

ST PETER'S



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PRIMARY SCHOOL, INGLEWOOD



2024 KINDERGARTEN

ST PETER'S



VISION STATEMENT

Our vision is a community where students graduate as successful learners today, and are prepared for tomorrow with a strong faith and the values of TRUST, RESPECT, UNITY and EXCELLENCE.

KINDERGARTEN CURRICULUM

At St Peter's we are guided by the Early Years Learning Framework (being, Belonging, Becoming) in conjunction with the Western Australian Kindergarten Guidelines. There are five key learning areas:

Identity

Children will be encouraged to act with increasing autonomy and inter dependence whilst feeling safe, secure, accepted and supported. They will build knowledge and confidence in their self-identities whilst being encouraged to interact with care, empathy and respect towards others.

Connecting and Contributing

Children will work together to develop their skills for communication and inquiry in relation to themselves and their world. They will learn to explore diversity and respond with respect towards people and the environment.

Wellbeing

Children will become strong in their social and emotional wellbeing whilst becoming increasingly more responsible for their own health and physical wellbeing.

Learning and Thinking

Children will develop a positive disposition for learning and in doing so develop a range of skills and processes for learning and thinking. They will engage in creative and inventive ways of thinking whilst extending numeracy in a personally meaningful way.

Communicating

Children will interact verbally and non-verbally with others for a range of purposes whilst extending their literacy practices in a personally meaningful way. They will understand how symbols and patterns work and express their ideas and make meaning using a range of media. Children will explore resources, tools and information communication technologies to represent ideas and their thinking.

IMPORTANCE OF PLAY

Play is important because it is the child's 'work'. Play is a cornerstone of a child's development. Through play, children learn to explore, discover and make sense of the world around them. It's a natural way for them to develop their cognitive, social and emotional skills while having fun. Play nurtures creativity, problem-solving abilities and critical thinking, setting the stage for future learning and success in school. It also helps children build confidence, develop communication skills and learn how to collaborate with others.

Children can play alone or with other children. In the first years of life the 'wiring' of a child's brain is very important as it is this 'wiring' that builds the basic capabilities of the brain. In Kindergarten the children will be exposed and introduced to many varying play experiences.

During play, children put into action and practise the skills they have learnt. A great deal of our time is spent engaging in purposeful, educational play.

Our Kindergarten embraces play as a fundamental aspect of the learning process, creating a joyful environment where your child can grow, learn and flourish. By encouraging play, we're fostering a love for learning that will benefit your child now and in the years to come.



CLASSROOM CULTURE AND BEHAVIOUR SUPPORT

Our school vision is a community where students graduate from St Peter's as successful learners today and are prepared for tomorrow with a strong faith and core values of Trust, Respect, Unity and Excellence. Restorative Practices informs a positive and formative approach to student behaviour support. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. There are four core values which underpin our school community which are closely aligned with our classroom rules.

Trust – having faith and belief in God, family, yourself and others

Respect – treating people and places with care and consideration





Unity – working together as a team to achieve a common goal

Excellence – striving to be your best and create opportunities to achieve success.


Our Behaviour Support Policy emphasises and acknowledges positive behaviours and includes actions/consequences that are fair, reasonable and age appropriate. Teachers will refer to age-appropriate posters, displayed in the classroom to guide student's behaviour. For further information on our whole school Behaviour Support Policy, please refer to the school website.

ZONES OF REGULATION

Embedded in our Behaviour Support Policy is the Zones of Regulation program. This is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four coloured zones. The Zones of Regulation framework provides strategies to teach children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to solve conflicts. For further information please refer to the Zones of Regulation website.

<p>REMINDER</p> <p>LEVEL 1</p> <p>MINOR BEHAVIOURS WHICH ARE DISRUPTIVE, DISRESPECTFUL, DESTRUCTIVE, DISENGAGED BEHAVIOURS.</p> 	<p>LET'S CHAT</p> <p>LEVEL 2</p> <p>REPEATED MINOR BEHAVIOURS (MAXIMUM 3 TIMES)</p>  <p>POSSIBLE ACTIONS</p> <ul style="list-style-type: none"> • Initiate individual Classroom Support Strategy • Inform parent via email and recorded on SCOTB by teacher involved. 	<p>THINK & REFLECT</p> <p>LEVEL 3</p> <p>BEHAVIOURS WHICH IMPACT UPON THE PHYSICAL, EMOTIONAL, PSYCHOLOGICAL SAFETY OF SELF, STUDENTS AND SURROUNDINGS</p> <p>OR</p> <p>MINOR BEHAVIOURS THAT HAVE BEEN ONGOING AND REPEATED MORE THAN 3 TIMES.</p>  <p>POSSIBLE ACTIONS</p> <ul style="list-style-type: none"> • Distribute conference with an adult to complete 'My Zone' Reflection Sheet • Contact the parents and arrange a meeting to share 'My Zone' Reflection Sheet with Assisted Principal • Contact the Social Worker if required. 	<p>TIME FOR A CHANGE</p> <p>LEVEL 4</p> <p>REPEATED MAJOR BEHAVIOURS WHICH SIGNIFICANTLY IMPACT UPON THE PHYSICAL, EMOTIONAL, PSYCHOLOGICAL SAFETY OF SELF, STUDENTS AND SURROUNDINGS.</p>  <p>POSSIBLE ACTIONS</p> <ul style="list-style-type: none"> • Contact parents via telephone • Follow up by email the outcome of phone discussion • Ensure that the Parents are called in for a school meeting by the Principal/PA • Consider external assessment/support • Ensure that the consequences from this meeting are developed and shared with the parents, student and classroom teacher.
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RED ZONE




UPSET, ANGRY, MAD, OR FRUSTRATED

I Can:

- stop what I am doing
- take a break
- squeeze a stress ball
- take deep breaths
- talk to an adult

YELLOW ZONE




WORRIED, EXCITED, WIGGLY, OR SILLY

I Can:

- take deep breaths
- count to ten
- look at calming books
- do wall push-ups
- move to a comfortable spot

GREEN ZONE




HAPPY, CALM, FOCUSED, AND READY

I Can:

- cooperate with others
- feel comfortable
- follow directions
- do my work
- help others

BLUE ZONE



SAD, BORED, TIRED, SICK, OR LAZY

I Can:

- take a break
- do a breathing exercise
- look at calming books
- close my eyes and rest
- take a stretch break

SOCIAL & EMOTIONAL PROGRAM

The Keeping Safe: Child Protection Curriculum forms part of our Early Childhood social and emotional program. This program complements our Kindergarten Religious Education Guidelines “Let the Children Come”.

All children and young people have a right to:

- Be treated with respect and to be protected from harm;
- Feel and be safe in their interactions with adults, other children and young people;
- Understand as early as possible what is meant by feeling and being safe; and
- Receive the support of counsellors or staff in their education or care setting who are responsible for their safety and wellbeing.

Source: Child Protection in Schools, Early Childhood Education and Care Services Policy (2011).

The Keeping Safe: Child Protection Curriculum teaches all children from a young age, in an age appropriate way, to recognise abuse and tell a trusted adult about it. It helps them understand what is appropriate and inappropriate touching and outlines ways they can keep themselves safe.

In Kindergarten, we look at the following four areas:

- Right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

Kimochis is a social and emotional program that is built around sound research and theories of child development. It is a highly engaging program where children quickly connect with a range of characters and feelings to improve a child’s overall wellbeing.

TIPS TO HELP YOU AND YOUR CHILD TRANSITION INTO KINDY

Practical preparations for starting school

It’s a good idea to have uniforms, lunch boxes and bags ready:

- Get your child to try on his/her uniform and shoes before the first day, just to make sure everything fits. It’s a good idea to have your child wear new school shoes for a few days before school starts and practise doing up laces or buckles.
- Choose a lunch box and drink bottle that has an easy-to-open lid. Your child can practise using the lunch box at preschool, or during a picnic lunch at home or in the park.
- Make sure your child has enough healthy food for both recess and lunch.
- Find out whether your child needs any other items for school – for example, hat, library bag.
- Make sure your child’s name is clearly marked on all his/her individual belongings.



Managing feelings about starting school

Starting school can be a big change for your child, and they might feel a bit anxious as well as excited. Letting your child know that you think they'll go well at school can help them feel positive. Here are ideas for managing mixed feelings:

- Try to organise playdates with other children before the first day of school. It can help if your child knows another child going to the same school before school starts.
- Give your child plenty of love and support. Be excited and enthusiastic about your child starting school. This sends your child the positive message that school is exciting and that he/she will cope and have fun.
- If the topic of school comes up during everyday activities with your child, use this as an opportunity to start a conversation. But follow your child's lead – too much talk about school might make your child feel more anxious.
- Read a children's book about starting school with your child. Reading books about school together can help you talk with your child about their feelings. You could try *Starting School* by Janet and Allen Ahlberg, or *Starting School* by Jane Godwin and Anna Walker.
- Try to see your child off to school with a happy and confident goodbye – and plan something nice for yourself too, like coffee with a friend. Even if you're feeling sad or worried, it can help to keep these feelings from your child.
- When your child starts school, it's a big change in your family life. It's normal if you feel a little worried or sad too. Sometimes it helps to talk with other parents about how you're feeling. Other parents might also have helpful tips for preparing and starting school.

Starting school: the early weeks

Your child might need some support when school starts. Here are some simple things you can do to help these first few weeks go smoothly:

- Try to drop off your child at school before the bell goes in the morning. Also pick your child up on time. If you're late, it could make your child feel very anxious.
- If your child is worried about being separated from you, look for ways to distract your child at school drop-off. For example, you could try meeting a friend at the gate or walking to school with another child and parent.
- Make after-school time a bit special, with a snack and time for you and your child to chat.
- Be patient if your child wants to blurt out every little detail about school, or clams up completely. You could try saying something like, 'Tell me one good thing about your day', rather than asking a lot of questions.
- Be flexible with snacks and meals. Your child will probably be very hungry after school. If you give your child a small, healthy snack straight after school, it'll help to keep him/her going until dinner.
- Don't expect too much academic progress too soon. If your child is happy and seems to be enjoying school, that's a real achievement. The rest will come later.
- Remember that it's common for children to play with many different children and also to play on their own sometimes. It takes a while before they settle into a group of friends.
- If your child doesn't seem to be settling well, or tells you about teasing or bullying, speak to his/her classroom teacher.
- Some children might be tired after school for the first few weeks. Other children might still have the energy for after-school activities. Depending on your child's energy levels after school, you might want to let your child rest and play at home for a few weeks until you think they're ready for playdates and after-school activities.

Source: raisingchildren.net.au the Australian parenting website

KINDY DAYS & CLASSROOMS

Kindergarten Blue (Monday, Tuesday, Thursday)

Room: Kindy Room 1

Kindergarten Maroon (Monday, Wednesday, Thursday)

Room: Kindy Room 2

Kindergarten White (Tuesday, Wednesday, Friday)

Room for Tuesday & Friday: Kindy Room 2

Room for Wednesday: Kindy Room 1



GETTING STARTED IN KINDY

In Weeks One and Two of Term One, Kindy will commence with a staggered intake.

Week 1

Please refer to the staggered intake timetable provided.

Week 2

The whole class will attend on their allocated Kindy days from 8.30am to 1.30pm. Please bring your child's backpack with his/her school hat, water bottle, recess, lunch and spare change of school clothes

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindy Room 1	Kindy Blue	Kindy Blue	Kindy White	Kindy Blue	
Kindy Room 2	Kindy Maroon	Kindy White	Kindy Maroon	Kindy Maroon	Kindy White

Week 3 Onwards

The whole class will attend on their allocated Kindy days from 8.30am to 2.45pm. Please bring your child's backpack with his/her school hat, water bottle, crunch & sip, recess, lunch and spare change of school clothes.



DROP OFF & PICK UP

The regular Kindy days commence at 8.30am and conclude at 2.45pm.

It is very important that your child is punctual in the morning. Your promptness is greatly appreciated as this helps your child to carry-out the Kindy morning routines and smoothly transition into the classroom.

Every morning, children are encouraged to place their water bottle in the water trolley, their 'crunch' in the labelled container/ trolley and their school bag on their allocated bag hook.

Children will place their maroon homework folder in the appropriate tub at the start of the week. At the end of the week, the Homework folder will be on the table outside of the classroom. Please collect the homework folder and empty the contents before returning the following week.

If your child becomes distressed when leaving, please let one of the staff know so that we can assist. Children generally settle quickly once you have gone. In extreme cases, we will contact you if your child doesn't settle.

If your child arrives to school after 8.45am, they will be asked to Sign In at the Administration Office and they will transition back to the classroom with a Late Arrivals Card. This card will inform the teacher that the student has been accounted for through the daily roll count.

In the interest of your child's safety, please collect your child from the Kindy classroom. No child will be permitted to leave until a parent/caregiver is present. If you have made alternative arrangements to collect your child, please write in the 'Communication Book' that is located near the classroom door.

If parent/guardian are dropping or collecting their child from the classroom, they are asked to wait outside with their child until the classroom door is opened at 8.30am. **No children are permitted to play with, or on, the outdoor equipment before or after school as they are not covered by the school's insurance, if they are injured.**

Please be punctual when picking up your child as some children can become distressed. If your child has not been picked up by 3pm, your child will be taken to the school office for collection.

Parents without older siblings are asked to move promptly from the school grounds to alleviate traffic congestion.

WHAT YOUR CHILD MUST BRING EACH DAY

- ⇒ **St Peter's School Backpack.** Please have your child's backpack clearly labelled with your child's name. Having a distinctive bag tag could be beneficial for your child when needing to find their backpack.
- ⇒ **A spare change of labelled school clothing** in case of accidents or wet play. These clothes are to be kept in your child's backpack. Please ensure spare clothes are appropriate to the season. Spare clothes do not need to be a school uniform. Please include underwear and socks.
- ⇒ **St Peter's School Hat.** Hats must be clearly labelled and worn for all outdoor play times. We use 'no hat, no play' as a school-wide policy.
- ⇒ **School Homework Bag.** This bag will be sent home at the end of each week with your child's work or school notes.
- ⇒ **Library Bag** on your child's allocated library day. A waterproof St Peter's Library Bag is optional and can be purchased from Uniform Concepts in Inglewood.
- ⇒ **Crunch & Sip.** Please have a separate container filled with fruit or vegetables only.
- ⇒ A **lunchbox** containing your child's recess and lunch.
- ⇒ A **water bottle** that is clearly labelled with your child's name.



DAY TO DAY IN KINDY

Our learning environment provides opportunities for children to be actively engaged in play-based experiences. These experiences encourage the children to inquire, explore, use and manipulate construction and materials. Embedded in these play-based experiences are literacy and numeracy knowledge and skills for the children to discover.

In Kindy we aim to:

- Strengthen the children's sense of identity by role-playing and assisting to initiate and join in play, working collaboratively with others and showing curiosity.
- Deepen the children's sense of belonging and comfort in the Kindy environment, explore new ideas and participate in group activities.
- Display how to make good choices regularly, participate in sensory play and complete most activities independently.
- Encourage children to share their ideas to initiate play, persevere to complete difficult tasks and uses their imagination to explore ideas.
- Demonstrate how to speak with others and communicate their ideas.



Children will have opportunities to explore and learn indoors and outdoors with a variety of experiences.

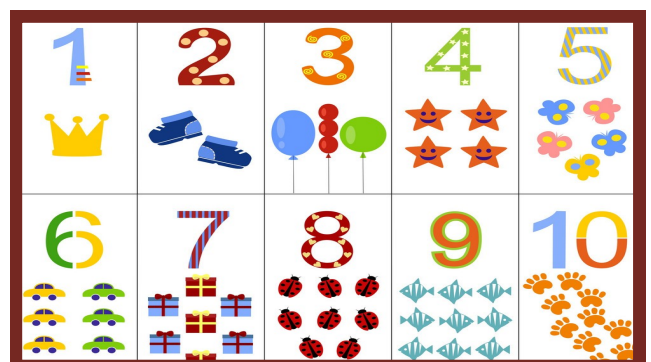
The children will participate in mat sessions where they have the opportunity to share and build community through greetings, prayers, discussions, stories, phonemic awareness activities, math activities and songs.

The indoor learning experiences are centred around play-based learning such as inquiry and exploration tables, construction, puzzles, dramatic play, reading area, craft area, music, writing, games, cutting, gluing, painting, drawing, colouring and sorting.

The outdoor learning experiences are centred around play-based learning where the children can explore using loose parts, interact with nature. They have opportunities to develop their gross motor movement skills through equipment and obstacle courses, sand and water play.

Some more specific examples of Fine Motor, Literacy and Numeracy skills that are developed in Kindy are:

- Using writing tools with control.
- Holding scissors correctly, cutting along a line using an open/close motion and using their helping hand.
- Recognising and writing their own name.
- Hearing syllables in simple words.
- Using the PLD Diana Rigg Program to hear and identify letter sounds.
- Retelling simple stories and predicting what might happen next in a simple story.
- Counting to 10, recognising numbers to 10 and making collections to 10.
- Copy and creating patterns.
- Identifying simple shapes.
- Ordering and describing objects according to size.
- Identifying and using positional language.



ATTENDANCE

Children benefit from being punctual to school. Children who arrive late on a regular basis can become distressed and find it challenging to settle easily.

Children must remain with their parents until the classroom doors are opened at 8.30am.

Please advise the School Office before 9am if your child will be absent or late. You are able to do this by:

- ⇒ Telephone the Absentee Line: 9338 9901
- ⇒ Email: absenteestpeters@cewa.edu.au
- ⇒ Completing the Absentee Form on the school website

If your child is taking an extended leave of absence, please refer to the school website where you must complete the appropriate form. This form must be given to your child's classroom teacher to sign before approval.

ROSTER ADVICE

Having our parents in the Kindergarten classroom can be a very exciting time for our students and families. It is a great way to have a sense of belonging in our classroom and extends our relationships in our school community.

If you would like to volunteer your time, please write your name on the Parent Roster posted outside of the classroom.

Before you start on your rostered day, you will need to sign in at the front office before entering the classroom.

During your volunteer time, you will be given numerous jobs to assist within the classroom. You may be given jobs such as: cutting, gluing, organizing library books & bags, putting student's work in their homework folders, cleaning tables & paint pots or even painting, etc.

We also request that you provide the confidentially, support, and equal treatment for all children that you would expect for your own child/ren.

We ask that you are not active on your mobile devise during parents roster, this includes taking photos of your child/other children.



CODE OF CONDUCT

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students, parents and staff. The Code applies to staff, students, volunteers, parents and guardians as applicable.

To view the Parent Code of Conduct and Student Code of Conduct, please refer to the documents on our school website:

<https://www.stpeters.wa.edu.au/policies-and-procedures>

SPEECH SCREEN

St Peter's has an Early Intervention Program to screen Kindy children. Speech Therapists come on-site to provide a speech and language screen.

The information gained from the speech and language screen is a valuable resource. The class profiles assist teachers to form targeted programs, focusing on areas of weakness through specific, planned and meaningful play-based games and activities. Play is used as a medium to support and strengthen your child's development. Regardless of individual children's needs, the services provided are of benefit to everyone.

Teachers and parents will have the opportunity to discuss the speech and language profile results. The screen provides teachers with a profile of their students' strengths and weaknesses. The overall outcome is enhancing the learning of each student and the whole class.

RECESS & LUNCH



We recommend children are provided with fruit and/or vegetables for recess and a healthy lunch.

At recess, the Kindy children are encouraged to eat their fruit and vegetables first and then move onto an additional snack. At lunch, they are encouraged to eat their substantial items first and then move onto an additional snack. This substantial item could be a sandwich, roll, sushi, etc.

We ask that no other snacks such as lollies or chocolates are provided.

Due to a number of allergies and anaphylactic children, any foods that contain nuts or traces of nuts are to be avoided. Other items may be added to this list, depending on other potential allergies that could impact the children attending Kindy.

Please ensure that your child's lunchbox and non-breakable water bottle is clearly labelled.

Children will be reminded not to share food at any time.

CRUNCH & SIP

Every day the students are given a short amount of time to have a quick snack prior to recess. Please pack your child's fruit and/or vegetables in a separate container for their Crunch & Sip. Please note that we only have fruit and vegetables during this time.

TOILETING

It is an expectation that all Kindy children are able to use the toilet independently. Parents are asked to speak with the Kindy teacher if special toileting provisions need to be implemented.

We acknowledge that accidents may happen. Please ensure that a spare change of clothes are left in your child's school backpack. If your child has a medical condition in this regard, please notify your child's classroom teacher know.

TOYS

We ask that students do not bring their toys from home as they are easily lost or broken.

CLOTHING

It is compulsory for all Kindy children to wear the St Peter's School Sports Uniform.

Children are required to wear:

- ⇒ **School Sports Uniform:** St Peter's faction sport polo top, St Peter's maroon sports shorts/skirt, St Peter's tracksuit top and St Peter's tracksuit pants.
- ⇒ **Footwear:** Closed sandals or sport shoes. We encourage you to provide your child with shoes that they can actively move in. Shoes with Velcro tabs are ideal for this age group as it encourages independence.
- ⇒ **St Peter's School hat.**

Uniforms are to be purchased from 'Uniform Concepts Inglewood Superstore' which is located at 834 Beaufort Street, Inglewood.

Please ensure ALL your child's clothes and belonging are clearly labelled with his/her name.

BIRTHDAYS

Birthdays are very special to all children and we like to celebrate their special day in Kindy.

If you wish to supply a treat for all the children to celebrate your child's birthday, please supply wrapped confectionery (lollies or lollipops). This confectionery must be a pre-packaged, store-bought item.

Any lollies that contain nuts or traces of nuts are to be avoided.

MEDICATION

Any medication that needs to be administered by the staff during school hours must be given to the teacher. It is school policy that no medication may be kept in a child's bag. Parents must fill out a medication form and label the medication clearly with their child's name. This form is kept as a written record. The ONLY medication we can administer to the children are doctor prescribed medicines.

We can assist your child in using medication such as Ventolin and asthma preventatives.



SLIP, SLOP, SLAP

Parents—you are encouraged to apply sunscreen to your child before leaving home or at the start of every Kindy day.

Sunscreen is provided outside your child's classroom for your child to reapply throughout the day.

We encourage the children to reapply sunscreen throughout the day.

HEALTH AND ILLNESS

For the wellbeing of all students, staff and the community, **we ask that you keep your child at home if he/she is unwell.**

If your child is unwell with any infectious or communicable diseases, please contact the school office on 9338 9900. The school office will then notify the Kindergarten cohort via SMS.

Sharing the information on infections or communicable disease is to protect the community, and your child's personal details will be kept confidential regarding this matter.



PARENT/TEACHER INTERVIEWS

If you wish to discuss a matter with your child's teacher, please make an appointment as discussions during school time are not appropriate. Remember, when the classroom doors are opened in the morning, it is the teacher's time to settle your children and prepare them for the day, so only incidental information for the day can be discussed.

- ⇒ **Term 1** - Parent/Teacher Interview for all Students
- ⇒ **Term 3** - Speech Interviews for Students who have Speech Recommendations
- ⇒ **Term 4** - Kindergarten Developmental Profile for all students

COMMUNICATION

School Newsletter

The St Peter's Newsletter and News Posts about what's happening around the school are published on the school website. In order for your family to be informed, please subscribe by going to the homepage of the school website (stpeters.wa.edu.au).

Please note that the newsletter is published fortnightly (every odd Friday of the term).

Seesaw

Seesaw is a learning app which connects teachers, students and families, enabling us to trace and track progress. *"Seesaw sparks meaningful student engagement by combining student portfolios, an activity library for teachers, and family communication."*

Seesaw enables the teacher to create, reflect, share and collaborate student work and progress. The app allows us to showcase their learning through photos, videos, drawings and links. It is a digital portfolio of student work stored in one place and shared with families. The interactive nature of the app means that it is easy to give and receive feedback.

A Parent Information Sheet will be uploaded weekly through the Seesaw App (log-in details and QR Code will be provided when you commence Kindy).

CLASSROOM NEWS

Classroom News is sent out weekly, through the Seesaw App.



WISH LIST

During the year, we will have a 'Wish List' of items that are needed for Kindy.

If you are able to donate any items on the Wish List, it would be greatly appreciated.

WHEN WILL MY CHILD READ?

Children will learn to read, but first they need to...

- **Rhyme** - Children need to recognise the sounds that letters make before they can read.
- **Track** - Children need to follow objects with their eyes to read.
- **Look at Books** - Children need to be interested in words and books to read.
- **Talk** - Children need an extensive vocabulary to understand what I read.
- **Do Puzzles** - Children need to differentiate size, shapes, lines and directions to read.
- **Build** - Children need to use their fingers and hand independently to hold books and turn pages.

Reading is a process... before we read, we need to rhyme so we can recognise the sounds that letters make, look at books so we become interested in words and books, track by following objects with our eyes, talk to build-up our vocabulary and develop understandings, build and complete puzzles to help us follow lines and directions, and use our hands independently, which will help to hold books and turn pages.

...and they need someone to read to them every day!

ST PETER'S PARISH

All our St Peter's families are invited to join the St Peter the Apostle Parish Community, and the Catechists invite your family to join a weekend Mass.

A Children's Liturgy Program is available at the 8.30am Mass during the school term. This program includes children ages 4-9 years, to participate in prayers, drawings, craft, drama, songs and games based on the Gospel readings.

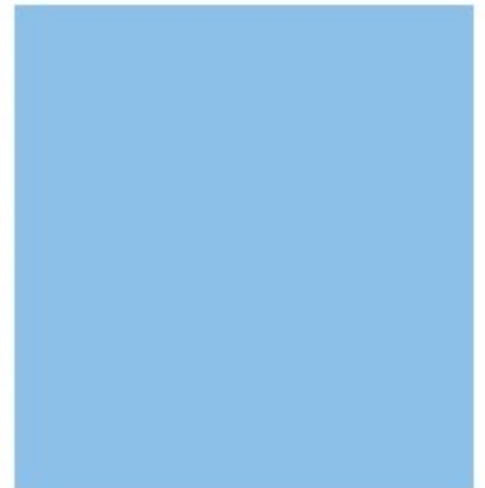
Weekend Mass Times at St Peter the Apostle Parish

- ⇒ Saturday 6pm
- ⇒ Sunday 8.30am
- ⇒ Sunday 10am
- ⇒ Sunday 5pm



“PLAY IS A CHILD’S WORK”

A learning environment that focuses on the development of the whole child, providing the opportunity to explore and learn to understand the world through play.



EARLY LEARNING AND CARE IN CATHOLIC SETTINGS

- Catholic Education provides a comprehensive education and care choice for families
- Long day care, three year old programs, playgroups and outside school hours care are offered on many school sites as well as kindergarten in all our primary and composite schools
- Catholic schools and care settings nurture relationships based on Gospel values
- Our educators recognise and celebrate families as the child's first and foremost educator
- Early years programs offer opportunities to explore, imagine, investigate and engage with the joy and mystery of our created Universe
- Catholic education values diversity, embracing cultures and communities central to children's lives and learning



CATHOLIC EDUCATION
WESTERN AUSTRALIA





Catholic Education WA provides families with a genuine choice in education and care by providing access to holistic, values based programs and pastoral care for children from birth to year 12.

Our schools and child care settings, including outside school hours care, cherish each child as a special miracle and provide opportunities for them to engage in meaningful experiences for successful, creative, life long learning.

We acknowledge that families are the most powerful influence on children's lives and that learning outcomes are most likely to be achieved when educators work in partnership with families. Our schools and child care settings support parents in their important role as the first educators of their children.

"...the Catholic system recognise the benefits for children and families feeling welcome and valued..."

Relationships the key

Early childhood educators in Catholic schools recognise that warm and respectful relationships with familiar adults are fundamental to children's learning and development. Educators acknowledge the benefits for children and families of feeling welcome and valued in their early childhood setting and work hard to ensure these relationships are formed and maintained.

Professor of Child Health and Development at the Harvard School of Public Health and Graduate School of Education, Dr Jack Shonkoff (2002) indicates:

'We have some amazingly compelling neuroscience that shows us how... the quality of the relationships that children have with the important people in their lives, the interactions and the feelings that go with those relationships, actually influence the emerging architecture of the brain. They sculpt the wiring of the brain'.

In Catholic Education we believe children...

- Are creative and independent thinkers, great problem solvers, communicators and thinkers who learn and grow through play
- Are strong, competent and unique

- Develop strong attachments to those who care for them
- Should be encouraged to develop a positive image of themselves and others
- Are a precious gift from God





Brain development

Catholic schools and early learning and care settings provide quality programs based on an understanding of current brain development and early years research.

We know that the early years are when brain development is most active. At this time, all children's experiences – physical, cognitive, linguistic, religious, spiritual, social and emotional- are critical, as they impact on learning and later outcomes in life.

'The early years... have the most important influence of anytime in the life cycle on brain development and subsequent learning, behaviour and health' (McCain & Mustard, 1999).

Children have a natural curiosity and desire to learn. Child development experts indicate that children in the early years learn most effectively through play based experiences. It is through these experiences that children make sense of their world, as they engage with others and the environment.

Learning through play

The early childhood programs in Catholic education involve learning that is a balance of intentional teaching and play based learning, that provide children with opportunities to explore, discover, imagine and engage in purposeful and meaningful experiences.

'Children who engage in quality play experiences are more likely to have well-developed memory skills, language development and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning' (Bodrova & Leong, 2005).

"Children have a natural curiosity and desire to learn."

In Catholic Education we believe families and communities...

- Are the first and most influential educators
- Are valuable and are central to the children's lives and their learning

- Should be respected and actively encouraged to collaborate
- Are rich and diverse





Early Years Learning Framework

Catholic early childhood educators design learning programs that 'capture the integrated and complex learning and development of all children' by pursuing 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

The Early Years Learning Framework is implemented in Catholic schools and care settings in conjunction with the Western Australian Curriculum Framework and Western Australian Kindergarten Curriculum within the context of a distinctive Catholic program which aims to develop children as followers of Jesus in today's world.

"...learning programs that 'capture the integrated and complex learning and development of all children'..."

Acknowledging diversity

The rich and diverse communities of which the children are a part are valued and understood as central to their lives and learning. Catholic early educators respect the history, culture, language and traditions of families and communities and see learning in a social context built on collaboration and community participation.

In Catholic Education we believe educators...

- Are deliberate, purposeful and reflective in their planning, documenting and evaluating of children's learning
- Provide holistic learning based on child development and early years pedagogy

- Respect the history, culture, language and traditions of families and communities and see learning in a social context built on collaboration and community participation
- Work closely with primary caregivers to ensure that strong attachments are formed



STUDENT CODE OF CONDUCT

*I take pride in myself
and the school environment
I am kind, caring
and treat others fairly
I meet and greet others
with manners and respect*

*I make others feel included
I co-operate with others
I join others showing
reverence to God*



*I am honest and responsible
I am trustworthy and
supportive of others
I trust in God's path*

*I strive to be the best I can be
I persist through challenges
I persevere to achieve success*

ST PETER'S



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