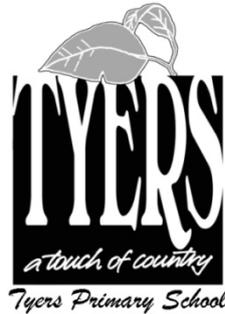


**Tyers Primary School
No. 2182**



**2014
Information Manual
For
Parents of Prep Children**

Welcome To Tyers Primary School

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TYERS 3844

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Dear Parents,

We welcome you and your child to Tyers Primary School. This booklet will assist you in bringing about a smooth transition from kindergarten to school for your child.

Parents are always welcome to visit our school and staff are more than happy to answer any questions that you may have.

As most children have participated in transition activities during the last term, they will have built up a rapport with our staff and become familiar with the positioning of their classroom, toilets and drinking taps, etc...

The transition from kinder to school is a big step for most children. Parents need to be aware that children come to school with a wide range of skills and abilities. Some children are able to hop and skip while others may not have the physical coordination to complete these tasks. Some children may be able to write their own names or tie their shoelaces, other children may not be ready. It is very important for us to remember that all children are individuals and develop in different ways at different rates.

Parents need to remember to be positive, encourage and support your child. Remember that school should be an exciting and enjoyable experience for children and the staff at Tyers Primary will do their utmost to ensure this will be so for your child.

When children begin school, they are required through necessity, to be able to perform some simple tasks independently. Teachers are most appreciative if parents can consider the following for the beginning child:

- * It is hoped that children will come to school cheerfully and unafraid, able to be friendly towards other class members and teachers.
- * Children need to be able to recognise and care for their own belongings. PLEASE ENSURE THAT ALL ITEMS ARE CLEARLY LABELLED.
- * At school, children need to have the skills to eat lunch as independently as possible. This may involve opening lunch boxes and drink containers and identifying 'play lunch' and 'lunch'. It is a good idea to explain the difference to your child and wrap these separately.
- * Children should be able to visit the toilet independently. 'Accidents' do happen and beginners will be given extra toilet breaks during the day. A spare change of clothing in children's bags can save embarrassment.
- * All children should know how to blow their nose. Families are asked to provide a box of tissues for classroom use.
- * With changes of weather, it is often required that children take off jumpers, put on coats, boots and so forth. For this reason, it is hoped that children will be able to take off and put on most items of clothing unaided.
- * During wet weather, children are required to remove their shoes whilst in the classroom. Therefore shoes that they can independently take off and put on are required. slip on boots if the child cannot tie his/her own shoelaces.
- * Each child will need to have an art smock - an old shirt of dads would be fine! This can be kept at school.
- * Library bags are also required to protect the books that your child will borrow from the school library.
- * The wearing of hats is compulsory during Terms 1 and 4.

HELP US TO HELP YOU

Starting school is an enormous and exhausting experience for young children. Try to help your child by ensuring regular and adequate sleeping patterns.

Please try to be punctual at all times. Ensure that your child is at school on time and be prompt at the end of the day. It can be extremely upsetting for young children to be left waiting whilst all other class members have gone home.

Children often find the beginning of the school year quite tiring, particularly with the hot February weather. For this reason, Prep children will attend full days (9.00am – 3.00pm - children welcome in Prep room from 8:50am) with the exception of Wednesdays. We have found that a midweek break is beneficial to help children settle into school. Preps will begin full week from the start of March.

SENDING MONEY TO SCHOOL

When children bring money to school, please place it in a school payment envelope, labelled with the child's name, class, what the money is for and the amount enclosed.

ABSENCES

If your child is absent from school, please send a note upon return to school, giving a reason for the absence. Or alternatively email tyers.ps@edumail.vic.gov.au or sms 0409918261. If a child has arrived late to school or is to leave early, please come in to the school office and sign the late arrivals or early departures book.

PERSONAL TREASURES

Please discourage your child from bringing toys or games to school as these have a habit of being accidentally damaged.

SUPERVISION

The staff at Tyers Primary School do their utmost to ensure that all children receive the best care and attention. However, sometimes accidents occur or children fall ill at school, in which case we need to have a current emergency telephone number and contact person. If there is any change, please notify the school at your earliest convenience.

HEALTH

If a child has an illness or condition, for example, asthma, epilepsy or an allergy, please advise the classroom teacher. Written details informing staff of the condition and its treatment are required. A medical form is available from your classroom teacher or the school office.

DENTAL HEALTH

The School Dental Service provides dental treatment and dental health education for school children. It provides general dental care to children every two years while children identified with a greater need may be seen more often.

Who provides treatment?

General treatment is provided by dental therapists and more complex care is performed by a dentist. Specialist dental care is not provided but referral to dental specialists can be arranged.

What does it cost?

If you hold a valid Centrelink health card the service is free. Non card holders pay a fee of \$29 per child (maximum of \$116 per family) which includes a dental check up and all general treatment. Payment cannot be claimed through private health insurance.

Who can use this service?

All primary school children, concession card holders and their dependants in year levels 7 – 8. Dental care is also available to concession card holders and their dependants in year levels 9 – 10 at your local community dental clinic.

How do you access the service?

Your school is contacted by the School Dental Service with information to put in your school newsletter which will provide information for you. They will also be issued with consent forms for every child. If you require further information, please contact central dental reception on 51279189/1800 242 696.

VICTORIAN ESSENTIAL LEARNING STANDARDS

The Victorian Essential Learning Standards include standards at six levels. The levels broadly associated with schooling from Years Prep to 4 are as follows:

- Level 1 – Preparatory Year
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6

Beginning school is a major upheaval in children's lives, especially those who have spent the majority of their lives at home. The foundation knowledge, skills and behaviours that children must develop in Levels 1 and 2 to become successful learners at school are:

- English (Reading, Writing, Speaking and listening)
- Mathematics
- The Arts (Creating and making)
- Interpersonal Development (with an emphasis on socialisation)
- Health and Physical Education (Movement with physical activity).

2013 will see the introduction of AusVELS. Information about this curriculum will be sent home early 2013. Social skills are also seen as integral to all areas. Children will learn to listen, share, take turns, get along with others both inside the classroom and in the playground.

YES, YOU CAN HELP YOUR CHILD TO READ

Every time you read your child a story, refer to a street sign, talk about what you are reading, read in front of your child, or answer the question, "What does that say?" you are helping your child to become a reader. Learning to read happens over a period of time, and both the time and the way it happens will be different for every child.

Encouragement is the key to making sure that your child develops confidence as a reader and enjoys reading now and in the future.

Quite a lot is known about what happens when we read. Reading is more than recognising or sounding out words. It is seeing print and attaching meaning to it; it is sharing ideas and information through print.

Take this sentence: “The dog jumped over the fence.” To read this sentence with understanding, we need to know:

What a “dog” is
What “jump” means
Something about print

What a “fence” is
The way a sentence is put together

This information comes from our past experiences of the world and of language. Such experiences are the foundation for reading.

Here are some ways that you can help your child have the experiences needed to become a successful reader.

How to Help:

- * Encourage your children to talk with you about everyday things - things you see when out shopping or in the car, television programs, things children draw or build. In this way you extend the words they understand and the ways they can share ideas through language.
- * Read stories to your children every day. The stories may be in English or any other language your children understand. Make it an enjoyable time - perhaps at bedtime. Through stories, you share your pleasure in books and help your children get to know the language used in them.
- * As you read, hold the book so the children can see it too. You might run your finger smoothly along under the lines as you read, so that children become aware of some of the features of print, such as where to start reading. Encourage children to join in the parts that they know by heart, thus building confidence in their abilities as readers.
- * Not all print is in books. The breakfast table usually has plenty of print on it - on the cereal packet, the margarine container, the bread wrapper. So do road signs, service stations, shops. Whenever your children comment on this print, respond enthusiastically - for example: “Yes, the same word is on the label too. Can you find it?”
- * Writing notes is another valuable way of encouraging children to read, eg. “Have you cleaned your teeth this morning?” (attached to the bathroom mirror), “Whose turn is it to feed the cat today?” Activities like preparing the shopping list together, checking lists of things to take on a picnic or outing, give children a purpose for reading.
- * When children draw, or when you have been talking together, write down one of their sentences, and stick it up on the wall or the refrigerator. Encourage the children to write too. Their writing may at first look like scribble, but it means something to them. They are learning how to communicate through print.

- * It doesn't matter if the words aren't exactly right. Sometimes they won't remember what the sentence says, so ask them to tell you about the picture. Then you can respond, "That's what it says, doesn't it!" "I am riding a bike".
- * When your children bring home their first books, share their excitement with them. At first they will "read" by remembering the sentence patterns or looking at the pictures. This is a natural stage in learning to read. As they get to understand more about reading they will use the print message more. The most important thing is that you encourage them to make sense of what they read. Never cover the picture as this is a useful reading cue for making sense of print. If what they say doesn't make sense, repeat it and ask, "Is that the way we say it?" or "Does that make sense?" If children get stuck on a word, don't ask them to sound it out. Ask them a question that will give them a clue to the difficult words such as "Where were they going?" or "What do you think he is doing?" or "What can you see in the picture?"
- * Children will bring home a "take home book" daily. Home practice is essential to reinforce practice at school. Books are returned to school and changed on a daily basis.

Try to:

- * Make reading time a pleasure not a chore.
- * Let your children feel that they are doing well.
- * Encourage their attempts to make sense of what they read, instead of drawing attention to their mistakes.
- * Give children clues to help them work out unknown words instead of making them sound out the words.

Remember!

Encouragement is the key to success.

And when ready, your child will learn to read and write!

WRITING

Writing is introduced in Year Prep and runs throughout the school to Year 6.

Children learn to write by writing and in their first year are:

- * Encouraged to write at their own level of development (see below)
- * Given frequent opportunities to write

- * Are encouraged to select their own topics
- * Provided with many written language models (books, charts, poems, songs etc.)

* YOUNG CHILDREN USUALLY PROGRESS THROUGH VARIOUS STAGES OF DEVELOPMENT IN THEIR WRITING

1.	<u>SCRIBBLE</u>
2.	<u>INVENTED LETTERS</u>
3.	<u>STRINGS OF CONVENTIONAL LETTERS</u> D l e h t m i e
4.	<u>GROUPS OF LETTERS WITH SPACES BETWEEN THEM</u> f s c b a e R e g t
5.	<u>WRITING WHICH REVEALS DEVELOPING KNOWLEDGE OF SOUND SYMBOL CORRESPONDENCES</u> m i d a d i k a m w i f m e t o s k o o l

PLEASE:

- * Encourage and praise your child's written language attempts.
- * Don't worry if your child is at an early stage of development or appears to regress. Children develop at different rates.

HANDWRITING

Before your child/ren learn to master handwriting there are a few things that you can do to help. To aide in muscle control needed for the fine motor skills of handwriting, give lots of experiences in activities such as:

Puzzles and Toys

Puzzles, bead threading, manipulation of small objects, toys that link together etc.

Tearing, cutting, folding and pasting paper

Tearing, folding, then cutting and finally pasting of paper.

Finger Painting

Use both hands to help develop a hand preference. Start using all fingers, then combinations of fingers and finally, just the finger tips/pads of the middle and index fingers. Draw shapes, lines, letters and numbers.

Painting

Promote exploring with different brush sizes and surfaces. Encourage painting circles, ovals, squares and lines.

Keyboarding and playing piano

These help your child/ren develop their fine motor skills and hand-eye movement.

Finger plays and finger touching

Try old favourites like 'My Hands Are Shaking', 'Where is Thumbkin?' and 'Ipsy Wispy Spider'. With the thumb, get children to touch, in order, each of the fingers, Later they can try this with both hands at once or with their eyes closed.

Ball Games

Encourage rolling, bowling, throwing and catching large balls and later, smaller balls.

Clay modelling

Children use clay or dough with the emphasis on squeezing the clay between their fingers and manipulating it in different ways.

Moulding

With sand, play dough, baking dough, putty, sawdust, oatmeal and papier-mache

Construction

Blocks and a range of interlocking construction material may assist muscular and hand-eye development.

Sewing and weaving

Along with other activities from the art and craft area, these skills encourage manipulation.

STYLE

The handwriting that we will be doing at Tyers Primary School is the Victorian Modern Cursive script.

In order to master this successfully children need to be encouraged to sit properly and hold their writing implement in the **precision grip**. This can be developed between four and six, although it sometimes takes till age seven or eight.

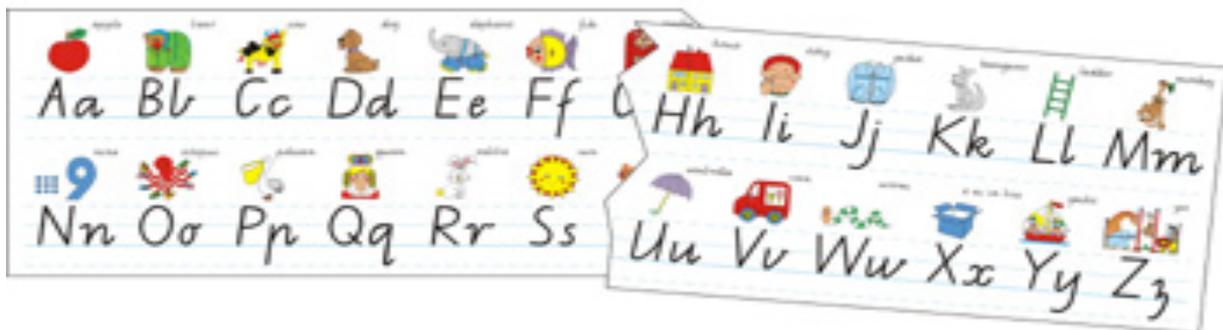


Paper Placement.

Proper paper placement assists the writer to see clearly what is being written and allows for freedom of movement when writing. Many children need to move their paper in order for this to occur.

For the right-handed writer the paper is placed to the right of the body mid-line and angled left.

For the left-handed writer, the paper is placed left of the body mid-line and angled to the right. By keeping the left arm almost parallel with the edge of the paper, a sharply bent wrist – which can result when a left hander ‘mimics’ the writing action of a right-hander – may be avoided.



THE FIRST DAY OF SCHOOL IS A BIG EVENT!

For children and parents -

If you go with your child:

Arrive on time

Not too early, though. A long wait for class to begin with other parents and children may add to the strain and tension.

Leave cheerfully

Don't linger. Your presence may distract from this new and fascinating world. Letting go can be hard, but don't let your doubts or nervousness dampen your child's enthusiasm.

If you have a positive attitude and look forward to the first day in school your child will probably do the same.

Fears about school

It's natural for children to experience some fears about school (as well as excitement!) for example:

- Who's going to help me?
- Will I miss home?
- Will the other kids like me?
- Will the teacher like me?
- What happens when I have to go to the toilet?
- Who's going to meet me after school?

Discuss any fears about school before the first day. Be *Positive* and *Loving*. Be reassuring - say that everything will be all right. Do all you can to make your child happy and confident about entering the school world.

Show your support by encouraging your child to openly discuss his or her feelings about school with you and by meeting with the teacher to work out any problems. Teachers care how parents and children feel.

