

Kellyville Public School

A tradition of excellence and opportunity



KINDERGARTEN 2022

Dear Parents of Kindergarten 2022,

We warmly welcome you to the school community of Kellyville Public School, where every child is known, valued and cared for. Our school strives to maintain a tradition of excellence in teaching and learning by using current educational pedagogy which is future-focused. Starting school is a major milestone in a child's life. We are looking forward to working with you and supporting your child so that they have a smooth transition to school and develop a life-long love of learning.

To ensure you, as parents and carers, are informed with up to date information about our school and Kindergarten processes, the current 2021 Kindergarten teachers have created videos and information for you to view with your children. These videos are available on the Kellyville Public School website <https://kellyville-p.schools.nsw.gov.au>

Please follow the Kindergarten 2022 Information links to view:

- A Welcome to the School from the Principal
- A Day in the Life of Kindergarten
- A Year in Review
- Kellyville PS Uniforms
- Super Ted's Marathon around Kellyville Public School

This Kindergarten Parent Information Pack has been collated by the School Administrative Support Staff. Please read this information carefully to assist your child's smooth transition into school in 2022.

As NSW Health restrictions continue to change, Kindergarten transition sessions will be run under a COVID-19 Safe Plan. This system will allow for social distancing and provide an opportunity for the teachers to get to know each prospective student in a smaller group. Students will attend school from 10:00am-11:30am on a nominated day over a two week period (ie two consecutive Tuesdays, Wednesdays, Thursdays or Fridays). You will be asked to nominate a day of the week during the enrolment process. Orientation will occur in Term 4 once the current COVID-19 health restrictions are reviewed, enabling this event to be held safely in our school. The dates, when confirmed by NSW Health and the Department of Education, will be sent out via email.

Please see the school uniform purchasing details inside this pack. Uniforms may be ordered online through Flexischools between the 4th of October and the 15th of October. Uniforms will be distributed at the student transition sessions. Unfortunately we are not able to offer uniform fittings this year.

Best Start Assessment days will be held on either Tuesday 1st February or Wednesday 2nd February, 2022, with Thursday 3rd February being the first day of school for our Kindergarten 2022 cohort. You will book into a Kindergarten Transition option and a Best Start Assessment time during the enrolment process with Mrs Murrin or Mrs Riley who will contact you directly to organise this.

We thank you for your understanding and support as we endeavour to keep our school community safe in these unprecedented times. Please do not hesitate to call or email the school if you have any questions or queries.

Kind regards,

Mrs Jodi Browning
(Assistant Principal – Kindergarten Coordinator)

Kellyville Public School P&C Association

A tradition of excellence and opportunity



Uniform Purchases for Kindergarten Class of 2022

The Uniform Shop at Kellyville Public School is proudly run by the P&C Association in conjunction with the school. We are the sole supplier of Kellyville Public School uniforms and our aim is to provide our school, students and families with quality, lasting, well priced school wear items.

What uniforms do I need to purchase?

To make the transition to 'big school' easier for our new Kindergarten students and their families, we have put together a Kindergarten Pack that has all the uniform essential items that you will need. The packs are available at a discounted price for orders at Flexischools only and for a limited time between October 4 to October 15.

Items can also be purchased individually, as required, from Flexischools. Please note: you will also need to purchase your child's black leather shoes and white sports shoes (these can be purchased from footwear retailers)

How do I purchase my uniforms?

Online Ordering

- Register as a new 2022 student at flexischools.com.au
- The full uniform list is available for purchase, including the Kindergarten Packs, easy, fast and convenient.
- All online orders open on Monday 4th October, and those received by 4.30pm Friday 15th October 2021 will receive the discounted price. They will be packed and ready for collection when you drop off your child for their first transition session.
- Exchanges may be made when your child is dropped off for their second transition session. To ensure exchanges may occur, please ensure the exchanged item has the tags attached and is returned in the original packaging. Please call ahead to organise a swift exchange through the school office: 9629 1279.



The Uniform Shop

- The uniform shop is open every Tuesday during the school term from 8.30-9.00am and 2.30-3.00pm . However, until further notice due to COVID-19 health regulations, the uniform shop will remain closed and orders are online only.
- Online orders are packages and sent home with students.

Other Important Information

- Please ensure that ALL uniform items are all clearly labelled with your child's name (especially hats and jackets)
- The uniform shop can be contacted directly via email kellyvillepublicschool-uni@pandcaffiliate.org.au

Mrs Kim Smith
Uniform Shop Manager
Kellyville Public School

KINDERGARTEN 2022 STUDENT UNIFORM PACKS

Pack Discounts Available ONLINE Only Until 15th October 2021

BOYS

One Uniform Pack		Two Uniform Pack	
Short Sleeve Shirt with logo	\$28.00	Short Sleeve Shirt with logo x2	\$56.00
Grey School Shorts	\$17.00	Grey School Shorts x2	\$34.00
3pk KPS school socks	\$20.00	3pk KPS school socks	\$20.00
Zip Jacket	\$47.00	Zip Jacket	\$47.00
Sports Polo	\$40.00	Sports Polo	\$40.00
Sports Shorts	\$26.00	Sports Shorts	\$26.00
Sports Socks (1pr)	\$9.50	Sports Socks (1pr)	\$9.50
Hat	\$17.00	Hat	\$17.00
Backpack	\$50.00	Backpack	\$50.00
Library/Excursion Bag	\$17.00	Library/Excursion Bag	\$17.00
TOTAL COST	\$271.50	TOTAL COST	\$316.50
ONLINE PRICE (save \$15.00)	\$256.50	ONLINE PRICE (Save\$20.00)	\$296.50

GIRLS

One Uniform Pack			Two Uniform Pack		
Dress	Size 4-6	\$53.00	Dress x 2	Size 4-6	\$106.00
	Size 8-10	\$55.00		Size 8-10	\$110.00
Zip Jacket		\$47.00	Zip Jacket		\$47.00
Sports Polo		\$40.00	Sports Polo		\$40.00
Sports Skort		\$26.00	Sports Skort		\$26.00
Sports Socks (1pr)		\$9.50	Sports Socks (1pr)		\$9.50
Hat		\$17.00	Hat		\$17.00
Bag		\$50.00	Bag		\$50.00
Library/Excursion Bag		\$17.00	Library/Excursion Bag		\$17.00
TOTAL COST	Size 4-6	\$259.50	TOTAL COST	Size 4-6	\$312.50
	Size 8-10	\$261.50		Size 8-10	\$316.50
ONLINE PRICE (save \$15.00)	Size 4-6	\$244.50	ONLINE PRICE (save \$20.00)	Size 4-6	\$292.50
	Size 8-10	\$246.50		Size 8-10	\$296.50

Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities? What if my child has to be away from school?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time

- ensures that students do not miss out on important learning activities scheduled early in the day
- helps students learn the importance of punctuality and routine
- gives students time to greet their friends before class
- reduces classroom disruption.

Lateness is recorded as a partial absence and must be explained by parents.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance e.g. attending a funeral.

Following an absence from school you must ensure that within **7** days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within **2** days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court
- Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a *Compulsory Schooling Order*.

The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites

Policy, information and brochures

<http://www.schools.nsw.edu.au/studentsupport/programs/attendance.php>

The school leaving age

<http://www.schools.nsw.edu.au/leavingschool/index.php>

For further advice contact

Educational services

T 131 536

Learning and Engagement

Student Engagement and Interagency Partnerships

T 9244 5356

www.dec.nsw.gov.au

Do you need an interpreter?

If you need help with English and would like further information please call the Telephone Interpreter Service on **131 450** and ask for an interpreter in your language. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

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NSW Department of Education

EVERY DAY COUNTS...

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



EVERY MINUTE COUNTS...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1 ½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2 ½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning

Your child's best learning time is at the beginning of the day...

**Check the time your school starts.
DON'T BE LATE!**





iPhone

iPad

Android

Windows



1. *iPhone & iPad:* Open the App Store on your device, search for "enews"
Android: Open the Play Store on your device, search for "enews"
Windows Phone & Windows 8/10: Open the Windows Store, search for "enews"

2. Download the "School Enews" app
3. Open the app, allow notifications and search for your school name
4. Press the "Settings" (gear) icon to configure push notification alerts.



Place all your school orders with Flexischools App

Our school has now introduced a great new online ordering system for **Canteen, Uniform, Events & Fundraising** called Flexischools.

Flexischools allows you to place all your school orders online **in a matter of seconds, at any time of the day.**

1. Download the Flexischools App

Note: for iPhone and iPad please select 'Allow' notifications.



2. Add your School and Group

Click on the search icon, enter your school name, select your school and year group, or groups relevant to you.

3. Login/Register

Click the '**Order now**' button located in the bottom right-hand corner of the app, this will open a login screen.

- **Already a Flexischools user** - Enter your details and login. To save your login details select 'remember me'.
- **New Flexischools user** - Click 'Register', enter your email address and follow the instructions in the email to set up your account. Once your account is set up, add new student; search for our school, enter student details and select their class.

Once registered, you can start placing orders immediately. If you have any questions, please contact the Flexischools Customer Service Team on **1300 361 769**, or you can contact them via their website.

The Flexischools system is now available and ready to use, so we look forward to seeing your next order online.

If you have any questions about the online services we are introducing, please ask the school office for more information.

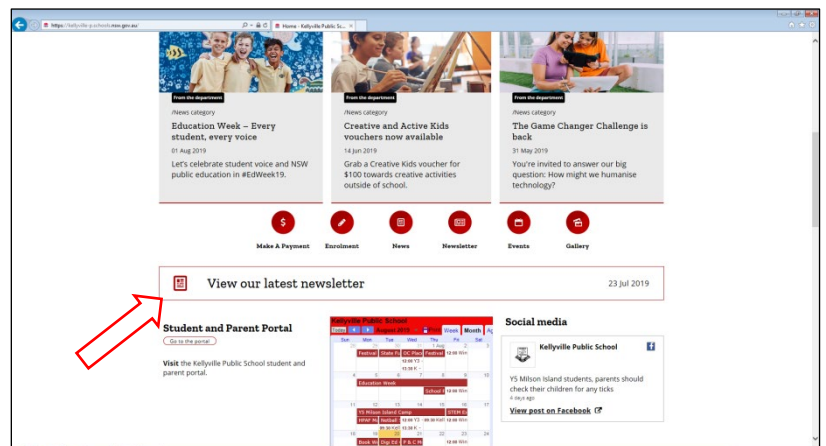
HOW TO.....

Access information on the Parent Portal.

This instructs you on how to access absences and reports etc. on the Parent Portal.

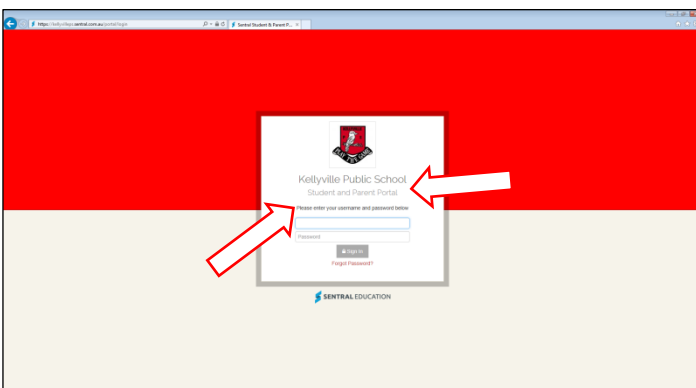
**** In order to access the information on your child on the Parent Portal, you must first sign up using your unique access key. You will receive your access key letter from the school office when your child starts school.****

Go to the School website at <https://kellyville-p.schools.nsw.gov.au/>
Then scroll down to click on the Student and Parent portal link on the left side of the screen:



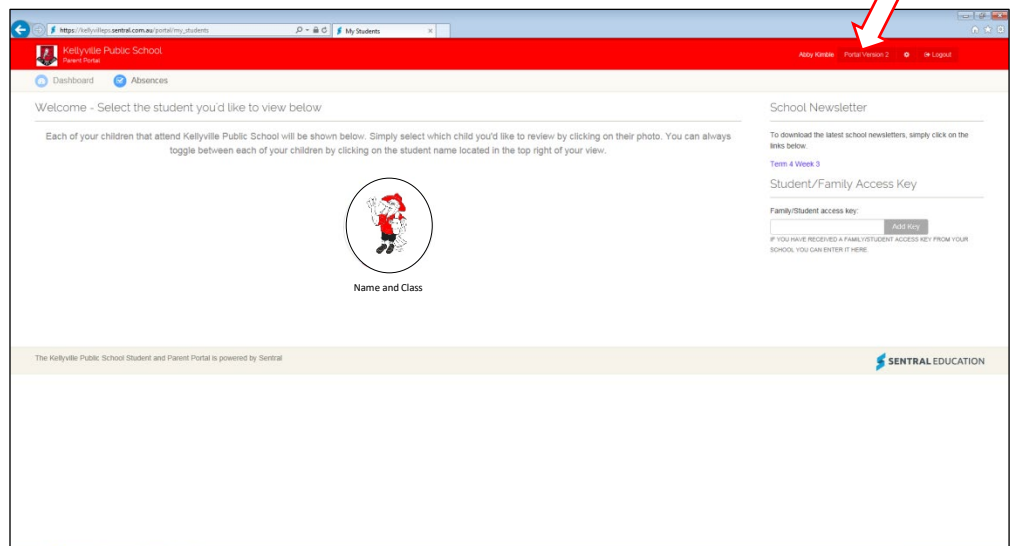
OR

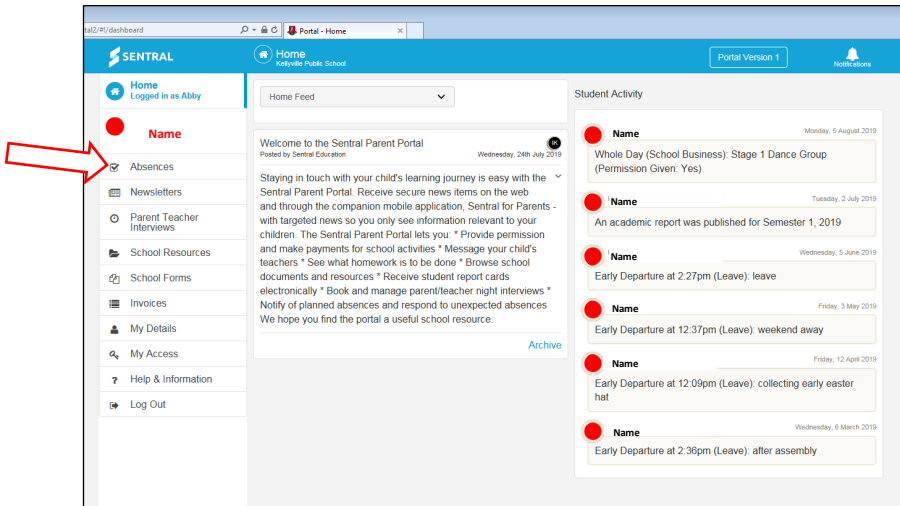
Go directly to: <https://kellyvilleps.sentral.com.au/portal/login>



Enter your email address and password associated with this account, then click 'sign in'. Use the 'forgot password?' option to reset passwords when required.

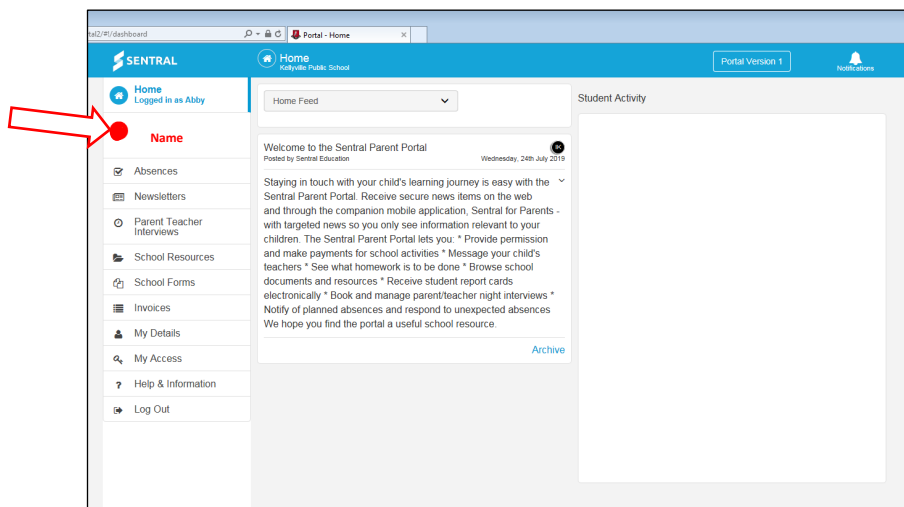
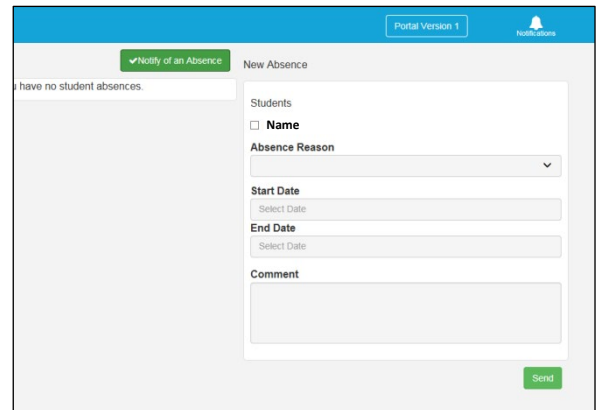
When signed in a photo of your children will appear. Click on the 'Portal Version 2' option in the top right corner to give you full access to updated features.





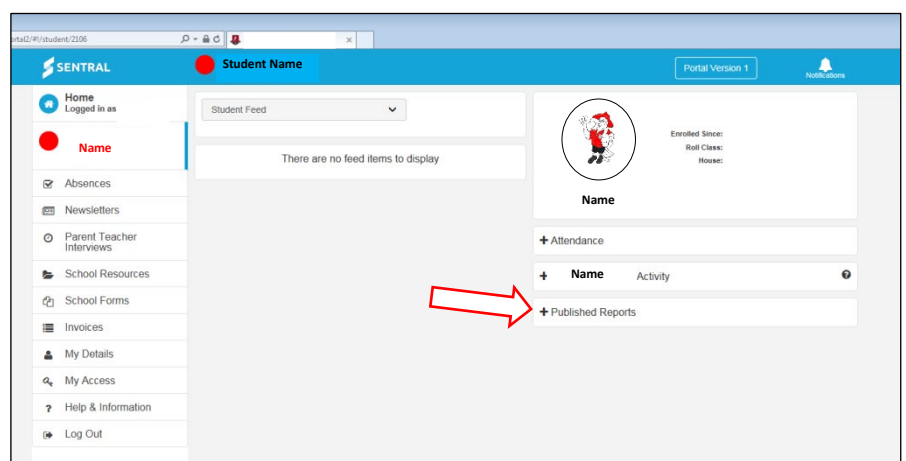
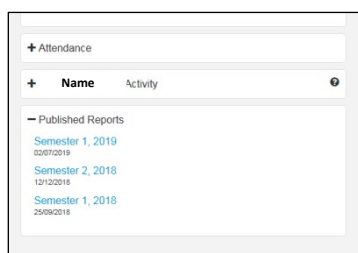
To Access Absences:
Click on the Absences option on the left hand menu. This will now allow you to enter future as well as past absences.

Click on the green 'Notice of absence' button to open the information box.
Select the relevant student and then enter absence details as necessary.



To Access Reports:
Click on the relevant student name.

Next click on 'Published Reports' and select the report you wish to view.



What do all those words used at school mean?

Admin	Administration Area (front office)	Come here to enrol your child, if you need to discuss payments, or to organise a meeting with the Principal or classroom teacher
AP	Assistant Principal	Assistant Principals are responsible for the day to day running of the school and the welfare of the students. Assistant Principals usually have a class to teach and often supervise a stage of students
ATSIPLP	Aboriginal and Torres Strait Islander Personal Learning Pathway	A Personal Learning Plan with specific goals for students from an Aboriginal and Torres Strait Islander background
BS	Best Start	An initial assessment of students in literacy and numeracy at the beginning of Kindergarten.
CAPA	Creative and Performing Arts	Arts, Drama, Music and Dance
CMT	Case Management Team	The first meeting for teachers to discuss Learning Support needs of students
COLA	Covered Outdoor Learning Area	A large roof over an outdoor area
CT	Classroom Teacher	A teacher responsible for a class of children for the year
DoE	NSW Department of Education	The NSW Government department responsible for education
DP	Deputy Principal	Some schools have a Deputy Principal who assists the Principal in the day to day operation of the school
DEL	Director, Educational Leadership	Person responsible for looking after schools in a specific area
EaLD	English as an Additional Language or Dialect	A teacher who works with children who have English as a second language.
ES1	Early Stage One	First level of formal learning studied in Kindergarten
ESL	English as a Second Language	A child who has a home language other than English
HSLO	Home School Liaison Officer	This person is employed by the DoE to ensure that children are attending school.

What do all those words used at school mean?

IWB	Interactive Whiteboard	A board on the wall that is operated by computer or by touching the screen
KLA	Key Learning Area	English, Maths, Creative Arts, Science and Technology, History, Geography, PDHPE
LaST	Learning and Support Teacher	Assists teachers in supporting students with learning needs
LBOTE	Language Background Other Than English	Home language which is not English
LST	Learning Support Team	A team of staff, who work together to plan, assist and monitor students who may need additional help
Minilit	Meeting Initial Needs in Literacy	A reading intervention program for students in Stage 1
Mufti Day	Uniform free day	Children may wear regular clothes. A small donation may be collected. Children are reminded to wear sun safe clothes and closed in shoes
NAPLAN	National Test	Every child in Australia in Years 3, 5, 7 and 9 will complete this English and Maths test in Term 2 of each year. A written report of your child's achievement will be sent to you in Term 3 http://www.nap.edu/naplan/parent-carer-support
NESA	NSW Education Standards Authority	The NSW government body that determines what students will learn in all schools in NSW.
OSHC	Out of School Hours Care	Care available for children before and after school hours. There is a cost for this service
Out of Bounds	Out of bounds	An area where the children are not allowed to be
P & C	Parents and Citizens organisation	A group of parents and citizens that share information and contribute to support staff and students. http://pandc.org.au/

What do all those words used at school mean?

PLP	Personalised Learning Plan	A personalised learning plan designed for a specific child
PDHPE	Personal Development, Health and Physical Education	The children learn about health, hygiene and exercise and physical skills
PS	Public School	A school run by the NSW Department of Education. There are over 2200 locations of schools in NSW
PSSA	Primary School Sports Association	Sports teams from other schools within the geographical area play games against each other in Years 3-6
RFF	Relief from face to face	Teachers are released from class to prepare programs
S1	Stage One	Level of formal learning studied in Year 1 and 2
S2	Stage Two	Level of formal learning studied in Year 3 and 4
S3	Stage Three	Level of formal learning studied in Year 5 and 6
S4	Stage Four	Level of learning studied in Year 7 and 8 in High School
SASS	School Administrative Support Staff	People working in the front office area. These people can answer questions you have about the school
SLSO	School Learning Support Officer	Formerly known as a Teacher's Aide. Assists in the school and or with individual children
SRE	Special Religious Education	Parents may choose for their child to attend each week to learn about their religion from a person from that faith

School Song

This is our school and we are the builders,
Work for the future, yes we will.
Strong red and black we take our part,
Learning to play in Kellyville.
Here with our friends
Through good days and bad ones,
Parents and teachers help us still.
We play the game to lead us on,
Greatest of schools is Kellyville!

Advance Australia Fair

Australians all let us rejoice
For we are one and free
We've golden soil and wealth for toil,
Our home is girt by sea:
Our land abounds in nature's gifts
Of beauty rich and rare,
In history's page let every stage
Advance Australia fair,
In joyful strains then let us sing
Advance Australia fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing
Advance Australia fair.

Parents Count Too

Helping your child with – Counting

One of the first experiences children have with numbers is “counting”. Counting starts as learning a pattern of words, just like a nursery rhyme. As children’s counting develops, they begin to relate the words to a quantity or number of things.

How do children learn to count and use numbers?

Children learn the pattern of counting words by repetition. Initially, this pattern may have gaps where the child leaves out a number in the sequence, or the child may invent numbers. It is common to hear a child say twenty-ten after counting to twenty-nine.

However, remembering the words for each number in the correct order is only part of the process of counting. To “count” children need to match saying the number words with the correct number of “things”.

Children should be given lots of opportunities to practise and explore counting groups as well as making groups. Children also need to recognise and name numbers.



Parents Count Too

What can you do at home?

- Count with your child the number of buttons as you do up a cardigan or shirt.
- Encourage your child to count the number of pegs used to hang out the washing.
- Count the number of steps from the front door to the letterbox.
- Count the number of eggs in a carton, and again after some have been removed.
- Count the number of times you and your child can throw a ball to each other without dropping it.
- Read and talk about stories and rhymes that use numbers.
- Sing songs and nursery rhymes that include numbers such as Five Little Ducks and Baa Baa Black Sheep.
- Have your child count as far as he or she is able to and then encourage your child to join you while you continue counting.
- Ask your child to start counting from a number other than one. This will help them when they need to add two groups together and can start counting from the larger group.
- Ask your child to tell you the number before or after a number. How old will you be next year? How old were you last year?
- Ask your child to give you enough plates, cups or cutlery for each person when setting the table.
- Play games such as Dominoes, Snakes and ladders, card games or board games involving a die with dot patterns. This will help your child to recognise patterns and count. Change the die to one showing numbers to help your child read and recognise numbers.
- Collect and sort shells. Count how many are in each group.



Parents Count Too



- Look at and say the numbers on license plates and road signs.
- Ask your child to help you count the pieces as you cut up food such as pie, quiche, fruit or sandwiches.
- Make farmyards from empty cartons. Count with your child the number of toy animals as he or she places them in each yard. Ask questions such as: Which yard has the most animals? After placing some animals in a yard, stop and then count on as you add more.
- Help your child to remember your phone number and to press the correct buttons on the phone.

Parents Count Too

Helping your child with – Measuring length and area

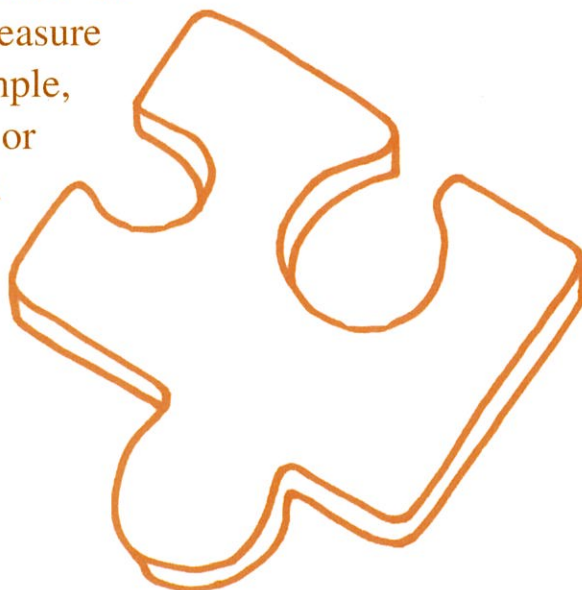
Children learn when they play. They can learn about length and area through trial and error playing with things such as blocks, ribbon, modelling clay and construction toys.

As they play, children begin to take notice of the size and shape of objects; how things fit together, how they can be stacked, the length and width of objects. Children need to be encouraged to explore and manipulate objects and talk about the things they are discovering.

How do children learn to measure length and area?

Children initially develop an understanding of measurement through comparing objects. They may hold up two blocks and say one is longer or shorter than the other. Soon after, they begin to compare more than two objects.

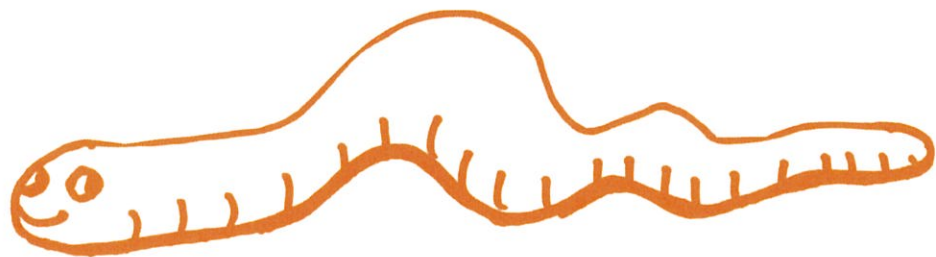
Children need to play and experiment with a variety of materials and objects to measure things with, before they can move to using *formal* units such as metres or centimetres. They need to measure the length of a table for example, using pegs, spoons or books or hand spans before using a ruler.



Parents Count Too

What can you do at home?

- Use modelling dough to roll out two “snakes” of different length. Talk about one snake being “shorter” and the other “longer”.
- Roll two snakes that are the same length from modelling dough. Turn one into a zig-zag or curved snake. Ask your child, *Which snake is longer?*



- Trace around your child’s hand or foot onto a piece of card and cut it out. Use this to measure the length of things such as a table or his or her bed. Before you measure, encourage your child to guess how many “hands” long the bed is.
- Roll a toy car down a ramp and measure how many car lengths it travelled.
- Walk around objects and talk about how many steps it takes.
- Record your child’s growth on a height chart.
- Compare the height of family members and talk about who is “taller” and “shorter”.
- Use a stick to measure distances between seedlings when planting.
- Measure the area of a patio or tabletop using sheets of newspaper. Count how many sheets of paper were needed to completely cover the area.

Parents Count Too



- Draw squiggle patterns or make squiggle patterns from string glued onto paper. Colour inside the “closed” areas.
- Spread out a sheet of newspaper on the floor. Count how many books will fit on top of it.
- When wrapping presents talk about the size of the paper and if the paper will be wide and long enough.
- Talk about the size of a tablecloth needed to cover a table or covering for a car.
- Look at the area coverage indicated on paint tins before painting. Talk about how many tins of paint you will need.
- Collect coloured scrap paper and some empty cans or small cartons such as cereal boxes. Your child can create a colourful model by gluing paper to completely cover the carton or can.
- Show your child examples of patchwork and talk about the patterns. Encourage them to create patterns using blocks, scraps of paper or colouring on paper.

Parents Count Too

Helping your child with – *Arithmetic: addition, subtraction, multiplication and division*

Through everyday activities and play situations children will naturally use numbers. Young children are very capable of sharing out things such as lollies so that each person has a fair share or adding a friend's collection to his or her own and finding the total. We need to help children discover quick and easy ways of using numbers.



How do children learn to use numbers?

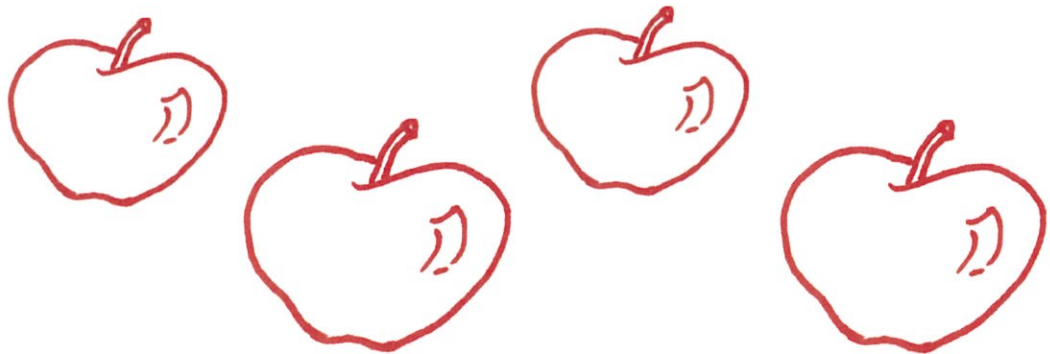
When first learning to use numbers, children will need to have the objects with them in order to add, subtract, multiply or share equally (divide). They will go through a process of needing to see and count each thing, one at a time.

We need to help children learn to start counting from a larger number and add or subtract a second number. We also need to help children build mental images of a group or quantity so they do not always have to rely on seeing the objects. Helping children to mentally “see” groups of things will also help them with understanding multiplication and division before they learn the “tables”.

Parents Count Too

What can you do at home?

- Play board games such as *Snakes and Ladders* with two dice and encourage your child to add the two numbers rolled. Show them how to count from the larger number.
- Play card games such as *21 or bust*. In this game, two cards are dealt to each player who adds the numbers together. Each player may ask for more cards from the “kitty” with the aim of being the person with the highest score that does not go over 21.
- Share fruit such as mandarins with your child and add the number of pips you both have.
- Ask your child to help you work out how many more items are needed when you are shopping. *I have six apples here, how many more will I get to make ten?*



- Look at house numbers when going for a walk. Ask your child to guess what the next number will be.
- Set the table for one person and ask your child to put out enough plates for everyone. Ask them how many more were needed.
- Count the number of eggs in a carton, and again after some have been removed. Ask your child, *How many were taken away?*
- Read a book to your child that has a contents page. Look for a story or chapter on a certain page and work out how many pages until the next story.

Parents Count Too

- Use empty toilet rolls or empty plastic bottles and a ball to make a game of skittles. Encourage your child to tell you how many were knocked down and how many are still standing after bowling. Keep a score of how many are knocked down to see who is the winner.
- Sing songs that include numbers. Ask your child to tell you the next number in the song before you sing the next verse.
- Go for a drive and point out the signs that indicate the distance to the next town. In the country the numbers on the kilometre signs go down by 5. Ask your child to work out what number will be on the next sign.
- Have your child help share out food to the family. *How many slices will I need to cut the pizza into so that everyone has two slices?*
- Ask your child to share out items fairly with others.
- Count the number of things in a collection such as shells in a bag or a large jar of buttons. Ask your child if there is a quick and easy way of counting, say counting by fives.
- Decorate patty cakes with sultanas or smarties. Place the same number of sultanas or smarties on each cake and ask your child to find out how many you will need altogether.
- Count the number of ice cubes in a tray. If your child counts by ones suggest counting by the number in each row of the tray. (This will usually be counting by twos.)



Parents Count Too

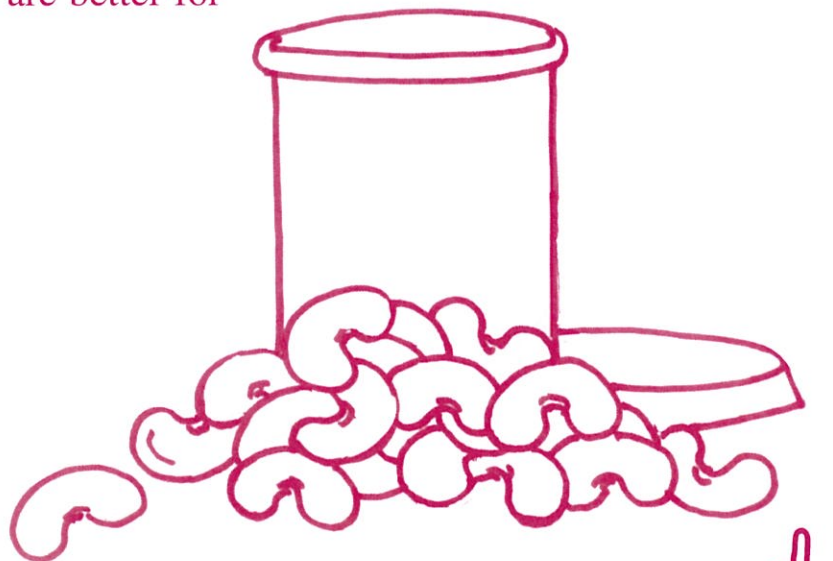
Helping your child with – Measuring volume and mass

Children's early experiences with measurement will often be based on their observations of you as parents. Watching mum or dad measure and pour ingredients for a recipe or weigh items at the fruit shop will often become part of play in following days.

How do children learn to measure volume and mass?

Children initially develop an understanding of measurement through comparing objects. They may hold up two toys and say one is heavier or lighter than the other or look at two glasses and say one has more water in it than the other. Soon after, they begin to compare more than two objects.

Children need to play with a variety of materials and containers for filling, packing and pouring before they can move to using *formal* units such as kilograms and grams. They need to understand how things can be packed together to fill a container and which materials are better for packing.



Parents Count Too

What can you do at home?

- Give your child different sized plastic cups and a large plastic container to play with in the bath. Encourage your child to guess how many of each cup will be needed to fill the container.
- Talk about how many cups or teaspoons of each ingredient are used in a recipe when you are cooking together.
- Encourage your child to pack away their own toys and books. Talk about how things will fit better depending on the way they are stacked or placed.
- Make a sandpit from a large plastic tub so your child can fill various containers with sand. Sieves, colanders, plastic spoons and bottles, old margarine tubs, and funnels are useful equipment for sand play.
- Count how many cups of dry pasta or popcorn are needed to fill a bowl.
- Talk about how much you can hold in your hand. Compare how many marbles or small rocks you can hold to the number your child is able to hold.
- Collect a variety of different sized boxes. Encourage your child to see if they can fit the boxes inside each other. Talk about which box is the best to start with and why.
- Fill a shoe box by stacking with blocks, one layer at a time. Count how many blocks were needed for the first layer and then build more layers.
- “Hefting “ is the balancing of an object in each hand and deciding which is the heavier or lighter. This is a good way for children to compare the weight of objects.
- Drop different objects into a bucket of water or the bath to see which makes the biggest splash. Talk about why some things made a bigger splash than others.

Parents Count Too

- Show your child how you use kitchen scales to measure ingredients.
- Have your child weigh themselves on bathroom scales. Weigh other family members and family pets.
- Talk about how much your child weighed when he or she was born.
- Show where the weight of goods is recorded on food packets.
- Have your child help you weigh items when grocery shopping.
- Play on a see-saw and talk about how to make the see-saw go up, down or balance.

Parents Count Too

Helping your child with – Shapes and objects

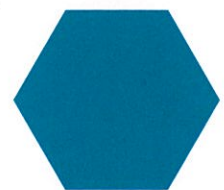
Spatial mathematics includes ideas relating to shapes, shapes within solid objects and the position of shapes and objects. Children need to develop strong images in their minds about shapes and objects and the way they can be changed, put together or pulled apart.

We also need to help children develop the language they need to describe shapes and objects.

How do children learn about spatial ideas?

Initially, children will learn about objects and the space around them by experimenting and playing. Young children enjoy building towers or discovering which blocks will stack or roll. While it is not until much later that children will learn the names of three-dimensional objects, we should encourage children to think and talk about the parts that make up the object.

Through early experiences, children will learn the names of simple 2-dimensional shapes, such as *triangle* or *circle*. We need to show children shapes in different positions and sizes to help build their mental images of shapes. Drawing and making shapes are key ways in which children can develop these ideas.



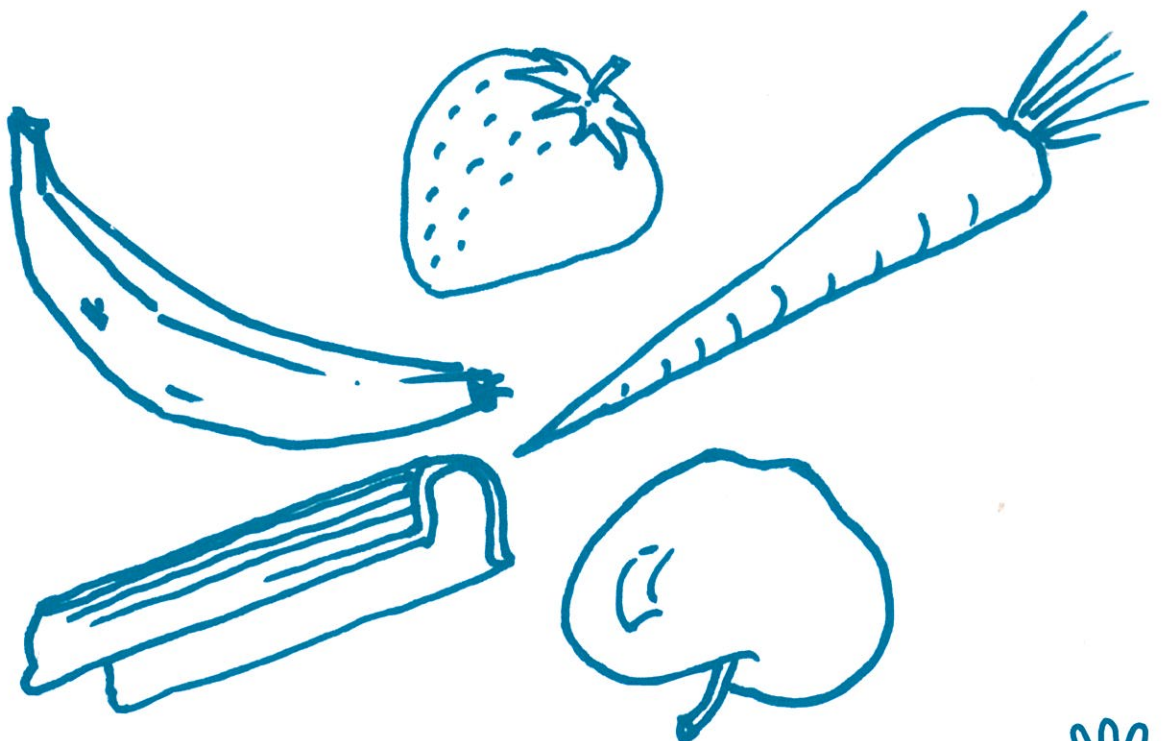
Parents Count Too

What can you do at home?

- Read books to your child and talk about the shapes you can see within the pictures. *The roof on the house is a triangle.*
- Look for objects inside or outside the house that are shaped like a circle, triangle, rectangle or square. Look for different sized shapes and shapes in different positions.
- Involve your child in craft activities such as making your own gift wrapping by printing painted shapes onto paper using corks, empty cotton reels or sponges.
- Make shadows on the ground or on a wall using your body or hands and talk about the shapes.
- Fold paper to make a hat or boat and talk about the shapes made as you fold the paper.
- Make your own jigsaw by cutting a magazine picture into about four or five pieces and putting it back together again. Talk about how the edges of the pieces fit together.
- Collect scrap paper or used gift wrapping and encourage your child to cut and glue pieces to make a picture.
- Play *I Spy* games and describe things by size and shape. *I spy with my little eye something that is big and shaped like a square.*
- Use boxes and containers of different sizes to play “stacking” games.
- Ask your child to help you put away the groceries and talk about which things will stack easily.
- Make biscuits using cookie cutters or make pretend biscuits from modelling dough. Talk about the shape of each biscuit.

Parents Count Too

- Help your child to build a paper aeroplane and see if it can fly.
- Make sand models from wet sand using cups, buckets or jelly moulds. Talk about sizes and shapes and try to stack some shapes.
- Blow bubbles using wire loops or straws and a detergent solution. Talk about the shape and size of the bubbles and the effects when the wire shape is changed
- Collect wood off-cuts and let your child glue the pieces to make a model.
- Collect shells at the beach and ask your child to sort them and tell you how he or she grouped them.
- Build a “house” from playing cards or dominoes.
- Talk about the shapes made when you cut straight through vegetables or fruit.



Foundation Handwriting

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n

O o P p Q q R r S s

Foundation Handwriting

T t U u V v W w

X x Y y Z z

1 2 3 4 5 6 7 8 9

10

Treating and controlling head lice



While children are at school many families will have contact with head lice. The information here will help you treat and control head lice.

Catching head lice

Head lice have been around for many thousands of years. Anyone can get head lice and given the chance head lice move from head to head without discrimination.

Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly, usually within 24 hours.

People get head lice from direct **hair to hair contact** with another person who has head lice. This can happen when people play, cuddle or work closely together.

Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Finding head lice

Many lice do not cause an itch, so you have to **look carefully to find** them.

Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

Step 1	Comb any type of hair conditioner on dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or run around.
Step 2	Now comb sections of the hair with a fine tooth head lice comb.
Step 3	Wipe the conditioner from the comb onto a paper towel or tissue.
Step 4	Look on the tissue and on the comb for lice and eggs.
Step 5	Repeat the combing for every part of the head at least 4 or 5 times.

If lice or eggs are found, the child's hair should be treated.

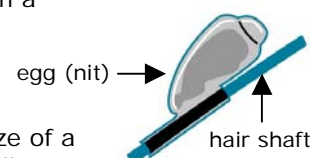
If your child has been treated recently and you only find empty hatched eggs, you may not have to treat as the empty eggs could be from a previous episode.

Head lice eggs

Head lice eggs are small (the size of a pinhead) and oval. A live egg will 'pop' when squashed between fingernails.

Dead eggs have crumpled sides and hatched eggs look like tiny boiled eggs with their tops cut off.

To optimise treatment remove as many eggs as possible.



Head lice combs

Combs with long, rounded stainless steel teeth positioned very close together have been shown to be the most effective, however, any head lice comb can be used.

Treating head lice

Concentrate on the head—there is **no evidence** to suggest that you need to clean the house or classroom.

Head lice products must be applied to **all parts of the hair and scalp**.

No treatment kills all of the eggs so treatment must involve two applications seven days apart. The purpose of the first treatment is to kill all lice, the second treatment is to kill young lice hatched over the next six days.

Cover the person's eyes, for example with a towel, while the treatment is being applied.

If you are using lotions, apply the product to dry hair.

For shampoos, wet the hair, but use the least amount of water possible.

Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

If you choose not to use an insecticide, the conditioner and comb method can be used every second day until there have been no live lice found for ten days.

There is no need to treat the whole family, unless they also have head lice.

Only the pillowcase requires special laundering; either wash it in hot water (at least 60°C) or dry it using a clothes dryer on the hot or warm setting.

Testing resistance

Head lice products belong in one of the following categories depending on the active compound they contain:

- Pyrethrins
- Synthetic pyrethroids (permethrin and bioallethrin)
- Organophosphates (maldison or malathion)
- Herbal, with or without natural (non-chemical) pyrethrins.

Insecticide resistance is common so you should test if lice are dead. If they are, treat again in seven days using the same product. If the lice are not dead, the treatment has not worked and the lice are resistant to the product and all products containing the same active compound. Wash off the product and treat as soon as possible using a product containing a different active compound. If the insecticide has worked, the lice will be dead within 20 minutes.

Any head lice product could cause a reaction and should be used with care by women who are pregnant or breastfeeding, children less than 12 months and people with allergies, asthma or open wounds on the scalp. If you are unsure, please check with your pharmacist or doctor.

Preventing head lice

There is no product available to prevent head lice. Using the **conditioner and comb method once a week** will help you detect any head lice early and minimise the problem. Tying back long hair can help prevent the spread of head lice.

Regulations

Children with head lice are required under the Health (Infectious Diseases) Regulations to be excluded from school, day care or crèche until treatment has commenced. A child with head lice can be treated one evening and return to school the next day, even if there are still some eggs present.

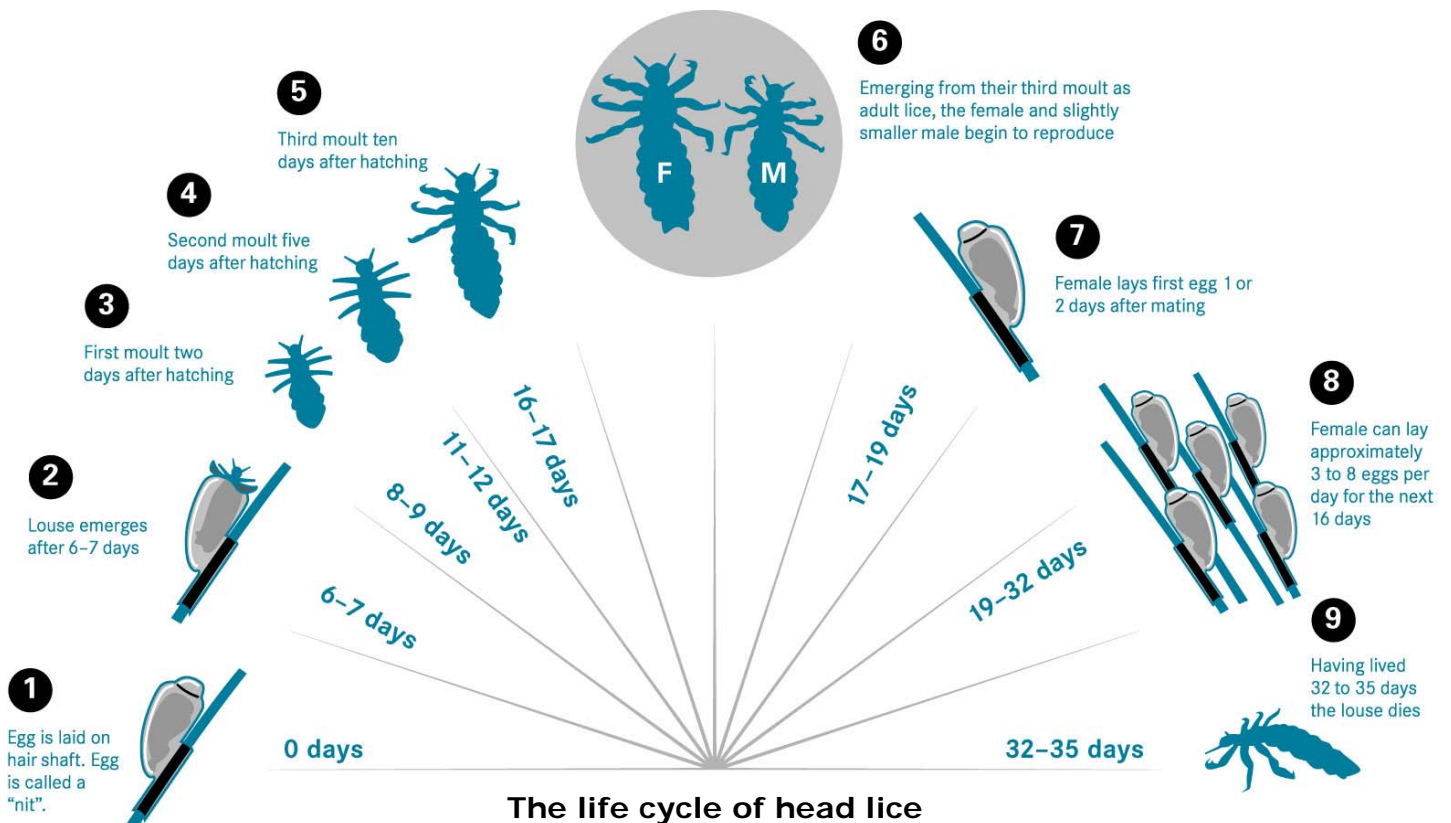
Further information

See website:

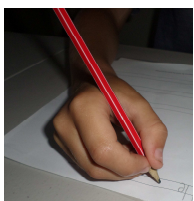
<http://www.health.vic.gov.au/headlice>

The information in this pamphlet is based on the research conducted and written by Associate Professor Rick Speare and the team of researchers at, School of Public Health and Tropical Medicine, James Cook University.

Life cycle diagram courtesy of Nitpickers.



Fine Motor



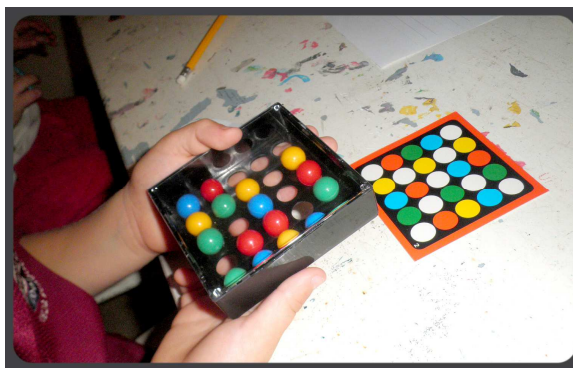
- Hold a pencil with 3 fingers.
- Colours predominantly within the lines
- Shows a clear hand dominance
- Picks up small objects in the tips of their fingers
- Uses scissors
 - Correct grip
 - Cuts straight line
 - Cuts curved line
 - Attempts circle
- Draws a line down
- Draws a line across
- Draws a circle
- Draws a cross
- Draws a face
- Draws a square
- Draws a stick figure with at least 6-8 body parts
- Draws a diagonal line
- Traces own hand
- Writes/copies first name



When to refer to an Occupational Therapist

If your child is attending school next year and there are unchecked boxes, a referral to an Occupational Therapist would be recommended.

Please note: Only check off a skill if your child is consistently achieving it.



SCHOOL READINESS CHECKLIST

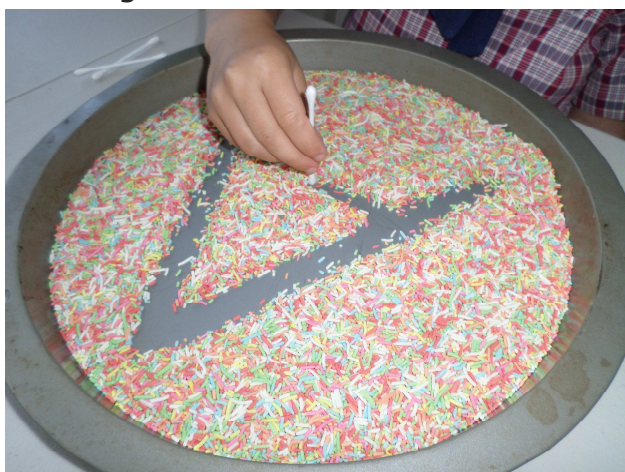


☎ 0403 920 252

✉ melissa.hamilton@helpinghandsot.org.au

Cognitive/Thinking Skills

- Sort objects by colour, shape, function or size
- Name shapes & colours
- Complete simple puzzles
- Tell own name & age.
- Concentrate on a story and answer simple questions about it
- Attempt to solve a problem or overcome a simple obstacle
- Follow a 2-3 step sequence of instructions
- Stop activity when asked to
- Identify own name in print
- Recognises some letters in either upper or lower case
- Recognise some numbers
- Copies actions- for example for songs



Self-Care Skills

- Manages toileting (including managing clothing fasteners & wiping)
- Washes own hands
- Manages fasteners- Velcro, zippers, buttons
- Manages own clothing & shoes- especially raincoat, jumper & shoes on/off
- Eating- manages own wrappers, lunch box & drink bottle
- Wipes own nose



Gross Motor

- Balances on one leg for a few seconds
- Catches large ball
- Kicks a ball
- Walks downstairs without holding on
- Jumps with 2 feet together
- Move confidently without bumping into things
- Use gross motor equipment



Social Skills

- Takes turns
- Ask for help if needed
- Play with friends
- Responds to questions
- Looks at the person when talking or listening
- Listen to others in a group
- Stays with
- Follow instructions and rules
- Engage in a table-top task for 10 minutes
- Will try new activities
- Sits in a seat or stands in a line without excessive fidgeting

Making a referral to *Helping Hands*

Helping Hands accepts referrals from a number of sources:

- o Parents
- o Family doctors and Paediatricians
- o Classroom teachers, education support teachers & school counsellors
- o Other professionals such as speech pathologists and psychologists

How do I refer?

- o Call for an appointment.
- o Discuss the need for OT with your teacher. Some schools have referral forms & consent forms available.



Contact information:

Melissa Hamilton

Masters of Health Science (OT), Bachelor of Applied Science (OT), Sensory Integration Certification

0403 920 252

melissa.hamilton@helpinghandsot.org.au

PO Box 624, Stanhope Gardens 2768

**Health Fund and Medicare rebates may be available.*



Helping Hands is an initiative of Power to Change.



Helping Hands
OT FOR KIDS

What is OT?

Occupational therapy involves helping children with their occupations - their activities. In most cases for children this is self care, school and play. Children sometimes need specific strategies so that they can learn to participate in activities and with other people.



When does my child need OT?

Does your child have difficulty achieving their potential in their daily activities. If your child is struggling with daily activities OT may be able to help.

Does your child have difficulty:

- o with pencil control?
- o with copying from the board?
- o with writing legibility?
- o with written expression?
- o with fine motor coordination?
- o with doing up buttons, laces or other fasteners?
- o with being organised?
- o with attention and concentration?
- o with using cutlery?



What services does *Helping Hands* provide?

Helping Hands Occupational Therapy is a predominantly school based service. The OT will visit your child at school. Your child's primary role is as a student, therefore the aim is to help them to maximise their potential in their learning environment, working in partnership with their family & teacher.



o **Assessment**

Questionnaires will be given to the teacher and parent to gain an understanding of the child's performance in real situations. As well, an appointment will be arranged with the OT. You will receive a comprehensive report following the assessment.

o **Intervention**

If intervention is shown to be needed after assessment, sessions will generally occur at school at a time booked in through the teacher. This Intervention may be in a group or individual. Alternatively it may involve suggestions or adaptations to the task or environment. A home or class program may be provided. On request the OT may assist with applications for disability provisions for Board of Studies, and making referrals to services when needed.



School students and



The smarter way for students to travel to and from school.



Introducing the School Opal card

The School Opal card gives eligible students free or discounted travel between home and school using the train, bus, ferry and light rail services you nominate in your application.

Who can apply?

To be eligible for a School Opal card, students may need to live a minimum distance from their school:

Years K-2 (Infants)

There's no minimum distance.

Years 3-6 (Primary)

More than 1.6km straight line distance or at least 2.3km walking.

Years 7-12 (Secondary)

More than 2.0km straight line distance or at least 2.9km walking.



If you live too close to be eligible for free travel, you may still qualify for a School Term Bus Pass, which offers travel on buses between home and school at a discounted rate for the whole school term.

Who needs to apply

A new application is only required if the student has not had a School Opal card before.

If the student already has a School Opal card and is changing schools, campuses or home address, you will need to update their Opal card for the new school year before mid-December at apps.transport.nsw.gov.au/ssts

How to apply

Applications for next year open at the start of Term 4 this year.

Step 1

Once the new school has confirmed your child's enrolment, complete the application at transportnsw.info/school-students

Step 2

The school endorses your application.

Step 3

Once Transport for NSW has approved the application, a School Opal card will be sent to the address provided on the application.



A parent or guardian must apply for students 15 years and under. Students 16 years and over must apply for themselves.



Better together

The School Opal card is only for travel to and from school. So it's a good idea to get a Child/Youth Opal card for travel after hours, on weekends or during school holidays.

Child/Youth Opal card benefits

- Concession fares across the Opal network
- Half-price travel after eight paid journeys each week*
- \$1 transfer discount for every transfer between modes (train, ferry, bus or light rail) as part of one journey within 60 minutes from the last tap off †
- The Opal Transfer Discount doesn't apply when transferring between light rail and Sydney Ferries.
- Set auto top up and link it to your credit or debit card so there's always enough value on the card to travel.

Find out more and apply at opal.com.au or pick one up from an Opal retailer. To find one in your area visit retailers.opal.com.au



Secondary students aged 16 and over can travel with a Child/Youth Opal card when carrying a NSW/ACT Senior Secondary Student Concession Card, available from school and TAFE offices.



For more information call **131 500** or visit transportnsw.info/school-students

Privacy

The personal information collected for the purposes of the Opal Ticketing System will be treated in accordance with the *Privacy and Personal Information Protection Act 1998 (NSW) (PPIPA)*. For information on how we handle such personal information please refer to the Opal Privacy Policy published on opal.com.au

Terms of Use

By ordering, using a School Opal Card you agree to be bound by the School Pass Terms and the Student Codes of Conduct, available at apps.transport.nsw.gov.au/ssts.

For help in your language, call the Translating and Interpreting Service (TIS) on **131 450**.

* Excluding Sydney Airport station access fee.

† The Opal Transfer Discount doesn't apply when transferring between light rail and Sydney Ferries.

WELCOME TO OSHC

OSHClub
Outside School Hours Care



OSHClub pride ourselves on providing your child/ren with **fun, play-based learning experiences** before and after school as well as during the school holidays. Whether your child attends OSHC daily or only occasionally, each visit is an **exciting and engaging adventure!**



COMPELLING PROGRAMS

We'll empower your child to explore, navigate, experiment and engage in a diverse range of experiences.



EDUCATORS WHO CARE

Our educators will embrace your child's journey: caring deeply, thinking creatively and inspiring them to thrive.



FUTURE READY

We focus on building knowledge, skills and behaviours that help prepare your child for whatever the future may hold.



UNIFIED PARTNERSHIP

As an integral part of the school community, together, we'll create a fun and engaging environment for your child to flourish.



FABULOUS FOOD

We fuel curious minds and growing bodies, helping to shape your child's understanding of health and wellness positively.



REST ASSURED

You can be confident that your child is safe, happy and given every opportunity to fulfil their potential.



KEY SERVICE INFORMATION

Kellyville OSHClub

PROGRAM	TIMES	FULL FEE	FEE AFTER 85% CCS*
BEFORE SCHOOL CARE	6:30 AM - 8:45 AM	\$16.00	\$3.08
AFTER SCHOOL CARE	2:50 PM - 6:30 PM	\$27.00	\$5.20
VACATION CARE	7:00 AM - 6:30 PM	\$54.00**	\$10.40

*Fees & hours of operation as at Term 1, 2020 and may be subject to change
*Child Care Subsidy can provide up to 85% off your child care fees / **Excluding incursion/ excursion fees*

ENROLMENTS

Enrolling with OSHClub is easy and completely free, just head to our website oshclub.com.au and click register. Your child's enrolment must be confirmed before attending their first session with us.

BOOKINGS & CANCELLATIONS

Once enrolled, you can manage your bookings and cancellations with ease online or via the Kidsoft app.

BEFORE & AFTER SCHOOL CARE

Bookings can be made online any time up to 24 hours before the session commences. To make a booking after this time, please contact your service directly on 0409 973 692. Late bookings will incur an additional \$4.00 fee.

To avoid any out of pocket costs, cancellations must be made at least 48 hours in advance. Cancellations within this period will incur the full fee, less any applicable CCS.

SCHOOL HOLIDAYS

Vacation Care bookings can be made online up to 5 days before the session commences. To make a booking after this time, please contact your service directly on 0409 973 692. Late bookings will incur an additional \$4.00 fee.

To avoid any out of pocket costs, cancellations must be made at least 7 days in advance. Cancellations within this period will incur the full fee, less any applicable CCS.

CHILD CARE SUBSIDY

Many families are eligible for Child Care Subsidy (CCS), which can reduce the cost of Outside School Hours Care by up to 85%. All our services are CCS approved, so we encourage all families to find out whether they are eligible. To establish what level of CCS you may be entitled to please contact the Centrelink Family Line on 13 61 50.

STATEMENTS & PAYMENTS

Fees will be automatically debited every 2 weeks in arrears from the bank account, VISA or MasterCard you nominated during enrolment. Please note that if a transaction is declined, a dishonour fee will be applied. You can view your statements via your online account.

LATE PICK-UP

A \$1.00 per minute, per child fee may apply for children picked up after the service close time.

NO SHOW

An additional \$5.00 fee per child may be charged for any After School Care booking where no cancellation is provided.

INCURSIONS & EXCURSIONS

Incursions and excursions may incur an additional fee. These vary based on activity and may be subject to change.

For account specific enquiries, please contact our Customer Service and Billing Team on 1300 395 735 or email oshaccounts@junioradventuresgroup.com.au. Our team are available 8am - 8pm Monday - Friday (AEST/AEDT).

MEDICAL MANAGEMENT

So we can provide the best and safest care, it is important that you inform the service if your child/ren has an identified health care need, allergy or relevant medical condition diagnosed by a registered medical practitioner. On your first day of attendance, bring along a completed Risk Minimisation form, Medical Management forms and any required medications. All medications (including ointments and creams) must be prescribed by a medical practitioner, be in the original container with original pharmacist labels and clear instructions. All labels must be legible and undamaged, and the medication must still be within its expiry date.

WE'RE HERE TO HELP!

Come and see us in-service, email or give us a call. We look forward to welcoming you and your child/ren soon.



0409 973 692



kellyville@oshclub.com.au



oshclub.com.au



A day at Inspire includes:

- * Afternoon tea
- * Homework club
- * Martial arts lessons with a black belt instructor
- * 'Be inspired' time which incorporates a selection of:
 - * Drama
 - * Dancing
 - * Cooking
 - * Science activities
 - * Craft
- * And lots of fun activities based on children's interests and ideas

Staff

At Inspire, we pride ourselves on having the best staff in the industry. Our team includes primary school teachers, childcare professionals, black belt martial arts instructors and specialist educators. All our staff have the 'Working with Children Check' and most importantly our team have a passion for 'inspiring' kids.

With Inspire, Kids:



Establish good study habits



Become more confident



Develop a love of learning



Improve their grades

Fantastic quality.
Incredible value.

ENQUIRE TODAY



BOOK NOW

All bookings and enquiries:

1300 665 275

info@inspireme.com.au

www.inspireprogram.com.au



Inspire
Program Australia

An after school program with a difference



MARTIAL ARTS LESSONS



HOMEWORK CLUB



ART, CRAFT, COOKING GAMES & MORE

Eligible for the child care subsidy

ENQUIRE TODAY

www.inspireprogram.com.au

1300 665 275

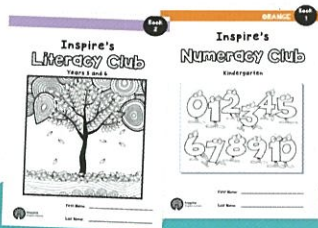
Homework Club

At Inspire, kids don't just do their homework - they also participate in additional educational activities and programs to supplement their learning.

Inspire's homework program has been developed by a team of primary school teachers and is designed to develop confidence and good study habits.

Each homework room is supervised by an educator. Their role is to assist the kids in completing homework set by their school, as well as provide valuable tuition.

Our program incorporates NAPLAN preparation, literacy and numeracy clubs, fun workshops, and educational games to ensure your child is getting support to achieve their best.



"It's great to know when I pick Maddie up, her homework is done!"

Michelle, Baulkham Hills

"Josh has improved his marks in maths since starting at Inspire."

Jennifer, Pennant Hills

'Be Inspired' Time

Afternoons are fun at Inspire. Every day there are fun activities to engage and inspire the kids.

Activities are programmed according to the children's interests and ideas, and include - drama workshops, dance lessons, cooking classes, science experiments, bootcamp, drawing lessons and craft.

"Cameron loves all the different activities and we have seen his confidence grow."

Ingrid, Carlingford



Martial Arts Lesson

Every day our kids participate in a martial arts lesson run by our black belt instructor.

Martial arts is a key part of our program because:

- * It improves coordination and balance
- * It develops confidence, discipline and respect
- * And it is LOTS OF FUN!

Our program is:

- * Non-contact
- * Safe
- * Fun and includes lessons on anti-bullying



"The martial arts lesson is the highlight of the day for my boys."

Joanne, Kellyville



Did you Know ?

- * Studies have shown that martial arts actually stimulates neuron development in children.

And

- * Parents report an improvement in their child's ability to concentrate.

THE ISLAND OOSH NORWEST

www.theislandoosh.com.au

The Island OOSH is a stand-alone before and after school care facility located in Norwest Business Park. With a range of extra curricular activities including, Dance lessons, Music and Karate, the Island prides itself on being not only one of the biggest but also one of the best OOSH facilities in the Hills district.

- Indoor Basketball Court
- Indoor Soccer Field
- Bubble Soccer
- Large Trampolines and Foam Pit
- Year Divided Classrooms
- Music Rooms
- Dance Studio

Childcare Subsidy (CCS) is available

10 Inglewood Place, Baulkham Hills (Norwest Business Park)

 (02) 9836 1700

 admin@theislandoosh.com



THE ISLAND OOSH NORWEST

IMPORTANT FACTS ABOUT KINDERGARTEN

Smaller Class Sizes

Children are placed in a specially designed kindergarten classroom for their age.

Specialised Kindergarten Program

Our Kindergarten Program encourages age appropriate activities and safe play in a friendly environment where children are able to establish friendships with children from a range of local primary schools.

Homework Help

Staff can assist children with homework each afternoon however we do not tutor.

Pick-up & Drop-Off

The Island works with parents, students and affiliated schools to ensure the safe arrival and departure of students. New students are picked up from the school office or their classrooms until they feel comfortable making their way to the organised pick-up point.

Catering

Breakfast Program: Begins at 6:30am and includes a range of cereals and spreads.

Afternoon Tea: Served upon arrival at The Island - consisting of fruit platters and an additional snack on a rotating menu served at 4pm.

Extra Curricular Activities

Classes in dance, music, singing, and karate are included in afternoon fees. S.T.E.M. classes are available at an additional fee.

