



Kindergarten Handbook

2020

**An outline of Curriculum and Grade
Expectations**

YEAR OVERVIEW 2020

This is an outline of the educational experiences planned for Kindergarten this year. Our units of work will take an integrated approach, with literacy and numeracy links across all Key Learning Areas.

Grade Expectations

We encourage Kindergarten children to develop:

- ✓ basic skills in numeracy and literacy at their individual ability level
- ✓ an interest in the society, culture and environment around them
- ✓ personal work habits and skills both in class work and homework
- ✓ personal independence by being organised for their school day including the delivery of information to and from school
- ✓ independence in care of personal property
- ✓ and display learner qualities e.g. collaborative, curious, passionate and caring, resilient and persistent, innovative and playful.

ENGLISH

The English syllabus has a strong focus on the appreciation and study of quality texts (books, screen, visual, films etc), thinking about how English changes according to audience, purpose and context. Students will learn how to use appropriate grammar, vocabulary, punctuation and spelling to respond to and compose a wide variety of spoken, written and multimodal texts.

Speaking and Listening

Speaking and Listening activities are integrated into all Key Learning Areas. Students will be encouraged to participate in class discussions and ask questions related to themes in big books and other literature. Students will develop listening skills to follow directions and complete set tasks correctly.

During the year, students will participate in formal and informal speaking activities and will be encouraged to:

- ✓ Speak clearly to peers and teachers
- ✓ Make eye contact with their audience
- ✓ Present verbal ideas in a logical sequence
- ✓ Use appropriate volume, pace and fluency and speak clearly with expression
- ✓ Listen attentively to others

Reading and Viewing

Students will be exposed to a variety of texts, big books, sounds and sight words to develop skills and confidence in reading. Visual literacy will be a focus throughout the year. Comprehension is also an essential tool for students to gain meaning from texts. The super six comprehension strategies – Connect, Predict, Visualise, Monitor, Summarise and Question will be introduced. Sounds and sight words will be introduced daily. The students will take home a 'Sound Book' with four new sounds each week at the beginning of the year to reinforce and revise classroom sound knowledge.

In these books students can:

- ✓ Colour in each sound picture
- ✓ Verbally practise the sound and action
- ✓ Practise writing the sound using NSW Foundation Handwriting
- ✓ Find and paste in pictures of objects that begin with the sound from magazines and catalogues
- ✓ Draw pictures that begin with the sound
- ✓ Write words that begin with the sound
- ✓ Write words that end with the sound
- ✓ Write words that have the sound in the word

Sound books need to be returned to the class collection box every Friday before school so the new sounds can be pasted in for the following week. It is important that the students regularly review and revise these sounds.

Home Reading will begin during the middle of Term 1. This is an opportunity for a shared reading experience for parents and children. All Kindergarten students are encouraged to borrow books for home reading. From Term 1, Kindergarten students will borrow a book at their individual reading level on Monday, Tuesday and Wednesday. On Thursdays, students may borrow one picture book that can be read over the weekend and returned on Monday morning. All readers and books should be kept in the maroon folder when they are not being read. The maroon folder is the best way to carry books between home and school. Suggestions on how to use the picture books and readers at home will be given at the Meet The Teacher morning in Term 1 including: predicting the story from the title, reading the story and discussing the pictures, sounding out unknown words, re-capping the story by asking questions of who? when? where? why? what? etc. Oral comprehension is an important part of home reading. Students need to understand the story and get the meaning from the print, not just say the words. For students to progress through the levelled readers they must be able to answer questions about the story. If students do not return their picture books or home readers they are not able to borrow until these have been returned. Any lost books will have to be paid for before students can borrow again.

Formal Literacy Groups will begin later in Term 1 when routines and class rules have been established. Each class will conduct Literacy Groups each week which will include structured, teacher directed guided reading activities to develop decoding skills, fluency, expression, sight word vocabulary and comprehension skills. Phonics and phonemic awareness activities will also be a focus.

The Literacy Progressions and the English syllabus will inform the class teachers on grouping students and provide activities in Reading texts, Comprehension, Vocabulary Knowledge, Aspects of Writing, Aspects of Speaking, Phonics, Phonemic Awareness and Concepts about Print.

A **Sight Word Program** will be sent home in Term 1 for students to individually learn 300 of the most common sight words, at their own pace. Your child will bring home a piece of coloured paper in their maroon folder with the sight words on it. The sight word sheets need to be kept in the student's maroon folder. The student needs to learn these words out of order and be able to say them quickly, consistently and fluently without sounding them out. The class teacher will listen to each student read his or her sight words individually in class time. If the student is ready, fluent, consistent and has a thorough knowledge of saying each word without prompts in a random order, the student will be moved to the next coloured sheet. This process continues until 300 words have been learnt. Regular revision of each coloured sheet is also necessary. The student needs to

maintain the ability to read each word, not just memorise each sheet to move on. Students need to be able to recall the words for later use.

Writing and Representing

Students will write each day. They will copy and use the sounds, phonics and sight words that they know and can sound out. They will be introduced to sounds, letters, words, sentences, capital letters, full-stops and spacing. Students will write in lead pencil in their books and be encouraged to write on the lines using NSW Foundation Handwriting. Students will be taught the correct use of lower and uppercase letters. Students will use a variety of methods to record their writing such as magnetic boards, whiteboards and markers, books and paper. In Semester 1, students will focus on these early writing skills and develop the confidence to write independently. In Semester 2, students will respond to and compose simple texts and use their creativity and imagination to recreate a familiar story by applying simple visual and narrative language techniques learned about in class.

Basic **grammar** skills will be taught in writing lessons including punctuation, nouns, verbs pronouns and adjectives.

In **handwriting**, students will focus on correct pencil grip, posture, tracing, fluency patterns, writing from left to right, using the guidelines and correct letter formation. The students will practise their letter formation as part of a structured handwriting lesson. Students will be taught to write using the New South Wales Foundation Handwriting Font. Please help your child to correctly form each letter in their sound book each night.

English as an Additional Language/ Dialect (EAL/D)

Epping West has a team of EAL/D teachers supporting our multi-lingual students who are learning English. Kindergarten students are supported by EAL/D teachers who work with the class teachers in the classrooms each day and follow the Kindergarten Program. During the year, small groups may be formed to provide short intensive learning sessions, again following the Kindergarten Program. Epping West values the language diversity within our school.

MATHEMATICS

The Mathematics Syllabus across K-6 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. The students will learn a range of strategies to make informed decisions and solve problems as an essential component of students' preparation for life. A focus of the syllabus is for students to develop their problem-solving skills, mathematical reasoning and communication.

Students will use a hands-on approach to Mathematics with practical activities supplemented by the use of games. Assessments will be used to consolidate understanding. By the end of this stage, students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas.

Number and Algebra

Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words. They read and use ordinal numbers to at least "tenth". Students use concrete materials to model addition, subtraction, multiplication and division. They use the language of money and recognise coins and notes of the Australian monetary system. Students divide objects into two equal parts

and describe them as halves. They recognise, describe and continue repeating patterns of objects and drawings.

Measurement and Geometry

Students identify length, area, volume, capacity and mass, and compare and arrange objects according to their attributes. They manipulate, sort and represent three-dimensional objects and describe them using everyday language. Students manipulate, sort and describe representations of two-dimensional shapes, identifying circles, squares, triangles and rectangles. They connect events and the days of the week and explain the order and duration of events, telling the time on the hour. Students give and follow simple directions and describe position using appropriate Mathematical language.

Statistics and Probability

Students answer simple questions to collect information. They use objects to create a data display and interpret data.

The Numeracy Continuum will also be used in partnership with the syllabus outcomes and the following aspects will be used for Mathematics lessons and numeracy groups.

The Numeracy Continuum and the Maths syllabus will inform the class teachers on grouping students and provide activities in:

- ✓ counting sequences
- ✓ counting as a problem solving process
- ✓ pattern and number structure
- ✓ place value
- ✓ multiplication and division
- ✓ fraction units
- ✓ length, area and volume.

Mathletics is a computer based home Mathematics program that your child accesses at home. The school will provide students with a user name and password.

CREATIVE AND PRACTICAL ARTS

In **Music**, children will explore the musical concepts (structure, tone, colour, dynamics, pitch, duration) through a range of activities including singing, music and movement, learning an instrument or playing percussion, learning about musical notation, organising sound and developing an understanding of a range of musical styles. Students are assessed through a variety of assessments that are conducted primarily through observation and practical assessment. Throughout the year students will enjoy visiting performances.

Visual Arts, Dance and Drama activities will be linked to the integrated units and literature topics.

CROSS CURRICULAR INQUIRY BASED UNITS AND OTHER KEY LEARNING AREAS

The units of work are taught using an inquiry based learning model. The students will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning and uses technology to make learning engaging.

INTEGRATED UNITS – History, Geography and Science and Technology

Outcomes for all subject areas are integrated and based on a thematic, inquiry-based approach. Topics studied relate to the real world and include hands on activities and experiments that are highly engaging. Students will gain skills in working scientifically and working technologically. Students will also gain knowledge and understanding of natural and made environments. Each term students will study a different topic.

Term 1 – My Place at School / Weather in My World

Students will explore their school environment, and where they belong within the school community. They will become aware of their surroundings within the school.

Students will explore, investigate and observe current weather patterns. They will demonstrate their understanding of how weather affects the environment and ways humans stay warm / cool in different weather conditions.

Term 2- Personal and Family History / Material World

Students will communicate stories about their own family history and the heritage of others. They will demonstrate skills of historical inquiry and communication.

Students will identify that objects are made of materials that have observable properties. They will use a simple design process to produce solutions with identified purposes.

Term 3 – Why are Farms Important to Us? / Living Things

Students identify the basic needs of living things. They will explore their immediate surroundings by questioning, observing, using their senses and communicating to share their observations and ideas.

Students will develop an understanding of how a farm works, what animals live there and what the process is from farm to table. Kindergarten students go on an excursion to a working farm.

Term 4 – Aboriginal Culture / How things move

Students will explore and compare Aboriginal culture to their own through dreamtime stories and traditional Aboriginal art.

Students will explore, identify factors and observe the way objects move. They will recognise how familiar products, places and spaces are made to suit their purpose.

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Personal Development

Term 1 – Choice Theory / Child Protection

Students are introduced to rules around the school and Choice Theory, where they discuss and develop strategies for good and bad choices in social situations.

In Child Protection, students will discuss relationships and identify people they can trust. They will develop skills in recognising and responding to safe and unsafe situations.

Term 2 – Fire Safety / Road Safety

Students will discuss good and bad fires and learn strategies to use in an emergency fire situation. A visit from the local fire brigade will reinforce this topic.

They will also participate in activities that include road, bus and pedestrian safety.

Term 3 – Healthy Choices

Students explore positive healthy lifestyle choices including healthy and unhealthy food, basic hygiene practices and the importance of exercise.

Term 4 – Drug Education

Students will discuss the safe use, storage and administration of medicine by a responsible adult.

Health

Students explore positive healthy lifestyle choices including healthy and unhealthy food, basic hygiene practices and the importance of exercise.

Physical Education

Terms 1 – Fundamental Movement Skills

Students will be involved in a fundamental movement skills program run by Sportspro. They will learn basic gross motor skills whilst engaging in ball games and movement activities.

Term 2 – Athletics Skills

Students will be involved in the athletics program run by Sportspro. They will learn basic skills and gain knowledge of simple athletics activities.

Term 3 – Gymnastics

Students will participate in basic gymnastics skills at the YMCA that involve simple floor exercises, balancing, gripping, hanging and rolling. Students will use gymnastics equipment in rotating groups with adult supervision.

Term 4 – Games and Sports

Students will participate in a variety of skills and fun activities each week that foster the development of the fundamental movement skills such as running, hopping and jumping. Students will use a variety of equipment in Terms 1 & 4 and will be exposed to the skills of hitting, kicking, throwing, catching and striking. Students will participate in exercises and activities individually, in pairs, teams and as a class to promote the benefits of regular physical activity.

GENERAL INFORMATION

Absent notes

If your child is absent due to sickness or leave they are required to bring a note to the teacher as soon as they return to explain the absence as the teacher needs to record this information on the class roll. This is a legal requirement. Extended long absences during the school term may need permission from the Deputy Principal.

Assessments

Assessments are on-going throughout the year. A formal report is prepared twice a year.

Best Start

Best Start is a program that is used to ensure all students are progressing through the aspects of the continuums in Literacy and Numeracy. Students are assessed on entry to Kindergarten to immediately target and group students to cater for individual needs from the beginning of Term 1.

Birthdays

Birthdays can be a very exciting time for your child and a time that they like to share with their classmates and friends. It is not necessary to send party bags or cakes. However, you are welcome to do so if you wish. Party bags will be handed out to the children at the end of the day so that any children with allergies can show their parents the contents of the bags first. If you would like to send in a cake, cupcakes are the best choice as they are individually wrapped and can be distributed easily. Do not send food that contains peanuts. If your child has an allergy to food, please send in an alternative container of treats that the teacher can give to them at such times.

Class Parent

A class parent is a parent from your child's class who volunteers to be a liaison with the class teacher and parents of the class. The class parents at the beginning of the year will type up a contact list of parent contact details for your use at home for play dates, birthday parties etc. The class parents will help organise some events for your child's class in consultation with the auxiliary or class teacher (for example the walkathon, class Christmas party etc). The class parent may e-mail parents asking for class volunteers for these occasions or send reminders if necessary. If an issue arises at school, please speak to your class teacher and do not approach other parents or students.

Climbing Equipment

This is to be used as per the school roster with teacher supervision and is **not** to be used before or after school by any students or siblings. All children have been taught the rules for safety.

Communication

Please register for E-News, read the Newsletter and all notes carefully. To subscribe to the newsletter go to the school's website at www.eppingwest-p.schools.nsw.edu.au Password is **Aurora96!** (case sensitive and requires the ! at the end). Return notes/money on the dates stated on the note, to the teacher or organising teacher. Money should come in an envelope clearly marked with child's name, class and purpose.

Food

Please show your children how to open their lunch boxes, drink bottles and packaging on food. When packing your child's food, please ensure that your child has enough food to eat at recess and lunch including a piece of fruit and water. Please wrap your child's recess and lunch separately and show your child which is for recess and lunch. Please supply appropriate cutlery to use if lunch requires a spoon or fork. Epping West Public School encourages wrap-free lunches to minimise the amount of waste and rubbish.

Hats

All children need to bring their labelled hat to school every day. The school policy is 'No Hat, No Play and sit in the shade.'

Homework

Homework bridges the gap between learning at school and learning at home. A basic rule of homework is that it is appropriate for each student's age and ability.

Kindergarten homework is the type of homework that is based on revision exercises to help students to remember and revise newly acquired skills.

In general, your child will not be expected to complete formal homework in Kindergarten. However, there are things you can do at home to help your child make the most of what they learn in Kindergarten e.g. reading with children at home. Regular revision will benefit the student and improve their progress at their individual level.

To begin reading and writing, Epping West Public School provides opportunities for Kindergarten students to:-

- * practise 3 sounds a week – (44 sounds in total)- phonics – Semester 1 and 2
- * recognise sight words at the individual's own pace (M300 Words)
- * participate in Home Reading using picture books and an appropriate individually levelled books

ICT

Computers are integrated into class teaching and learning activities using iPads, word-processing and educational software. Students will participate in weekly **iPad lessons** where they will learn to log-on, develop basic keyboard knowledge and learn basic word processing skills. They will use programs and apps such as Seesaw and Pic Collage in order to demonstrate their understanding of topics. During class lessons, students will participate in Interactive Whiteboard lessons and have the opportunity to use iPads to support literacy and numeracy development. Classroom teachers will integrate robotics, such as Bee-Bots and Ozobots into classroom lessons to assist in the learning of basic coding skills.

Lateness/Early Leavers

Parents please try to be on time. If your child arrives late, you must accompany your child to the school office to collect a partial absence slip, which you will then hand to the teacher as you take your child to class. If your child needs to leave school early, you must report to the office for a partial absence slip before collecting your child from the classroom. Ten minutes after the afternoon school bell, children who are still waiting for parents are taken to the office to ring the parents and wait to be collected. Wesley Out of School Hours Care provides a service to mind your child after school if you are unable to pick up your child at bell-time. Arrangements must be made **ahead of time** directly with the coordinator. A fee is charged for this service. If there are any changes of arrangements for pick-up of an afternoon, please inform your child and your class teacher to avoid any confusion.

Library

Students will explore literature, authors and learn library procedures with the librarian in their library time. Students will need to have their library bag on their allocated library day so that they are able to regularly change their books. Please take care of all library books. Any lost or damaged books will have to be paid for.

Lunch Orders

The Yummy Bears Kiosk/canteen uses an online ordering system called Flexi Schools. All orders can be done in advance and need to be received by 9am to ensure your child receives their lunch order. You may also order over the counter before school or use the express box. The menu can be located on the school website.

Easy, Online Registration

- Go to www.flexischools.com.au
- Click REGISTER
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or MasterCard - preferred.

Place lunch orders from your iPhone, iPad or mobile device!

For help call 1300 361 769 and flexischools

Medicines/ Health Care Plans

All medicines must be delivered to the office – where written instructions must be provided. Medications must be labelled with the students name, dosage and administering time and instructions. No child is permitted to administer medicines or have them in their bags. Please also advise the class teacher if medication needs to be administered and when.

Parent Participation

Opportunities exist across the school year for parents to assist with activities such as class parties and the walkathon. Parents may also be available to help with Literacy groups in the classroom. Please refer to your class teacher for more information.

Play

It is important for a child's development that they engage in play to develop social skills such as taking turns, sharing toys and communicating appropriately with others. Encourage your children to play and talk in both English and their home language during playtime at home.

Seesaw

Seesaw is a way that school can connect and share learning experiences with parents. Seesaw gives families an immediate and personalized window into their child's day.

Parents were given an individual QR code and instructions to join Seesaw at their child's Best Start interview. The QR code allowed them access to join the child's class account. The class teachers will share events as well as daily procedures and routines where possible.

SEE SAW IS A METHOD FOR YOUR CHILD'S TEACHER TO COMMUNICATE ABOUT THE LEARNING HAPPENING AT SCHOOL, AND IS NOT USED AS A METHOD OF COMMUNICATION.

Sick Children

If your child is sick, it is always best to keep them at home to be monitored by you and not pass infections on to others. When your child is ready to return to school an absence note is required.

If your child becomes sick during the school day they will be sent to the office and you will be contacted to collect your child as soon as possible.

Sleep

It is recommended that children between the ages of 4-6 years should have between 10-12 hours of sleep per night. Please set up an evening routine that encourages your child to be in bed by 8pm so that they will be ready to learn at school.

Finally, if you have any concerns or questions, please don't hesitate to make an appointment to discuss them with your class teacher.

Teachers

KE - Miss. Makiko Edwards
KF - Miss. Elyse Fulton
KG - Miss. Kirstie Grieg
KH - Miss. Rebekah Miller-Henderson
KK - Miss. Grace Kwong
KJ - Mrs. Jane Eaton
KL - Miss. Garland Liang
KMW - Mr. Nicholas Waddington & Mrs. Lynsey Mudie
KR - Mrs. Roslyn Hall

Miss. Elyse Fulton
Relieving Assistant Principal
K Supervisor

and

Mrs. Lynsey Mudie
Assistant Principal
K Supervisor

Who do I talk to and how do I organise it?

A parent's guide for seeking information and expressing concerns

It is important to work on problems as soon as possible so that a safe and harmonious school environment is maintained. The best results usually flow from working together.

These guidelines aim to:

- Provide a guide in order that concerns are dealt with in an open and fair manner.
- Ensure that the rights of students, teachers and parents are respected and upheld.
- Support sensitivity and confidentiality.
- Help reach an agreed solution.

On occasions, concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

Teachers, parents and community working together for success at school

CONCERN	APPROPRIATE ACTION
The academic progress of my own child	➤ Directly contact the child's teacher either by note, by phone, email at eppingwest-p.school@det.nsw.edu.au or in person to arrange a suitable time to discuss any issues
The welfare of own child	<ul style="list-style-type: none"> ➤ Directly contact your child's teacher to clarify information. ➤ The Deputy Principal and Principal are available to discuss complex or ongoing issues. Contact the office so a mutually suitable appointment time can be made.
Change of personal details	➤ Please contact the office to inform change of address, telephone number, emergency contact, custody details, health issues etc. Email is suitable.
Actions of other students	<ul style="list-style-type: none"> ➤ Contact the class teacher for a classroom or playground problem. ➤ Contact the Assistant Principal for ongoing playground problems
School policy or practice	➤ Contact Office. State nature of concern. The appropriate member of staff will contact you to discuss further.
Actions of a staff member	➤ Contact the Office. Speak to the Deputy Principal or Principal. An appointment will be made if necessary

In very rare cases, where people wishing to express concerns, do so in an aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority under the 'Inclosed Lands Act' to:

- ❖ Direct the person to immediately leave the grounds.
- ❖ Call the police to remove the person should he/she refuse.
- ❖ Withdraw future permission (by letter) for the person to enter the grounds without the permission of the Principal



APPROACHING THE SCHOOL

From time to time parents may need to approach the school in order to:-

- ❖ Discuss the progress or welfare of own child
- ❖ Express concern about actions of other students
- ❖ Enquire about school policy or practice
- ❖ Express concern about actions of staff
- ❖ An appointment can be made at any time of the year.

These appointments can be made in a number of ways.

1. A parent may ring the office and leave a message for the class teacher that an interview is requested.
2. A parent may write a note to the teacher requesting an interview.
3. A parent may send an email to the school requesting an interview.
4. A parent may use the Request sheet provided and return to the Office.

The teacher will then organise a mutually agreeable time.

In the request, parents need to state the purpose of the interview and if known the outcome desired. The teacher can then know how much time may be needed, research the information required and prepare for the interview.

The following is a short guide to assist parents.

Therese Hinder

REQUEST FOR AN INTERVIEW

Name of Parent _____

Class _____

PURPOSE OF THE INTERVIEW

OUTCOMES FROM THE INTERVIEW – (If known)

PHONE OR EMAIL CONTACT DETAILS

Signature _____ Date _____

events

- Prepare and plan special days- multicultural and harmony, Lunar New Year.
- Monitor excursions across school- EAL/D groups are included where appropriate.

data collection

- New arrival surveys, Annual survey, New Arrival Supplementation applications and EAL/D progression.
- EAL/D Maintain updates.
- Timetabling for EAL/D support.

assessment

- New Arrival assessment for EAL/D support.
- Ongoing assessment and reports for all targeted EAL/D students.

teaching

- Prepare materials for teacher/student for in class and independent support
- Teach and prepare for students- from survival English →
- Teach and prepare for withdrawal and in class support lessons for EAL/D students

EAL/D TEACHERS

Kim Hudson, Janelle Ingham, Emma Rollason, Margaret Ryan, Colleen Featherstone, Ai Vee Tan, Tracey Hutcheson and Connie Putrino.

meetings and committees

- Attend, plan and present EAL/D input to:
- Parent meetings
 - Staff and grade meetings
 - EAL/D team meetings
 - Network meetings
 - Staff development sessions

teaching

The EAL/D team support classroom teachers by working collaboratively and collegially in the delivery of lessons across all Key Learning Areas. They encourage Multicultural Learning through the Multicultural Public Speaking Competition held annually.

Parents can help their children by:-

- being positive about the new school and new language.
- maintaining and valuing the first language
- reading to or with your child in English for a short time each day.
- taking your child out to interesting places at the weekend and talking in English for a little while about what you did.
- helping your child prepare 'news' for school for their designated day.
- joining a local sporting team or group.
- inviting an English-speaking friend home.

content

The EAL/D team provides support for students with English as an additional language, who need some English language assistance in order to cope with their school work. Inclusion in the program is based on need as assessed by the EAL/D staff.