



PRE PRIMARY 2018

PARENT INFORMATION BOOK



***Armadale Primary School
1 Carradine Road
Armadale***

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EARLY YEARS VISION STATEMENT

The early years (K-2) at Armadale Primary School are in line with the Western Australian Curriculum and the Early Years Learning Framework (EYLF). We embrace the positive development of the whole child to meet their universal needs.

Emphasis is placed on the social/emotional and physical well-being as the foundation for cognitive growth, creativity and social responsibility. Our educational programmes engage children to reach their full potential by weaving together play-based, child-initiated and teacher-directed learning experiences.

We develop quality relationships with the children, their families and the wider community, ensuring dynamic and safe learning environments that offer a rich, diverse range of experiences.



ARMADALE PRIMARY SCHOOL

PRE PRIMARY PARENT HANDBOOK

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Armadale Primary School

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PRINCIPAL: TBA
MANAGER,
CORORATE SERVICES: Marlene Salbie

OFFICE HOURS: 8.00AM – 4.00PM

THE AIMS OF THE ARMADALE PRE PRIMARY CENTRE

The main aim of the Pre Primary Centre's is to provide a stimulating environment in which the children can learn by their own experiences. These experiences are carefully modified for individual developmental levels within the Western Australian Curriculum from K-10 and over the year will help children obtain the skills that will prepare them for future learning.

The Pre Primary aims are -

- * to develop the whole child - physically, socially, emotionally, cognitively and creatively.
- * to develop effective communication skills.
- * to encourage the establishment of good work habits including concentration, perseverance and completing tasks.
- * to develop a positive attitude to learning.
- * to develop skills and concepts as a basis for future learning.
- * to develop acceptance and understanding of rules and limits.
- * to become independent.
- * to work towards the standards set down for Pre Primary level in the Western Australian Curriculum.



PROGRAMME OVERVIEW

Pre Primary at Armadale Primary School is in line with the Australian Curriculum and the Early Years Learning Framework (EYLF) and embraces the development of the whole child. The EYLF key learning outcomes are that: children have a strong sense of identity; children are connected with, and contribute to their world; children have a strong sense of well-being; children are confident and involved learners; and children are effective communicators.

In 2018 children in Pre Primary enter the foundation stage of the WA Curriculum in the learning areas of English, Mathematics, Science, History, Geography and Health and Physical Education. In addition we continue to focus on fine and gross motor skills, as well as social and emotional well-being. In all learning areas our aim is to deliver hands-on, play-based experiences that promote skills in a balance of reflective/active, formal and informal ways. Opportunities to use and develop ICT (technology) skills are embedded throughout the learning programme.

ENGLISH

The English learning area is divided into three areas:
Language, Literacy and Literature.



ORAL LANGUAGE

Your child's oral language development is the foundation of all literacy skills. Adults and children spend a lot of time talking, one-to-one, in partners and small groups. The children will have the opportunity to develop confidence in telling news, recounting events, explaining procedures, describing things, retelling and making stories, as well as listening to others.

LITERACY AND LITERATURE

In Pre Primary we aim to foster emergent literacy skills, through the development of phonological awareness (the ability to hear and isolate the sounds of spoken language), which is the best predictor of reading and writing success. Our aim is to 'crack the Alphabetic Code' of letter/sound association along with the ability to form letters leading to the writing of words and sentences. A wide variety of multi-modal texts nurture the children's growing awareness of the meaning of valuable and ethical ideas within age-appropriate literature.

Writing

The children will write to express their thoughts, initially using writing-like marks or letters that they know, later developing **experimental** writing (a readable correspondence between letters and sounds) and **early** writing (increasingly conventional spelling). High-frequency word lists will be sent home later in the year as children demonstrate readiness to learn them. These will enhance both reading and writing fluency, which is developed through child-initiated writing, modelled/copied writing and dictation. **At the end of 2018, it is expected that most students will write one or two sentences, using a bank of high-frequency words and familiar vocabulary to make a readable text.**



Reading and Viewing

The children will enjoy a variety of written and viewed fiction and non-fiction texts, reading by themselves at school and at home, reading aloud with the teacher, or being read to. Reading skills will be bench-marked to reading levels. ***At the end of 2018, it is expected that most students will read short, predictable and decodable texts with familiar vocabulary and supportive images.***

MATHEMATICS

The children are offered opportunities to develop emergent mathematical concepts in Number and Algebra, Measurement and Geometry, Statistics and Probability and Working Mathematically. The children work at their own developmental rate through a mix of guided formal and informal play-based activities that are largely hands-on.

SCIENCE, HISTORY & GEOGRAPHY

Our aim for these learning areas is to integrate literacy and numeracy learning into the content of each area, which will be delivered in active, language-based and reflective discovery learning.

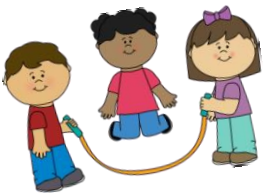
SOCIAL-EMOTIONAL WELL-BEING

Our class is supported by our school TRIBES philosophy, based on:

- ***mutual respect*** for everyone and everything at school;
- ***attentive listening*** to whoever is talking;
- always striving for our ***personal best/personal responsibility***
- ***appreciating*** and not ***putting down*** others;
- ***participating*** in activities or exercising the ***right to pass*** at appropriate moments.



In Pre Primary we focus on the positive things the children can do while providing opportunities for them to stretch themselves a little further. A healthy social confidence is enhanced by an inward positive self-esteem, which in turn is based on what your child thinks they can do.



PHYSICAL SKILLS

Fine Motor Skills

We focus on the basic fine motor skills: pencil grip, fluent letter and numeral formation, colouring, cutting, tracing, gluing, folding, drawing, painting and organisation of work spaces.

Gross Motor Skills

The children are offered the opportunity to develop their large muscles in free active play every day. We also foster development of fundamental balance, locomotive and manipulative movement skills through musical movement 'Move to Learn' (a guided perceptual motor programme) and physical education.

PLAY-BASED LEARNING AREAS IN THE PRE PRIMARY CLASSROOMS

Learning through play-based activities is a cornerstone of Pre Primary programmes. Children's play is more than just fun – the children are learning valuable concepts and skills as they explore materials and interact with others.

Book Shelf

- helps the child to appreciate books and to use them as a source of enjoyment, information, knowledge and new words;
- helps the child find enjoyment in a quiet relaxing activity; and
- helps the child to learn to handle books with respect.



Puzzle Shelf and Manipulative Equipment

- small building blocks, jigsaws, lego, threading, construction pieces and many games can be tried out;
- develops small muscles and hand-eye coordination;
- develops an awareness of shape, colour, size and number;
- gives opportunities to solve problems, work alone or with others; and
- develops concentration and creativity.

Dramatic Play

- provides opportunities for the child to play out experiences, to work out problems and experiment with solutions for emotional outlet; and
- to identify with the adult world by playing alone or with others.

Blocks

- helps the child to learn discrimination and relationships between sizes, shapes, numbers and space;
- develops recognition of form, proportion and balance;
- to coordinate and control the movement of their muscles; and
- gives opportunity to be creative.



Creative Play (painting, drawing, collage, constructing)

- develops fine motor skills;
- provides opportunities for children to express their creativity;
- allows children to explore shape and colour; and
- provides an opportunity for language.



ICT (Computers, iPads and interactive whiteboards)

- develops awareness and confidence in using current technologies.

Outdoor Play

- to develop greater control over large muscles: running, climbing, jumping, digging;
- social interaction; and
- emotional management



BEFORE AND AFTER SCHOOL BEHAVIOUR

Children are not permitted on school equipment before or after school. Parents waiting to pick up their Pre Primary child are asked not to allow younger siblings on the play equipment. We also ask that children remain with parents while waiting for doors to open and **DO NOT** run on pathways or through gardens and **DO NOT** climb on the fences.

THE DELIVERY AND COLLECTION OF CHILDREN

Before School:

Parents or guardians must accompany their child to the front door and WAIT with him/her until the door is opened at 8.30am. Children MUST NOT be left unsupervised. Parents are invited to come in and settle their child/ren until the 8.45am bell.

After School:

Parents or guardians please wait outside the door at the end of the day. We ask that you **do not distract the children by standing near windows and getting your child's attention**. At the end of the session (2.55pm, however; Wednesday is early close at 2.25pm) children will be released as parents are sighted.

Please note that the loop road adjacent to the Kindergarten centre is for Kindergarten and Day Care only. Pre Primary and Primary students can not access the school from the school parking area.



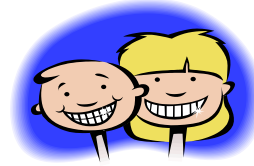
COLLECTION OF CHILDREN DURING SCHOOL HOURS

If you are going to take your child out of school during school hours, you will need to complete a school sign-out slip. These are located in the classroom. This information will then be kept on record. The master sheet asks you for a reason for the departure – your child may; be sick, have an injury, or have an appointment, such as dentist or doctor.

We also ask that you, if possible, notify the teacher in advance if you wish to remove your child from the class during lesson time. Students will only be released from class if the person collecting the child has the relevant pass.

DENTAL CLINIC

The Dental Therapy Clinic (9399 4546) provides free, ongoing preventative and general dental care. The clinic is located at Armadale Primary School and caters for all students from Pre Primary to Year 11.



DO YOU OR YOUR CHILD NEED SPECIAL HELP?

We are always here to try and help you with problems concerning your child.

We have access to a **health nurse**, a **school psychologist** and **other professionals** who may be able to help you if you have a problem. You don't have to cope alone.

Please let us know of anything that is happening at home which may affect your child's state of mind. If we know things are unsettled at home we can allow for children's behaviour at school.

If your child is currently getting assistance, please inform the teacher so that we can support your child's programme.

Community Health Nurses (Schools) from Armadale Community Health Service are available to the school community on a regular basis and by appointment. Children may be assessed for developmental concerns with parent consent. Children with chronic medical conditions may be monitored and Health Care Plans developed in consultation with parents/carers and school staff.

The promotion of a healthy lifestyle and the prevention of health problems are key concerns of community health staff.

If you would like to discuss any health concerns with a Community Health Nurse please contact the school reception and leave a message.

VOLUNTARY SCHOOL CONTRIBUTIONS

In order to enrich the opportunities available to children at Armadale Primary School, the Education Department's regulations provide for the establishment of a Voluntary School Contribution from which the school can purchase extra resources. These contributions can be paid to Administration at the start of the school year or through the Personal Item List. An official receipt will be issued.

- One flat rate of \$50 per child

PARKING POLICY

Kindergarten Parking

The Kindergarten loop road is only to be used for Kindergarten and Day Care buses. Parents of Pre Primary school children are not to use the loop road except in an emergency.

Please park in the lower car park at Patchings Crossing or Peaceful Pond and walk up to the Pre Primary classrooms with your child.

General School Parking

Aim: The school aims to ensure the safety of the children and mutual convenience and harmony of all concerned users.

School Zone: Our school is a designated School Zone. A 40 km per hour limit applies between 7.30 am to 9.00 am and 2.30 pm to 4.00 pm.

Speed Limit: The speed limit within the school grounds is strictly 8 km per hour.

SCHOOL PARKING AREAS FOR PARENTS AND VISITORS

1. Main Parking Area - Albany Highway (51 bays available)

- Entry and exit from Albany Highway

2. Ring Road (28 bays available)

- Entry from Albany Highway - exit via Carradine Road.
- Please do not park in the 3 designated bus bays

3 Lower Parking Area (30 bays: All bays are for staff and dental use only)

- Parents are not permitted to use the Staff bays.

4. Upper Level Car Park: Staff parking only plus 1 disabled bay.

5 ACROD

- 4 bays marked on main school entrance are for ACROD use only. Visitors to the school who are using an ACROD bay must have a current ACROD permit on display and must leave their car to pick up children from class. Children are not to meet parents/guardians at the ACROD car bays.

General School Parking Guidelines

- Under no circumstances are parents to use the upper level Staff Car Park or the area by the Gardener's Shed to drop off and pick up children.
- Visitors and parents are strongly urged to use the Main Parking Area.
- The second preferred parking option is to use the school's main Ring Road. Please do not park in the Bus Bays.
- The lower level parking area is only to be used by staff.
- No parking in bays marked for specific purposes, eg dental, delivery or service vehicles.
- No double-parking under any circumstances.
- No parking on road verges and garden areas.

Reversing into bays is requested for safety reasons. Driver visibility is restricted when backing out of a bay.



GENERAL INFORMATION

ADDRESSES It is important that our records are accurate. Please notify the school if your address or phone number changes in case of emergency.

BAG Your child requires a **large bag** (to accommodate items such as an A4 reading folder, change of clothes and school jacket), which he/she can **open** and **close**.

BIRTHDAYS Parents are welcome to send cupcakes or chocolates to share on the occasion of their child's birthday. The child may also bring along birthday presents that may be shown and then put away.

FRUIT Please send in a piece of **fruit** each day. The fruit should be prepared and ready to eat, in the way that your child can manage independently.

LUNCH The children love to have their own lunch box at school. Pre Primary is a great time to reinforce healthy habits, as the children are usually happy to keep the school rules. So, for health reasons we encourage you to provide a healthy sandwich, fruit and drink (water bottle).

Please order all lunches directly at the canteen or through the online ordering system at www.ouronlinecanteen.com.au.

CLOTHING At times accidents will happen as a child engages with water play, painting or as a result of arriving late to the toilet. Please leave a spare set of clothing in your child's bag.

Please ensure that all items of clothing are labelled with your child's name.

The school has a "No Hat – No Play" policy

Children must wear their APS 'bucket' hat all year.

UNIFORM Parents may choose to purchase the school uniform by using the order form supplied to them on enrolment day. The uniform is strongly encouraged at Armadale Primary School. Orders can be left at the front office or in the blue P&C box near the office with the correct money.

ILLNESS Please do not send your child to school if he/she is not well. It is not fair to spread germs to others. **A note explaining the absence is needed upon the child's return to school.**



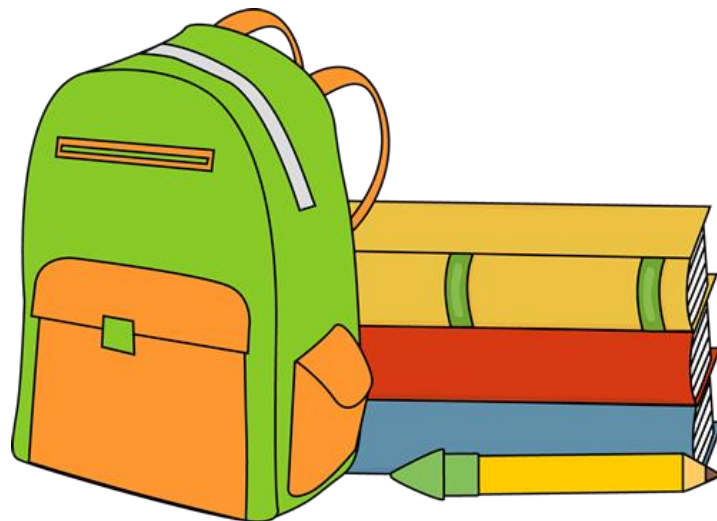
JEWELLERY No jewellery other than stud or sleeper earrings and a watch are to be worn. Medic alert necklaces or bracelets are allowed.

LAUNDRY ROSTER A laundry roster operates in each classroom where towels and aprons will be sent home to be washed. You will receive the washing once or twice in the year. This help is greatly appreciated.

LIBRARY Children will visit the library once a week and will require a library bag to borrow a book. Children are encouraged to take special care with books that they take home and to always use their library bag.

*TOYS/
COSTUMES* Children **are not** to bring toys or costumes to school as they may get lost or damaged. (See birthdays)

ATTENDANCE **Attendance in Pre Primary is COMPULSORY. A note explaining the absence is needed upon the child's return to school.**



IMMUNISATION

Your child's immunisation record needs to be produced when enrolling at primary school.

Children should be fully immunised before school entry.

For more information call the Central Immunisation Clinic on **9321 1312**, your doctor, local government or Community Nurse.

INFECTIOUS DISEASES

The following Infectious Diseases summary is provided for information of all parents.

Hand, Feet and Mouth disease - exclude until all blisters have crusted.

Herpes Simplex (Cold Sores) - young children unable to comply with good oral hygiene practices should be excluded while lesions are uncovered or weeping. Where possible, lesions should be covered by a dressing.

Chicken Pox - exclude from school. Re-admit when fully recovered, usually at least five days after the rash appears and until the vesicles have formed crusts. Some remaining scabs do not justify continued exclusion.

Conjunctivitis - exclude from school until discharge from the eyes has ceased.

Rubella (German Measles) - exclude from school. Re-admit on recovery or until at least 4 days after onset of rash.

Contacts do not need to be excluded but should be advised to see their doctor.

Glandular Fever - exclude until child is well.

Hepatitis A - exclude from school. Re-admit on medical certificate of recovery but not before seven days after onset of illness. This can be up to fourteen days.

Hepatitis B - exclude until well. Contacts should be advised to see their doctor.

Hepatitis C - exclude until well.

Impetigo (School Sores) - exclude from school until effective treatment (including the proper use of occlusive dressings) has been instituted.

Influenza - like illness - exclude. Re-admit on recovery.

Measles - exclude from school. Re-admit on medical certificate of recovery, or at least 4 days after appearance of the rash if well. **PARENTS ARE ASKED TO NOTIFY THE SCHOOL IMMEDIATELY IF A DIAGNOSIS IS CONFIRMED BY THEIR FAMILY DOCTOR.**

Unimmunised contacts should be excluded until 14 days after the first day of appearance of the rash in the last case identified in the school, unless contact was immunised within 72 hours of first exposure.

Contacts should be advised to see their doctor immediately.

Mumps - exclude for at least 9 days after onset of symptoms.

Contacts should be advised to see their doctor.

Pediculosis - Head Lice (Nits) Children with head lice are excluded from school. They are allowed to return the day after treatment has commenced. Family contacts will probably be infected and should be treated. This is a parental responsibility and should be treated at home.

Ringworms - exclude from school until the day after treatment has commenced.

Scabies - exclude from school until the day after treatment has commenced.

Family contacts will probably be infested and should be treated.

Pertussis (Whooping Cough) - exclude for 3 weeks from onset of cough or for 5 days after starting antibiotic treatment.

Exclude unimmunised household / child care contacts aged less than 7 years for 14 days after the last exposure to infection, or until they have received 5 days of treatment.

Contacts should be advised to see their doctor.

Parents will be informed of common infectious diseases of currently enrolled children at Armadale Pre-Primary.

Taken from "Communicable Disease Guideline",
Department of Health, Government of WA.
2005 Edition

PRE PRIMARY AREA

This area is fenced off and is exclusively for the use of our Pre Primary children. Please **close** the gates after use.

No children are allowed on the equipment before or after school.

PRE PRIMARY TEACHERS WELCOME YOUR ENQUIRIES

Our primary concern is the welfare of your child and you are most welcome to come and see what your child is doing and ask questions about his/her progress.

A meeting can be arranged to discuss progress.
Please see your child's teacher for an appointment.



COLLECTED ITEMS

Please save the following and send them along throughout the year:-

MAGAZINES, PLASTIC BOTTLE TOPS, BUTTONS, LACE, RIBBON,
WOOL, COLOURED WRAPPING PAPER, MATERIAL SCRAPS,
GREETING CARDS, PLASTIC CONTAINERS CARDBOARD BOXES
AND SEQUINS.

HELP ROSTER

There will be several opportunities during the year for you to help with classroom activities such as reading roster, learning journeys, excursions, cooking, craft etc.

REPORTING AND COMMUNICATION

At Armadale Primary School we have a number of ways of communicating with you and we keep you informed of our ongoing programmes

Please read the classroom newsletter emailed each week.

Term 1-Initial interview to establish relevant information, update Kindergarten records and express any concerns you may have. On Entry Assessment Summary reports and Three Way Conference.

Term 2—Semester One Student Report.

Term 3 – Parent Open Night

Term 4—Semester Two Student Report

The school e-mails the newsletter out once per fortnight. Please provide your e-mail address to the front office. If you do not have an e-mail address, a hard copy can be organised. During 2018, Armadale Primary School will be gradually phasing in its use of 'Connect' for communication with both parents and students. This information platform will be used instead of the current 'Skoolbag app' which is to be phased out during 2018. Further information will be made available to parents during the remainder of Term 4, 2017 and into 2018.

Any Parents' and Citizens' Association communications are sent to you as required.



SCHOOL DEVELOPMENT DAYS 2018

Term One	Monday 29 th January and Tuesday 30 th January
Term Two	Friday 1 st June
Term Three	Monday 20 th August
Term Four	Monday 8 th October & Friday 14 th December

Children do not attend school on these days.

TERM DATES 2018

Semester 1		
Term 1	Wednesday 31 st January	- Friday 13 th April
TERM BREAK:	Saturday 14th April	- Sunday 29th April
Term 2	Monday 30 th April	- Friday 29 th June
TERM BREAK:	Saturday 30th June	- Sunday 15th July

Semester 2		
Term 3	Monday 16 th July	- Friday 21 st September
TERM BREAK:	Saturday 22nd September	- Monday 8th October
Term 4	Tuesday 9 th October	- Thursday 13 th December

SESSION TIMES

The Pre Primary day commences at 8.30am when the door is opened for student arrival. Collection time is between 2.55pm and 3.00pm, except on Wednesdays when the time is 2.25pm.

Each teacher will have a non-contact day (this will be Thursday each week) in which to prepare programmes and work collaboratively with other teachers. It is also a good time for parents to speak to teachers. Please contact the teacher to make a time.

On the teacher's non-contact day there will be a permanent teacher (DOTT provider) in the classroom.

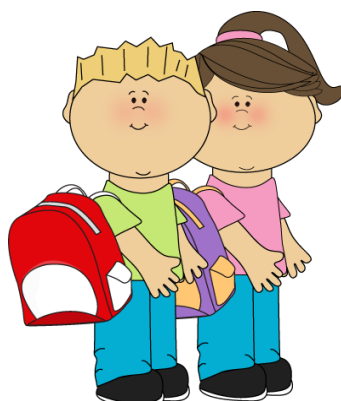
THE WEARING OF SHOES

Each school environment should be assessed on its own merits. The safety of the playground surfaces and equipment should be taken into account when recommendations are made regarding wearing or removing shoes.

The general school policy that covers all year levels is that children are to wear shoes and we expect all children to wear them to and from school. It is a safety issue, probably more important in these days of syringes and HIV awareness.

The Pre Primary teacher will decide on occasions where children should remove shoes. This could cover activities on climbing equipment. If, in the opinion of a teacher, some activities are dangerous when the child is wearing shoes, he/she will be asked to remove them. The same possibilities occur when a teacher considers a particular type of shoe worn by an individual as unsuitable for the activity.

This policy statement is devised in the best interests of the educational programmes and safety of the child while attending Armadale Primary School.



Pre Primary Checklist

The following skills will support your child's readiness for Pre Primary:

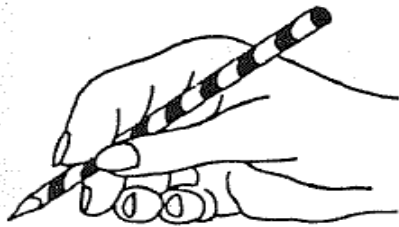
- Write and recognize their own name.
- Count forwards to 20.
- Recognise some numbers and letters.
- Carry, pack and unpack own bag.
- Independently use the toilet.
- Put shoes and socks on and be able to take them off.
- Open and close lunch boxes.
- Engage with picture books.

SA Print

Aa		Bb		Cc		Dd			
Ee		Ff		Gg		Hh			
Ii		Jj		Kk		Ll			
Mm		Nn		Oo		Pp			
Qq		Rr		Ss		Tt			
Uu		Vv		Ww		Xx			
		Yy		Zz					
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	<p><i>Children need to write using lower case letters. Capital letters will be used to start names and sentences.</i></p>								

Grip of the Writing Instrument

The method of holding the writing implement can vary from child to child, but in general the basic principles outlined below seem best to help letter formation and fluency necessary for Victorian Modern Cursive Handwriting. These methods are all acceptable as they are influenced by individual differences.

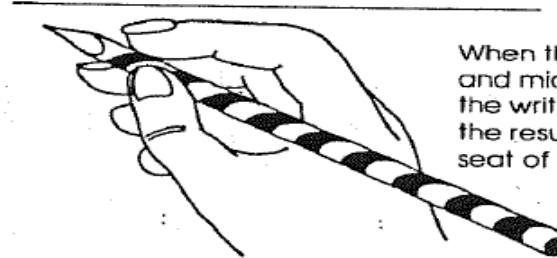


With the thumb and middle finger holding the writing implement firmly and the index finger resting on top, the writing implement tends to be seated in the middle of the hand.

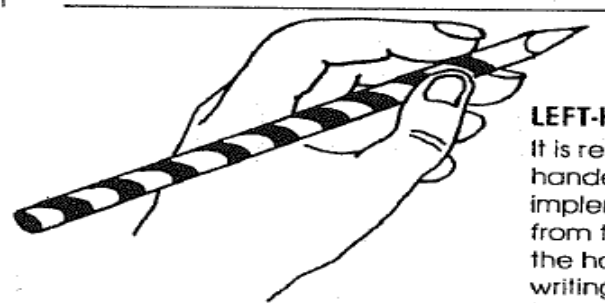
Thumb and index finger hold the writing implement firmly while the middle finger allows it to rest and maintain balance. This results in the writing implement being held high in the hand.



The child's grip position will be determined by the size of the writing implement, the purpose for which the handwriting is intended, the writing audience and the child's stage of development in Victorian Modern Cursive Handwriting.



When the thumb, index finger and middle finger share holding the writing implement equally the result is a lowering of it in the seat of the hand.



LEFT-HANDED WRITERS

It is recommended that left-handed writers grip the writing implement three centimetres from the point in order to keep the hand below the actual writing line. This will help ensure the child will see what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left-handed child will find the writing position outlined above easy to maintain.

It is also recommended that the left-handed "hooked" writer (the over-the-top hooked wrist) be discouraged and adopt the technique outlined above.

At Armadale Primary School we aim to provide a Pre Primary program that will allow your child to learn and develop in a stimulating and friendly environment. We hope that you and your child have a fun and educational year of learning with us in 2018.

Rachael Neretlis, Rachael Landwehr, Rhonda Clark and Emily Spicer
(Pre Primary Teachers)

Natalie Keenan and Sandra Baker
(Pre Primary Education Assistants)



NOTES