

Kindy Information



Welcome to Treendale Primary School

We are delighted to have your child with us and know they will be happy here. This brochure, in conjunction with the school handbook, will assist you and your child to settle and participate at Kindy this year. Whilst at school, children will develop early Literacy, Numeracy and social skills in a safe, friendly and exciting environment, where every day will bring new learning opportunities. They will play, discover, explore, build, paint and imagine.

How to get ready now for Kindy

Going to Kindy for the first time can be both exciting and daunting for parents and children. Sometimes it is harder for family members than children to say goodbye. There are some things you can do together to help make the transition to Kindy easier.

- Read stories with your child about starting school.
- Go past the school and chat about how they will soon be going there, the exciting things they will do and the friends they will make.
- Go shopping together to buy their lunchbox, drink bottle and school bag.
- Prepare your child's uniform, school bag and lunch together on the first day.
- Encourage your child to practice identifying their bag, opening and closing their lunchbox, and taking shoes off and on independently.

Helping children have a positive first experience at school is important because it helps shape the way they think about school in the future. Once school starts, be actively involved. Children love it when their family members come along to help at Kindy. Your ongoing support will help them build strong foundations for success at school. This will not commence until Term 2.



Kindy at Treendale

Children enrolled in Kindy at Treendale in 2022 will attend 2 full days every week commencing Monday 31st January (Monday & Wednesday groups) or Tuesday 1st February (Tuesday and Thursday groups) for all of Semester One. Then commencing Semester Two, every child will also attend Fridays each week.

The Kindy program at Treendale is structured this way to provide a gradual transition into full time schooling ready for Pre-Primary. For many students two days a week in a new environment is a big adjustment but as the year progresses they are ready to attend the additional day, which also brings with it the opportunity to meet a wider range of Kindy students and make more friends.

Start of the Day Routine

Children should not be on school grounds before 8.20am in the morning. In the event that children arrive prior to the classroom door opening at 8.40am we ask that parents supervise their children and ideally join the rest of the school in the covered area between the Library and Assembly Area. Children are not to play on the ECE (Early Childhood) equipment before school. This includes younger siblings. We ask that you please help us with this by keeping your children of the ECE environment before and after school.

Families and children are welcome in the classroom from 8.40am until approximately 8.50am. This will be flexible during Term 1. We encourage you to stay and participate in an activity with your child, however; we do ask that you leave when the bell sounds. We understand that your child may take time to separate from you; after all it is a big step for them, and you. In order to support students to transition well it is recommended that you develop a consistent morning routine and follow it each day. Structure and predictability help to ease young children's worries. When it's time say goodbye and leave; please trust that we will look after any uncertain or upset children, and if your child does not settle in a reasonable amount of time we will contact you. Please talk to us if you feel you need to discuss this further, as all children have different experiences and develop independence at different rates.

End of the Day Routine

Kindy finishes at 3pm Monday – Thursday and we ask that you are prompt when picking up your child. If someone else is going to be collecting them, please let either the office or classroom teacher know by note, phone, or Seesaw. Without this information we cannot release your child to other people. It is helpful if you ask any new adults picking up your child to introduce themselves to staff. Only siblings in Year 4 or above may pick-up their Kindy brother or sister, with prior parent consent.

Behaviour Management and Reteaching

In Kindy we prefer to encourage positive behaviours. Each classroom will have their own version of how this looks. Unfortunately, negative behaviours do occur. Children will be reminded of appropriate behaviours in these situations and given opportunities to improve said behaviours before they follow the school process of timeout, reflection (going to another class) or office. Parents will be informed of their child's inappropriate behaviours

Absences from Kindy

In the event that your child will be absent from Kindy please call the office on 97975100 or email Treendale.ps@education.wa.edu.au. Once enrolled it is a requirement that children attend as often as possible. However, we do ask that children who are unwell be kept at home. Regular school attendance helps build students familiarity with routines and develop relationships with staff and peers which means your child is more likely to feel comfortable and happy at school. Attendance lower than 70% in a term will be followed up by the Administration Team as this percentage is considered 'at risk'. In the event that your child arrives to school later than 9.00am you will need to sign your child in through the front office and collect a late slip which need to be passed onto the classroom teacher.

Birthdays

We love to celebrate birthdays! Please feel free to bring cupcakes (or similar) to help celebrate your child's special day. It is important that we are informed of any allergies or special diets (nut allergies, gluten intolerance etc) so we do not put any child at risk. If you choose to bring in cupcakes please ask your child's teacher if there are any allergies to be considered.



Crunch and Sip

Crunch and Sip is an important way to teach young children about the importance of healthy food and hydration. Please provide cut up fruit or vegetables in a separate container, this helps our children get their snack quickly and independently.

Recess

Each child brings their own individual recess, as we do not share. Please provide some fruit, vegetables or healthy alternatives in a separate container to their lunchbox, as this helps the children find their recess quickly. Please ensure fruit/vegetable is cut up if this is needed. Other healthy alternatives include: popcorn, crackers, cheese or dried fruit.

Lunches

Lunch is an important part of the Kindy day where appropriate healthy eating habits and manners are promoted and encouraged. We ask that you pack a healthy lunch for your child each day they attend Kindy. For the safety and health of children with allergies, it is vital that sandwiches are NOT made with peanut butter or nutella. Snacks should also be 'nut free'. Thank you for your support with this matter

Canteen

Our onsite canteen is available Tuesday, Wednesday, Thursday and Friday. You can order online at www.QuickCliq.com.au or send correct change in a paper bag with the child's name, room number and order clearly marked on the front directly to the canteen or to your child's classroom.

What to Wear to Kindy

We ask that all Kindy children wear school uniform. This assists to develop a sense of pride and belonging in the school but also makes it easier on families where there are "designated school clothes". You can find out more information on the dress code in the Treendale Primary School Parent Handbook.

All children are required to wear appropriate footwear. Closed in sneakers are encouraged with strapped sandals as an option. Thongs and 'Croc' like shoes are not appropriate for school. Students, regardless of gender, with hair that touches their shoulder are expected to have it tied back for health and safety reasons.

All children are required to wear a school navy bucket hat in order to play in the sun. Treendale Primary School is a SunSmart school with a "no Hat, no play in the sun" policy

Please make sure all clothing, hats and personal items are clearly labelled with your child's name



Toileting

By the time children start Kindy, most are fully toilet trained. However, there are times when accidents may occur. It is important that a spare set of clothes be packed each day "just in case". These clothes should be clearly labelled. If your child have difficulty with toileting, please let us know so we can develop a plan to assist them.

Technology in Kindy

The children will have the opportunity to interact with a school iPad and other technology during the Kindy program.

SeeSaw App

Seesaw is a whole school learning and communication tool that helps connect parents with the child's learning. Seesaw is a student/teacher driven digital portfolio which showcases what is happening in each classroom. In Kindy, teachers will use Seesaw to display work completed throughout the term, upload photos, communicate with families, and share information with parents. This App can be downloaded onto parents devices, tablet or phone and gives families an immediate and personalised window into their child's schooling, helping to answer: "What did you do at school?" You will receive a QR code for your child at the start of the school year. Please keep notification alerts turned on so you can stay up-to-date with what's happening in your child's class.



Whole School Events and Kindy Involvement

Our school has many events run through the year. When it's appropriate or available the Kindy children are included. Events include Easter Hat Parade, Book Week Parade, and Athletics Faction Carnival.

Early Childhood also have Mother's Day and Father's Day events which families are encouraged to participate in. Kindy also have a small graduating event at the end of the year.

School Website

Our school website can be found at: www.treendaleps.wa.edu.au . Here you will find useful information about our policies, events, contract details and access to the school newsletter, which is published 3 times per term.

Parent Help

We encourage parent (and grandparent) help in our Kindy classrooms. A roster will be made available for parents to sign up on check with your classroom teacher. In Term 1 we allow the children to get used to being away from their parents and generally begin the Parent Help Roster early Term 2.

It is expected that each child's right to privacy and confidentiality be respected, so we ask that details of your time on parent help not be disclosed to others. All visitors helping in Kindy will be asked to sign a confidentiality form.

Laundry Roster

We ask for parent assistance with the weekly laundry, to make sure we are always able to provide clean tea towels and hand towels in the classroom. A roster will be planned and displayed on the notice board outside the classroom. The laundry can be collected each Wednesday or Thursday afternoon, Fridays in Semester 2, and need to be returned the following week.



Recycled Items

We like to use all sorts of materials to support our learning. Any household items or equipment you no longer use we may be able to find a use for. Old clothes for dress ups would be appreciated. Any wood offcuts, tiles, lino, carpet, fabric, boxes, egg cartons, paper towel, plastic items, cardboard, paper, craft items etc the list is endless. If we need specific items we will let you know. Due to health regulations, we are unable to accept toilet rolls, milk containers or meat trays. From time to time we may ask for "no more" as space to store it is at a premium.



How else can you get involved in the School?

There are many opportunities for parents to support and be part of the school community beyond the classroom.

- Fundraising Committee
- Breakfast Club
- School Board
- Cultural Responsiveness Action Group
- Parent and Principal Meetings held termly (P&P)

Community Support for Challenging Behaviours or Developmental Concerns.

All children are different and require individual consideration. It is not an admission of failure if you seek support, but rather, praise for doing what you can to help you meet your child's needs.

Below is a list of local support services you can access:

- Hudson Road Family Centre
- Child Health Nurse
- Your family GP
- Triple P Parenting Program
- Private outside supports for speech therapy, occupational therapy, psychology, physiotherapy etc

In school support services:

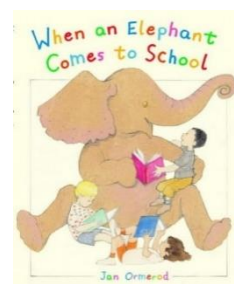
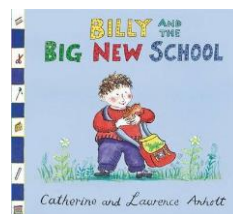
- School Chaplaincy Program
- School Psychologist

Please contact the school if you require any additional information.

Reading books about starting school

Here is a list of books about starting school that you can read with your child.

- Billy and the Big New School by Catherine and Laurence Anholt
- Buzzy had a Little Lamb by Harriet Ziefert and Emily Bolam
- Fiona the Big Pig's Day by Leigh Hobbs
- First Day by Margaret Wild and Kim Gamble
- I am too Absolutely Small for School by Lauren Child
- Meets the Barkets: Morgan and Moffat go to School by Tomie de Paola
- Mr Ouchy's First Day by BG Hennessy and Paul Meisel
- Tomes goes to Kindergarten by Margaret Wild and David Legge
- When an Elephant comes to School by Jan Ormerod
- Who will go to School Today? By Karl Ruhmann



Developing Early Literacy Skills & Understanding

Young children have an enormous appetite for learning – every new word is a wonder and the entire world is a classroom.

As your child's first teacher you can help support your child's language and Early Literacy Skills development.

You will find some tips for parents and carers below:

- Extend your child's oral language during play by getting involved, interacting meaningfully, communicating and having fun with their game or toy.
- Add play and language into daily routine such as bath time, dinner, car rides and shopping, Play 'I Spy', talk about what you are doing and what you can see. Let your child make choices about play with your and their toys.
- Ensure you make time to listen and respond to your child's comments. Make comments about things they are looking at or paying attention to.
- Talk about each other's day describing what has happened or what something looked like.
- When speaking, acknowledge what your child has said or recast their sentence correctly. For example: "Baby Cry" – "Yes the baby is crying".
- Make time to read aloud to your child every day, even for a few minutes. This promotes early literacy behaviours such as page turning, direction of text and that all words have meaning.
- Ensure reading is fun and exciting – read with excitement, use funny voices and change the volume.
- Allow your child to choose the book, let your child hold the book and turn the pages.
- Help your child to join in reading books with repetition or rhyme, and let them finish the sentences.
- Point to the pictures and ask them what they see or what the pictures may mean.
- Relate the story to familiar experiences. Ask your child to re-tell the page or part of the story.
- Sing nursery rhymes and other children songs.

- Take your child to the local Library and let them choose some books to borrow.
- Show the importance of reading in your daily life by reading aloud recipes, text message, timetables and magazines for example.
- Point out and read common words in the daily environment such as STOP!, Toilets and Exit.
- Different speech sounds are typically developed at different ages. If your child is unable to say a speech sound by the appropriate age or you are concerned about speech sound development, speak to your classroom teacher. You can assist by recasting the sound correctly when speaking with your child. For example, "A tato", respond with "A potato", it's a big potato, I think we need another potato".

(Adapted from the Peel Language Development School 2018)



Developing Early Numeracy Skills & Understanding

To be able to develop early Numeracy understandings, children need to have the opportunity to use mathematical ideas in everyday situations. There are many ways that parents can assist their children in developing these skills and understandings.

- Encouraging your child to identify 'how many' they see in a collection without counting. This is called subitising. Overtime, children need to be able to subitise to 6. To assist this, you can play dominoes with your child, or games that involve rolling a dice. Encourage them to say how many dots, without counting, particularly 1-4. Play 'snap' with a packet of cards.
- Providing opportunities where your child can count for a meaningful purpose. For example, ask them to "Get enough cups for everyone to have drink". The child will have to count how many people, then count out that many cups.
- Ask your child to count how many they see in a collection larger than 6. Overtime, and with plenty of opportunities, they will learn that the last number said tells how many are in the collection.
- Exposing children to numbers to 10 and beyond; at the shops, on speed signs in the environment etc.
- Playing games with your child where they need to count out spaces, or the number of places they need to move.
- Providing situations where your child can tell you which collection has more, or which is bigger or smaller. When shopping, ask your child to assist you to collect the required number of fruit or veggies, and then ask them to tell you which is more, the apples or oranges?
- Reading stories provides a wonderful way to link Numeracy and Literacy. There are many stories that involve counting collections, or are about numbers. For example, "The Three Little Pigs", "Goldilocks and the Three Bears", "Five Little Ducks", "Ten in a Bed". Allow your child to count the characters and model for them how to count. Touch the pictures one at a time so that the child can see that each object needs to be touched or counted only once.
- Dot-to-dots are an excellent tool to assist young children to learn the number sequence. Ensure however, that the numbers are clear and the sequence is not too high. 1-10 is high enough for young children.



- Encouraging your child to point out where they can see numbers in their home. For example, on the letterbox, the telephone, if you have magnetic numbers on the fridge, in magazines and newspapers etc.
- Using, or playing with a calculator is an excellent way for young children to learn to recognize numbers, and also how to count.
- With families using EFTPOS facilities, it is important that children are exposed to money and have the opportunity to handle both coins and notes.
- Do not rush your child towards writing numbers, but rather have fun with number.



Developing Fine Motor Skills

Fine motor, using smaller muscles, ie hands and fingers, is an important skill for children to have. This supports many aspect of their learning including writing.

Fine motor skills can be developed at home in many ways:

- Using a variety of writing implements like pencils, crayons, textas.
- Using scissors – do not be scared of them. Teach your child the importance of using them safely.
- Playing with malleable materials, including playdough, slime, putty, sand.
- Using tongs, tweezers, kids chopsticks.
- Threading beads, sewing fidget toys, Duplo.



“We hope you love Kindy at Treendale”