



Pre-Primary Parent Information 2018



St Pius X Catholic Primary School

Prayer

Prayer:

**We the members of St Pius X family,
ask you Lord to strengthen and guide us
as we strive each day to grow closer to you.**

Help us to live by our Patron's motto:

**To restore all things in Christ, so that
Christ may be in all that we do and**

To love God and lead good Christian lives.

Through Faith and Friendship

Help us to respect each other.

Bless everyone in our school community.

St Pius X Early Childhood Charter.

- **Early Childhood Charter.**
- At St Pius X Catholic Primary School we believe that each child is a precious and sacred gift from God who is also strong, competent and unique. We treasure each child and endeavour to nourish their development through a holistic approach to teaching and learning recognising the connectedness of mind, body and spirit. Our integrated, holistic approach focuses on connections to the natural world.
- Educators recognise that families are children's first and most influential educators. They create a welcoming environment where all children and families are respected and actively encouraged to collaborate. Educators work closely with primary caregivers to ensure strong attachments and positive partnerships are formed.
- Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge, through scaffolding, to ensure their motivation and engagement in learning. Educators also believe in all children's capacities to succeed and hold high expectations in their achievement in learning. Through observation of children's skills and abilities, dispositions, background knowledge and culture
- Educators are actively present and engaged in providing an integrated and holistic program to foster children's capacity to learn through relevant and meaningful play, intentional teaching, hands-on, individual, small-group and whole group experiences in a rich learning environment where spontaneous learning experiences are also integrated. Educators move flexibly in and out of different roles and draw on different strategies as the context changes. Language and communication skills are also planned for and integrated into all learning experiences throughout the day. The program is in accordance with the National Quality Standards and is reflective of the Early Years Learning Framework (EYLF).
- Children are encouraged and supported in working towards the EYLF learning outcomes by developing their skills and reaching their individual potential. Educators collaborate with other professionals within the community to ensure the best outcomes for individual children and families.
- Our Early Years Teaching and Learning Team provide a positive environment for educators and families and strive for a professional learning community. We believe in and understand the importance of personal and professional development, therefore provide opportunity for educators to engage in relevant and current training opportunities.
- The Early Years Team works hard with the implementation of the Early Years Learning Framework (EYLF), increasing their knowledge of the National Quality Standards at a pace that is acceptable to all and also including the Australian Curriculum in planning.
- Our team of educators are committed to providing the highest quality care and education and are consistently working towards continuous improvement in all areas of early education and management by responding to evidence-based research and practice ensuring that this charter remains a viable, working document guiding practice and supporting the early learning team.

Trish Christian tricia.christian@cewa.edu.au

Teacher Training:

Bachelor Of Arts. Curtin University.

Graduate Diploma of Education (Primary) UWA Nedlands

Graduate Certificate of Early Childhood Education, Notre Dame Fremantle 2004.

Master of Education, Early Childhood, Notre Dame University 2004.

My Philosophy of Educating in Early Childhood.

I believe that teaching begins with providing an organised, nurturing environment for the students that encourages intellectual stimulation, innovation, problem solving skills, confidence and creativity in a well managed classroom.

Alongside this, partnerships are created with the school community. These include parents, staff and other stakeholders.

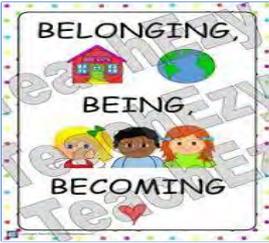
I bring to this belief a continuing cycle of facilitating, delivering and assessing student learning based on the relevant data collected and observed. I believe in the 'scaffolding of learning' for each child.

I believe that effective teaching depends on the way we interact with and relate to each student. We consider each child is an individual.



NATIONAL QUALITY STANDARDS.

- The rights and best interests of the child are paramount.
- Children are successful, competent and capable learners.
- Equity, inclusion and diversity underpin the framework.
- Australia's Aboriginal and Torres Strait Islander cultures are valued.
- The role of parents and families is respected and supported.
- Best practice is expected in the provision of education and care services.

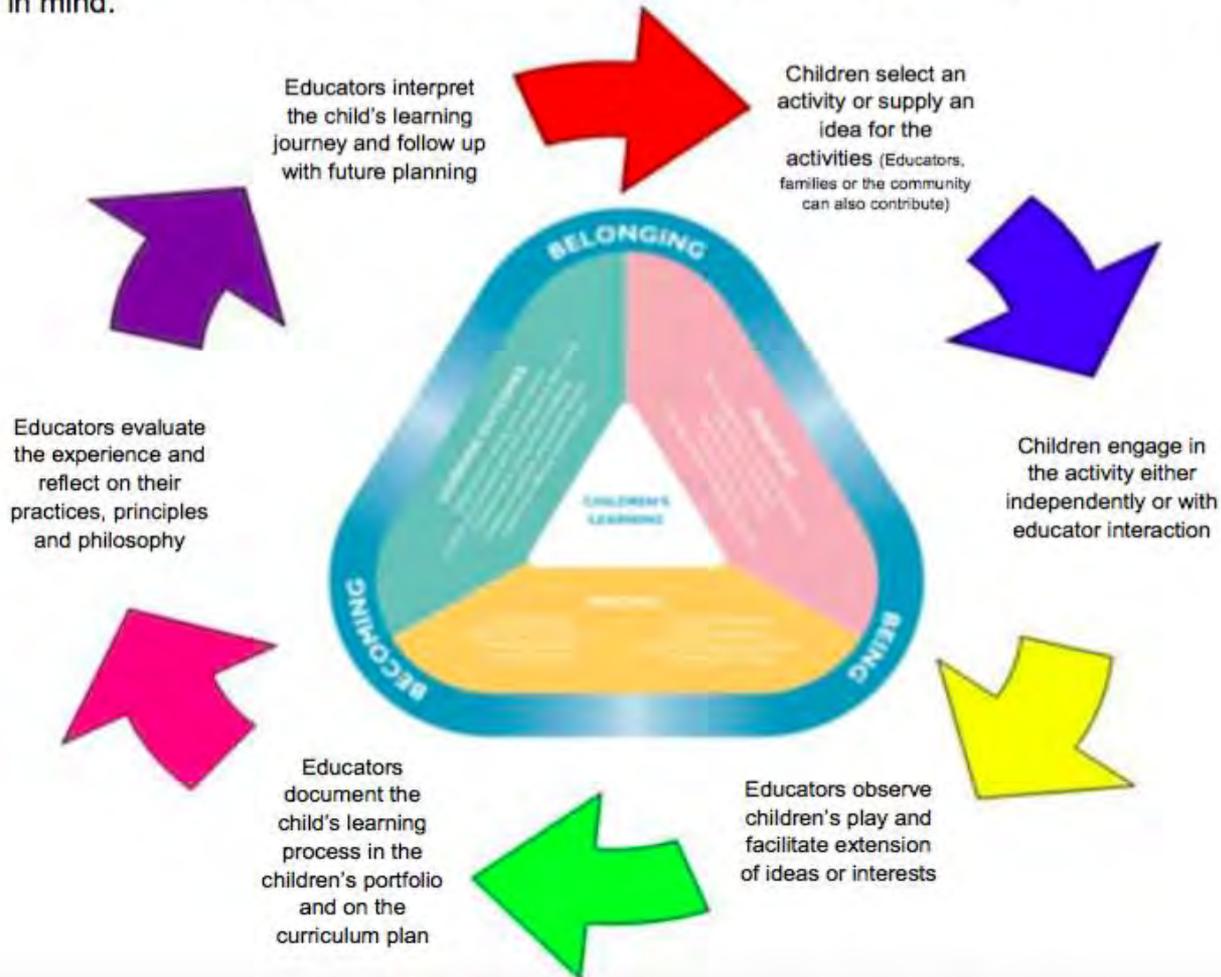


Early Years Learning Framework.

- Children's learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind.
- Educators interpret the child's learning journey and follow up with future planning.
- Children select an activity or supply an idea for the activities (Educators, families or the community can also contribute).

LEARNING IN PROGRESS

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Overviews for Learning

- As a Catholic school, **Religious Education** is the basis of all learning and is integrated through all the learning areas of the Curriculum.
- **The West Australian Curriculum** The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 in Western Australia. It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.
- Overviews for each term appear on the school website under 'My Classes' and are also posted on the notice board at the start of each term.

Assessment

- Pre Primary children will complete On Entry Assessment and Literacy Screening in Term One. Over the term, I will conduct individual assessment interviews in Literacy and Numeracy. Information will be sent to parents in the coming weeks and feedback on assessment results discussed in the Term 1 Interviews.
The children will bring home a Progress Folder and Art Folder at the end of each term so that you can view samples of work, which will show their efforts and reflect progress over the term. Art Folders need to be returned.
- **Term One**
- **Progress Folders containing samples of activities with rubrics and outcome descriptors. Includes: Mathematics, English with examples of writing, spelling and reading activities, Religion, Technology, Art, Music, Physical Education, Italian.**
- **Parent Interviews-Interim Report.**
- **Term Two**
- **Progress Folders containing samples of activities with rubrics and outcome descriptors. Includes: Mathematics, English with examples of writing, spelling and reading activities, Religion, Technology and Enterprise/Art, Music, Physical Education, Italian.**
- **Formal report and interview if required.**

Assessment

- Term Three
- Progress Folders containing samples of activities with rubrics and outcome descriptors. Includes: Mathematics, English with examples of writing, spelling and reading activities, Religion, Technology and Enterprise/Art, Music, Physical Education, Italian.
- Open Day/Night.
- Interview if required.

- Term Four.
- Progress Folders containing samples of activities with rubrics and outcome descriptors. Includes: Mathematics, English with examples of writing, spelling and reading activities, Religion, Technology and Enterprise/Art, Music, Physical Education, Italian.
- Formal Reports.
- Handover and interview if required.



Classroom management

- Our classroom is a positive environment
- We have clear and reasonable expectations and rules
- All children feel important and respected
- There is provision for success
- Individual needs are met
- We teach and promote co-operation
- We listen to and validate children's feelings
- We help children calm themselves and self regulate
- We teach appropriate behaviours
- We redirect inappropriate behaviours
- We respond with logical consequences

- Behavioural problems or issues of concern will be discussed privately and confidentially with parents when required. Please don't worry about this should it happen. It is all part of learning and if children see us as one, then the potential for a positive change in behaviour is increased.



Accountability and consideration within the classroom.

Highway Heroes: Highway Heroes aims to develop children's proactive skills (forming friendships, gaining inclusion, thought/mood management) and reactive skills (dealing with play refusals, friendship difficulties, teasing and bullying) by using tools, resources and activities with structured stand-alone modules and lesson plans on particular topics such as Resilience and Bullying.

1 2 3 Magic in the classroom.

After discussion with children to ensure understanding of the process and what is counted as a behaviour that causes disruption to other students learning, 1 2 3 Magic is implemented. When a student acts inappropriately, that's a 1. Should he/she repeat then that's two. If the student gets to 3 there is a 'time-out' consequence. Time out is short and I use a beeper. When time-out is over, student is invited to join class again. Usually that is as far as it goes, however, should the behaviour persist, and student moves through three tiers, there is provision for 'time out' from the classroom.



Pre-Primary Details.

- Pre Primary children do not have a set school uniform to wear. Please dress your child in comfortable play clothes so they are ready to move and be active. Pre Primary can get messy so please do not dress your child in their best clothes as they may get covered in mud, play dough, dye, paint, etc. A spare set of clothes in your child's bag in case of toileting accidents or getting wet in the creek, is a necessity. Remember to label all your child's belongings clearly.
- **Collection of Your Child**
Pre Primary commences at **8.50am** each day. The doors are opened at 8.30 and you may leave your child at this time. From Week 2 on we really encourage 'Say Goodbye at the Door' and the 'Kiss and Go' routine. It is important that all parents support us with this for success. It is important that children arrive on time so they settle comfortably into routines without feeling rushed or unsure.
- It is best that an adult accompanies their child to the door so that teachers can acknowledge his or her arrival. Similarly, the children will not be allowed to leave the Pre Primary room until an adult arrives to pick them up. Children easily become upset or worried if parents are late or if they always arrive last to pick them up. Please advise us if you have an alternate arrangement for pickup and let us know the names of friends and family who will be regularly collecting your child.
- Please return class and school family details information sheets to assist us in building a profile for your child.
- Birthdays; please send cupcakes rather than one large cake. Remember this is a 'nut free' school.



Special Days

- Monday Innovation Space
 - Tuesday Physical Education
 - Wednesday Science and Italian, PMP wk 6
 - Thursday PMP and Music
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- Sports shoes are to be worn on Tuesday, Wednesday and Thursday as we have PMP and Sport.



Pick up details.

- Parents are to notify us if your child is being picked up by a third party (other than those listed in a note). There is a book at the door for the occasional change. If it is to be a regular pickup, please send an email to cover the year. If it is an unexpected change, please phone us.

Homework

Home Reading.

Once the students have been levelled, home reading books will be sent home. Have a look at the home reading record book and complete every night that your child reads. This is a task that should be enjoyed and shared. Home reading books are slightly below the student's classroom instructional level.

News Research.

For our 'news' presentations, each student will think of something he/she would like to know about. They will take home a form that includes;

What would I like to find out.

What do I know.

What I found out.

This is to be kept simple and can be done using Ipads, books or just chatting with parents and family. Please help your child to complete the simple outline for the first two terms.

We will investigate Athletics later in the year.

Helping your child to read

- Talk to your kids (a lot).
- Read to your kids.
- Have them tell you a “story.”
- Teach phonemic awareness.
- Teach phonics (letter names and their sounds).
- Listen to your child read.
- Ask questions.
- Make reading a regular activity in your home.



Excursions

Zoo (Science)

Fire Engine Museum (Community)

Peninsula Farm Christmas (Hass)

Parent Help

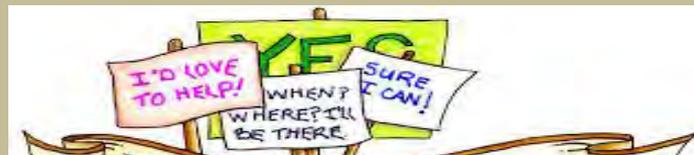
Parents are welcome to help anytime. Please let me know if you are interested in helping with art, or writing activities. Open Door timetable. Please remember confidentiality is important. We also have a Parent Roster for PMP help.

Appointments

Please let me know in the morning if there is anything that might affect your child's day. Other than that, if you would like to have a chat, please send a note, email or ask me and we can make a time convenient for a longer chat.

Absentees

Please send a note as soon as possible if your child misses time at school.



Loose Parts Play



What is 'Loose Parts' Play

Our learning programme will often reflect the educational principles of Reggio Emilia. This approach to education is *“committed to the creation of conditions for learning that will enhance and facilitate children’s construction of his or her own powers of thinking”*. Collaborative group work, enhancing our environment, focusing on the interests of the children and developing class projects will be some of our aims.

Loose parts is a wonderful term coined by architect Simon Nicholson, who carefully considered landscapes and environments that form connections. Nicholson believed that we are all creative and that loose parts in an environment will empower our creativity. Many play experts and early childhood educators adapted the theory of loose parts.

How can we provide loose parts?

Loose parts can be natural or synthetic. It is helpful to think of loose parts as something that will help children inspire imagination and creativity on their own terms and in their own unique way.

You can help by collecting things you think will add interest to our 'collection'.

Those first weeks!

- Prepare yourself for leaving your child at Pre Primary.
- Create a consistent routine.
- Make a prompt departure.
- Be firm and say 'goodbye'.
- Involve the teacher
- It's reassuring to remember that starting school and being away from a parent is often a tough transition for preschoolers and their parents. Kids adjust to the change at their own pace, some needing a little extra time to feel comfortable and excited about their time away. Your patience, reassurance and consistency will help them to make the transition and embrace a rewarding new experience.
- Email; tricia.christian@cewa.edu.au



Questions.