

Early Stage 1
(Kindergarten)

Meet the Teacher

2022 Information Session



Meet our team



**Miss Sarah
Boardman**

KS Classroom Teacher



**Mrs Angie
Matsinos**

*School Learning Support
Officer*



**Mr Brendon
Wright**

*Assistant Principal & KW
Classroom Teacher*



**Mrs Chloe
Singleton**

*School Learning Support
Officer*

Meet our team



Mrs Anne Read

KR Classroom Teacher



**Mrs Tracey
Leggett**

KL Classroom Teacher



**Mrs Amanda
Bunnett**

KB Classroom Teacher



Mrs Belinda Griffiths

*KW Classroom Teacher (Tuesdays)
Kindergarten Science Teacher
Kindergarten Library Teacher*

School times

Morning playground supervision commences – 8:40 am

Classes commence – 9:10 am

Lunch (Big lunch) – 11:10am - 12.10pm

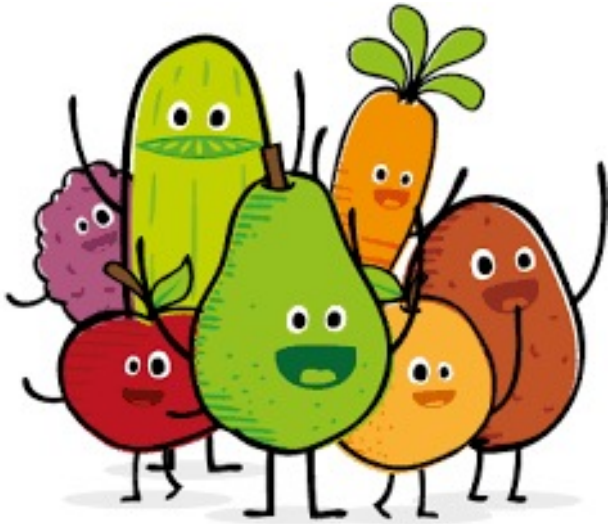
Middle session – 12:10am - 2.10pm

Recess (Little lunch) – 2:10pm - 2:30pm

School concludes – 3:10pm



Fruit Break



- Students are asked to bring in a piece of fruit or vegetables for a small snack they can eat in the morning session before lunch.
- Students will be encouraged for this snack to be only a nude food.
- Students are also encouraged to bring in a clearly marked water bottle to sip on throughout the day.

Collecting your child from school

- If you **collect your child before 3:10pm please sign your child out at the front office**. Please don't come straight to the classroom.
- **Absences** - Please notify your child's teacher via:
 - ✓ note
 - ✓ phone call to the front office
 - ✓ Parent portal in the Sentral application



Water bottles



- We encourage each child to bring a water bottle to school.
- Please label these with their name.
- Water bottles will be kept in the class trolley so that the children can access them throughout the school day.

Library

- Library for all of kindergarten students is each Friday with Mrs Belinda Griffiths.
- Your child will need to bring a library bag for borrowing books to take home each week.



Canteen

- Lunch orders must be ordered online using the FlexiSchools application.
- If special lunch order days occur throughout the year, a note will be sent home for this.
- Nut free foods.



Literacy

1. Shared Reading

- interactive reading process in which a teacher and student share in reading a text and the teacher models the skills of a proficient reader.
- the text is available for both the student and teacher to see, whether it be looking at the same book or a projected reading on a screen.
- teacher begins the shared reading process, he or she selects a skill or reading behaviour they wish to model (for example, a teacher may model fluency). The teacher will read the text aloud fluently, with correct speed, accuracy, and intonation, and students will replicate the behaviour.

• 2. Read Aloud

- Read aloud is a process by which teachers select a text to model specific reading strategies often used by readers as they silently read.
- helps to support students' listening comprehension skills as well as reinforce reading behaviours For example, a teacher may choose to read a text to model expression.
- Read aloud are foundational for building many skills necessary to comprehend a text.

• 3. Guided Reading

- Guided reading allows teachers to create differentiated small groups to explicitly deliver reading instruction at a student's particular reading level.
- Guided readings allow for targeted practice of a reading behaviour or skill at the students instructional level.

4. Word Study / Vocabulary Instruction

- Word Study involves decoding of words. For example, if studying the word “chain,” students would be working on both digraphs (“ch”) and vowel-vowel-consonant rimes (“ain”). **Learning words phonetically in this way supports decoding and spelling abilities.**
- Word Study can also include studying meaning of a word—vocabulary. Using the above example, one could introduce the definition of the word “chain” as “a series of links.” The definition can also be paired with a picture to increase understanding.

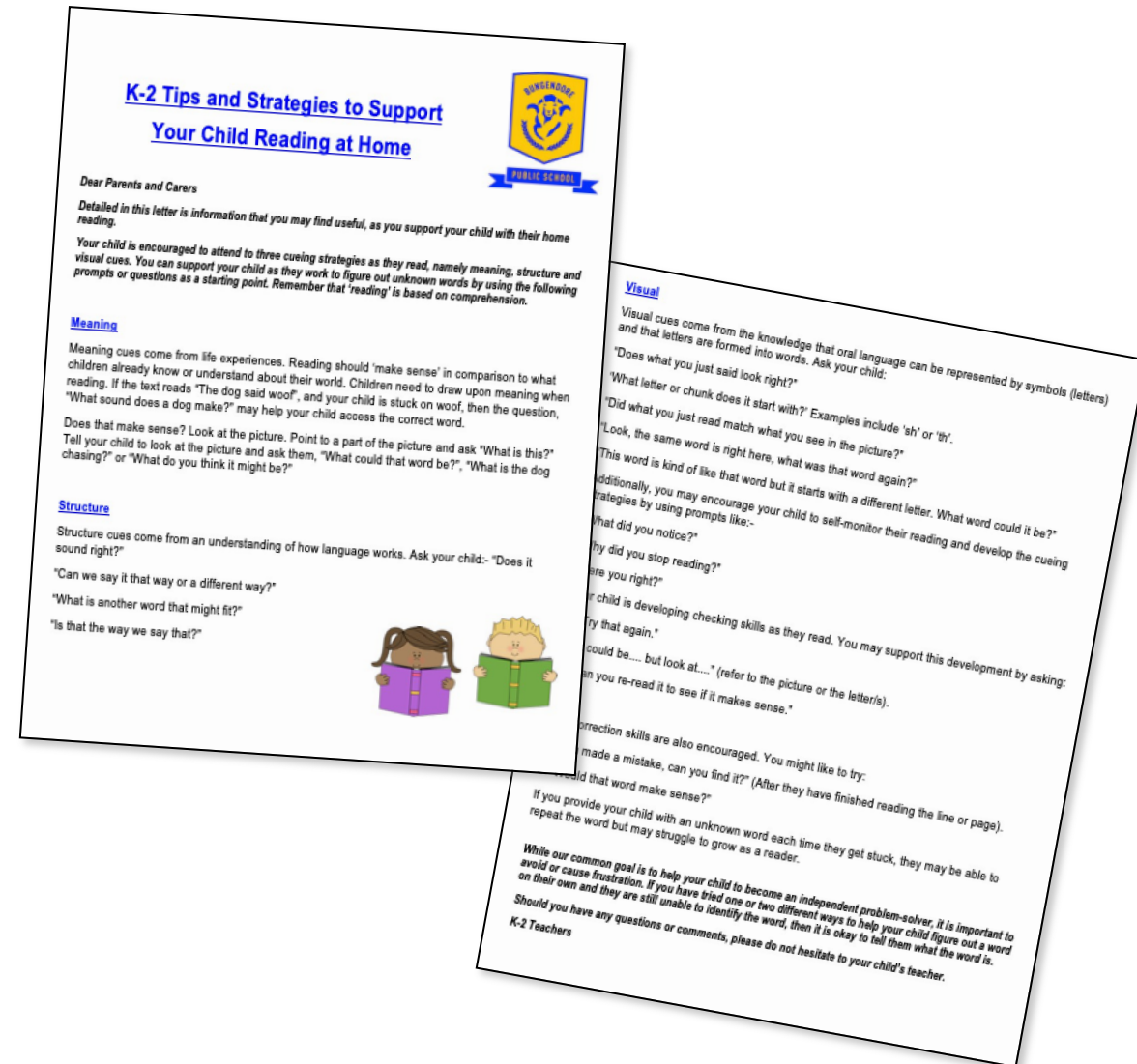
5. Interactive Writing

- **Interactive Writing is a process by which teachers and students share the pen, essentially modelling parts of the writing process.**
- Teachers may model writing a topic sentence for an introductory paragraph and students contribute what is included within the writing.



Home reading

- Will commence in week 5
- Is celebrated at our Infants assemblies with reading awards for every **40 nights** of reading (not the amount of texts read)
- Reading should be enjoyable.
- Levelled texts and intentional decodable texts to inspire reading at home
- Tips to support reading at home



Numeracy

- Our hands on, practical and engaging Numeracy Program takes a strong early childhood focus, where students explore connections to mathematical concepts in everyday scenarios and the environment.

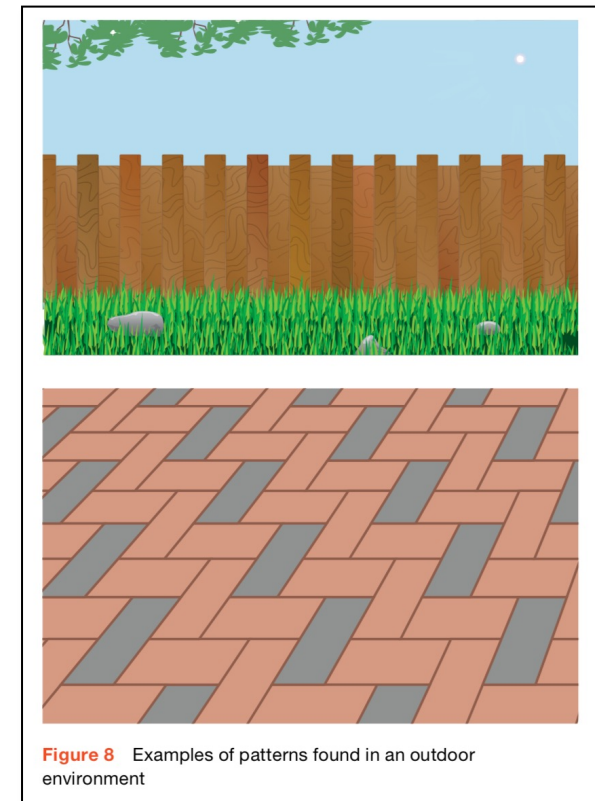
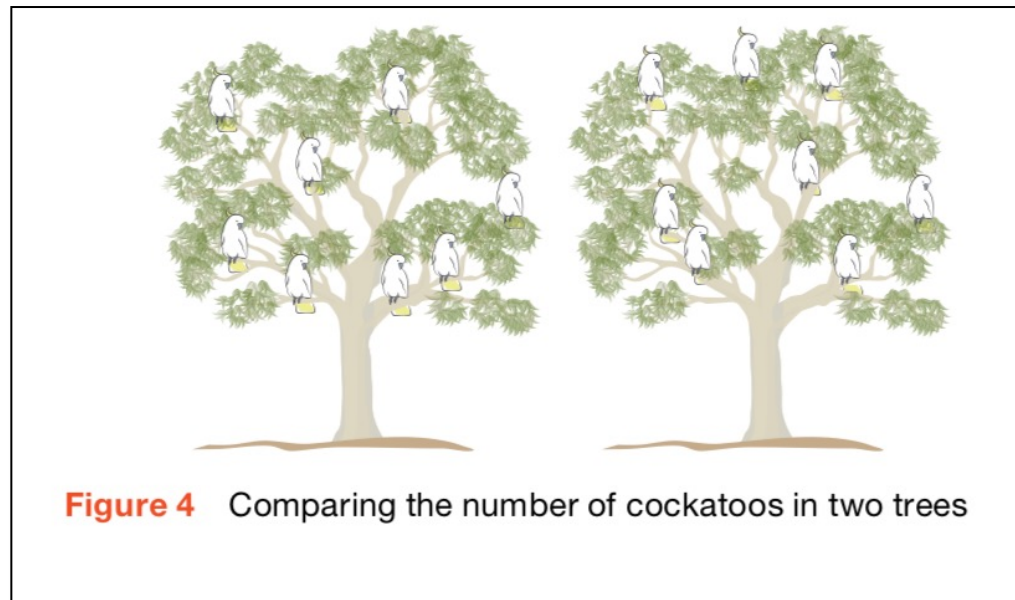




Figure 10 Ordering straws from shortest to longest

BINGO

0	7	3
1	6	2
5	8	9



Figure 6 Pattern of counters for children to copy and extend



Figure 3 Sharing eight counters between two recipients

Supporting Numeracy at home

K-2 Tips and Strategies to Support Maths concepts at home



1. Count everything

Count the number of steps to the car, the number of toys in a box, the number of candies in a jar.
Later, introduce estimating the same quantities. Double-check your child's counting when appropriate. Reasonable estimates are one of the most useful strategies for successful mathematical thinking.

2. Count in a variety of ways

As age-appropriate, move from counting by 1's to counting by 2's, 10's, 5's and later to counting by 6's, 7's, 8's and 9's. Count forward and backwards. Count beginning at different numbers, such as starting the count at 4 or 5. Play the game 'Blast-Off!'. The child counts backwards from any designated number (say ten) and when they get to 0, they yell 'Blast-Off!' and everyone jumps up. The next child may say they want 'Blast-Off!' to be counting forwards to ten or some other number. When they get to the designated number, everyone yells, 'Blast-Off!' and jumps in the air. Although this is a simple game, it is usually met with a significant buy-in from young children.

3. Daily routines

- Open up daily routines and experiences for math-based activity. Use specific mathematical terms, for example: "Is it five minutes until the bus comes?" or "The temperature in here seems low, can you please read the thermostat for me?"
- Point out math in your environment. There are numbers everywhere: on houses, on thermostats, on hockey jerseys, on buses, on speed limit signs, in phone numbers. Discuss what these numbers mean.

4. Bake together

Let your child become familiar with the purpose of measuring, the various measurements (milligram, gram, litre) and an understanding of quantity. At later stages, let them work out amounts naturally, such as doubling or halving a recipe.

5. Use imaginative play

Act out real-life situations such as setting up a store, a coffee shop or a restaurant. Use play money or real money for the transactions. Start simple and work up to monetary amounts that are appropriate for your child's grade or maturity level.

6. Plan an event

Have your child help you to plan a birthday party or other appropriate event. Your child will be practicing one-to-one correspondence as they calculate the number of cupcakes or party favours for each person.

7. Encourage measurement in the home

Let your child make meaningful and helpful measurements, for example: "How high should the dog house for our new dog be?" Use both standard measurement (e.g., centimetre, metre, etc.) and non-standard (e.g., child's footsteps, blocks or cubes).

8. Encourage measurement in daily activities

Go for a walk. Point out when you have walked approximately a kilometre. Show what a metre looks like (roughly one large adult step). Predict and measure how long it takes to run 20 metres.



9. Play with perimeter and area

Point out and measure perimeter and area when building or setting up a garden, for example. It's fun and easy to illustrate using real spaces: perimeter equals the distance around the outside of something; area equals the number of consistently sized shapes that cover something. Measurements can be made either with standard tools such as a measuring tape, or using non-standard measures such as counting footsteps around a perimeter.

10. Point out fractions

Cut food into equal pieces. Point out $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Help establish the concept that $\frac{1}{4}$ of a piece of a chocolate bar is smaller than $\frac{1}{2}$ of a piece.

11. Set a math reading time

Set aside time every week to read a math story rather than a traditional story. Make sure they are interesting stories that both engage the reader and provoke mathematical thinking. Ask questions about counting, comparing, finding totals and differences, looking at patterns or shapes, etc.

12. Create a family math night

Designate a night as Family Night. Play board games and other games that use number cubes (dice), card games, dominoes, puzzles, tangrams (Chinese puzzle), pentominoes, Googleplex, Magneblox, etc.

13. Ordering food night

If your family sometimes orders take-out food, keep the take-out menus handy and have your child calculate the amounts required and the total cost. If the amounts are beyond your child's mathematical understanding, help them use a simple calculator.

14. Do a shape hunt

Look for shapes in your home, neighbourhood, playground, etc. (e.g., our house has a rectangular door; our windows are square). Use terms that will be introduced at school (e.g., our house is shaped like a rectangular prism – square or rectangular sides; our roof is shaped like a triangular prism – triangle shapes at the ends but squares or rectangles on the sides).

15. Plan a garden or other space

Use estimation to consider how many plants might fit into the space. Work out accurate measurements and then compare.

16. Household chores

Estimate the time it will take to clean a bedroom or toy box. Then do an accurate timing and compare.

17. Outdoor activities

Look for things to count, then compare and tally. For example, ask, "How many doors do you think there are on this street?" Take the time to use math in physical activity. Can your child run faster or jump farther than they did the last time? Use rulers, stopwatches and tape measures to track distance and time.

18. On the road

Play number games in the car. Try a mathematical scavenger hunt. Take turns choosing and searching for something specific, such as a truck with eight wheels, a speed limit over 60 km/h, a house number, or shapes in the environment.

History and Geography

History: My Personal World

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Geography: People live in Places

- Why are some places special to people?
- How can places be represented on maps and models?



Creative and Performing Arts

Our Creative Arts program provides students experiences in the visual arts, music, drama and dance. Students have opportunities to explore their creativity in each of these areas. Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.

- sing songs, play and move to music using their voices and percussion instruments
- move to music in a variety of ways such as imagining they are a machine or a butterfly
- dramatise a story
- make sculptures and 3D models using a variety of materials
- explore a range of techniques such as cutting, modelling clay, and simple print techniques such as screen printing
- talk about how music can represent ideas and feelings through music appreciation lessons



PD/H/PE

In Physical Education we focus on collaborative games and the explicit teaching of the Fundamental Movement Skills. Health programs focus on making safe decisions and healthy choices.

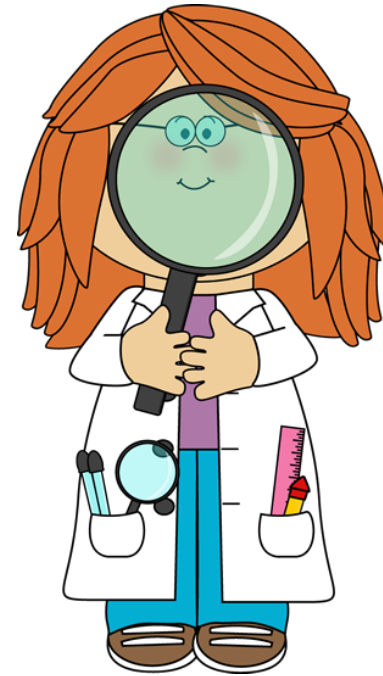
Students learn to:

- **describe** physical and social changes that occur as children grow older
- **identify** and practise physical and emotional responses that account for their own and others' feelings
- **create and participate** in games with and without equipment
- **identify rules** and fair play when participating in physical activities
- **describe situations** where they are required to make healthy and/or safe decisions.

Science

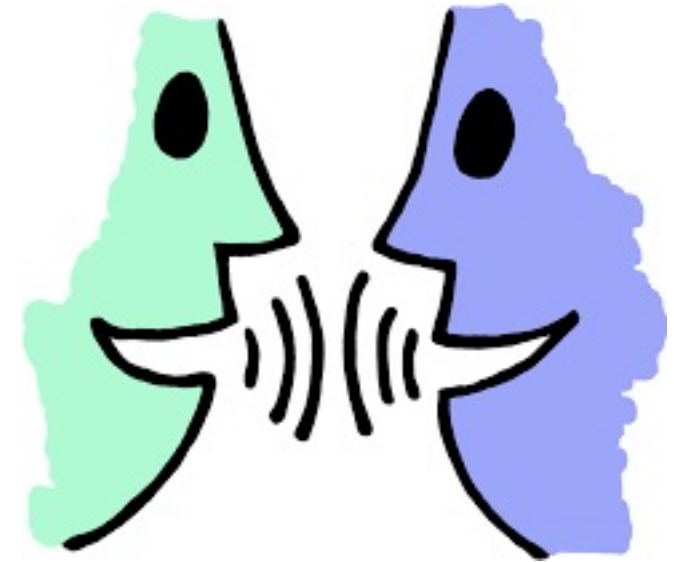
Like other curriculum areas in Primary school, our Science program is hands on and practical. Students engage in experiences to predict, question, plan, conduct and process information. They participate in scenarios to communicate their understanding and finding of various scientific topics.

- **Term 1** – Living World
- **Term 2** – Material World
- **Term 3** – Physical World
- **Term 4** – Earth and Space



Communication

- Close and effective two-way communication between the school and the home is vital to the educational process. **Parents first point of communication should always be with the Classroom Teacher.** We kindly ask that if this is more than a quick question, to please make an appointment for any discussion. An appointment will be arranged at the earliest possible time and attention will be given immediately to urgent issues.
- The School Newsletter is the main means of communication between the school and school community. It contains information about school activities, excursions, meetings, coming events and policy information.
- SENTRAL Parent Application



Thank you

for attending this evening.

*We look forward to working together with your family to
support your child in the special journey of their first year of
school.*