



KINDY HANDBOOK 2023



www.ctlk.wa.edu.au



WELCOME

CHRIST THE KING PRIMARY SCHOOL DETAILS

STREET ADDRESS: 87 York Street, Beaconsfield WA 6162

TELEPHONE: 9487 9970

EMAIL: admin@ctk.wa.edu.au

OFFICE HOURS: 8.15am - 4.00pm. An answering machine operates outside of normal hours.

Welcome to Christ the King Early Childhood Centre where The 3 Year Old program, Kindergarten and Pre-Primary run from separate classrooms within the centre.

We look forward to your involvement throughout the year and hope you and your child have an enjoyable, educational and rewarding year with us.



SCHOOL PRAYER



Heavenly Father
Help us to become more like Jesus and to follow in His way.
To be **Inclusive** and **Forgiving**
To show **Courage, Service** and **Respect**
To do our best
In work and play;
To **Care for and Respect Everyone**
At Christ the King School
Amen

AIMS OF THE PROGRAM

The aims of early childhood education are to:

- Promote school readiness in the children, families and school.
 - Encourage self help and independence in young children.
- Enhance the development of the whole child across the physical, social and emotional, language, cognitive, creative and spiritual domains.
- Assist children to develop a positive self image and self efficacy.
 - Encourage parent participation in the school environment.
- Provide an aesthetically pleasing environment that encourages learning in the young child.
 - Create a safe, secure and nurturing physical and human environment.
 - To acknowledge, value and celebrate each child's individuality.
 - Make available support to parents in relation to the child's development.
- Include flexibility in the program which allows for the individual needs of each child.
 - Provide a developmentally appropriate program for the children.
- To assist children to develop fine and gross motor skills through activities and play.
 - To promote learning through play and other experiences to develop cognitive understandings and to encourage imagination.



LEARNING CENTRE HOURS

MONDAY, TUESDAY, WEDNESDAY 8.30am-2.45pm

Doors open 8.30am

Class commences 8.45am

Class finishes 2.45pm

ARRIVAL/DISMISSAL

Our Welcome Session runs from 8.30am. This time is important for children to settle in and make the transition from home to school. We invite you to come in and complete some activities with your child such as puzzles, fine motor activities or reading a book together.

You can also take this opportunity to view our activities and interact with the other educators and parents in the classroom. We will ring the bell at 8.45am for the children to come to the mat so that we can begin our day of learning.

Day Care Pick Up – After School Care

The classroom teacher **ALWAYS** needs to be informed of any daycare arrangements. If you are not sending your child on their allocated day care day the office or classroom teacher **MUST** be informed. This information will be recorded and passed on to the necessary staff members.

PIGEON HOLES

The Kindy children will have their own individual pigeon holes. They will have their name attached to their pigeon hole. Please assist your child to ensure they put their hat, drink and food in their pigeon hole at the commencement of each session. The children have been asked to bring in a labelled Canvas bag. This bag will also need to go into their pigeon holes each day. The bag is to assist the children to be responsible for their belongings and also helps to alleviate lost items.

PLAYDOUGH & LAUNDRY ROSTER

You are asked to do the laundry and make the play dough once or twice in the year. Your name will be placed on a roster and you will be notified of your laundry and play dough week. We will provide you with an easy no-cook play dough recipe. Our laundry includes art aprons, tea towels and hand towels. The laundry is sent home on your child's Wednesday session and it is asked that you return it on your child's Monday session. Your assistance in this area is greatly appreciated.



WHAT TO BRING

1. A bag large enough to carry all necessary items. (Preferably an open top carry bag).
2. A school hat for outdoor play. Please note that the school has a "NO HAT, SHADE PLAY" policy.
3. A healthy morning tea and lunch (please pack morning tea in a small separate container to lunch)
4. A drink bottle of **WATER ONLY** so children can help themselves to a drink throughout the day.
5. 2x spare changes of clothes (suited to the season) in a plastic bag in your child's school bag to allow us to attend to accidents or spills. All belongings need to be clearly labelled with your child's name.
6. A small pillow or cushion for rest time.
7. A small family photo

PLEASE ENSURE THAT ALL ITEMS BELONGING TO YOUR CHILD ARE LABELLED WITH THEIR NAME.



WHAT TO WEAR

All Kindergarten students are required to wear the school sports uniform every day they attend Kindy.



SPORTS UNIFORM:
Maroon School Tracksuit
Maroon Sports Shorts
Gold Polo Shirt
School Hat
School Socks
Brown Sandals (summer)
or
Black velcro Sneakers



If your child's clothing requires changing they are permitted to wear 'play' clothes if they do not have a spare uniform.

Children are able to take their shoes off in the Early Childhood Centre and when playing outside. When travelling around the rest of the school they will require foot wear. Foot wear needs to be safe and supportive. Velcro shoes rather than shoelaces are advised to encourage independence. As stated above in the uniform requirements, children may wear black or brown sandals in the summer months. In winter the children must wear black sneakers with socks.

FIRST DAY

To provide a happy start to your child's allocated first session we have outlined below the procedure to follow for a smooth transition:

- Each child is allocated a pigeon hole box. Help your child locate their name inside their box. Their morning tea, lunchbox and hat go inside their box. We encourage children to be independent and do this by themselves. Individual classroom teachers will direct you where to place your child's drink bottle and cushion.
- Find your child's name badge. Help your child put their name badge on.
- Come and engage in puzzles, books and/or construction with your child.
- When the bell is rung give your child a quick kiss and cuddle and leave promptly so that the session can commence.
- If your child is having difficulty settling, a teacher or assistant will attend to them in a reassuring manner. We will ring you if your child continues to have difficulties.



ILLNESS AND MEDICATION

The school must be made aware of students with serious medical conditions such as Asthma, Allergies, Diabetes, Epilepsy etc. The school must be provided with a Medical Action Plan. All short and long term medications taken at school must be given to the teacher and an 'Administration of Medication' form must be completed and authorised by the Principal.

Please do not bring your child to school if they are sick with cold or flu-like symptoms, head lice, discharge in eyes, cold sores, rash, fever or if they have had gastro in the past 48 hours.

In the event of illness please notify the office via the online absentee form on the school website.



TOILETING

If a child has a toileting accident they will be respectfully cleaned and changed. The clothing will be sent home in a plastic bag at the end of the session. Children are given frequent reminders to use the toilet and wash their hands.

PERSONAL TOYS

We request your cooperation in not permitting your child to bring toys or valuables to the Early Childhood Centre. Toys break, may get mislaid and often cause disruption. We appreciate your cooperation in this matter. Toys shared for News will be kept in a News box.

BIRTHDAYS

We welcome the celebration of your child's special day. Feel free to send in something small for your child to share with their classmates. Please keep in mind to send something that does not contain any nuts. Your classroom teacher will advise you if there are severe allergies in the class and may have a list of 'safe' birthday foods to provide on your child's birthday.

PARENT INVOLVEMENT

In order to function efficiently in the classroom there needs to be a great deal of organisation, preparation and parent support. Parent and Grandparent involvement is appreciated and valued by staff and students. The Parent Roster will begin in Term 2 once the children settle in. The Roster will be provided for you to choose a suitable day to come along to the classroom with your child if you do not have work commitments.

On your roster day you come along with your child in the morning. We ask you to provide CONFIDENTIALITY, support and equal treatment for all children in the Early Childhood Centre.

THE KINDY CLASSROOM



Educators provide the children with an environment that stimulates purposeful play-based learning. The learning environment is deliberate and thoughtful, designed with specific goals in mind. We believe that the environment is the 'third teacher' and welcome natural light and temperature into the classroom. We use a variety of natural materials such as wood and stones and incorporate children's artwork and creations into our space. The learning environment encourages children's independence and freedom to engage in a range of sensory experiences.



DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally appropriate practice is when an early childhood professional provides a program that nurtures all aspects of a child's development.

Our Program concentrates on developing each child's spiritual, emotional, social, physical, cognitive and language skills. To develop these skills, we encourage children to be actively involved in exploration, investigation, thinking and communication.

Our Programs are organised to reflect the five learning domains. These are cognitive, language, social/emotional, physical and creative domains. These domains, together with Religious Education, are integrated to provide a variety of learning experiences, which are play based, to achieve our program goals.

Free periods will be planned when the children may independently select those activities which interest them most, moving around as concentration and interest vary.



LITERACY PROGRAM

PreLit Early Literacy Program

PreLit is an early literacy preparation program, designed for the year before formal schooling, that focuses on phonological awareness and oral language development through structured storybook reading.



RESPECT FOR DIVERSITY

We respect the diversity of families and communities, and the aspirations they hold for their children. We foster children's motivation to learn and reinforce their sense of themselves as competent learners. We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives.

Educators are responsive to all children's strengths, abilities and interests. We value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning. We respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children and the strategies used by children with additional needs to negotiate their every day lives.



AGENCY

Agency gives students voice and often, choice, in how they learn. Our program views children as active participants and decision makers. We respect and work with each child's unique qualities and abilities and encourage them to make choices and decisions to initiate and direct their own learning.

WE VALUE PLAY

Play is the instrument for teaching in the early childhood program; it should be both spontaneous and planned. When spontaneous play occurs teachers take advantage of this opportunity to scaffold children's learning and development. Planned play is based on the strengths, interests and needs of each child. This type of play forms much of the program. The teacher uses play as the vehicle for teaching and learning and this is carefully planned to cover the types of play and the stages of play.



Types of Play include:

- Sensory play
- Construction/deconstruction play
 - Dramatic play
- Exploratory play/Loose parts play
 - Manipulative play
 - Physically active play
 - Creative play
 - Inquiry Play



The children have the opportunity daily to participate in many varieties of play as well as being exposed to a balance of explicit teaching to learn new concepts.

Stages of Play

- **Solitary Play** – a child at this stage plays alone and does not join in the play of other children. They may observe another child's behaviour.
- **Parallel Play** – more than one child will play alongside one another but, not with each other. They play with similar equipment, however, do not join in each other's play at this stage.
- **Associative Play** – more than one child will play with the same type of equipment and communicate during this play, however, they do not play together.
- **Co-operative Play** – more than one child will play together for a common goal or purpose.

LEARNING CENTRES

Learning Centres are physical spaces in our classroom that focus on catering for our children's different interests and skills. These spaces provide opportunities for open-ended play and learning experiences and are regularly adapted to enhance the interests, skills and learning journey of our children.

Please be aware that it is the **PROCESS OF PLAY** and not the end product that is vital in a child's growth and development.

Examples of learning that may take place in the process of play are:

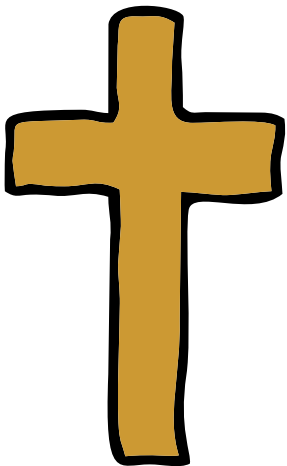
- Dramatic Play Centre (Home Corner)
- Block/Construction Centre
- Sand/Water Centre
- Art Centre
- Music
- Play dough/Clay
- Sensory Centre
- Reading Centre
- Writing/Drawing Centre



RELIGIOUS EDUCATION

In Kindy we use the Resource 'Let the Little Children Come to Me.'

Children will be listening to stories of Jesus and other appropriate Bible stories to assist them in developing an understanding of God's love for them. They will learn about how God wants them to live their lives and begin their journey of development to live as disciples of Jesus in today's world. In the early years class each child is invited to interact with an environment rich in learning opportunities. Spiritual, social and emotional growth are fostered as children learn about God's love for them and as they show respect and care for others. Children are encouraged to develop a positive image of themselves and others as they are supported to live out our Gospel values. Each child is recognised and valued as an integral member of God's family and given opportunities to reflect on the wonder and joy in our world.



ACTIVITIES outside the classroom



Visits to the library



Nature Walks
around the school



Visits with Patch
our wellness dog



Visiting
the chickens

WELLBEING

For young children in particular, keeping stress levels down while maximising positive experiences is crucial for optimum learning and growth, which is why mindfulness is such a useful tool to incorporate into early childhood settings.

Mindfulness can help young children shift their focus from 'the world out there' (with situations, places and people they can't control) to their inner world (where they can learn to become aware of sensations, feelings and thoughts).

The increased self-awareness produced by regularly engaging in mindfulness allows children to discover that even though they can't control other people or situations, they can choose how they themselves respond.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning.



INCURSIONS

Incursions reinforce, complement and extend learning opportunities beyond the classroom. They offer students a unique opportunity to learn more about themselves and form a connection with their peers. These programs are often value-driven and provide a platform for authentic learning to take place. We offer a variety of engaging incursions for the children throughout the year.



HEALTH CHECKS

During the year a medical check will be provided. Parental permission is required for these services. You will be required to fill in a medical form. The Health Nurse will check your child's hearing, sight and developmental progress. If she has any concerns, she will contact you.

OCCUPATIONAL THERAPY SCREENING

All Kindergarten children will undergo a comprehensive occupational therapy screening at the end of Term 1 to determine any fine motor areas requiring intervention. This screening will also inform teachers of your child's skills in the areas of core strength, proprioception, oculomotor, motor planning and pre writing.

Berry Johnston is the Qualified Occupational Therapist coordinating the screenings. Berry or another member of her team will also be available on site at our school for any children requiring private occupational therapy from three year olds to Year Six at a cost to the parents.

Please email lil.peeps@hotmail.com or call 0417 961 276 for any enquiries or bookings.



SPEECH SCREENING

All Kindergarten children will undergo a comprehensive speech screening in Term 2 to determine any areas requiring intervention. This screening will also inform teachers of your child's literacy and speech skills for use in their program. Literacy activities will then be tailored to these individual needs including children requiring extra assistance and those requiring extension.

Juliet Palethorpe is the Certified Practicing Speech Therapist from Fremantle Speech Pathology Services that will be coordinating the screenings. Juliet or another member of her team will also be available on site at our school for any children requiring private speech therapy from Three Year Olds to Year Six at a cost to the parents. Please e-mail juliet.palethorpe@freospeech.com.au

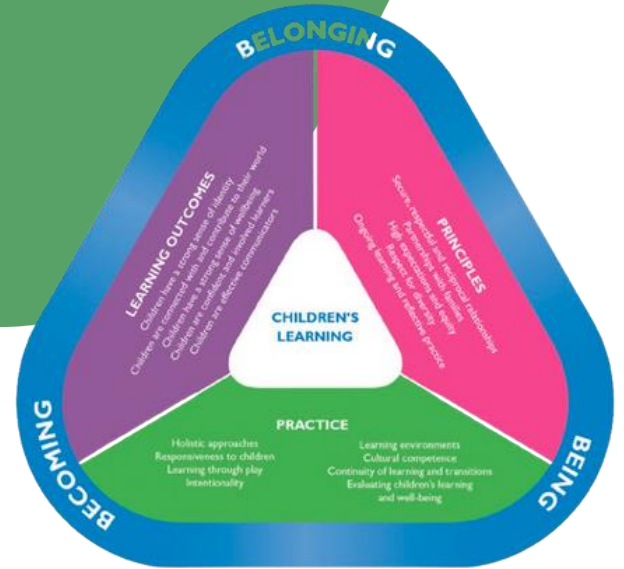
KEEPING SAFE CURRICULUM

The Keeping Safe Curriculum is taught through integrated activities in Kindy covering such topics as:

- The Right to be Safe
- Rights and Responsibilities in Relationships
 - Privacy and the Body
- Protective Strategies for Keeping Safe



EARLY YEARS LEARNING FRAMEWORK



The Early Years Learning Framework is a national early learning framework from birth to five years.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

Educators use the framework to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through play.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationship 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, 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.

It is well known that children learn best when they have secure relationships with caring adults. When children develop trusting relationships they feel more confident and able to explore and learn.



THE WEST AUSTRALIAN CURRICULUM

The West Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. The West Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

The West Australian Curriculum includes a focus on seven general capabilities: literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The West Australian Curriculum includes three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.



The West Australian Curriculum recognises that the Early Years Learning Framework establishes the foundations for effective learning in school and throughout life and aims to build on those foundations as learners move through schooling.

The West Australian Curriculum is aligned with the Early Years Learning Framework and builds on its key learning outcomes, namely: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and engaged learners; and children are effective communicators.

The broad Learning Outcomes of the EYLF clearly articulate with the General capabilities of the West Australian Curriculum.

USEFUL THINGS TO COLLECT FOR OUR CENTRE

Many recyclable items have a use in our classroom:

Cardboard boxes of various sizes

Plastic containers (washed)

Bottle tops

Corks

Leaves, bark, gum nuts, pine cones

Lolly wrappers

Wrapping paper

Feathers

Patty pans

Cotton wool

Buttons

Shells

Material scraps

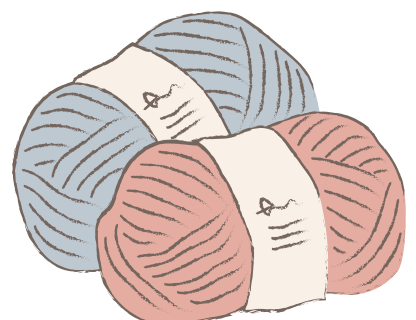
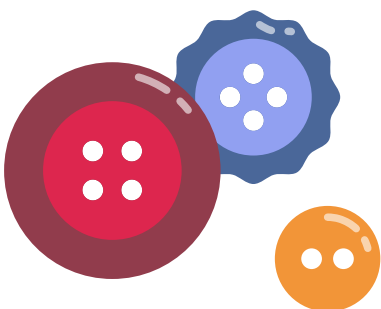
Wool

Old cards



PLEASE NO EGG

CARTONS OR TOILET ROLLS



PARENT COMMUNICATION

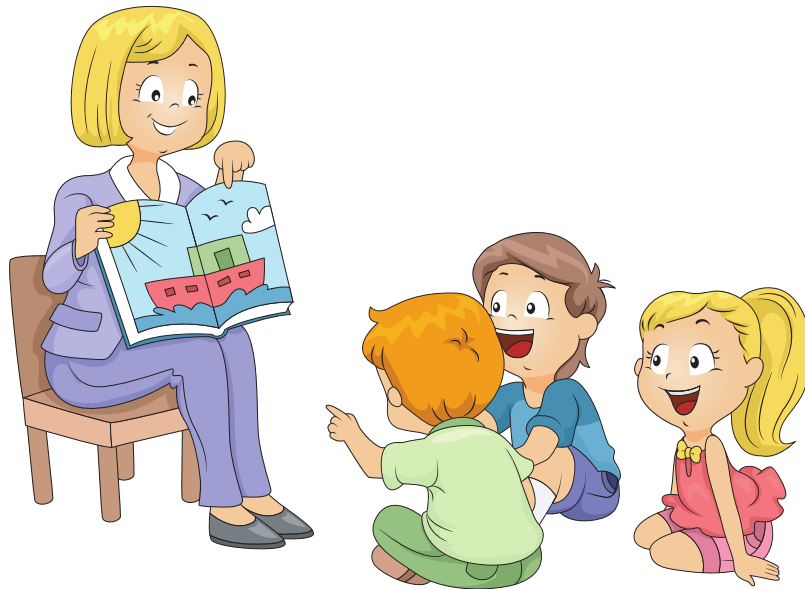
Seesaw is an APP we use to document and share children's learning via your chosen device such as your phone, email, tablet etc.

Seesaw is a private source of media which only parents in the class can access. You will receive an invitation to join. You need to click on the link and download the APP. From there you will receive video, photos or text highlights about your child and their class.



PARKING

There is a car park situated off Caldwell St. outside the Early Childhood Centre. Each family is assigned one parking permit for your child's session times only. This permit will be colour coded for your child's year level. The permit must be displayed on your car.



We look forward to welcoming your child and family into our
Kindy Program

Mrs Sheree Anderson

Early Childhood Teacher

Mrs Rikki Chapman

Early Childhood Teacher

THANK YOU!