

# Kellyville Public School

*A tradition of excellence and opportunity*



## KINDERGARTEN INFORMATION BOOK

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# NOTES

## From the Principal

Welcome to all of our Kindergarten students and their families commencing their school years at Kellyville Public School.

Kellyville is an open and friendly school in which our goal is to do the very best for your child. A working partnership between parents and teachers and a well developed sense of community is essential.

Children succeed best at school when they realise that the expectations the school has of them are very much the same as those of their parents.

Our experienced staff seek to achieve our school goals by providing a curriculum that is both relevant and challenging. We aim for excellence. At Kellyville Public School we teach the core values of integrity, excellence, respect, responsibility, co-operation, participation, caring, fairness and democracy. These values underpin all teaching and learning and are reflected in our Guiding Principles.

There is a strong emphasis on providing the best opportunities in a variety of exemplary programs in sport activities, academic challenges and expression through creative and practical arts.

Through the positive student welfare program there is a clear focus on developing self esteem, self discipline and motivation. Responsible action is encouraged in all facets of the children's school life.

Jenny Walker  
Principal

## School Attendance

Regular attendance at school is vital for the best learning and social outcomes to occur for your child. Student attendance rates are specified as a performance indicator within the 'National Education Agreement.' There are times, however, when your child will be unwell and we ask that in this circumstance you do not send them to school.

Under the 2015 revised School Attendance Policy, parents are required to provide the school with an explanation of a child's absence within seven days from the first day of any period of absence. However, an explanation via the school app, a telephone call or a note to the teacher or office within two days of any longer period of leave is advisable. Teachers are asked to check absences of longer duration than two days.

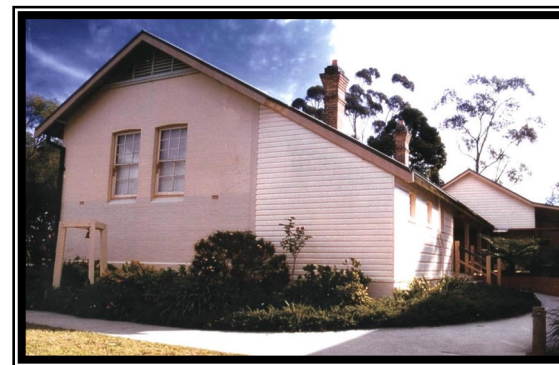
An absence is marked as unexplained if parents have failed to provide an adequate explanation to the school within seven days. Upon a child's return to school, legal requirements ask for a written explanation to be provided explaining the reason for the leave. When frequent absences are explained as being due to illness, principals may ask for medical certificates to be provided.

Punctual arrival to the classroom each morning is also a very important issue. When students regularly arrive late to class they miss valuable learning time and they take time from the rest of the class because the teacher needs to re-explain the learning intentions for the morning session. Your assistance in this regard is appreciated.

Holidays and travel outside school vacation periods is now included as an absence from school. When travel leave involves five days or more, parents need to fill out an Application for Extended Leave-Travel Form for approval by the school.

## Why is it important for Teachers and Parents /Caregivers to develop a partnership?

- \* Parents and caregivers know their young children best.
- \* The knowledge of parents and caregivers can give teachers a better understanding of their children.
- \* Parents and caregivers are the child's first and most influential teachers.
- \* Children's attitudes to school are strongly influenced by their parents and caregivers.
- \* Parents and caregivers have the right and the responsibility to be involved in their child's education.
- \* Parents' and caregivers' attitudes to the school and support of its programs will be enhanced when based on knowledge and understanding.
- \* Parents, teachers and caregivers are equal partners in the learning process.
- \* Parents and caregivers can support and enrich classroom programs.



## THE KINDERGARTEN PROGRAM AT KELLYVILLE

The knowledge, skills and values your child will learn in Kindergarten at Kellyville are too numerous to include here in this book, but in general our goal is to make learning interesting, enjoyable and lifelong - not just something that happens at school!

We assist children to learn appropriate **social skills** such as good manners, abiding by established rules, sharing, caring for others, respecting the rights of and co-operating with others. Throughout Kindergarten, the children will continue to develop **values and attitudes** which are appropriate to cultural background and societal expectations. The teaching and learning programs at Kellyville aim to maintain a high level of self esteem in each child and address the learning needs of each individual. Throughout their work, children will be taught effective **problem solving** skills through both creative and logical thinking to prepare them for life beyond school.

The Kindergarten program will also promote fine motor development, co-ordination and play skills. The program aims to meet each child's needs by:

- \* actively involving the children
- \* developing the basic skills of language, writing and number
- \* creating a climate in which the children enjoy being at school, feel valued and want to learn
- \* developing their confidence, positive self image and self esteem
- \* learning effective social interaction with other children
- \* catering for individual interests, needs and all ability levels
- \* assisting in the physical, emotional and social development of each child.

## USEFUL INFORMATION

The Department of Education and Training sets 5 days per year for staff to attend professional development seminars. Dates for these pupil free days will be advised once bookings are confirmed.

Please send any permission notes and money requests in as early as possible. Leaving it to the last minute can be concerning to your child and they will be asked to remind you. Please be aware that there is a cut off date and money will not be taken after this date.

All articles of clothing should be clearly labelled with your child's name. Labels must be checked regularly to ensure tags have not fallen off and that writing has not worn off.

Please ensure you keep the school up to date with any changes in your contact details.

Please advise your classroom teacher or the school office if there are any changes as to whom will be collecting your child from school.



## **KINDERGARTEN CHILDREN WILL NEED THE FOLLOWING ITEMS:**

**School Bag:** A Kellyville school logo backpack designed for growing children is ideal.

**Lunch Box:** Children may have some difficulty recognising recess and lunch when they are packed in their bag. The two should be separately packed. Recess bags are available from the uniform shop. Recess needs to be able to be eaten comfortably in about 5 to 10 minutes and lunch in around 10 to 15 minutes.

**Drink Bottle:** Must be easy to open and LEAK PROOF. This may not be necessary if your child enjoys drinking water - we have plenty of bubblers.

**Raincoat:** Children should be able to put on their raincoats independently. Umbrellas, for obvious safety reasons, are not encouraged.

**Library Bag :** Kellyville Public School library bags are available from the uniform shop.

**Home Reader Bag:** Home Reader Bags will be sent home next year when reading starts usually in the first few weeks of term.

**Hat:** In all seasons children without the school broad brimmed hats will be restricted to sitting down in designated shaded areas. In line with our Sun Safe Policy of 'No School Hat, No Play', we actively promote the wearing of the school broad-brimmed hats at all times when outside.

The curriculum is divided into six **Key Learning Areas** (KLAs)

### **ENGLISH:**

Speaking and Listening, Writing and Representing, Handwriting, Reading and Viewing, Spelling, Grammar, Punctuation and Vocabulary, Thinking Imaginatively and Creatively, Expressing Themselves and Reflecting on Learning

### **MATHEMATICS:**

Number and Algebra, Measurement and Geometry, Statistics and Probability. Working Mathematically is across all strands.

### **SCIENCE AND TECHNOLOGY:**

Working Scientifically, Working Technologically, Natural Environments, Made Environments, Physical World, Earth and Space, Living World, Material World, Built Environments, Information and Products.

### **HUMAN SOCIETY AND ITS ENVIRONMENT:**

History and Geography

### **CREATIVE ARTS:**

Music, Drama and Visual Arts

### **PHYSICAL EDUCATION, PERSONAL DEVELOPMENT, HEALTH:**

Dance, Gym, Sport, Team Games, Fitness and Lifestyle, Personal Health Choices, Safe Living, Road/Bike/Pedestrian Safety, Growth and Development, Interpersonal Relationships, Child Protection and Drug Education.



## HOME READING

Our Home Reading Program provides opportunities for:

- \* parents to read with their children.
- \* parents to help foster a love of reading in their children by showing that reading is enjoyable and worthwhile.
- \* students to receive positive reinforcement from and practice with their parents.
- \* parents to see and reinforce their child's efforts and progress in reading.
- \* children to enjoy reading aloud to others.

Readers are provided for children to take home so that:

- \* by reading school readers that use basic and familiar vocabulary and language patterns, the skills involved in reading will be developed.
- \* there will be sufficient flexibility to ensure home reading remains enjoyable for parents and children and not become just another chore which must be done.
- \* one book shared and enjoyed is far better than five books which have been begrudgingly read and which may help convince your child that reading is not to be enjoyed.
- \* regularly listening to your child, parents as well as teachers, will be able to monitor their progress, not only during this year, but in consecutive years.



## SHARE THE EXCITEMENT OF SCHOOL BY:

Taking an interest in the daily description of 'what happened at school today?'

Showing an interest in work brought home, especially home readers.

Assist in your child's classroom (teachers will organise timetables early in the year), with art, sport or in the canteen or uniform shop.

Join a parent group within the school - P & C (Parents and Citizens Association).

Attend scheduled programs such as Information Evenings, Parent / Teacher Interviews, Assemblies, Special Events, Easter and Book Parades etc.

Have a special place for all certificates and awards your child will bring home.



## **SOME HANDY HINTS FOR YOU AS YOU PREPARE YOUR CHILD FOR KINDERGARTEN**

Starting school is **EXCITING** for children. It may mean some **BIG CHANGES** in your child's life such as first or longer separation from home and family, first steps towards independence, new feelings, new experiences, new friends and new teachers.

**IT IS VERY IMPORTANT TO GET YOUR CHILD OFF TO A GOOD START.** This takes a joint effort between parents and teachers.

Make every effort to allow your child to participate in the school visits scheduled for next term as this will answer many questions you and your child may have about what it's going to be like in 'Big School'.

Discuss any fears your child may have about school prior to starting school in a positive, loving and reassuring manner.

Help your child to practise writing their name in the N.S.W Foundation Style lower case letters. Refer to the example in the Kindergarten pack.

When helping your child learn the alphabet, please focus not only on letter names but on the sound also e.g. 'a' as in cat, 'e' as in egg, 'd' as in dog.

Teach your child to be safe, ensure they know their first and last name, address, parent's names, phone number and stranger safety.

Read stories and poems as often as possible and include your child's choice.



**REMEMBER** - Picture clues may assist your child with unfamiliar words. By pointing to each word as you read together with your child will also help with the memorisation of words. Remember to encourage your child to place their finger below each word as they read, as it reinforces left to right movement as well as helping with word recognition. Lots of repetition and copying of what you say is OK in these early stages. It helps to build their confidence as a reader. If they get stuck on a word it's OK to tell them. Regular practice and reading for pleasure is the key to success.





## PARENT TEACHER MEETINGS and REPORTS

At the end of each semester you will receive a written report letting you know how your child is progressing in all the Key Learning Areas as well as their social and personal development. These reports are based on regular and ongoing assessment. Each child is an individual and at our school we believe that children develop at different rates to achieve their potential. You are encouraged to praise effort being made and provide support and assistance to develop weaker areas. You are welcome to come and discuss your child's report with their teacher. Rest assured that if your child's teacher has any concerns prior to this they will arrange a time to speak with you.

Here are some suggestions:

Before the meeting:

Arrange the meeting for a time when you are least rushed. Let the teacher know by way of a note, if there are any specific things you would like to see or find out about so they can be ready for the meeting.

Consider all of your concerns and write them down.

During the meeting:

- \* be prompt. Punctuality will maximise your time.
- \* get your planned points across.
- \* feel comfortable referring to your notes. Teachers will appreciate that you value accurate, efficient and helpful communication.
- \* consider the perspective of the teacher, who is responsible for the education and welfare of many children besides yours.
- \* question anything that is unclear, including any educational jargon, which may arise.
- \* ask about specific steps that you can follow to assist your child. Stay focused on your child. Do not place blame for any problems your child may have on anyone else.
- \* finding solutions is the most important thing. Strive for a partnership with the teacher.

After the meeting:

- \* if appropriate discuss the meeting with your child.
- \* begin with your general impressions and conclusions, working up to specific areas of change, if needed.
- \* be careful to spell out your willingness and determination to help your child. Going over past failures is counter productive. Start afresh, as if it was the first day of a new year.
- \* follow through with any commitments you have made for working with your child at home.
- \* be positive with both your ideas and tone.

We hope these suggestions help you with the meetings you will have with your child's class teachers throughout their school years.