



Davallia Pre-Primary Guide 2015





Davallia Pre-Primary

Dear Parents,

The purpose of this booklet is to help you become acquainted with and to give you a better understanding of Pre-Primary.

Pre-Primary focuses on the development of the whole child through a variety of play and structured experiences. We aim to make each and every learning experience an enjoyable one, so you will often hear the word 'fun' in our classrooms...

Early Childhood Aims and Programs

Early education focuses on the overall development of individual children within the context of their previous experiences and their local environment. Children learn through watching, listening, interacting and practising as they work towards being able to apply their knowledge, skills and understandings independently. Play and exploratory learning are contexts for investigating, expressing emotions, developing social behaviours and for constructing knowledge.

Children in the Early Childhood phase of development:

- Construct their understanding of the world through processes that include problem solving, inquiry, trial and error, instruction and practise.
- Show emerging language and literacy skills
- Recognise and understand number through experiences with their environment. They use the language of mathematics to develop and understand concepts related to space, measurement, number, chance and data and pre-algebra.

It is in this stage therefore that the foundations and dispositions for future learning are built.

Overview of the focus of curriculum learning in the Early Childhood phase of Development

The Foundation Year of the Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students. The Australian Curriculum has been published for English, Mathematics, Science and History for Foundation to Year 10 and this is what we will be planning our learning programs from in Pre-Primary.

The role of the teacher in Early Childhood is to:

- be vigilant in their assessment of children's capacities and needs; and to systematically record, analyse and use these assessments to inform their planning
- be purposeful in the selection of strategies and resources in pursuit of clear learning goals for each child
- ensure children have every opportunity to learn through engaging activities, hands-on experiences
- and in environments where they are required to make decisions and stretch the boundaries of their learning
- routinely engage children in the kind of conversations that will extend their thinking
- focus as much on the process of children's learning (the thinking dispositions we want them to develop) as on the content of lessons and activities
- use a range of group and individual activities.

Parents as partners

Teachers in the early years are vital in establishing positive and collaborative relationships with families.

When parents are connected, informed and supportive of their children's learning, children's engagement with school and learning is better.

It is also important that parents share information about their children with the school – when things are going well and when there are problems – so teachers can respond to each child appropriately. This is more likely to happen when teachers have built respectful, trusting and friendly relationships with families of children in their classes.

THRASS

THRASS (Teaching Handwriting Reading And Spelling Skills), is a phonics teaching tool, that has a phonographic, multisensory, approach. THRASS uses a unique, analogous learning model that works 'with' the structure of English, making language acquisition much easier and faster than more conventional approaches, while maintaining linguistic correctness and sustainability in its content. A summary of evidence-based research on THRASS may be found on the THRASS website.

This term we will be consolidating the learning of the 26 alphabet letter names and the 44 sounds in English that they represent, by using our THRASS charts. For example, for a word such as house they will need to break it into phonemes by saying /h/ /ou/ /se/ - **we no longer identify "initial" letter sounds like the 'a' for apple, 'b' for ball etc.** It is very important that you support your child with this THRASS approach at home in order to minimize confusion with the reading and writing processes which we are undertaking at school.

If you are unfamiliar with THRASS please feel free to discuss it with a Pre-Primary staff member at an appropriate time in your child's classroom.

You may also wish to purchase a THRASS chart (or other resources) to help your child from the THRASS Osborne Park store or on-line.



Behaviour Management Policy

Acceptable social behaviour is encouraged by the use of manners and awareness of courtesies. Children will be encouraged to accept the rights of others and to be responsible for the care of equipment by appropriate use and packing away after play. There will be a strong focus on positive reinforcement and taking ownership of behaviour and learning. You will hear your child talk about being a good learner and making good choices in order to be a good learner. We will also be learning how to use whole body listening, and manners and respect will be expected at all times.

Pre-Primary rules:

Children's behaviour should reflect positively on the school's reputation and should reflect the following whole school values:

- self-responsibility
- respect and courtesy
- consideration of others
- diligence
- care of property and environment
- punctuality
- honesty

Pre-Primary students should always:

- be respectful to all their friends, teachers and parents
- treat their friends nicely
- follow all instructions the first time every time
- walk on the veranda or pathways
- play safely in the playground
- wear a hat at outside play time
- only go into a classroom when a teacher is inside
- keep their hands to themselves
- use their words to solve problems
- share and co-operate with their friends
- use whole body listening when on the mat
- listen when someone is speaking

Positive Incentives

Praise, encouragement and positive reinforcement of good behaviour are the most important part of behaviour management in Pre-Primary. Material rewards which we offer for good behaviour may consist of:

- stickers
- stamps
- honour certificates
- instant rewards
- special responsibilities
- visits to see the Principal with their work



Consequences

In the event of a Pre-Primary child **not** making good choices or following our Pre-Primary rules these steps may be taken:

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| Level | 1 | <i>proximity praise and reward</i> |
| | 2. | <i>rule reminder</i> |
| | 3. | <i>warning</i> |
| | 4. | <i>remove child from situation</i> |
| | 5. | <i>time out</i> |
| | 6. | <i>visit to a partner teacher (contact parents)</i> |
| | 7. | <i>loss of privilege (contact parents and admin)</i> |
| | 8. | <i>referral to Administration (Associate Principal to visit Pre-Primary and speak to the child concerned and contact parents)</i> |

General Information:

Message Board

We are sure you have noticed the message boards outside the front door of our classrooms. Please read this board every morning with your child. There will always be a message for the children regarding the day's activities or learning experiences, and often there will be important messages for parents as well. This is a good tool for familiarising your child with the days of the week and recognition of letters and words and how to begin sounding them out.

Communication Book

Please always ensure you write any change to pick ups with your child in the communication book located just inside your classroom. If something unexpected happens during the day a phone call notifying us who will pick your child up is appreciated.

Hats

We have a no hat; no play rule at the school for the whole year, so please ensure your child has a hat in their school bag at school every day.

Shoes

Shoes need to be comfortable and suitable for a day at Pre-Primary. Sneakers/joggers/sandals are the best and allow for sporting activities to easily be incorporated into the day-no thongs or crocs please.

Spare clothes

Please provide a spare set of clothes in your child's bag (including underwear) at all times.

Allergies

Please let us and the office know ASAP if your child has any allergies we need to be aware of.

Parent Roster

Families are encouraged to participate in our roster system. This is an opportunity for you to see first hand what your child is doing in class and to share some special time with them. Roster time for Pre-Primary is from 2.00pm – 3.10pm.

It is acceptable to bring smaller siblings if babysitting is difficult, but we ask that they are supervised at all times to minimise disruption to the program. Please advise us if you intend to bring a sibling with you.

Toys

Personal toys are **not** required at Pre-Primary. This prevents the heartbreak of breakage or loss. When something is required to be brought in of an educational value the children will be informed by the teacher.

Birthdays

Birthdays are a very special occasion in Pre-Primary, so you may like to send a treat which can be shared. The most manageable way is an iced cup cake or similar for each child.

Individual Needs

All Children at Davallia Primary school are catered for individually according to their needs. In our classroom, strategies and techniques will be employed specifically to cater for these needs and to allow inclusion across all levels of development and abilities.

Washing

Our tea towels, towels, aprons and home corner gear need constant washing, so throughout the year everyone will have a turn of taking the washing bag home. We thank you for your co-operation with this.

Parent Interviews:

Communications with parents is vital throughout the Pre-Primary year and incidental discussions are important, however, please try **not** to discuss children in front of them. Please refrain from discussing issues regarding your child at the commencement of the school day or at pick up time, as these are the busiest times of our school day and duty of care with the children is our utmost priority.

*Parent interviews can be arranged for any DOTT day or a mutually convenient time.

Recess

We will be having morning tea snack at recess time each day. It is preferable that this is a healthy snack which will satisfy your child until lunchtime. It also is helpful if your child knows exactly what their morning tea snack is to minimise confusion.

Lunch

Lunch for Pre-Primary needs be satisfying for your child, yet at the same time not be too big, as it will mean missing out on lunch play time after spending the whole time eating (which frequently happens). Your child will be encouraged to be independent with their eating, so try to ensure they have things in their lunch box they can open themselves and they have been shown how to open any containers. Obviously there will be staff on duty whilst they are eating and assistance will be given if necessary.

Sick/Injured Children

If your child is unwell **please** keep them at home until they are fully recovered. Children sent to school when they are sick inevitably quickly spread their illness throughout the class. Often Pre-Primary children will insist on coming to school when they are sick because they don't like to miss out, however, we ask you to use your judgment and remain firm.

Reporting

In Pre-Primary we will be reporting to parents at the end of Term One, mid year and the end of the year. This will be in the form of Portfolios and in our Pre-Primary formulated Report. If you have any concerns about your child's development throughout the year, please always feel free to make an appointment to see us on a Monday to discuss your child's progress.

Parking

The car park located outside the Early Childhood Building on Trenton Way is for **Staff Only**. Parking is available on Davallia Road for parents, please follow the footpath to the school site and refrain from walking through the car park- this is imperative for the safety of all children.

Pre-Primary Start Times

Our doors open at 8.40am and we ring our class bell at 9:00am, please make sure your child is in class by this time so we can begin our day with minimal disruptions to our program. Every Thursday we attend a whole school assembly at 8:55am, please be here by 8:45am on those days so we can get to assembly on time.

We look forward to a busy, positive and inspiring year. Although your child may not always come home with a bag full of 'work', please be aware that learning has been occurring through a variety of experiences that do not always end up on paper!

Any queries – please ask!

Thank you for your support and co-operation.

Pre-Primary Teaching Staff☺

