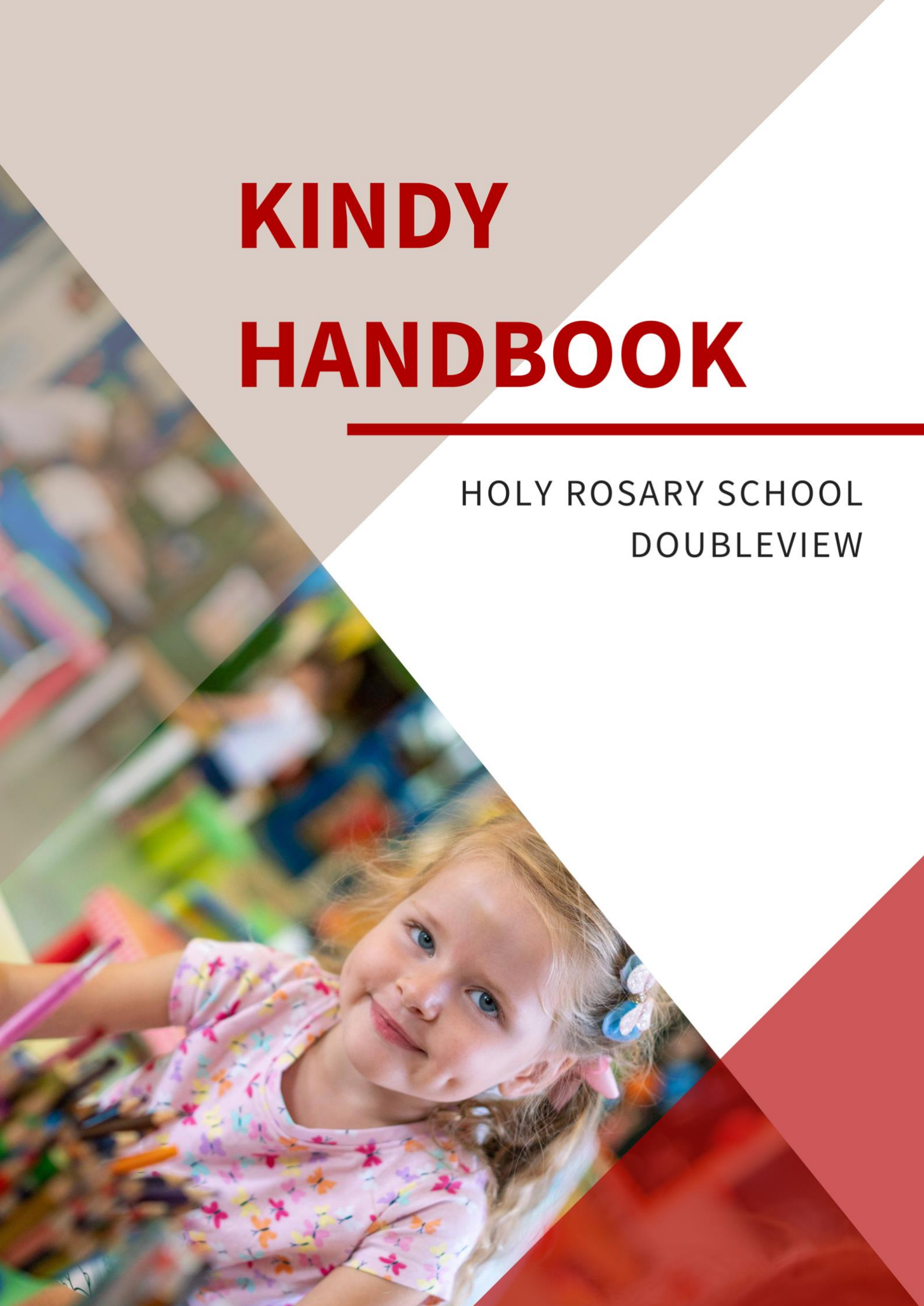


KINDY HANDBOOK

HOLY ROSARY SCHOOL
DOUBLEVIEW



KINDY 2023

WELCOME

We look forward to a wonderful and rewarding year with your child. The initial experiences in the early years of schooling are important in developing each child's full potential, while also laying the foundations for future learning. It is, for this reason, we invite the close cooperation of families in helping us work with each child. By working together, families and teachers ensure every child has a positive beginning at Holy Rosary School.

The following booklet will outline several important areas of our program, which will hopefully answer many of your questions. If you have any further questions, please do not hesitate to ask. We are looking forward to having lots of fun together!

Kindy Catherine: Mrs Green, Mrs Amoroso and Mrs Thorpe

Kindy Dominic: Mrs Campbell, Mrs Emanuele and Mrs Inferrera

OUR AIMS

We will endeavour to assist and nurture the growth and development of each child – spiritually, emotionally, creatively, and intellectually, and to lead each child towards becoming a self-confident, motivated and happy learner.

The aims of the Kindergarten are as follows:

- To provide a warm and positive environment for this 'whole' growth and development to unfold.
- To encourage independence and self-discovery.
- To enhance self-esteem, ensuring each child feels good about his/her achievements and discoveries.
- To work towards cooperative and interactive behaviours and awareness of each child as part of a group (outside the family).
- To teach basic life skills as a gentle introduction to schooling in a fun, yet structured environment.
- To encourage the participation of parents in all aspects of the Kindergarten programme.

HOLY ROSARY KINDERGARTEN PROGRAM

The curriculum is guided by the Early Years Learning Framework (EYLF), a National framework that is designed to ensure that all children have the opportunity for a quality education program in an early childhood setting. Our program pursues the five outcomes in Belonging, Being and Becoming: The Early Years Learning Framework for Australia.

This framework clearly stipulates that children:

- Have a strong sense of identity
- Are confident and involved learners
- Are connected with and contribute to their world
- Have a strong sense of well-being
- Are effective communicators

Creative and open-ended learning centres are an integral and essential element of authentic play-based curriculum. Where and how we scaffold, make the links to curriculum areas, skills, literacy and numeracy is through our planning, our mat sessions and reflection, and our work with children during investigations.

A rich print room of Literacy and Numeracy, oral language, conversation, children's own thoughts and ideas will fill the learning spaces every day. Some of the key goals for children's learning is to promote in them the ability to think laterally and creatively. To be able to self-initiate, to problem solve, to take risks, to think deeply, to construct ideas and meaning, to utilize their own understandings and make new ones, to become increasingly and intrinsically motivated to learn, to find out, to try, to have a go and to develop resiliency.

RELIGIOUS EDUCATION & MAKING JESUS REAL

In our classroom, we look at ways in which the gospel values can be integrated into all aspects of life and curriculum. We believe that:

A young child's sense of **belonging** is integral to their spirituality.

A young child's spirituality is at the heart of their **being**, that is, who they are now in the present time.

Nurturing a young child's spiritual development is essential to their **becoming** a relational, resilient, and active member of their families and communities.

Making Jesus Real (MJR) is a programme designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives. As recognised in the MJR resources we use the terms: Thankful Tuesday, Winking Wednesday and Thumbs up Thursday.

LITERACY

This develops as the child's experiences are extended. The natural language flow during play interactions, mat sessions and activities with adults not only encourages communication and expression but is also a means of increasing the child's self-confidence. It is through all facets of the program that the children's oral language is developed. They are also encouraged to experiment with print and reading-like behaviours within the play environment.

At Holy Rosary, in the early years, we adopt a Primary Literacy Development (PLD) approach. The three key areas in Literacy Development are: Literacy, Oral Language, Movement, and Motor. PLD provides primary school educators with an innovative, evidence-based approach to Literacy. As an

Australian publisher and professional development provider, PLD advocates that children's literacy and learning outcomes are maximized when the areas of literacy, oral language and movement and motor skills are simultaneously targeted. This approach was developed by Diana Rigg who was an early educator with a PHD in Early Childhood and has her master's in Speech Pathology. To this day, Diana has worked with thousands of schools, continuously striving to bring evidence-based programs into the classrooms and to the children of Australia. Her work in this area has continuously been proven to improve student outcomes.

Below is a valuable website that contains links for you to watch about the PLD program: <https://pld-literacy.org> then go to the search bar and type in 'parents information.' Then scroll down to 'information pages'.

NUMERACY

In play and daily activities, children often explore mathematical ideas and processes; for example, they sort and classify, compare quantities, and notice shapes and patterns.

Mathematics helps children make sense of the physical and social worlds around them, and children are naturally inclined to use mathematics in this way ("He has more than I do!" "That won't fit in there—it's too big")

By capitalising on such moments and by carefully planning a variety of experiences with mathematical ideas in mind, teachers cultivate and extend children's mathematical sense and interest.

Dr. Paul Swan is an inspirational mathematics consultant from Western Australia. He has developed an amazing program to make teaching Maths in the classroom both exciting and easy to implement. His primary objective is student engagement.

Student engagement involves more than just the students looking at the teacher. Engagement is fostered when activities provide both interest and challenge for the students. Providing 'Experiences', especially when supported with the appropriate language, helps students to make meaningful mathematical connections. Every day in Kindy we are learning through play. Our environment is designed to explore number patterns, relationships, and thinking algebraically.

THE IMPORTANCE OF PLAY & COGNITIVE DEVELOPMENT

Play provides an outlet for a child's emotions and expression of feelings in a constructive way. Giving children the opportunity to play together helps them to develop their feelings and language.

As educators, we respond to the children's ideas and play and we use intentional teaching to scaffold and extend their learning. Skills such as remembering directions, routines, recalling experiences or identifying differences are all very important. Our day is organised in ways that maximise opportunities for each child's learning.

Our aim is to develop each child's wellbeing, confidence as a learner, ability to communicate with others and their connection with the community.

LEARNING CENTRES

Indoor Learning Centres

All activities planned are simple, generally relate to a particular theme for the session, and are within the capabilities of this age group. To ensure the children have a wide scope for their own creativity, we use a variety of materials and present them with open-ended tasks. They do also have to complete some tasks where they have to follow directions.

**Remember it is the PROCESS involved in the activity
that is important, NOT the end product.**

All masterpieces are warmly accepted, valued and praised, irrespective of their level of refinement. While the session is carefully planned, the activities are organised to allow for plenty of freedom of choice. Every session offers an opportunity for the child to **play, create, construct, dress up, role-play, explore books, paint, solve problems, sing, dance, pretend, socialise, participate, relax, talk, listen, be listened to and have great fun.**

The outdoor area allows freedom to express, as well as challenging equipment that is safe and enjoyable.

Outdoor Learning Centres

Movement is an outlet for expression, creativity and discovery and through experimentation and practise, the children learn about themselves and others, gaining self-confidence and social skills.

REPORTING

In 4-Year-Old Kindy, we do not have a portfolio or formal report. We send home the children's work regularly as we believe this fosters rich conversation about the activity and how the work was created.

GUIDING CHILDREN'S BEHAVIOUR

Caring and control are both necessary ingredients in the Kindy. We have a system where we allow children to express how they are feeling if they are hurt by another child. If a child does not follow the rules, he or she has time out.

If you have any concerns at all over the course of the year, please bring them to us. Kindergarten parents and teachers work very much as a team and you can approach the teachers at any time. The best time to discuss any concerns at length is after school at a meeting, but if it is an urgent matter see us when you drop your child at Kindy, write a note or send an email through admin.

ENCOURAGING INDEPENDENCE

Developing the children's social and emotional independence is an objective of the Kindy Program. This includes sharing, playing together, taking turns, learning to lead, follow and cooperate with others. Also listening to other children's wishes and ideas and communicating their own.

PARENT HELP

Having parent help is a valued part of our Kindy program. Once the children are settled and familiar with the classroom and routines, our parent roster can begin. All parents who come in on roster will need to sign in at the school office on arrival and wear a visitor's sticker. At the end of the session can you please sign out before leaving the school.

ATTENDANCE

The Kindy children attend three days a week. Our program is run on Tuesday, Wednesday and Thursday from 9:00am until 3:00pm. As you are aware attendance at Kindergarten is not compulsory, however, children are more secure with routine and regularity. Regular attendance at Kindergarten is recommended unless your child is sick or particularly tired on a specific day.

You must send an email if your child is absent. The email must state your name, your child's full name, the date of absence and the reason for their absence. Your email is to be sent to admin@hrs.wa.edu.au by 9.30am.

WHAT TO BRING TO EACH SESSION

A square cloth bag 53cm sq with 45cm handles (These can be purchased from the school office. It should be clearly labelled on the outside.)

- Morning Tea in a separate container from their lunch
- Lunch
- A change of clothing (seasonal) including underwear
- A sun hat (no hat, no play)
- A drink bottle – filled with **WATER**
- A small cushion purchased at the 'Getting To Know You' day.

Please try to keep packaged and sugary foods and drinks to a minimum as we would really like to encourage healthy eating practises at school.

Please also ensure all your child's items are clearly labelled with their name.

ARRIVAL & DEPARTURE

Children are to be dropped off and picked up at the kindy door each day. If you are unable to collect your child for any reason, then we require written notification. Please fill in the **collection information form** to ensure we are aware of any changes in collection routines for your child. If your child is dropped off after 9.15am or collected before 2.45pm you **MUST** go to the front office and sign them in or out.

In case of an emergency, please phone the school with alternative arrangements (Office 9203 4500). If you have permanent arrangements for the collection of your child, a letter covering these plans and the appropriate contact phone numbers can be written at the beginning of the year.

Your child may be frightened or become distressed at their first introduction into the system of schooling. You are the first educators of your child and know them much better than us. When you

go, please realise that most distressed children recover very quickly after their parents leave and we will contact you if your child does not settle.

MEDICAL & HEALTH

Children are NOT to be brought to school if they are unwell or sick as they run the risk of infecting other children and developing secondary infections themselves.

Please note, if your child has had vomiting or diarrhoea children cannot return to **school for 48 hours after the last symptom.**

Please inform us of any allergies or medical conditions that may affect your child's well-being, and equally of any circumstances that may affect their behaviour on a particular day. Please fill in the **MEDICAL INFORMATION FORM** so that a medical action plan can be put in place for your child if required. If your child has a severe allergy or asthma plan, this plan must be given to the classroom teacher on your child's first day of school, together with Ventolin, spacers and Epi-pens.

If your child requires medication, this must be administered before/after school where possible. If your child requires medication whilst at school, the medication is to be handed to the teacher and parents are required to fill out a **STUDENT MEDICATION REQUEST FORM**. All medication must have the child's name clearly printed on the label of the medication.

Head Lice

Head lice is a problem that occurs from time to time. We ask you to be vigilant in checking your child's hair.

CLOTHES

Children are more comfortable in their play clothes. Sometimes 'messy' activities are carried out as part of the program, so please don't send your child to Kindy in their good clothes. We would appreciate it if you would avoid belts, buckles and overalls as going to the toilet should be kept simple.

It is preferable if the children have **footwear that they can put on and remove themselves**. Children may play in bare feet in warmer months and will require shoes in winter.

Available to purchase are Holy Rosary Kindy shirts. **These are not part of any uniform and are completely optional.** They are made available because they are practical, fun and make choosing clothes for Kindy easier. The colours available are pink, purple, orange, teal and light yellow.

Kindy bags, library bags, pillows and foam will be available for purchase at the 'getting to know you' day in October.

KINDY WASHING

Each week the washing will be sent home. Each family will have a turn taking home the Kindy washing. It can be returned the following Tuesday. Kindy washing is all fully machine washable in cold water.

TOYS

Kindy can be a dangerous place for unsuspecting toys brought from home. They are best left at home as they can be damaged or lost.

COMMUNICATION

We acknowledge that parents know their children best. Please keep the staff informed of matters concerning your child's health, well-being and changes at home that could affect his/her participation. Having a strong communication link between parents and the school will help to ensure Kindy is a positive experience for your child.

For urgent and quick information, approach the staff in the morning, however, this is the most important time for them to engage with your child, say hello and have the day ready to go, so it is not a suitable time for a long discussion. For a longer discussion, speak to the teacher to arrange a suitable time. Otherwise, you can ring (9203 4500) or email the office admin@hrs.wa.edu.au and the teacher will be passed on the message.

MORNING TEA AND LUNCH

Morning Tea

Families are asked to provide morning tea in a separate container each day for their child. Healthy snacks, such as; fruit, vegetables, cheese, dried fruit, cold meats, bread and crackers are encouraged. Morning tea encourages healthy eating habits, teaches children about nutrition and is a valuable social experience.

Your child will be given a colour group. Fruit containers will be set up outside the Kindy each morning. Your child will be required to place their **clearly labelled** morning tea container into their correct fruit group box.

Lunch

All children need to bring their lunch each day in a **clearly labelled** lunch container. The school has a canteen which is available on Wednesdays. Lunch orders can be placed using the online ordering system. Online Ordering:

Online ordering: <https://quickcliq.com.au/> Please refer to the newsletter for updated menu.

From experience, we have found the ice-cups, ice-creams and slushies to be messy and take too long to eat so they are not available for kindy children to order.

NOTICES

We will keep you informed about Kindy events through the school newsletter, SeeSaw and notes pinned on the notice board outside the classroom. More details as to how to access Seesaw will be given on commencement.

BIRTHDAYS

At Kindy, we love to celebrate birthdays. Please advise us in advance if you are bringing a cake. Small cakes or biscuits are most convenient for easy distribution. Some families choose a share chocolate pack, **PLEASE AVOID ALL NUT PRODUCTS**. If your child's birthday is during the school holidays please choose a convenient date for a school celebration.

We encourage parents with children who have allergies to certain foods to supply a small container of treats their child can eat for use when they are unable to eat a birthday treat supplied.

LIBRARY

Kindy children attend the Library once a week. Starting in Term 3 your child will be able to borrow a book from the library to take home. This book is to be returned the following week. Another book cannot be issued until the other is returned. Please ensure correct care is given to all books on loan.

Your child will need the Holy Rosary waterproof library bag clearly labelled with their name on the outside.

GETTING READY FOR KINDERGARTEN

It is important to encourage each child's independence and we model and reinforce routines that promote healthy and successful lifestyles.

Encourage your child to do more for themselves, like dressing themselves, carrying their own bag, unpacking their belongings (after the beach or swimming lessons) and cleaning up after themselves. Remember that children develop at different rates. Don't compare them to other children. Each child will move through the various developmental stages with lots of encouragement, practise and praise.

To foster a love of books and an interest in learning to read at a later stage, try to read to your child each day.

Children are great mimics. If your child is showing an interest in wanting to write, encourage them to do so, it all begins with squiggly lines on a piece of paper. Perhaps they could write on a birthday card or help to write on the shopping list. When modelling any writing at home, including writing your child's name, names should be written in lowercase, beginning with a capital letter. Correct pencil grip should be encouraged.

The early years are a wonderful time – a special time for parents and children. It is a time that invites the sharing of meaningful experiences in a warm, supportive environment. It is a time to prepare your child for the exciting learning experiences that are to come.

KINDERGARTEN CHILDREN ARE ON THEIR WAY TOWARDS LITERACY

Research shows strong speech and language skills support and promotes literacy development.

Ideas for home:

- **Establish a story time routine.** Read a range of books. Reread your child's favourite. Encourage your child to join in and recite parts or lines. Encourage your child to retell familiar stories on their own.
- **Provide taped stories and read-along books**
- **When reading ask questions:** e.g. What is the boy doing there? Why does he feel so sad? What do you think he is going to do next?
- Read and teach nursery rhymes, finger plays and songs.
- **Encourage your child to recount experiences.** Provide useful questions along the way. (e.g. Can you remember where it was? What did you do there?)
- **Talk about familiar things and experiences.**
- **Ask questions that require more than a 'yes/no answer.** (E.g. Rather than asking 'Was that fun? Did you like it?' try questions such as 'What did you like best? Why was that your favourite?')
- **Join in with your child when they are playing.** Participate in their make-believe scenarios. Act out a character in their game.
- **Provide a dress-up box** with old clothes, shoes and hats for your child to act out stories.
- **The Eye-Spy description Game** (E.g. I can see something that is very big, has lots of wheels, a huge motor and it carries people from one place to another.)
- Games such as "Mr Potato Head" and "Guess Who" are great for stimulating language.