can play in the car with your child to keep them occupied:

- Count the number of cars with your child. Make the game a little more challenging by counting cars of each colour.
- Look out for and point out numbers when you are out and about, for example on signs, number plates and front doors.

In the neighbourhood

When walking around the neighbourhood with your child:

- count the number of houses in your street
- talk about shapes, for example: The give way sign is a triangle
- read and say the numbers on letterboxes.

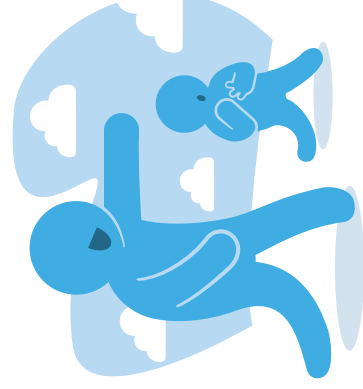
Shopping

Keep your child occupied when shopping by getting them to:

- count the number of items in the trolley, basket or bag
- point out and look for numbers in the shop, for example, on price tags and shopping aisles
- find and group the heavy and light items when unpacking the shopping.

Ask your child questions while you are doing everyday activities so they begin to think and talk about maths from an early age.

Ask questions such as: How many are there? Which way is it? Will it fit in there? Is there enough for all of us? and How big is it?



You'll find more
learning at home factsheets
at education.wa.edu.au.



Department of Education

Public education
A world of opportunities

KINDERGARTEN

NUMBERS: LEARNING AT HOME

NUMBER ACTIVITY IDEAS FOR HOME

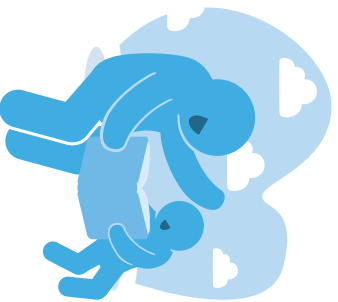
Read together

Books are an easy and fun way to bring maths into your home. As you read, add to the fun by asking questions such as: *Who was the second person to arrive? How many people have brown hair? Who is the tallest person in the picture?* and *What page are we on? Count the pages as you turn them.*

Bath time is a great time for learning measurement through water play.

Food and cooking

Ask your child to help measure ingredients with spoons, scoops and cups. Get them to set the timer for the oven. Prepare meals together and ask questions like: *How many people are eating? How many plates and cups do we need? and Do we have enough forks for everyone?*



You'll find more learning at home factsheets at education.wa.edu.au.

© Department of Education, Western Australia, 2017



Department of Education

Public education
A world of opportunities

KINDERGARTEN

NUMBERS: LEARNING AT HOME

MAKING SENSE OF MATHS

Here are some ideas to help you bring maths to life for your child:

- Think out loud when you use numbers, time, position and measurement so your child sees how useful maths can be. For example: *I wonder if we have enough apples? and Let's count to make sure.*

- Encourage your child to talk through what they are doing. Ask questions and let your child ask questions too. This helps them make sense of things and helps them understand what they are doing. It is a great way to learn.

- Use maths and number words when you describe things. Instead of saying: *The bucket, you might say: The 10 litre bucket.* This helps your child learn about the different words that are used to describe how to measure things.

Follow the golden rule of 'little and often' – a few minutes each day learning about numbers is better than a 30 minute maths session.

- #### Sport
- Sport is a topic that includes maths and is easy to talk about. You can:
- point out the score on the scoreboard
 - talk about placegetters in a race – first, second, third ...last.

You'll find more learning at home factsheets at education.wa.edu.au.

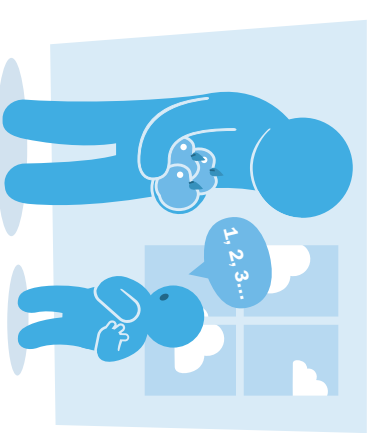
© Department of Education, Western Australia, 2017



It's important to remember that children progress at different rates.

Be patient, positive and supportive. Be sure to praise them for having a go, even if they get the answer wrong.

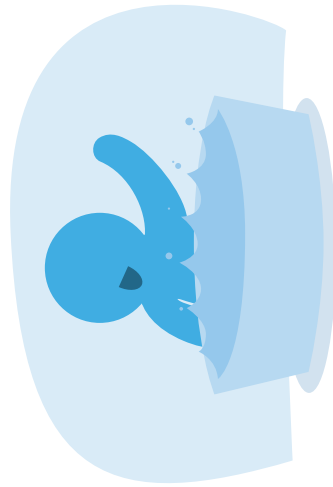
- Praise your child for trying, even if they give the wrong answer. If they don't know the answer, give them time to work it out. If you do give them the answer, talk about how you worked it out. This builds your child's confidence in learning. Give them time to think and time to answer your questions. Be patient.
- Turn off the television. It's easier for your child to concentrate if there are no distractions.



SCIENCE OUTDOORS

Beach play

- Get your child to use their senses when you are at the beach. Ask them to smell the ocean air, look at the waves, feel the sand beneath their feet and taste the sea water.
- Get your child to stand on the wave line and let the waves lap against their feet. Ask them to describe what it feels like.
- Dig a hole near the wave line and see how long it takes to fill with water. Get your child to stand in the hole and describe to you what is happening.
- Gather driftwood, seaweed and shells and make designs and patterns in the sand. Ask your child to describe the texture of these objects, for example *rough, smooth, cold, slimy* and *sharp*. Ask your child to make up a story about where these objects come from.



Rain play

- Listen to the rain fall on different surfaces and ask your child to explain the different sounds.
- Stand with your child in the rain. Let the rain fall on your faces. Stick your tongues out and catch the rain. Ask questions such as: *What does the rain feel like?* and *What does it taste like?*
- Look at the rain clouds and ask your child to describe them.
- Watch the rain splash in puddles. Get your child to make ripples with their fingers. See if they can see their reflection. Jump in the puddles!

SCIENCE AT HOME

Pretend to be a scientist

It is easy to be a scientist – your child needs three simple things:

1. A curious mind: Encourage your child to question everything around them – this makes them wonderful junior scientists!
2. A magnifying glass: Let your child discover the world in much greater detail.
3. A treasure bag: Get your child to collect things they find interesting, for example shells, small stones, leaves and feathers. Allow space at home for them to display their treasures or keep them in special bags and boxes.



Night time

- Explore night time with a torch. Make shadows on the wall. Create a story with shadow puppets.
- Observe the night sky. Go for a walk in the garden without a torch and ask your child questions such as: *What can you see? What can you hear?* and *What might make those noises?*

Bath play

- Test different objects in the bath to see if they float or sink. Make predictions before testing them. Ask your child questions such as: *Why do some things float and others sink?* and *How can you make a floating object sink or a sinking object float?*
- Ask your child to think about where the water comes from and where it goes when the bath is emptied.
- Use old containers to squirt air and water. Squeeze an empty container onto your child's hands and ask them what they feel. Fill the container with water and ask your child to squirt the water out. Try doing this under water. Experiment by making patterns on the wall.



Department of
Education



Department of
Education



You'll find more
learning at home factsheets
at education.wa.edu.au.

© Department of Education, Western Australia, 2015

Public education
Discover a world of opportunities

WRITING AND SPELLING: LEARNING AT HOME

WRITING AND SPELLING ARE IMPORTANT!

Speaking and listening are the foundations on which writing, spelling and reading are built. Your child develops these and other skills when they attend Kindergarten. As they build their speaking and listening confidence, they start to learn about writing.

What can I do?

- Read with your child regularly. Explore words and books together, and involve them when you are writing.
- As you read together, talk about the words you read. For example, rhyming words like: *bat* and *cat*, and talk about the sounds made at the beginning of words.
- Encourage your child to help you write notes, emails and shopping lists. Set out paper and pencils so they can try writing with you.
- Play word games together such as matching the name of an animal to the picture.
- Display letters and drawings your child has created. Write them notes such as: *I'm very proud of you!*

If your child speaks another language or dialect, they need time to hear the sounds of the English language. It may take up to two years or longer for them to hear and say all these sounds.

Public education
Discover a world of opportunities

WRITING AND SPELLING: LEARNING AT HOME

WRITING AND SPELLING IDEAS

Listen

Encourage your child to listen and to talk. A child who is a good speller is often a good talker.

Read together

Read alphabet books, story books and birthday cards with your child. Read and sing nursery rhymes together again and again. Point to words that easily match the pictures such as *cat* and *hat*. Help them recognise rhyming words by getting them to listen to you say them.

Being able to write and spell are processes that take time. Children learn in different ways and at different rates. Be patient and always praise their efforts – it's a big step to get little fingers to control a pencil or crayon.

Write together

Write words together. Help your child trace over letters with their fingers while you say each letter out loud.

Spelling matters

Label your child's things together, for example help them write their name in their books and on toys. This shows that spelling has meaning.

Mirror image

Have your child look in a mirror so they can see how their mouth moves. This can often help if they get certain sounds mixed up such as *f* and *th*.

Rhyming games

Play word games with nonsense words such as *puppy schmuppy*. Play rhyming games where you say the words out loud.

- Help your child recognise their name. Start by asking them to listen to the first sound in their name.
- Talk about the first letter of their name. Encourage them to look for that letter in other places. Help them write the letters in their name.
- When you make dinner ask questions such as: *Can you find something in the kitchen that starts with the same sound as your name?*
- Spend time together looking for letters and words your child knows. You can do this at home, in the car, at the shops and at the playground.
- Keep the learning fun!

A child with disability usually benefits from and enjoys the close interaction and stimulation provided when they are read their favourite stories or are sung a nursery rhyme. If your child has a disability, their school supports them as they participate in activities at a level suitable to their ability. Talk with your child's teacher about appropriate tools, equipment and ideas to support you and your child.

You'll find more

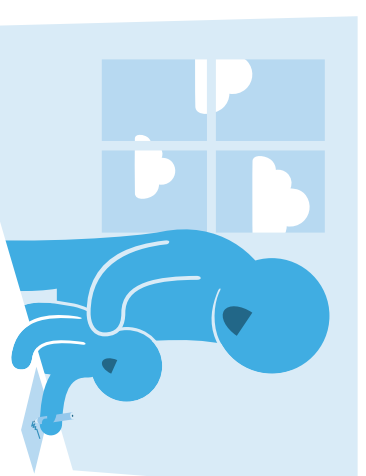
learning at home factsheets
at education.wa.edu.au.

© Department of Education, Western Australia, 2015



You'll find more
learning at home factsheets
at education.wa.edu.au.

© Department of Education, Western Australia, 2015



WEST LEEDERVILLE PRIMARY SCHOOL
2020

Term Dates

TERM 1

Monday 3 February - Thursday 9 April

TERM 2

Tuesday 28 April - Friday 3 July

TERM 3

Monday 20 July - Friday 25 September

TERM 4

Monday 12 October - Thursday 17 December

Public Holidays

1 Jan New Year's Day

27 Jan Australia Day Holiday

2 Mar Labour Day

10 Apr Good Friday

13 Apr Easter Monday

25 Apr Anzac Day

27 Apr Anzac Day Holiday

1 Jun Western Australia Day

28 Sep Queen's Birthday

25 Dec Christmas Day

26 Dec Boxing Day

28 Dec Boxing Day Holiday

School Development Days

Thursday 30 January

Friday 31 January

Thursday 28 May

Friday 29 May

Monday 12 October

Friday 18 December

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Read Aloud 15 MINUTES

Every child. Every parent. Every day.



More than one in three children arrive at kindergarten without the skills necessary for lifetime learning.

Research shows that reading aloud is the single most important thing you can do to help a child prepare for reading and learning.

LANGUAGE DEVELOPMENT

The number of words that a child knows on entering kindergarten is a key predictor of his or her future success.

LITERACY SKILL BUILDING

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension. Reading aloud builds literacy skills.

INSTILL A LOVE OF READING

Your example demonstrates that reading is important, pleasurable and valued.

WHY READ ALOUD?

BRAIN DEVELOPMENT

From birth to age 3 are critical years in the development of language skills.

KNOWLEDGE GAINED & SHARED

Books are a pleasure, yes, and they are also informative. You and your child can learn something new as you read aloud.

BONDING

Is anything better than sharing a good book?

More than 15% of young children, 3.1 million, are read to by family members fewer than three times a week.

DON'T GOOD PARENTS ALREADY READ ALOUD DAILY? **NO**

Only 48% of young children in this country are read to each day.

Reading 15 minutes every day for 5 years:
27,375 MINUTES

456.25 HOURS

IS 15 MINUTES ENOUGH TO MAKE A DIFFERENCE? **YES!**

Tell a friend at www.ReadAloud.org



HEALTHY FOOD AND DRINK CHOICES

FACTSHEET

Tips for making healthy food and drink choices – Parents and carers

Children’s energy needs for a busy day at school require them to eat a variety of foods. Children will have the best chance of getting all the nutrition they need if they are offered a variety of tasty and healthy foods every day.

Over their schooling life children can consume up to 2500 meals. Therefore it is crucial that these meals are nutritious, whether brought from home or purchased from the school canteen. All meals should reflect healthy food choices.



Healthy foods allow children to:

- ✓ grow and develop
- ✓ concentrate.

Lunches from home reflect:

- ✓ personal choice
- ✓ parental knowledge about health and nutrition.

Parents and carers can support healthy food and drink choices. When making lunches at home:

- ✓ include bread, wholegrains, rice, pasta or noodles (try wholegrain for extra goodness)
- ✓ include reduced fat milk, cheese or yoghurt
- ✓ include some meat, fish, chicken, eggs
- ✓ go for 2 (fruit) and 5 (vegetables).

Some lunch ideas:

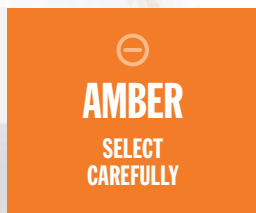
- ✓ sandwiches, rolls or wraps
- ✓ quiche
- ✓ mini pizza with cheese and vegetable toppings.

These foods and drinks are not good choices for school lunches:

- ✗ chips, crisps and similar snacks
- ✗ high fat savoury biscuits and snacks
- ✗ sweet biscuits and cereal bars
- ✗ lollies and chocolates.



✓
GREEN
FILL THE MENU



⊖
AMBER
SELECT CAREFULLY



⊗
RED
OFF THE MENU





Talking to kids makes them

smart

by Michael Grose



The links between school achievement and parents' ability to talk with kids from a young age are now well established.

The language stimulation children receive when they talk with parents is one factor. But engagement in conversation with parents benefits kids in a far broader sense. In many ways it is through conversations that kids get a real sense of us as parents. It is through talking with kids that we impart some of our knowledge, ideas, wisdom and thoughts while also gaining access to a window into their worlds and the way they think.

In the current age of digital distraction, talking with children and young people can be a challenge. Busy schedules, homes designed for individual enjoyment rather than group living, a plethora of screens competing for attention and kids that clam up at the first sign of a chat are some of the conversation blockers parents must overcome.

You need to be cunning, proactive and inventive to get some chat going at home. These are some ideas that will help.

1. Turn screens off. Are you competing with televisions, computers and electronic games for your kids' attention? If so, take control of the screens to create some conversational space. Start with a screen-free day each week or screen-free hour each day if you have a home full of young hard-core screen junkies.

2. Turn screens on. If you can't beat them, join them. Some television programs provide great conversational fodder, particularly for older children and teens. Topics can range from "Who's going to win *My Kitchen Rules*?" or "What happens to the winners of *My Kitchen Rules*?"



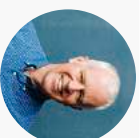
3. Have regular mealtimes. The family that eats together talks together. Meals are great social occasions – more than just refueling stops. They provide terrific opportunities for families to get together and talk. It's no coincidence that families who enjoy and appreciate food generally enjoy close relationships as well. However, for this to work it's important that meals are screen free, so turn off the television and ban phones at the table.

4. Move more. If sitting and chatting is not your child's thing then try to get some action happening. Boys, in particular, tend to talk more when they are playing, walking or involved in activity with an adult.

5. Talk with kids on their own turf. Many children will open up in the privacy of their own bedroom where they tend to feel more relaxed and secure. If you have something important to discuss then choose a comfortable place and a time that promotes good conversation.

6. Try shoulder-to-shoulder parenting. Travelling together in a car with the radio off, washing the dishes together or playing a game can all provide opportunities for talk. Paradoxically, many teenagers will talk more when they don't have to concentrate or make eye contact with the other person. That's why cars can be great conversation catalysts for parents.

Every family has their own way of getting the talk happening. Figure out what works for you and make sure it happens. The best communication in families happens when no one is working at it, however busy modern families need to work on their communication rather than leave it to chance.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.

West Leederville Primary School

Phone: (08) 9381 1655

<https://wlps.wa.edu.au>

www.facebook.com/WestLeedervillePS

Skoolbag App

www.skoolbag.com.au/

WA Department of Education and Training

Phone: (08) 9264 4111

www.education.wa.edu.au/

Schools Online

www.det.wa.edu.au/schoolsonline/

Australian Curriculum

www.australiancurriculum.edu.au

Starting Kindergarten & Pre-Primary

<http://det.wa.edu.au/schoolsandyou>

Healthy body, healthy mind

<http://nutritionaustralia.org/>

<http://det.wa.edu.au/healthyfoodanddrink>

www.waschoolcanteens.org.au/

<http://heartfoundation.com.au/>

<http://beactive.wa.gov.au/>

<http://dsr.wa.gov.au/>

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

Communicable Diseases

http://www.public.health.wa.gov.au/3/281/2/notification_of_communicable_diseases.pm

Anti-bullying and safety online

www.bullyingnoway.com.au

www.cybersmart.gov.au

Gifted and talented education

<http://www.det.wa.edu.au/curriculum/support/giftedandtalented/detcms/portal/>

Allergies

www.allergyfacts.org.au

Lifesaving WA

<http://lifesavingwa.com.au/>

Camp Australia West Leederville OSHC

info@campaustralia.com.au or 1300 105 343.

Mulberry Tree OSHC

Wembley.kidsclub@mulberrytree.com.au or 0429513537

Child Care Benefit

<http://www.humanservices.gov.au/>

Parenting WA

<http://www.communities.wa.gov.au/Pages/default.aspx>

Best Beginnings

<http://www.dcp.wa.gov.au/SupportingIndividualsAndFamilies/Pages/BestBeginnings.aspx>

Child and Adolescent Health Services

<http://www.pmh.health.wa.gov.au/>

Raising Children Network

<http://raisingchildren.net.au/>

State Library of Western Australia

<http://www.slwa.wa.gov.au/>

Playgroup WA

<http://playgroupwa.com.au/>

Storyline Online

<http://www.storylineonline.net/>





www.wlps.wa.edu.au

