



♥ Welcome to Kindergarten

2016 Information Booklet

Kindergarten literally means 'garden for children'. "Children should be free to grow and develop like flowers in a garden".

Froebel (1887-1902)

SACRED HEART KINDERGARTEN PHILOSOPHY

“Our task ... is to help children climb their own mountains, as high as possible.” – Malaguzzi.

At Sacred Heart we are committed to providing a quality educational program that is inclusive of all children in our care. Together we are creating a quality learning environment where children can live, learn and grow. We value positive relationships and see this as the heart of our community. We work collaboratively to develop rich learning environments that promote inquiry and research. We are committed to fostering our image of the child as connected, creative, inquisitive, reflective and spiritual. We nurture our children in their ongoing relationship with the world around them.

Our aim is to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning . We work collaboratively with families in promoting children's learning by implementing the Early Years Learning Framework, Western Australian Curriculum and applying best practice as reflective of the National Quality Framework.

We provide an enriching inclusive environment that recognises diversity, including culture and ability. We work in partnership with families, Catholic school leaders and our parish to promote Gospel values and traditions while respecting the individuality of families and children.



Mission Statement

Sacred Heart is a unique Catholic rural community where everyone is nurtured, respected and valued as God's children. We strive to develop each child's full potential by recognising their individual giftedness as part of God's creation.

VISION STATEMENT

Sacred Heart Catholic School aspires to be known as a community where all students have the opportunity to flourish in an environment that empowers them to be Christ like.

CHRIST LIKE:

The school environment will empower all to live a Christian life through the essence of Catholic faith and values.

FLOURISH:

We aspire that Sacred Heart Catholic School students will be happy, balanced and strong students who will thrive across all domains of life.

ENVIRONMENT:

The potential of all, will be realised in a positive and safe environment, that recognises the God given gifts of each individual.

Linking Curriculum, Play and Young Learners

The Early Childhood Curriculum

Young children's learning is specified by the early childhood curriculum, but what is meant by **curriculum**? The Early Years Learning Framework (EYLF) defines curriculum as '*all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development*' (Commonwealth of Australia, 2009, p. 45).

Early Childhood Curriculum

When Kindy teachers make curriculum decisions they consider the following components:

- Differentiation and inclusion
 - Early learning environments
 - Relationships and partnerships
 - Balanced content
 - Contexts and strategies for learning
 - Child participation
 - Extension, engagement and enjoyment in children's learning.
- (The Kindergarten Guidelines 2014)*

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

The diversity in family life means that children experience belonging, being and becoming in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

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.



Why is play so important?

Play:

- promotes collaborative and cooperative relationships between peers; and children and adults
- allows time for children to explore and manipulate materials and objects in the environment. Children can investigate and experiment with new objects with all their senses and repeat the experience many times
- provides opportunities for imagination, seen when the child uses an imaginary telephone to have a conversation with his absent father
- facilitates children's growth of positive self concept through making choices, persisting in the face of difficulties, solving problems, being actively engaged, regulating own needs, taking risks intellectually, and developing confidence and feelings of competence
- provides a vehicle for children to reconstruct their first hand experiences. For example, a child goes to the Royal Show and then reproduces and re-lives the experience in play.
- Play allows children to remember elements of first hand experience and to construct new understandings about it,

and so develop their ideas, theories and hypotheses about the world.

- allows the child to experience new roles : *Pretend you're the mother and I'm the sick brother in hospital, right?*
- allows children to take control of the activity. Play is voluntary and usually involves children in the rule making: *You want to be the monster and you want to rescue the baby, ok?*
- encourages children to practise skills until fluent because they are motivated to succeed
- encourages children to develop socially through supportive relationships and interactions with adults and peers.

Excerpt from "Learning through Play" Curriculum Learning Outcomes by Lorraine Cornice, 2000. The University of Western Australia and the Education Department of Western Australia.



Play Spaces

Blocks

The constructive play that occurs in this centre is a combination of practise play and symbolic play. The child stacks, builds and creates and then pretends that the construction is whatever they want it to be. During the process the child may quickly revert to building again. This movement between building and pretence facilitates the child's mental agility.



Block play supports understanding for geometry and physics, and assists the development of small and large muscle coordination.

Home Centre

The home centre stimulates dramatic play (when the child uses symbolism to pretend), and socio-dramatic play (when a group of children assign a script and develop the play together). Kindy children are at the height of pretend play and can create a variety of play scripts in the home centre, where they will assign and assume specific roles.

Special Socio-dramatic Centre

A special centre could connect with children's special interests, away from the home centre, e.g. doctors, vets, flower shop, dance studio, science lab etc.

Art Centre



This centre provides for children to create with paint or other sensory experiences, and can encourage language, literacy, writing and creativity.

Sand and Water

A water table provides a place where children can experiment with sinking and floating materials. The force and flow of water can be studied as it is poured or pumped. Sand provides a soothing material that can be manipulated, poured and moved. Props can be added to encourage the development of roads and tunnels.

Toys and Puzzles

This centre can be used to stimulate symbolic play and simple games with rules. As the child manipulates a puzzle, a problem is solved. Knowledge of rules are established as the child plays games. Perceptual and fine motor skills are developed as the child engages in manipulating toys. This centre provides a unique setting for facilitating the development of specific skills through one on one play with the child.



Book Centre

Books may relate to topics of interest to the children at any time, and relate to concepts being explored. A range of interesting, high quality books are available for use at any time.



Perceptual Motor Programme

This programme explicitly teaches gross motor skills and sensory perceptual skills. Children move through stations and interact with equipment as they listen carefully and practise particular skills.



Teaching Children Responsibility and Independence

Children start the drive toward independence at an early age. Some parents, accustomed to meeting all of their children's needs, are reluctant to give in to their child's demands for independence. However, this is the time for parents to find the balance between letting their children begin to do things for themselves and providing their children with the guidance and support they need.

With this increasing independence comes the ability for children to understand the concept of responsibility. This is an excellent time for parents to begin teaching responsibility to their children. Here are some things parents can do to foster responsibility and independence in their children.

- **Let your child do things for themselves.**
- **Let your child help with challenging tasks.**
- **Encourage your child to make decisions.**
- **Learn to model responsibility and independence.**
- **Help and encourage your child to solve their own problems.**
- **Encourage your child to take risks.**
- **Be there to provide support, when needed.**
- **Provide adequate discipline.**
- **Praise your children.**



Developing Independence in Children

As children move from a home environment to a school based situation they are gradually expected to develop skills of independence. In the Kindy there are a number of adults to assist the children with their individual needs; however, an important goal in our Kindy programme is to develop independence which will allow children to become responsible learners.

Here are a few suggestions which may assist you in encouraging independence and taking responsibility:

- encourage your child to do simple tasks:
 - put on own shoes
 - find own belongings
 - put items away in appropriate places
- provide your child with opportunities to follow instructions or directions. Begin with a single direction, e.g “Go and find your shoes” and as their competency increases practise more complex instructions, e.g “Go and find your shoes and your Kindy bag.”
- allow and encourage problem solving rather than doing things for your child (even though it makes more time!) Give your child the opportunity to explore materials freely and be creative with paper, glue, masking tape, string, junk materials, cardboard boxes etc, etc.
- encourage risk taking (in safe form), attempting to have a go and comment on his/her favourable attempts
- model making mistakes so your child understands it is normal to make errors or not be successful the first time something is tried. Making mistakes is another way to learn.
- develop in your child the idea that practise is a way to improve.

Daily Routines

The first weeks of Kindergarten can be traumatic for some children. In some cases it is the first time the child has been separated from the parents. Parents are encouraged to say goodbye when their child is settled.

What can I do to prepare my child for Kindergarten?

- Talk to them about Kindergarten and drive past.
- Tell them they are growing up and ready to leave Mum and Dad for a short time.
- Get a ***large school bag*** with their name on it and a toy to dangle off the zipper, it helps your child to identify their own bag.
- Teach how to open and close the zip. Do not do it for them.
- Buy a lunch box and drink bottle they know how to open and close, and use it before they come to Kindergarten so that they are familiar with it.

Arrivals and Departures

Kindy supervision commences at 8.30 am each day, when the doors will be opened. From 8:30am - 8:50am please feel free to come inside and settle your child with a story or puzzle before you leave. Class time ends at 3:05pm.

Please inform staff through an email or written note in your child's not folder if someone other than a parent is going to pick up your child from school.

School policy requires that if arriving after the morning bell at 8:50am, or if you need to collect your child before school finishes at 3:05pm, you will need to sign in or out at the office.



School Bag

All children are expected to bring a bag to Kindergarten every day. The children will be encouraged to be responsible for their own belongings and this is easier to foster if they have their own bag into which they can place all the things they must take home at the end of each day. (For example: lunch box, jumper, paintings, box constructions, note folder etc). The school bag must be of a large and suitable size, and be labelled for quick identification (please do not use a wheeled trolley bag). A spare set of clothes and underwear (in a plastic bag) needs to be in your child's pigeon holes at all times. Children might have an accident or spill water on their clothes so it is important that there is a change of clothes for these occasions.

Sun Protection

Your child must have a hat to wear during outdoor times. The school has a **NO HAT – NO PLAY IN THE SUN** policy. **We strongly recommend a broad brimmed hat rather than a cap. School hats can be purchased from the school office.** Sunscreen is supplied by the school, but if your child is sensitive to creams, please supply your own allergy-sensitive brand which can be stored in your child's pigeon hole.

Fruit Time

Each day the children have fruit time at approximately 10:20am. Please supply a fresh piece of fruit or vegetable each day. When they go out to recess, they also have a snack. As we are educating children into healthy eating patterns, please supply daily fresh fruit, dried fruit, cheese, yoghurt or vegetables for morning tea. Be sure that the fruit is in manageable for your child (e.g. an orange quartered) and that the fruit you send in is one that your child **will** eat!! It is preferable for



children to have their fruit in a small box (separate from their lunch box) for easy access, and to ensure lunch isn't eaten mid morning! Please ensure that each day your child has a drink bottle, ***filled with fresh water only.***

Lunches

The children will need a packed lunch; please make it easy for them to manage, and consider the nutritional value of the lunch you pack. **Please remember that Sacred Heart is a nut free school when preparing food for your child.**



Birthdays

If your child is having a birthday, you are welcome to send along individual cupcakes. Please inform the class teacher if you are supplying anything the day before.



Toys and Jewellery

All toys and jewellery are to be kept at home, as they can become easily lost or broken at school.

Clothing

The most suitable clothing to wear is outfits that are comfortable and durable. T-shirts, shirts, shorts, tracksuits and jumpers are easy for the children to move and climb in and easy for you to wash. Although the children wear smocks for 'messy work' it is impossible to keep them completely clean, so please avoid dressing them in their ***best clothes***. The best shoes for running, climbing and playing are sports shoes. Heels, wedges, thongs or strappy shoes are not appropriate Kindergarten attire.

Health

Please let the staff know if your child is sick, upset or anxious. If possible, we appreciate a phone call if your child will be absent for a few days, particularly if it is due to an infectious disease. If your child is unwell, please do not send them to school, ***even if they want to come***, as this may spread illness to other children and staff. All absences should be covered by a note.

Parent Communication

Communication with Kindy parents is essential. We want you to know what your child is doing in the Kindy each week. We have a communication folder that is sent home once each week with a short summary of some of the things your child has been doing at Kindy for the week. There is an opportunity for parents to make comment, should they wish to. Please ensure that the folder is returned to school on the next Kindy day. It is important that communication is weekly and the folders are an essential part of this.

We ask that you make an appointment to speak to the teacher if you have any queries regarding your child. Alternately you can email or phone the teacher with any queries. Please avoid disrupting the teacher during school time as this is time taken away from the children and all questions or comments are important.

Recycle, Recycle, Recycle

In the Early Childhood Classroom, we recycle all sorts of items, in a variety of ways. You will be amazed at what children can create! If you have an abundance of something and you think it is junk - ask us first before you throw it away. You may have some of the items we require for an upcoming activity!!!! We can use:

- Dress up items for role play.
- Non working household appliances - pots, pans, sieves, funnels, utensils, phones, etc. for role play.
- Thick wool, strings, and cords in bright colours.
- Cardboard rolls. (NO toilet rolls please).
- Clean milk, juice tops and bottles.
- Magazines - House and garden, Family circle, Better Homes etc are good ones.
- Boxes - all sizes. Shoe, tissue, pasta.
- Wrapping paper & bubble wrap.
- Wood off cuts.
- Egg cartons.
- Cards.
- Corks.
- Confetti, Paper shapes.
- Buttons.
- Foil.
- Ribbon, Lace, Bows, Stockings & Sea shells.



Newsletter

This will be emailed home each Friday. If parents require a hard copy they may receive one by informing the office staff.



Parent Involvement

Parent help roster is a time when you can attend Kindy with your child and experience the programme offered. We welcome and greatly appreciate help from both parents. Have you ever tried to do some of the jigsaws made available to the children? You may need their assistance! Have you ever tried finger painting? Sitting talking to a child about what they are making can be a delightful experience.

Roster enables you to observe your child during their learning experiences of Kindy. You will be able to watch their actions and reactions with other children seeing areas where they are most active. Having you come to Kindy gives your child a sense of importance and satisfaction in knowing that Mum or Dad is a part of the Kindy programme. This helps strengthen the link between school and home.

With your help we are able to offer another learning experience where adult input adds value. When you first come on roster your child may be wonderfully involved with you and others, “clingy”, or may ignore you – don’t worry, reactions are varied! However we are sure your child will be very eager for you to come in and help, so please put your name on the roster on the classroom door, or turn up any day as all assistance is greatly appreciated. Grandparents are also very welcome on the roster.

Younger siblings will need to be minded while you are on roster. ***It is important to your child that they have your full attention while you are here.*** We also stress that you must maintain confidentiality of what you see and hear at Kindy at all times.



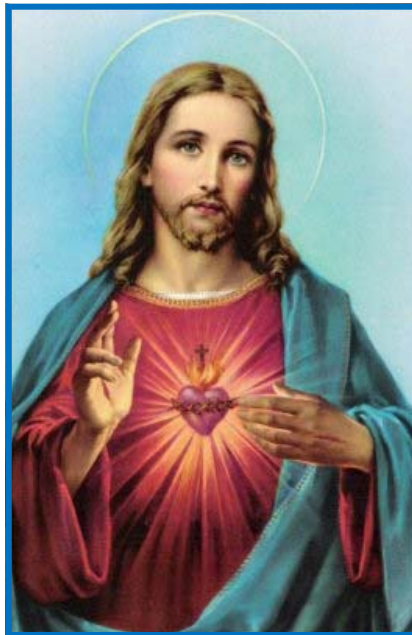
SCHOOL PRAYER

O Sacred Heart of Jesus, I place my trust in You.

Help us nurture, respect and be valued as
children of your heart.

Help us reach our full potential and be
recognised as individuals using our God given
gifts.

O Sacred Heart of Jesus pray for us.



General Information

Doors Open	8:30am - 3:05pm
Formal Education:	8:45am - 3:05pm
Kindergarten Days:	Monday, Wednesday & Friday
Principal:	Mr Steve Miranda miranda.steve@shcsgoom.wa.edu.au
Teacher:	Miss Elicia Bove bove.elicia@shcsgoom.wa.edu.au
Teacher Assistants:	Mrs Tanya Forward (Miss Tanya) Mrs Leanne Taylor (Miss Leanne) Ms Fiona McKechnie (Miss Fiona)
Administration:	admin@shcsgoom.wa.edu.au Mrs Lesley West west.lesley@cathednet.wa.edu.au Mrs Deanne Even even.deanne@cathednet.wa.edu.au
Phone Number:	9629 1174
Kindy School Fees:	\$358.00 per year.

2016

First day - Monday 1st February 2016