

Padbury Catholic Primary School

Parent Handbook Kindergarten 2023



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WELCOME

We would like to extend a very warm welcome to all the children and families commencing at Padbury Catholic Primary Kindergarten. We hope your child's first year at Padbury Catholic will be a very happy one.

We acknowledge that you are the primary educator of your child and we look forward to working with you to support you in that endeavor.

At Padbury Catholic Primary School Kindy, we learn through play! Our aim is to create a positive learning environment filled with rich experiences where your child feels safe, secure and supported.

We wish you and your child a wonderful year ahead. We are looking forward to having lots of fun together!

Kindergarten Teacher

Ms Simone Passera

Kindergarten Education Assistants

Mrs Elsie Soemya

Mrs Anna Mammoliti



PRAYER

Lord,

Here are our children.

Reach out and touch them with the finger of your love, so that they
will stop and sense your presence and turn to you.

Mould them and guide them.

Call them to adventures you have planned for them.

Keep them safe from harm.

Help them to know themselves and enjoy the person you created
them to be.

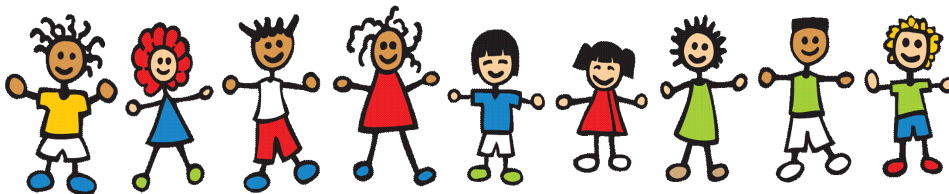
Help us to love them without possessiveness.

Help us to respect them for what you made them to be.

Help us to guide them with your wisdom.

Father in heaven, hold our children always in the palm of your hand.

Amen



RELIGIOUS EDUCATION IN KINDERGARTEN

Children's Religious Education begins at home. The experiences children have at home will be the primary influence of their faith development. Teachers strive to build on the firm foundations already laid by the parents. This means that teachers and parents are partners in teaching children about how they can best live their faith.

"Religious Education is the first Learning Area in the Catholic school curriculum. This is so because, through a classroom activity, Religious Education is a form of the Ministry of the Word. Unlike the other Learning Areas, it is an activity of Evangelisation in its own right"
(Mandate Letter, 43, Catholic Education Commission of Western Australia)

Religious Education at this level is generally presented in unstructured and informal ways. It is important for the elements of Religion to be introduced as the children are ready for them, and as they occur in the children's personal experiences.

The Kindy will be a place where "God Talk" permeates as a natural part of the whole day. It will be here that the children are encouraged to feel free to talk and appreciate God's love through conversations, songs and play.

The overall Religious Education programme will develop children's recognition of symbols such as the Crucifix, the Sign of the Cross, joined hands in prayer, stories about Jesus, Mary Joseph and the Church.



BELONGING, BEING, BECOMING

The Development Of Play – A Continua

Solitary Play:

Independent play in which the child shows no interest in the activities of others.



On-Looker Play:

A classification of play in which the child watches others play and shows interest, but is unable to or does not join in.



Parallel Play:

A type of play in which a child plays in the presence of other children but not with them.



Associative Play:

A type of play seen in pre-schoolers who are actively involved with one another but cannot sustain interaction.



Co-operative Play:

Type of play seen in the later part of the pre-school period and continuing into middle childhood, marked by group play, playing specific roles, and active co-operation for sustained periods of time.

From the beginning of 2010 the Early Years Learning Framework became the official Early Childhood Framework and this document describes childhood as a time of belonging, being and becoming.

Belonging is the basis of living a fulfilling life. They will learn where they belong because of the relationships they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time in life and children need time to just 'be', time to play and time to try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The framework's five learning goals will assist the children to develop:

- *a strong sense of their identity.
- *connections with their world.
- *a strong sense of wellbeing.
- *confidence and involvement in their learning.
- *effective communication skills.



THE IMPORTANCE OF PLAY

Play allows children to develop their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength. It is through play that children at a very early age, engage and interact in the world around them.

When you visit us at Padbury Catholic Kindergarten, you will see the Kindy children ...

Playing for unbroken periods of time in ever changing groups.

Playing individually, with a partner or in small groups.

Actively engaging in prepared environments that have manipulative materials.

Engaging in dramatic play, story-telling puzzles, technology, music/movement or tinkering stations.



Playing with playdough, clay and box construction.

01. Play Helps Develop Communication Skills



While children play, they develop important communication skills like speech and language skills as well as listening skills.

02. Play Helps Develop Cognitive, Critical Thinking and Motor skills



Play helps the brain develop its abilities relating to paying attention, memory, control, and flexibility.

03. Play Helps Develop Social Skills



When children play, they learn how to work with others toward a shared goal. Social skills are important for making genuine connections and building friendships.

04. Play Helps Develop Confidence



Children gain confidence as they uncover the many things they can do while they are playing and trying out new activities, games and toys.

THE OUTDOOR ENVIRONMENT

At Padbury Catholic Kindergarten, we believe in the importance of the outdoor learning environment. Our daily learning experiences will extend beyond our classroom as the children are given the opportunity to engage in both structured and unstructured outdoor play. A variety of natural outdoor experiences for young children is positive for their wellbeing, develops a sense of belonging to their world and builds trusting connections. Some benefits of outdoor learning are as follows:

Risk taking: children can reflect on their own actions and feelings related to nature experiences and gain confidence to make their own decisions.

Builds resilience: to fall down and get back up again, to experiment and learn from mistakes develops problem solving and creativity by being persistent to try new things.

Calming: our natural attraction and trust of nature can calm behaviours, focus attention and increase the ability to concentrate and learn.

5 Senses: exploring textures, sounds, tastes, colours and smells in any weather develops learning skills, expands sensory use and increases muscles for gross and fine motor skills.

Language and communication: to participate in conversations and observations about ideas or experiences.

Increase academic achievement: teaches children a love for exploring and discovering, to use imagination through symbolic play. For example: acting out animal moves, dry collage or drawing in the sand. Children can reflect on experiences and develop language and social skills through discussion with other children and adults.

ATTENDANCE, ARRIVAL AND DEPARTURE

Kindergarten days are:

Week 1 Kindy Gecko	Monday/Wednesday/alternate Friday
Kindy Wallaby	Tuesday/Thursday
Week 2 Kindy Gecko	Monday/Wednesday
Kindy Wallaby	Tuesday/Thursday/alternate Friday

The Kindergarten doors open at 8:30 am. We invite parents to stay until the bell is rung for mat time at 8:45 am. Siblings are not permitted to drop off younger siblings, nor are Kindy children to be left waiting outside alone. We will gather on the mat to begin our day with a story and a song. As tempting as it is to stay and watch we ask that parents please leave promptly when the bell rings. If your child is distressed, please leave them with a staff member. We understand that this may be difficult, but it is the best thing to do for all concerned. Children often settle quickly when their parent is out of sight, however, should your child be distressed for a long period of time we will be sure to contact you.

Should you arrive late to school for any reason, please sign your child in using the iPad located in the administration building. Please bring a green slip with you to the classroom. These are located on the reception desk. If your child is absent from school for the day please email your classroom teacher or alternatively phone the school's absentee line.

Please note that for duty of care reasons, children are not permitted to play on the outdoor equipment before or after school. Please support the school in adhering to this rule.

Children will have a bag hook for their bag outside Kindy as well as a tray located near the classroom door. Please encourage the children to hang their bag and place their own belongings (Crunch&Sip® and lunch box) in their tray. They will place their water bottle on the water trolley.

Please pick up your child promptly, at 2:50pm. We know you love to see your child at school, however, we do ask that you avoid peering through the windows and doors as children can become easily distracted or upset if they see you. Should you be running late for any reason, please phone the front office. Alternatively, you can send an email, however I will not always see this straight away.

No child is permitted to leave the school grounds without a parent or another adult, who has been introduced to the staff in person if they are to regularly collect your child (eg a Grandparent) or by providing us with a written note naming the other person. The note can be written in the Kindy Communication book at the classroom door or emailed to me at your earliest convenience. Please bear in mind teaching staff are not always able to access their emails during class time so please phone the front office should a pickup arrangement change during the day.

When you collect your child from the classroom, please wait for your child to be dismissed by the teacher, rather than calling for them yourself. This is to ensure the child is physically seen exiting the classroom and they are seen going to the person collecting them.

Out of School Hours Care (OSH Club)

By partnering with OSH Club, Padbury Catholic Primary School provides a value-added service to its school community by offering Outside School Hours (OSH) Care Program, on the school site in our hall. The centre is open for early morning childcare from 7.00am and after school care until 6pm. OSH Club also offers a wonderful school holiday program. Further information can be found on the school website.



WHAT TO BRING...

A large backpack

Cut up fruit for Crunch&Sip® in a separate container

Morning Tea

Water bottle

Blue note folder

Library bag

Wide brimmed hat

Change of clothes (and some extra underwear!)

Please discourage your child from bringing toys and valuables.

Please ensure all items are CLEARLY labelled.



Crunch and Sip (approx. 9:30am)

Crunch&Sip® is an extra break for students to eat fruit or vegetables and drink water during the day. Padbury Catholic has introduced Crunch&Sip® to support students to establish healthy eating habits whilst at school and allow them to refocus for learning. Please ensure your child's Crunch&Sip® is cut up and in a separate container.

WHAT TO WEAR...

Comfortable clothing! In Kindy, we like to get messy. Please keep this in mind when choosing your child's attire.

Should you wish to purchase a Padbury Catholic polo shirt, the Uniform shop is open on a Wednesday afternoon 2:00pm – 3:00pm and Friday mornings 8:00am – 9:00am. Please note these shirts are not compulsory.

During the warmer weather, sunscreen should be applied before the children come to school. Sunscreen is also available in the classroom for the children to re-apply during the day.

If your child has any allergies to sunscreen, please place their own, clearly labelled tube, in their school bag.

Children will be required to wear a wide brimmed hat. Please no caps!

HOUSEKEEPING

BOOKLIST

Please order all items on the booklist and bring them to school on the first day of Kindy. There is no need to label any of the items as resources are shared.

ALLERGIES

We are an allergy aware school. We ask that you please refrain from sending food items containing nuts to Kindy at any time.

If, during the year, we are made aware of any other allergies, we will let parents know so that you can keep these foods out of lunch boxes if possible.

TOYS FROM HOME

We ask that children do not bring toys to Kindy, as these can be easily lost or broken. We will advise you when we commence News Telling and at that time, your child will be told what to bring.

LABELLING ITEMS

Please label **every item** of clothing, including shoes and socks, clearly with your child's name. Lunch boxes, snack containers, drink bottles and library bags must also have a clear name on them.

BIRTHDAYS

Birthdays are a very special time for us. We believe that your child is a celebration and as such, their birthday will be celebrated too. Please speak to your classroom teacher before supplying birthday treats as there are some children with allergies.



HOME SITUATIONS

Please notify the teacher if there is any change in the normal routine of your child, such as parent/relative sickness or absence so we can best support your child. Parents can expect that all information about their child will be handled with confidentiality and sensitivity.

COMMUNICATION

Seesaw is our main avenue of communication between school and home. It will be used by the teacher to provide information for parents and snapshots of our learning journey.

A communication book will be placed at the door of the classroom for you to write any relevant messages.

Should you need to contact the teacher directly, I will be available via email (simone.passera@cewa.edu.au) or alternatively, please schedule an appointment time.

A school newsletter will be available Friday fortnightly, via the Padbury Catholic Website (www.padcath.wa.edu.au).

BUSHFIRE PLAN

As Padbury Catholic borders Hepburn Heights Conservation Area, we are required to have a Bushfire plan in the event of this kind of emergency occurring. Our Bushfire plan is created by an accredited company who work with schools and business who are in close proximity with bushland. A copy of our Bushfire Plan can be found on our website: <https://www.padcath.wa.edu.au/formsandprocedures>

HEALTH CONCERNS

If your child is unwell, please keep them at home. In the event that your child becomes ill during the day, you will be notified as soon as possible. Should your child require medication, we ask that you please administer before/after school. If medication is required to be given during the day you will be asked to come to the school and administer. If you are unable to come during the day you will need to sign a permission form which is located in the front administration office. If your child has an ongoing medical condition, this must be discussed with the Principal and the teacher, and an action plan from a doctor needs to be given to the school. One copy will be kept on file and one copy in the classroom. This is a legal requirement.

ASSESSMENT AND REPORTING

All Kindy parents are invited to meet with the classroom teacher in Term 2 and Term 4. If the need arises at any other time during the year and you wish to discuss your child's progress or have a concern, please make an appointment to see the classroom teacher. Snapshots of our learning journey will be uploaded to Seesaw and portfolios will be sent home at the end of Term 2 and Term 4.

EXPECTATIONS AND BEHAVIOUR MANAGEMENT

In Kindy, we focus on positive behaviour and encourage this by giving lots of praise. Our rules in Kindy are minimal and relate mainly to caring for each other and our environment so that our Kindy is a happy place to be. When a child makes a choice that doesn't support our rules, they will be asked to go for a walk with a staff member to discuss the choices they made and what they could have done differently for next time. There may be times where a child is asked to move away from a friend or a distraction to allow them to re-focus on their activity. In the early childhood years, children are learning to relate to others appropriately. Consistent expectations, boundaries and routines will guide the children to make good choices and they will be praised for this behaviour. Once routines have been set, a prize box will be introduced.

P&F REPRESENTATIVE

The Parents and Friends Association is a magnificent friend-raising and fund-raising group within our school who organise social events for the parents and children and also assist in purchasing additional resources for our school. Parents are encouraged to support the P&F. The Class Representative role involves welcoming new parents to the school, organising informal get-togethers for parents and general liaising between the P&F and parents.

