



St Peter's Primary School
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♥ Welcome to Kindergarten



2022 KINDERGARTEN PARENT INFORMATION BOOKLET

"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.

Our School Prayer



Help us Lord in every way,
to work our best
throughout the day.
Help us Lord to think of others,
through the guidance of
Mary our Mother.
Thank you for our caring friends,
whose friendship with us
never ends.
Thank you Jesus for dying for us.
We Love you Lord Jesus.

St Peter...Pray for us.
Amen

EARLY CHILDHOOD PHILOSOPHY

St Peter's Primary School Early Years philosophy is based on the Early Years Learning Framework 'Belonging, Being and Becoming', the Australian Curriculum, Western Australian Curriculum, Kindergarten Guidelines and Religious Education Guidelines. We endeavor to reflect the principles of the Early Years Learning Framework and our school values of Trust, Respect, Unity and Excellence (TRUE) in our educational practice.

Our school is staffed by professional Early Childhood Educators who are members of the Teachers Registration Board of Western Australian. As a team, we ensure that children in our school are provided with the highest quality of care and education through the combination of planned programming, staff commitment and continued staff professional development.

Early childhood is a critically important phase in children's learning and development; our focus is to develop the whole child by providing an environment in which children feel they belong through a safe, secure, nurturing and stimulating environment. The Early Years program nurtures the growth and development of each child - spiritually, socially, emotionally, cognitively and morally. The program acknowledges the values and beliefs of our children and an awareness of their differences and diversities.

We believe in the importance of 'learning through play', providing play based experiences that enhance and enrich decision making skills, self-esteem and self-confidence, a sense of responsibility, resilience, good citizenship and respect for others.

Our Early Years program has strong emphasis on high-quality literacy and numeracy practices. This is achieved through explicit teaching and the development of critical and creative thinking strategies to support the progress of students' achievements in these areas. Providing a differentiated curriculum ensures we cater for the needs and capabilities of each child.

We acknowledge that parents are their child's first educators; our role is to support parents on their child's faith and educational journey through experiences that nurture and develop each child's sense of wonder and awe of God in their life and the world around them. We foster a strong partnership between home, parish, community and school. We invite parent involvement through class rosters, excursions/incursions and special events.

We believe our role as educators is to provide programs that encourage our children to become happy, confident, active and life-long learners who construct their own understanding and knowledge of the world.

Play means ...

exploring, talking, thinking,
trying, imagining, daydreaming,
inventing, risk taking, giving,
sharing, making choices,
working, relaxing, challenging,
turn taking, pausing, running,
skipping, jumping, shouting,
whispering, singing, making
friends, being yourself, being
someone else, role playing,
acting, caring, negotiating,
reading, writing, counting,
measuring, trying things out,
feeling, leading, following,
problem solving, storytelling,
building, laughing, smiling ...

learning.

KINDERGARTEN PROGRAM

Our program focuses on developing each child's spiritual, emotional, social, physical, cognitive and language skills using the Early Years Learning Framework. The framework describes childhood as a time of Belonging, Being and Becoming. 'As children participate in everyday life, they develop interests and construct their own identities and understandings of the world' (*The Early Years Learning Framework page 7*).

'Play is a vehicle for learning which involves a range of opportunities to explore, imagine, investigate and engage in purposeful and meaningful experiences. It is through play-based experiences that children make sense of their world, as they engage with others and their environment. These learning opportunities are child initiated, with peer interaction and negotiation by the child with educators and adults.' (CECWA Early Years Positional Statement)

Our learning environment provides opportunities for children to be actively engaged in construction, manipulation of materials, exploration and investigations of their environment, and interactions with peers and adults. Literacy and numeracy knowledge and skills are embedded in these play-based experiences.

We aim to provide a learning environment that enables children to initiate play-based learning experiences, and is supported by adults and other children.

Children are provided with the opportunity to learn through many activities, including the following :

1. Indoor Activities: Blocks, imaginative play, construction, drama, music, books, puzzles, writing, games, cutting, gluing, painting, drawing, modelling, tracing, colouring and sorting.
2. Mat Sessions: We introduce new topics related to a theme and children's interests, develop literacy and numeracy skills through discussion, encourage group participation, read stories, sing songs and rhymes.
3. Outdoor Activities: Gross motor movement through equipment and obstacle courses, sand and water play, theme-based boxes (cooking box, construction box) and games.

TEACHERS

BLUE *Teacher*—Mrs Rita Panebianco

MAROON *Teacher*—Mrs Cassandra Visser

WHITE *Teacher*—Mrs Cassandra Visser (Tuesday/Friday)
Mrs Mary Gibbons (Wednesday)



SESSION TIMES

There will be a staggered intake in Weeks One and Two.
Please refer to the **staggered intake timetable** included in your *Information for Kindy 2022* email.

The regular Kindy session times are 8.45am to 2.45pm (classroom doors open at 8.30am).

Kindy Blue	Monday	Room 1
	Tuesday	Room 1
	Thursday	Room 1

Kindy Maroon	Monday	Room 2
	Wednesday	Room 2
	Thursday	Room 2

Kindy White	Tuesday	Room 2
	Wednesday	Room 1
	Friday	Room 2

The fees for Kindy will be in accordance with the School Fees: Setting and Collection Policy.

WHAT YOUR CHILD NEEDS TO BRING EACH DAY

- St Peter's School Backpack (clearly marked with child's name).
- All children must have a spare change of clothing in case of accidents. These clothes are to be kept in the Backpack.
- School Hat ... **NO HAT, NO PLAY** (all year policy).
- School Homework Bag—sent home each week with your child's work, notes etc
- Library Bag—Uniform Concepts, Inglewood, stocks a waterproof St Peter's library Bag, which is optional.

CLOTHING

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

Children are required to wear :

- School Uniform—house/faction sports polo top, St Peter's maroon sports shorts/skirt, tracksuit top and pants.
- Footwear—closed sandals or sport shoes (shoes with velcro tabs are ideal for this age group—encouraging independence).
- School Hat.



Uniforms can be purchased from Uniform Concepts Inglewood Superstore, 834 Beaufort Street, Inglewood.

Please ensure ALL your child's clothes and belongings are labelled clearly with your child's name.

TOILETING EXPECTATION

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

We acknowledge that accidents may happen. Please ensure that a spare change of clothes is left in your child's school bag. If your child has a medical condition in this regard, please let us know.

PICKING-UP CHILDREN

- Please be **PUNCTUAL** as children often fret when parents are late. A reminder that Kindy finishes at 2.45pm.
- Due to safety reasons, children are to be dropped off and collected from the classroom door only.
- Parents without older siblings are asked to move promptly from the school grounds to alleviate traffic congestion.
- A drop-off/pick-up book is located inside the classroom door. Please make a brief note of who will be collecting your child that day, if not a parent or guardian.
- Please telephone if pick-up arrangements change due to an emergency.
- If you need to take your child out of school prior to 2.45pm, please email your classroom teacher in advance. You will need to sign your child out at the front office, and your child will be brought up to the front office for collection.



The Kindy/Pre Primary playground is OUT-OF-BOUNDS to all children before and after school.

The general school playground is OUT-OF-BOUNDS to all children before, during and after school.

ATTENDANCE

- Your child will benefit by being **PUNCTUAL** for each session. Children who arrive late on a regular basis are usually distressed and do not settle easily.
- Children arriving before the session are to remain with parents until classroom doors are opened at 8.30am.
- Please advise the School Office before 9am if your child will be absent or late (Absentee Line 9338 9901 or email absenteestpeters@cewa.edu.au).
- if your child arrives after 8.45am, please sign him/her in at the front office. Staff will take your child to his/her Kindy class.
- When your child returns to school, please provide a note to your class teacher, explaining the absence.

SLIP, SLOP, SLAP

Parents should apply sunscreen on their child before leaving home.

There will be sunscreen available for children to reapply.



FOOD AND DRINK

Children are to bring a piece of fruit and a healthy lunch. Lunch may only be a sandwich, roll, etc and a piece of fruit or some crackers. No other snacks (ie lollies, chocolates, muesli bars containing nuts, etc).



Due to the number of allergic and anaphylactic children, **please do not bring any foods containing nuts or traces of nuts.**

Other items may be added to the list if other food allergies impact on children attending Kindy

Lunch boxes must be clearly labelled.

Children are to be reminded NOT to share food.

Please send a (clearly labelled) non-breakable water bottle with your child each day.

WISH LIST

During the year we will have a 'Wish List' of items we need for Kindy.

A list will be displayed outside the Kindy rooms where you can nominate what you would like to donate.



PARENT INVOLVEMENT

Parents are encouraged to put their names down on the parent roster. CEWA Regulations state that family members—other than parents—are required to obtain a Volunteer's Working With Children Clearance from the Department of Community Development.



All helpers must sign-in at the front office prior to commencing any Kindy roster, and sign-out when leaving school grounds. Parent help and interest in Kindy activities is essential and an important part of the daily program.

Children love having a family member on class roster. As it is a special time for you and your child, **we do not have younger siblings on Kindy rosters as they are a distraction during Kindy sessions.** We welcome parents who can share their own particular talents, hobbies, occupations etc to make a visit special.

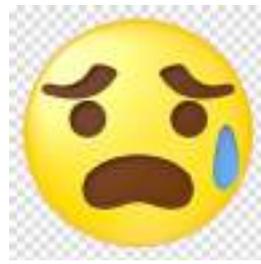
EARLY INTERVENTION PROGRAM

St Peter's has an Early Intervention Program to screen Kindy children. Bubbles Speech Pathology provides a speech and language screen as part of this program. This screening supports our Early Childhood philosophy and the aims of our Kindy and Pre Primary classrooms.

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.

If applicable, it would be appreciated if you would provide any reports from outside agencies (Speech, OT, Pediatricians, ENT, etc) regarding your child as this assists our teachers in ensuring that we provide the best support possible

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.



SEPARATION ANXIETY

All children have to learn to cope with temporary separations from their parents. Learning to be apart can be difficult for both parents and children.

Some of the children attending Kindy will be distressed when their parents leave, especially initially. This is called “separation anxiety” and is often displayed by four year olds. In some cases, the distress will re-emerge when the parent collects the child at the end of the day. This is because the sight of the parent has brought back the memory of being left. It can be a very distressing time for children, parents and teachers alike. Separation anxiety occurs because the child does not yet feel safe to be away from people they know and trust. Therefore it is important to quickly build that trust.

Trust can be built by showing the child that you, the parent, trust the staff and are comfortable in leaving them at school. Spend some time chatting with the staff while the child plays nearby. When the child sees you trust the staff, they will begin to trust them too.

Please be aware that the best way to handle separation anxiety is to remain positive and encouraging, and to alert the staff that your child will need some support. Then, kiss goodbye once, smile and say “Goodbye. Have a great day” and leave swiftly. If we don’t call you, that means your child has settled quickly. When you pick your child up at the end of the day, please be on time and celebrate the events of his/her day and help him/her to look forward to the next Kindergarten session.

Share information with the teachers about your child’s routines, rituals, fears and the sort of night he/she may have had. This means we will be well-armed with information about your child. Remember, separation anxiety is part of a normal four year old development. We will work closely with you to ensure that your child is given the best chance to settle at his/her own pace and in his/her own way.

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 we open our doors in the morning, it is our time to settle your children and prepare them for the day, so only incidental information for the day can be discussed.

There are also opportunities during the year for informal and formal interviews.

HEALTH

For the sake of your child and the health of others, please don't send children to school if they are sick.

In the case of infectious diseases, please ask about quarantine/exclusion periods.

Children with head lice cannot return to Kindy until appropriate treatment has been carried out in consultation with a pharmacist. If your child has head lice, please inform your classroom teacher so other parents can be advised to check their children's hair.



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.

TOYS

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

COMMUNICATION

A communication board is set-up outside the Kindy rooms and any notes, reminders or relevant information will be displayed and updated on a regular basis.



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*).

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. We can show what children have learnt and know 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. The teacher has to approve what is uploaded and shared, nothing is shared without teacher approval.

NEWSLETTER

St Peter's newsletter (fortnightly odd Friday) and News Posts about what's happening around the school are published on the website. Please subscribe at stpeters.wa.edu.au

Subscribe to our Blog via Email

Enter your email address to subscribe to this blog and receive notifications of new posts by email.

Join 595 other subscribers



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 the children to help celebrate your child's birthday, please bring in wrapped confectionary (lollies or lollipops). This confectionary must be store-bought.

(Sugary products, chocolates, nuts or nut products are **not** allowed.)

SOCIAL AND 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:

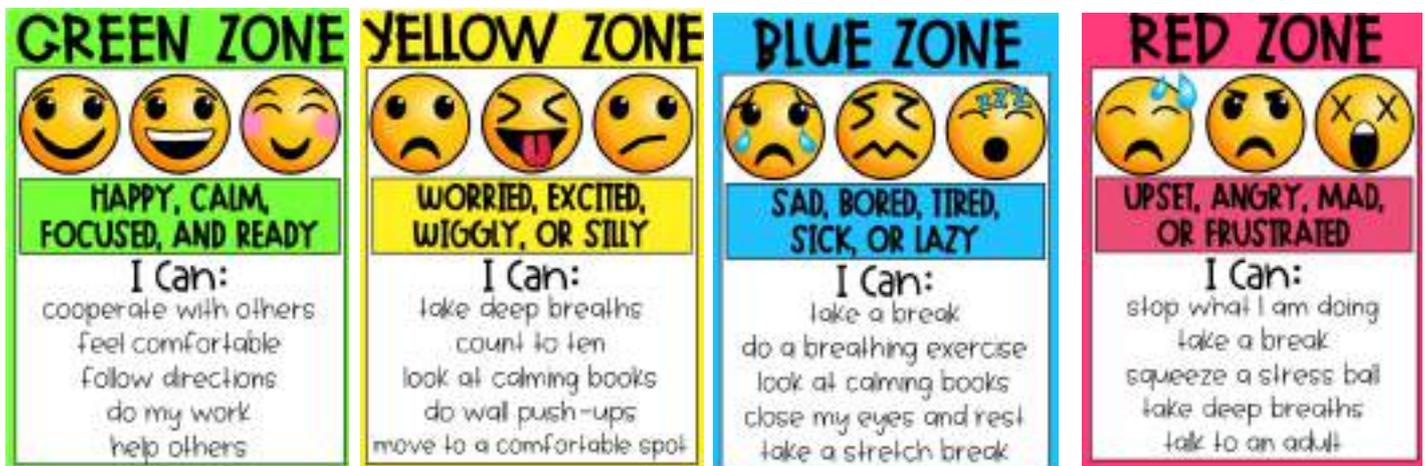
1. Right to be safe
2. Relationships
3. Recognising and reporting abuse
4. Protective strategies



THE ZONES OF REGULATION PROGRAM

As part of our Behaviour Support Program at St Peter's, the students will be participating in The Zones of Regulation Program. This program assists our students in gaining self-regulation skills and is defined as the best state-of-alertness of both the body and emotions for a specific situation.

The program is designed to help students recognise when they are in the different zones, as well as learn how to use strategies to change or stay in the zone they are in. Students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.



A critical aspect of this program is that everyone knows and understands The Zones language. This creates a comfortable and supportive environment for the children to practise their self-regulation skills. It also helps the children learn the skills more quickly and be more likely to apply them in many situations.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All the zones are expected at one time or another. The Zones of Regulation are intended to be neutral and not communicate judgment.

We will be using age-appropriate parts of this program and will integrate the program in our daily routines and as part of our Health and Wellness curriculum.

JUST Playing

(by Anita Wadley)



When I'm building the blocks,
please don't say I'm JUST Playing.
For, you see, I'm learning as I play; about balance and shapes.
Who knows, I may be an architect some day.

When I'm getting all dressed up, setting the table, caring for the
babies, don't get the idea I'm JUST Playing. For, you see, I'm
learning as I play. I may be a mother or a father some day.

When you see me up to my elbows in paint, or standing at an easel,
or moulding and shaping, please don't let me hear you say,
"she's JUST Playing". For, you see, I'm learning as I play, I'm expressing
myself and being creative. I may be an artist or inventor someday.

When you see me "reading" to an imaginary audience, please don't laugh
and think I'm JUST Playing. For, you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my
pockets with choice things I find, don't pass it off as JUST play. For, you
see, I'm learning as I play. I may be a scientist someday.

When you see me engrossed in a puzzle or some plaything at my school,
please don't feel the time is wasted in play. For, you see, I'm learning as I play.
I'm learning to solve problems and concentrate. I may be in business someday.

When you see me cooking or tasting foods, please don't think that because I
enjoy it, it is JUST Playing. For, you see, I'm learning as I play. I'm learning to
follow directions and see differences. I may be a cook someday.

When you see me learning to skip, hop, run and move my body, please don't say I'm
JUST Playing. For, you see, I'm learning as I play. I'm learning how my body works.
I may be a doctor, nurse or athlete someday.

When you ask me what I did at school today, and I say, I JUST PLAYED, please
don't misunderstand me. For, you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work.
I'm preparing for tomorrow.
Today, I'm a child and my work is play.