Parent Information Handbook
Kindergarten 2016
Since 1938, Dalkeith Primary School has delivered excellence in education, with a focus on high academic standards in a safe and nurturing environment. We want all children to flourish and achieve their potential.

As an Independent Public School, we are afforded increased flexibility and autonomy to shape our future.

We strive for every student to be a successful student, every teacher an effective teacher and Dalkeith Primary School to be an exemplary public school.

**Our Motto**

MENS SANA IN CORPORE SANO
‘Healthy Mind in a Healthy Body’

**Our Mission Statement**

Strive for excellence
Respect and value others
Inspire creativity and innovation
Empower global citizenship

Together we shape the future

**Our Shared Beliefs**

Kids learnt best when:

- **S**timulating, meaningful experiences are provided
- **T**echnology and innovation are integrated in all learning
- **R**eflection becomes a valued part of their learning
- **I**nclusive and co-operative environments are provided
- **V**isible Learning is embedded
- **E**xplicit feedback and encouragement is received
Welcome to the Dalkeith Kindergarten where we guarantee your child will be supported to engage in a stimulating and enjoyable learning program.

Kindergarten students receive thirty hours of instruction per fortnight. To timetable effectively, the Kindergarten will run a split timetable.

**GENERAL INFORMATION**

**STAFF**
- Principal: Mrs Suzanne Pekin
- Teacher Kindy Red: Toni Kay
- Teacher Kindy Blue: Marie Tiley
- Education Assistants: To be advised

**KINDERGARTEN SESSION TIMES**
- **Red**
  - Week 1: Monday, Wednesday & Friday
  - Week 2: Monday & Wednesday
- **Blue**
  - Week 1: Tuesday, Thursday & Friday
  - Week 2: Tuesday, Thursday

**Hours of instruction:** 8:50am to 3:00pm
**EARLY CLOSE EVERY TUESDAY:** 2:30pm

**TERM 1 PHASING-IN TIMETABLE 2016**

For the first two weeks of term 1, there will be a staggered start for the children enabling staff to familiarise the students and parents with the routines of the Kindergarten program.

**WEEK 1**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>HALF DAY</strong></td>
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<td><strong>HALF DAY</strong></td>
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<tr>
<td>Surnames A-P attend</td>
<td></td>
<td>All students attend</td>
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<tr>
<td>8:50 to 11:30</td>
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<td>8:50 to 11:30</td>
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<tr>
<td>Surnames R-Z Attend</td>
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<td>All students attend</td>
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<td>12:30pm to 3:00pm</td>
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<td>8:50 to 1:00</td>
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<tr>
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<td>All students attend</td>
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<td>8:50 to 11:30</td>
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<tr>
<td>Surnames Gr-Z Attend</td>
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<td>All students attend</td>
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<tr>
<td>12:30 to 2:30</td>
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<td>8:50 to 1:00pm</td>
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<td>(Lunch required)</td>
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### WEEK 2

#### Red – Week 2

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<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
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<tbody>
<tr>
<td>HALF DAY</td>
<td>FULL DAY</td>
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<tr>
<td>All students attend</td>
<td>All students attend</td>
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<tr>
<td>8:50am to 1:00pm</td>
<td>8:50am to 3:00pm</td>
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<td>(Lunch required)</td>
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#### Blue – Week 2

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<tr>
<th>TUESDAY</th>
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<tr>
<td>HALF DAY</td>
<td>FULL DAY</td>
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<tr>
<td>All students attend</td>
<td>All students attend</td>
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<tr>
<td>8:50 to 1:00pm</td>
<td>8:50 to 3:00pm</td>
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<td>(Lunch required)</td>
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**KINDERGARTEN SESSION TIMES**

- Classrooms open: 8:50am
- Start instruction: 9:00am
- Morning recess: 10:30am to 11:30am
- Lunch: 12:30pm to 1:30pm
- School closes: 3:00pm
- **EARLY CLOSE EVERY TUESDAY**: 2:30pm

**TERM DATES**

- **Term 1 Commences**: Monday 1 February to Friday 8 April 2016
- **Holidays**: Saturday 9 April to Monday 25 April 2016

- **Term 2 Commences**: Tuesday 26 April to Friday 1 July 2016
- **Holidays**: Saturday 2 July to Sunday 17 July 2016

- **Term 3 Commences**: Monday 18 July to Friday 23 September 2016
- **Holidays**: Saturday 24 September to Tuesday 11 October 2016

- **Term 4 Commences**: Wednesday 12 October to Thursday 15 December 2016
STUDENT FREE DAYS 2015
Thursday  28 January
Friday    29 January
Friday    3 June
Friday    19 August
Monday    10 October
Tuesday   11 October
Friday    16 December

SPECIAL EVENTS 2015
Parent Information Evening  10 February at 6:00pm
Community ANZAC Service    8 April at 7:30am. School concludes 1:40pm
Parent/ Teacher interviews  29 June, School concludes for students at 11:40am
Reports issued              Semester 1 - 24 June
                                Semester 2 – 12 December

PUBLIC HOLIDAYS
Labour Day      7 March    Good Friday     25 March
ANZAC Day       25 April   Easter Monday   28 March
WA Day          6 June     Easter Tuesday  29 March
Queen’s Birthday 26 September

WHAT YOUR CHILD NEEDS TO BRING DAILY
1. A piece of fruit or vegetable.
3. Lunch - healthy choices. We are a Healthy Eating School.
   We seek parent support for Dalkeith Kindergarten to be a nut free zone.
4. A hat – bucket or broad brim.
5. Water bottle.

HAT
Please ensure a hat is provided to be worn all year round.
The Kindy enforces the ‘No Hat, No Play’ policy.

EXCURSIONS
If an excursion is booked on a day your child does not attend, arrangements will be made for parents to bring their child to the centre and pick their child up on return. Where possible excursions will be spread across the week to accommodate all groups. Kindergarten students travel on buses fitted with seatbelts.

QUESTIONS
If you have any questions or concerns, please do not hesitate to call the Kindy centre on 9386 6353 or the Primary School Office on 9386 3710 and someone will help you with your query. Duty of Care prevents teachers from talking on the phone during class time so please call before 8:50am or after session times. If we are unable to answer the Kindy phone, leave a message and we will return your call as soon as possible.

In an emergency please pass a message on through the Education Assistant. Appointments to speak with a teacher can be made before or after school or on alternate Fridays.

ABSENCES
While enrolment at Kindergarten is not compulsory, it is expected your child will attend regularly once enrolled. Please notify staff if your child is absent, particularly if the absence is to be for an extended period.

PARENT HELP ROSTER
Parents are invited to actively participate in the centre. At the beginning of each term a roster will be posted outside the room and parents are asked to write their name on a convenient day(s). The roster time is for the MORNING ONLY. It is expected that a parent of each child should endeavour
to attend roster at least twice a term. If this is not possible due to work commitments, it is appreciated if another family member can attend e.g. grandparent/aunt.

Parent help enables us to work with smaller groups of children and offer individual assistance as required. It also gives parents the chance to observe their child in the classroom setting and meet their child's friends. Grandparents and other adults special to your child are welcome to join the roster.

AS A PARENT HELPER IN OUR CLASS YOU MAY BE ASKED TO DO THE FOLLOWING AS A PART OF THE MORNING TIMETABLE:

<table>
<thead>
<tr>
<th><strong>Puzzles and Books</strong></th>
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<td>Enjoy some time on the mat with your child.</td>
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<thead>
<tr>
<th><strong>Mat/Language Session</strong></th>
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<tr>
<td>While the children are on the mat with the teacher please assist the Education Assistant with activity preparation and cutting up fruit.</td>
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<thead>
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<th><strong>Activity Time</strong></th>
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<tr>
<td>Feel free to be with your child as they participate in the activities or you may work with a small group of children at a learning activity.</td>
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<thead>
<tr>
<th><strong>Pack Away</strong></th>
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<tr>
<td>Please help to tidy the room e.g. wipe tables and easels, clean painting/gluing equipment or sweep floor.</td>
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<thead>
<tr>
<th><strong>Fruit/Outdoor Play</strong></th>
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<tr>
<td>You are welcome to a coffee/tea and then join your child in the play area.</td>
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<tr>
<th><strong>Lunch Time</strong></th>
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<td>Thank you for assisting us</td>
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Early Childhood Education is currently undergoing significant change in Australia. A National Early Years Framework (Being, Belonging, Becoming) conveys the highest expectations for all children’s learning from birth to five years and through the transition to school. It communicates these expectations through the following five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

**LEARNING OUTCOMES**

**Belonging:** knowing where and with whom you belong is integral to human existence. ‘Belonging’ acknowledges children’s interdependence with others and the basis of relationships in defining identities

**Being:** recognises the significance of here and now in a child’s life. It is about the present and them knowing themselves, building and maintaining relationships with others and engaging in life’s joy, complexities and challenges.

**Becoming:** children’s identities, knowledge, understandings, capabilities, skills and relationships change during childhood. ‘Becoming’ emphasises learning to participate fully and actively in society.

![Figure 1: Elements of the Early Years Learning Framework](image-url)
OUTCOMES

1. Children have a strong sense of identity
   - Children feel safe, secure, and supported
   - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
   - Children develop knowledgeable and confident self identities
   - Children learn to interact in relation to others with care, empathy and respect

2. Children are connected with and contribute to their world
   - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
   - Children respond to diversity with respect
   - Children become aware of fairness
   - Children become socially responsible and show respect for the environment

3. Children have a strong sense of well being
   - Children become strong in their social and emotional wellbeing
   - Children take increasing responsibility for their own health and physical wellbeing

4. Children are confident and involved learners
   - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
   - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
   - Children transfer and adapt what they have learned from one context to another
   - Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5. Children are effective communicators
   - Children interact verbally and non-verbally with others for a range of purposes
   - Children engage with a range of texts and gain meaning from these texts
   - Children express ideas and make meaning using a range of media
   - Children begin to understand how symbols and pattern systems work
   - Children use information and communication technologies to access information, investigate ideas and represent their thinking

LONG TERM GOAL

It is our aim that the Kindergarten program be an enriching, holistic experience that will establish positive attitudes toward learning. Each child will have opportunities to develop his/her full potential; physically, emotionally, socially, creatively and cognitively through integrated learning experiences in all curriculum areas. The early learning program promotes learning in a non threatening environment where everyone celebrates success.

GENERAL AIMS

1. To create a safe, inclusive environment to enhance development of relationships with peers and adults.
2. To promote the physical, emotional, social and cognitive development of the child by providing opportunities and resources to meet these needs.
3. To develop a strong sense of creative expression.
4. To develop independence.
5. To encourage parent interest, involvement and understanding of Kindergarten education.
6. To equip the child with the skills to enable a smooth transition from home to Kindergarten to school.
7. To develop each child’s sense of self worth.
WHAT WILL YOUR CHILD DO?
Your child will play. The teaching and learning pathways at Kindergarten are interwoven through child directed play and learning, guided play and learning and adult led learning. This mix of freedom, guidance and direction is the bedrock for early literacy and numeracy.

Play is a context for learning that:
- Allows for the expression of personality and uniqueness
- Enhances dispositions such as curiosity and creativity
- Enables children to make connections between prior experiences and new learning
- Assists children to develop relationships and concepts
- Stimulates a sense of wellbeing

Children actively construct their own understandings and contribute to others’ learning. They recognise their capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning.

YOUR CHILD WILL LEARN TO:
- Observe, question and organise his/her thinking about the world
- Lengthen his/her concentration
- Express him/herself in speech, music, drama and art work
- Be independent
- Be responsible for his/her actions and belongings
- Be self confident and know he/she is a worthwhile person
- Be confident in a large group
- Respect the feelings, ideas and property of others
- Develop self discipline and follow rules
- Communicate with peers and adults.

AT HOME
You can help your child to become independent by:

- Taking themselves to the toilet
- Washing and drying their own hands and face
- Blowing their own nose
- Removing and replacing their jumpers and shoes and socks
- Knowing their full name (and address if possible)
- Recognising their own belongings
- Being responsible for own belongings eg. Carry own bag to and from the car
- Ensuring adequate sleep (11-12 hours per night)
- If your child is ready to write his/her own name, please teach them using capital and small letters for example Jasper. Correct lower case letter formation is important.

CONCLUSION
It is our aim that the Kindy year will be an enjoyable and enriching experience that will establish positive attitudes towards learning which will last throughout the child’s schooling. We look forward to watching each child grow and achieve to their full potential.