PRE-KINDERGARTEN - YEAR 6

Junior School Handbook
2016
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OUR COLLEGE

To serve with WISDOM & COURAGE

OUR MISSION

All Saints’ College, in partnership with its families, community and the Anglican Church, empowers boys and girls to develop their potential becoming confident, compassionate and committed to worthwhile service to society.

OUR VISION

Making a positive difference in our world

OUR VALUES

Respect: for self and others, for community and environment

Integrity: acting with moral strength and grace, guided by humility and compassion

Courage: to be our best selves
COLLEGE LEADERSHIP TEAM

Principal  Ms Belinda Provis
Vice Principal  Ms Helen Aguiar
Dean of Teaching and Learning  Ms Esther Hill
Dean of Student Wellbeing  Mr Steven Davies
Dean of Junior School  Ms Penny Crane
Director of Business and Administration  Mr David Kerr
Director of Marketing and Community Relations  Mrs Jo Mulligan
Director of Personnel and Policy  Mr Tony Bilson

OTHER KEY STAFF

Assistant Dean of Junior School (Wellbeing)  Mr Lucas Collins
Assistant Dean of Junior School (Teaching and Learning)  Mrs Sue Demarte
Early Childhood Coordinator  Mrs Sara Mano

Chaplain  The Revd. Patrick Duckworth (Father Patrick)
College Counsellor (Junior School)  Mr Jules Weeks

COLLEGE CONTACTS

Ewing Avenue, Bull Creek, WA 6149
Postal Address: PO BOX 165, Willetton WA 6955

Junior School Telephone: (08) 9313 9334  Junior School Facsimile: (08) 9313 5917
Email: info@allsaints.wa.edu.au  www.allsaints.wa.edu.au

Please call Junior School Administration if:
- your child is away from school or going to be late
- if you have a query or concern (you will be directed to the relevant staff member)
- you want to contact the College Counsellor or a teacher
- you change address or phone number
- you wish to advise of current medical information

Uniform Shop Opening Hours for 2016
Monday 7.30am to 11.30am
Wednesday 12.30pm to 5.30pm
Thursday 12.30pm to 5.30pm
Friday 7.30am to 2.00pm

Telephone (08) 9313 9301

If you have any questions prior to the start of the 2016 school year, please contact the College Registrar Janice.Hewett@allsaints.wa.edu.au or phone (08) 9313 9342.
WELCOME

Our Junior School is a dynamic, learning community of staff and students with a growth mindset. A ‘growth mindset’ describes the way people can be motivated to grow and develop their intelligence and their future achievement. A person with a growth mindset has high expectations of themselves and what is possible.

Our aim in this creative place is to develop confident and systematic inquirers. Our learning programs build skills and knowledge through questioning in a high challenge, high support environment. The relationships in this environment are characterised by warmth, inclusivity and collaboration.

As Dean I am passionate about the Junior School community and our commitment to fostering growth through personally significant learning that is rigorous and develops each child’s curiosity.

I believe the outcome from this is students who are thoughtful, confident and grounded.

As a new family we look forward to getting to know you and welcoming you into the College community. We believe that you will enjoy being part of All Saints’ College and feel very much part of our community in a very short time.

This handbook includes some information that you will find useful as you begin your educational experience at All Saints’ College.

Ms Penelope Crane
Dean of Junior School

OUR COLLEGE CREST

The Dove is the traditional symbol of the Holy Spirit and is used to remind us of God’s power and presence in all things.

The Book is a symbol of learning.

The Cross emphasises our Christian heritage.

The Bishop’s Mitre at the head of the crest is symbolic of the authority of the Anglican Church.
COMMUNICATION BETWEEN TEACHER AND PARENTS

Our community is built upon effective communication. The College is always keen to review our practices and appreciates parent feedback in order to better serve our community and to appropriately encourage independence and empowerment of our students.

The College Portal is one of our main forms of communication and is regularly updated. By regularly checking Junior School Notices and your child’s year level page you will be keeping up with the latest news and updates. You will receive your log-in details during Term 4 in the year prior to your child starting at All Saints’.

The Student Diary is used as an important communication tool throughout the College. The Student Diary needs to come with your child to the classroom every day and it will go home every afternoon. Please check the Student Diary regularly.

See below the main reasons that teachers and parents communicate:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher introduction</td>
<td>At the start of the year, via an introductory message on the Portal, in class meetings and one to one meetings.</td>
</tr>
<tr>
<td>Teacher explains course/program</td>
<td>Information will be placed on the year level Portal page.</td>
</tr>
<tr>
<td>Reporting an incident – parent or teacher</td>
<td>In person, by phone, email or note in the Student’s Diary (within 12 hours of incident, where possible)</td>
</tr>
<tr>
<td>Academic Concern – parent or teacher</td>
<td>Phone call or email to communicate your concern and request a face-to-face meeting, if required.</td>
</tr>
<tr>
<td>Inform/make a request – parent or teacher</td>
<td>A note in the Student Diary, email, Portal notice or letter on the portal.</td>
</tr>
<tr>
<td>Teachers praises a child</td>
<td>Verbal, note in Student Diary, merit certificate at assembly.</td>
</tr>
<tr>
<td>Teachers reports a “misdemeanour”</td>
<td>In line with the Behaviour Management process. Black mark in the Student Diary, phone call to parent.</td>
</tr>
<tr>
<td>Reporting</td>
<td>End of semester reports available on SEQTA. Progress folders.</td>
</tr>
<tr>
<td></td>
<td>Exhibitions of inquiry learning throughout the year.</td>
</tr>
<tr>
<td></td>
<td>Parent interviews (Term 1), three-way interviews (Term 3).</td>
</tr>
</tbody>
</table>
2016 TERM DATES

Term 1: Tuesday, 2 February – Friday, 8 April 2016
Term 2: Tuesday, 26 April – Friday, 1 July 2016
   (three-week mid-year break)
Term 3: Tuesday, 26 July – Friday, 23 September 2016
Term 4: Monday, 10 October – Thursday, 8 December 2016

COLLEGE HOURS

Pre-Kindergarten – Pre-Primary: 8.30am – 3.05pm
Year 1 – 6: 8.30am – 3.25pm

Drop off and Pick up
Arrival time for students should be no earlier than 8.10am, unless they are signed up for a before–school cocurricular group or attending Out of School Hours Care (OSHC). It is important that all parents are aware that there is no supervision by duty teachers until 8.10am.

Before school supervision is for Years 2 – 6 children only in the Junior School playground, not on the grassed area outside the Year 2 classrooms. Children in Pre-Kindergarten to Year 1 are to be accompanied at all times to and from their classrooms by their parents or guardians. From Year 2, it is appropriate for children to be dropped off in the Junior School carpark drop-off zone from 8.10am onwards.

Those families who need their children to arrive earlier than 8.10am should take advantage of our Before School Care facility. Younger siblings are to be adequately supervised when entering the classrooms as the equipment may not be suitable for younger children.

If you are running late, a phone call to the College will ensure the teacher of your child is informed. Children become distressed if left waiting, so punctuality is important. Your child will not be released to unknown parties without a note written in the Student Diary, an email or a phone call from you, the parent. Should a child not be collected by 20 minutes after the end of school, ie 3.25pm for Pre-Kindergarten – Pre-Primary and 3.45pm for Years 1 – 6 to ensure duty of care, they will be signed into Out of School Hours Care and charges will apply.

Children in Pre-Kindergarten to Year 1 must always be accompanied to and from the Early Childhood Centre by a parent or guardian. Leaving children of this age in the care of older Junior School siblings is not acceptable. (Children are not allowed to play outside in the Early Childhood Centre playground before or after school).

After school supervision is provided in the Years 2 – 6 playground from 3.25pm – 3.45pm. This allows time for all students to be collected by parents. During this time students are not permitted to play on the outdoor equipment.

Absentees
Accurate record keeping of school attendance is a legal requirement for the College, therefore all absentees must be notified. If your child is sick, please make a call by 9.00am each day your child is unwell, to Junior School Administration (08) 9313 9334 to advise us of their absence.

If your child is late to school, you will need to come to Junior School Administration and complete a sign-in slip before your child goes to their class. Either the parent of the child then gives the slip to the class teacher.

If you are taking your child from the College for any reason you are required to come to Junior School Administration and fill out a sign-out slip before you collect your child. If the child is returning to school you should fill in a sign-in slip at Junior School Administration. All documentation must be given to the class teacher.
Planned absences for periods in excess of two days must be requested in writing via a letter or email addressed to the Dean of Junior School, detailing absence dates and reason.

OUT OF SCHOOL HOURS CARE (OSHC)

The College welcomes three to twelve-year-old children to our Out of School Hours Care. The centre is open every day of term time for Before School Care (7.00am – 8.45am) and After School Care (3.00pm – 6.00pm), and for Vacation Care (8.00am – 6.00pm) in the College school holidays.

A fully qualified Coordinator is in charge and is assisted by OSHC educators. The program provides a balance of organised and free activities, both indoor and outdoor. Students are able to complete their homework or attend cocurricular activities and swimming lessons while attending Out of School Hours Care.

More details can be found on our website www.allsaints.wa.edu.au/community/out-of-school-hours-care

UNIFORM

The correct uniform for both girls and boys in Pre-Kindergarten to Year 6 is detailed below. Students are expected to come to school dressed in this manner:

Pre-Kindergarten – Year 2
• Mondays, Wednesdays, Fridays and excursion days: the students wear their uniform with striped shirts.
• Tuesdays and Thursdays: the students may wear their coloured House shirts or the striped shirts.
• Sporting carnival days: the students wear their uniform with coloured House shirts, shorts, white College socks and predominantly white runners.
• Terms 1 and 4: students wear College shorts, white College socks and predominantly white runners or blue Clarks sandals.
• Terms 2 and 3: students wear their full tracksuits instead of shorts and predominantly white runners; sandals are not worn.

Years 3 – 6
• Terms 1 and 4: students are to wear formal Summer uniform to school each day. They are permitted to wear their full sports uniform on the two days they have Sport.
• Terms 2 and 3: students wear formal Winter uniform to school each day. They are permitted to wear their full sports uniform on the two days they have Sport.

All students are required to have a College hat at school throughout the year. Girls’ hair touching the shirt collar requires tying up and should be kept in place with simple blue hair accessories purchased from the College Uniform Store. Boys’ hair should be worn short, not touching the shirt collar. Students may not wear jewellery of any kind except single gold or silver stud earrings or sleepers for girls with pierced ears, and a wristwatch.

College blazers are required for students in Years 5 and 6. College bathers are required for students in Years 3 to 6.

All items of uniform must be named clearly. The consequence for failure to wear the correct uniform is a note sent home in the Student Diary to remind the parents of the correct uniform. For repeated failure to wear the correct uniform, the correct uniform will be purchased and parents billed for the item(s).
HOUSES

All students are assigned to a House on entry into the College and remain in this House for the duration of their time at All Saints’ College.

The Houses are:

**STIRLING HOUSE**

Stirling House takes its name from Sir James Stirling (1791-1865). Stirling was born in Scotland and served in the Royal Navy. In 1827 he was responsible for early exploration of the area around the Swan River and in 1829 he returned with the first settlers aboard the “Parmelia”. He served as the Colony’s first Governor from 1829 to 1838.

**O’CONNOR HOUSE**

O’Connor House takes its name from Charles Yelverton O’Connor (1843-1902). O’Connor was the engineer responsible for designing Fremantle Harbour and the controversial Perth to Kalgoorlie pipeline.

**FORREST HOUSE**

Forrest House is named in honour of Sir John Forrest (1847-1918), an explorer and outstanding political and administrative figure. Forrest was Western Australia’s first Premier, and in 1901 entered the first Commonwealth Parliament, where he served in several senior roles.

**DURACK HOUSE**

Durack House is named after the Durack family who pioneered the Kimberley region and included Mary Durack (1913-1994), a prominent writer, and Elizabeth Durack (1915-2000), a painter and illustrator.

**COWAN HOUSE**

Cowan House is named after Edith Cowan (1861-1932), the first woman to be elected to an Australian parliament. She was active in the Red Cross and Anglican Church, and promoted the rights of women and improvements in child welfare. Edith Cowan University is named in her honour and her image appears on the fifty dollar note.

**MURDOCH HOUSE**

Murdoch House is named after the prominent Australian academic and essayist Sir Walter Murdoch (1874-1970). In 1913 Murdoch was appointed the foundation Professor of English at the University of Western Australia, where he later served as Chancellor. Murdoch University was named in his honour.
STUDENT WELLBEING

All Saints’ College seeks to promote positive student wellbeing. The College is firmly committed to the wellbeing of our community and is active in its support of all students throughout their school activities and personal development.

‘The Leader in Me’ is a program explicitly taught in the Junior School. It is based on Stephen Covey’s ‘7 Habits of Highly Effective People’ and is aimed at developing personal and school-wide leadership within a school community.

Student wellbeing centres upon the classroom teacher, who is the first point of contact for any issues concerning your child. Other staff, including the Junior School Counsellor, College Chaplain, Early Childhood Coordinator, Assistant Dean of Junior School Wellbeing and the Dean of Junior School, support classroom teachers in regards to all students’ wellbeing matters.

The College’s position on the issue of bullying is informed by its Anglican beliefs, the Friendly Schools Project and the National Safe Schools Framework 2012. Bullying occurs when an individual or a group of people with more power, repeatedly and intentionally use words and/or actions which cause distress and risk the wellbeing of an individual, group or the wider College community.

The College Community is committed to:

- promoting respectful and inclusive relationships, not bullying others;
- helping students who may be bullied through active bystander behaviour;
- taking care to include students who may be left out;
- sharing concerns regarding others with an adult

Buddy Program
Peer support is provided for younger students through our successful Buddy Program. This also enables our upper Junior School students to develop their communication and leadership skills. Through collaboration and shared experience, Junior School students are able to develop strong bonds that extend beyond the classroom walls and span year levels from Kindergarten to Year 6.

Management of Student Behaviour
The Junior School’s management of student behaviour is based on self-respect and the consideration of others. Each student is expected to be responsible and accountable for their actions and seek to build positive relationships with others, based upon mutual understanding and respect. Students are provided with developmentally appropriate opportunities to develop these skills as they progress through the Junior School. The emphasis is on positive reinforcement of respectful behaviour at all times. In instances of behavioural concern, the Behaviour Management Process, which is published below and can also be found in the Student Diary, is implemented.

The Student Diary may be used for communication regarding individual student behaviour. Comments written in blue ink are issued for positive acknowledgement of student work and behaviour. Comments in black ink are issued for non-compliant behaviour or failure to meet curriculum or behaviour expectations.

We believe the implementation of ‘The Leader in Me’ program will further support children to make positive decisions in their lives within the College and beyond.
THE 7 HABITS’ HIGHLY EFFECTIVE PRACTICES

Habit 1: Be Proactive
You’re in charge
1. Pause then Respond
2. Use Proactive Language
3. Focus on Your Circle of Influence

Habit 2: Begin With the End in Mind
Have a plan
1. Define Outcomes Before You Act

Habit 3: Put First Things First
1. Focus on Your Highest Priorities
2. Eliminate the Unimportant
3. Plan Every Week
4. Stay True in the Moment of Choice

Habit 4: Think Win-Win
Everyone can win
1. Have an Abundance Mentality
2. Balance Courage and Consideration
3. Consider Other People’s Wins as Well as Your Own
4. Create Win-Win Agreements

Habit 5: Seek First to Understand, Then to Be Understood
Listen before you speak
1. Practice Empathic Listening
2. Respectfully Seek to Be Understood
3. Value Differences

Habit 6: Synergize
Together is better
1. Value Differences
2. Seek 3rd Alternatives

Habit 7: Sharpen the Saw
Balance feels best
1. Look after your whole self

Through learning and practice of the 7 Habits, students are able to develop responsibility, initiative, and creativity. They are able to set goals and meet them, get along with people of various backgrounds and cultures, resolve conflicts and solve problems. Students become self-managing to a large degree. They develop an effective personal operating system, and understand the common language they share with their peers and the College community.

‘The Leader in Me’ program also addresses the ‘Personal and Social Capability’ from the Australian Curriculum and the Social-Emotional Learning skills identified in the ‘Friendly Schools Plus’ initiative.
All Saints' College Junior School Behaviour Management Process

All staff recognise the importance of students’ input into a class charter and of acknowledging positive student behaviour

1. Failing to: get on with work, wait for turn or share fairly, follow teacher instructions, keep hands to oneself, follow rules of the activity, allow others to learn, respect others’ rights.

Teacher verbally reminds student of appropriate behaviour in accordance with classroom or playground expectations.

2. Inappropriate language, refusal, defiance, name calling, exclusion, intentional damage; Step 1 behaviours repeated or continued.

Teacher and student move away from situation and behaviour expectations of classroom or playground are re-emphasised. Note: Steps 1 and 2 may be repeated in Pre-Kindergarten, Kindergarten and Pre-Primary classes in accordance with their class behaviour management expectations.

3. Physical aggression; Step 2 behaviours repeated or continued.

Teacher discussion with student, plan for improvement and a 'Black Mark’ recorded in Student Diary.

4. Escalation in physical aggression; Step 2 behaviours repeated or continued.

Student leaves the class or playground, discussion with Early Childhood Coordinator / Assistant Dean of Junior School Wellbeing and plan for improvement established. Dean of Junior School and parents are notified immediately.

5. Ongoing incidences of Step 4 behaviours. Discussion with Dean of Junior School and parents.

Possible internal suspension.

6. Step 4 behaviours repeated following meeting with Dean of Junior School.

Meeting with Dean of Junior School and parents.

External suspension at home as directed by College Principal and Dean of Junior School.

Re-entry meeting with Principal / Dean of Junior School required prior to student resuming study at College.

7. Step 4 behaviours ongoing following an internal or external suspension.

Meeting with Principal, Dean of Junior School and parents.

Exclusion from College by Principal.
HEALTH CENTRE

The College has a purpose-built Health Centre which is located on the Junior School Campus. This centre is managed by Registered Nurses, who provide first aid care for students from Pre-Kindergarten to Year 12 and staff.

Minor injuries or illnesses are recorded in the Student Diary. A detailed Accident/Incident report will be completed for all situations resulting in injury, or for other situations requiring investigation or a parent interview where a student complains of serious illness or feeling unwell over time.

If your child becomes unwell, every effort will be made to contact you or the named emergency contact. Should your child become unwell at school, they will need to be collected promptly (so as not to spread the illness). Please keep your child home if they are unwell. They should be fully recovered before returning to school to avoid infecting other students and staff.

Please notify the College if your child has one of the following diseases, so that the College community can be alerted and take the necessary precautions: influenza, chicken pox, mumps, rubella, head lice, conjunctivitis, ring worm, hand foot and mouth disease, impetigo (school sores).

If your child requires an epipen to be administered, you must complete an Anaphylaxis Care Plan with Health Centre Staff each school year and provide a current epipen to be kept at school. All other non-life threatening allergies will be recorded in the student’s medical file.

If your child suffers from asthma, please supply ventolin and a spacer to be kept at the College. When dealing with an acute asthma attack, All Saints’ College staff will follow the Asthma Foundation of WA guidelines.

The Health Centre staff will dispense regular, ongoing and emergency medication. If your child requires medication at school, you are required to provide written documentation from the prescribing doctor outlining the medication and dosage. All medication is to be supplied in its original container with the student’s name on it and is kept in the Health Centre.

Panadol, Nurofen or anti-histamines will be administered if prior consent has been given on the Student Health Emergency contact and consent form.

Please contact the Health Centre on 9313 9326 or email the College Health Nurses Kate.Laycock@allsaints.wa.edu.au / Catherine.McKee@allsaints.wa.edu.au if you have health concerns.

Dental Care
If you have, or are entitled to, a Medicare card, children from Pre-Primary upwards may be registered to receive free dental treatment at the Willetton Dental Therapy Centre for the duration of their time at the College.

If you wish to take advantage of this service, contact the Willetton Dental Therapy Centre on 9457 4624. You will be notified by the Centre when your child is to attend for an appointment.
At the start of each term, an overview of the year-level curriculum program is placed on the class portal page along with a calendar of the term’s events and the class timetables. The programs are differentiated within the classroom to account for the needs of individual children.

**Learning intervention and opportunities**
In the event that a child is achieving well above or below the academic expectations of their year level or having difficulty accessing the curriculum, their parents are notified and a meeting is arranged with the class teacher. In partnership with families, a plan will be put in place to address the situation in order to optimise learning for the child.

**Referrals**
It is common for teachers, in consultation with parents, to refer children to other specialists, such as a speech therapist, occupational therapist, physiotherapist, educational psychologist, audiologist, optometrist or paediatrician, to identify the child’s specific learning needs and assist them to access the curriculum appropriately. College staff may also be involved, in consultation with the Dean of Junior School, in making adjustments to your child’s learning and teaching program. When referrals are made, it is important that there is close communication between the teacher, the parents and the specialists.

**Assessment**
Assessment is an essential element to effective teaching and learning programs. Teachers use regular in-class observations, marking and assessments to inform their programs, be responsive to the child’s needs, and to record their students’ progress. These assessments are used in conjunction with the College’s annual standardised testing programs using ACER, ICAS and AAS tests, as well as national NAPLAN tests in Years 3, 5, 7 and 9. Our students are taught self-assessment, goal-setting and reflection skills.

**Excursions and Outdoor Learning Programs**
Off-campus educational and outdoor learning activities are organised for students in all year levels. When an excursion is organised, excursion details are available via the portal, either on the Junior School Notices page or the year level portal page. In accordance with Department of Education policies, the appropriate permission form must be signed by a parent or guardian and returned to the Junior School Office prior to departure. Children are not permitted to take part in an excursion if the form is not signed and received by the College prior to the group departing.

**Media**
Educational media is an integral part of the curriculum. All movies watched in the Junior School are G rated. Children are not encouraged to bring DVDs to school, unless related to a topic being studied and previewed by the teacher before being used in the educational program. A movie may be shown during lunch times in the event of extreme weather.

**Homework Policy - Connecting Learning at Home and School**
The College’s Strategic Plan includes Goal 1: Optimised Student Learning and Objective 1.1 which describes our commitment to developing a culture of high expectation and intellectual curiosity, where students ‘learn to learn’ and recognise that their learning is lifelong and occurs in varied environments. The Years 1 – 6 homework grid links learning at school with learning that occurs in other venues. We suggest the following time allocation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1–2</td>
<td>15 - 20 minutes per night</td>
</tr>
<tr>
<td>Year 3–4</td>
<td>20 - 30 minutes per night</td>
</tr>
<tr>
<td>Year 5</td>
<td>30 - 45 minutes per night</td>
</tr>
<tr>
<td>Year 6</td>
<td>45 - 60 minutes per night</td>
</tr>
</tbody>
</table>
However, in response to mounting evidence for the importance of unstructured time for children to play, explore and create, we do not want homework to erode this time and so request that you consider a balance that suits your family.

Daily reading is encouraged, and can be part of this time allocation. Many researchers have shown the benefits of reading aloud to children, which continues well into their teenage years. This can be part of home reading.

Pre-Kindergarten, Kindergarten and Pre-Primary students take home book kits to enjoy reading with their parents. From Term 2, Pre-Primary students begin to have early readers sent home.

**Rationale behind the grid**

The intention of **Family/Community Service** is to ask students to perform an appropriate task or chore at home that they do not normally do, but which benefits their family, for example, setting the table, making their bed, taking out the rubbish, unpacking the dishwasher. Doing chores helps to develop self-sufficiency and a sense of responsibility. Importantly also, children acquire the knowledge that a feeling of accomplishment follows a job well done, thus building self-esteem. It may also involve doing something that would benefit their community, for example, if the child belongs to a group or club, there may be jobs that they could do in that setting. This may be more appropriate for older students.

The intention of the **Nature Connect** box is to encourage a connection with Nature. One consistent message from different fields of expertise is that spending time in natural environments enhances a child’s physical, sociological and psychological development. Students can simply place a tick in the box if they did something that involved being out in nature, for example, a picnic in a park, bike ride, swim in the ocean or river, fishing, gardening. From time to time, teachers may make suggestions in this area.

The **Cocurricular Activities** box is designed to help students see that learning is lifelong and occurs in many and varied environments, and honours the diversity of learning in which students are involved. This box requires students to tick which ones apply to them, or they may add their own.

The **Lifelong Learning** box encourages students to foster their intellectual curiosity and pursue something of interest to them. Opportunities for sharing with their peers also help develop self-confidence. It may involve the students talking to someone or completing a written piece. Again, the time requirements will vary, depending on your child’s year level.

**This Week’s Task** will be set by individual year groups to support or respond to the learning that is happening in the classroom.

The grid will be explained each week and students will have a week to complete the tasks. Opportunities for sharing will be given.

There is an expectation that students complete their homework each week and to a high level of presentation. We encourage you to respond to your child’s request for help rather than rush in to support them before he/she has attempted to complete the homework independently.
COCURRICULAR

This extensive program runs either before and after school throughout the week and caters for the varying interests and talents of our students. Full details of the activities available are forwarded to parents via the portal towards the end of each preceding term. Students are encouraged to choose their preferred activity carefully and are expected to make a commitment for the duration of the activity.

Cocurricular activities are not available for Pre-Kindergarten to Pre-Primary students, and there are limited activities for Years 1 and 2 students. In the early years of schooling, the full day at school is often enough for the child to manage happily. As they grow and mature, they are ready for more challenges, whilst maintaining a balance of self-determined choice of free activity, homework and organised activity.

Learn-to-Swim Program
Learn-to-Swim lessons are available for children from four years old at the Aquatic Centre. Lessons are held every afternoon after school and on Saturday mornings. Children attending Out of School Hours Care will be taken and collected from the Aquatic Centre by one of the program leaders. Further information is available on 9313 9387.

Private Music Lessons
Private music lessons, including Suzuki Strings lessons for Kindergarten–Year 2 students, are offered. Detailed information is available from the Music Department on 9313 9397.
Preparing For School – Tips for a Smooth Transition to Pre-Kindergarten and Early Childhood Classes

We have compiled some tips and ideas for our younger students and their families joining All Saints’ in 2016 that we have found helpful.

Feelings of anxiety are normal and expected during times of transition or change. This is especially true for children going back to school, or for first-timers starting Pre-Kindergarten. This transition can be stressful and disruptive for the entire family. Prior to the first day of school, your anxious child may cling, cry, have temper tantrums, complain of headaches or stomach pains, withdraw, and become sullen or irritable.

If after reading these suggestions, you have further concerns regarding your child’s transition to school, please make contact with the school to arrange a meeting with your child’s teacher before the start of the new school year.

Prepare Yourself First
Handing over the care and responsibility of your child to teachers can be an uncomfortable time for some families. Children take cues from their parents, so the more confidence and comfort you can model, the more your child will understand there is no reason to be afraid.

Read all the information that is sent out from the College to familiarise yourself with the routines and expectations for the first few weeks of school. As you become more comfortable with what to expect, your child will sense your feelings of excitement and enthusiasm rather than of worry and fear. If there is information you cannot find in the documentation provided, please do not hesitate to ask at the Orientation meetings or call the College to clarify.

There is information on starting times, days of attendance, routines for arrival at school, uniform requirements, morning tea and lunch expectations this and other documents. Please read them carefully to find how they relate to your child.

At the Orientation Day, introduce yourself to your child’s teacher and familiarise yourself with the classroom routine to help support your child. When your child sees that you trust the teacher, then he/she will also learn to trust them. The teaching staff’s top priority is to look after your child and make them feel comfortable. Parents are encouraged to contact the College to check on how their child has settled, if you have any concerns.

Talk about Pre-Kindergarten with your Child
This helps to familiarise them with what school is about and what to expect:
- Talk regularly about what will be happening – “Mum and Dad will take you there, leave and then pick you up, for lunch at first, then in the afternoon. You will play with other children at Pre-Kindy. The teachers will look after you.”
- Activities available will include painting, drawing, playdough, blocks for building, dolls, dress-ups, trains, trucks, paper, pencils, glue and collage materials, swings, a sandpit, monkey-bars, a hill to roll down, a fairy garden, musical instruments, books, puzzles, cubby-house and dancing.
- Talk about the teaching staff and how they will be there to look after your child.
- Acknowledge your child’s feelings but tell them that they will be OK.
- Drive past the school and stop to have a look at the playground and building.
- Involve your child as much as possible in the buying, naming and packing of equipment and uniform ready for school, and talk with them about how to use or wear the items.
- Keep a record on the calendar of how many days to go!
- If either you or your child has any concerns or queries, please contact the school for clarification.
Find out about their school day by asking specific questions:

“What was the best part of your day?”
“What song did you sing?”
“What did you make today?”
“What was the story about?”
“Tell me two good things about your day”

Boundaries and Expectations
Pre-Kindergarten and all College classes have clear routines, boundaries and expectations that support the children in their learning and wellbeing. Boundaries, both environmental and behavioural, provide a safe and secure setting for children. Children feel safe when they know what to expect and there are clear, consistent messages. Limits and expectations consistently delivered by adults enable a child to predict what to expect and how to respond appropriately. Children’s behaviour is supported when the limits and boundaries are firm, fair, developmentally appropriate and clearly stated.

By establishing boundaries at home, you are encouraging your child to behave in ways that meet your values. It helps them to develop their own self-discipline as they mature, and enables them to respond to the College’s expectations. Children develop resilience as they learn to adapt to different settings, having been given clear guidelines on how to behave by those they trust. Routines are a good way of developing boundaries and setting expectations, and they help children to predict what will happen next and reduce anxiety about the unknown.

The Positive Parenting Sessions offered each year in our Djaaliny Community Learning program are a great opportunity for parents to spend time thinking and learning how they can support their child in developing confidence and managing their behaviour positively. Djaaliny is the Noongar word for ‘Flame’.

Set-Up and Practise Routines
Your child will adapt easier to the ebb and flow of the Pre-Kindergarten or school day if you set-up and put in place some of the following routines at home in the weeks prior to starting school:

- Put away their own toys/plates, etc. when they have finished using them.
- Pack their bag with them so they know where items are.
- Sit at a table to eat food independently.
- Eat the foods that you will pack for them to eat at school.
- Open their own lunchboxes, containers and drink bottles.
- Have a rest/quiet time after they have eaten their lunch, so they learn to lie quietly listening to music or reading a book to themselves.
- Go to the toilet independently – wiping their own bottom and dressing and undressing themselves.
- Find their own belongings, especially their hat and shoes.
- Practise getting dressed independently.
- Take off and put on their own shoes and socks independently (Staff will assist with shoelaces).
- Recognise their own name.
- Practise “getting ready in the morning” routines to ease the busy-ness of the day.
- Develop bedtime routines at home, as lack of sleep affects children’s wellbeing. They may need to go to bed earlier than previously due to the demands of school.
- Develop good eating habits so they have the right nutrition to support their learning.
- Wait a short while before receiving immediate attention.
- Taking turns.
Starting School Routines
These help you and your child set up a predictable and reliable way of managing a new situation:

- As you drop off your child, build a routine so they know what to expect each day and BE CONSISTENT.
- Discuss with your child who will drop off and collect them, and make a picture chart showing who it will be.
- Arrive at school on time in the morning for the start of the Pre-Kindergarten or school day and be on time to collect them in the afternoon to avoid significantly increasing stress levels for your child. Arriving early in the morning is not helpful, as too much waiting is difficult for young children.
- Be supportive yet firm. When saying goodbye in the morning, say it cheerfully – once! Ensure you don’t reward your child’s protests, crying, or tantrums by allowing him or her to avoid going to school. Instead, in a calm tone say: “I can see that going to school is making you feel anxious, however, I feel confident you can have a good day. You do have to stay now and I will be back to pick you up later. Tell me what you are worried about, so we can talk about it.” Chances are, your child is anxious about something that requires a little problem-solving, role-playing, planning, and/or involvement from the teacher. You may want to talk about anxiety as something that is natural in new situations. However, project confidence in them and the teachers to handle any difficulties. If you have concerns, also consider rehearsing some coping statements for your child to say to themselves when stressed, such as:
  - “I can be brave and have fun”
  - “If I get worried or need help, I can ask the teachers”
  - “I’ll have a play and then mum/dad/granny will pick me up”
  - “I got used to day-care, I will get used to this”
- Become familiar with the class routines so you can talk to your child about what will happen at school.
- Talk with the teacher to share your concerns and to get to know her.
- Listen to your child and listen without judgement. Verify the story with the teacher at a later time. Do not be too serious.
- Expect your child to carry their own bag, to unpack their bag themselves, with your initial guidance, and bring their own water bottle into class themselves.
- Ensure they have eaten breakfast and had a good night’s sleep!

Building College-Parent Partnerships
Be prepared to build a positive relationship with the College staff and other parents.

- Share information about your child to make a difference to their emotional wellbeing and learning – this is an important long-term relationship between home and school.
- Little things make a difference – Let the College know when your child is ill or is going to be absent. This is a courtesy as well as a child protection issue. If you have to collect your child during school hours, go to the Junior School Office to sign your child out first before going to the classroom.
- Tell the teacher/school about major events and changes in your family that will impact on the child. Such as:
  - A new sibling
  - Changes in medical conditions – allergies etc…
  - Moving house
  - A parent posted overseas or travelling away from home for extended periods
  - Separation and divorce – custody arrangements
  - Someone important dying
  - Someone special visiting
- Let your child develop their own relationship with the teacher.
• Read the information on the portal each week and check your child’s bag daily to see if anything has been sent home from school.
• Transfer information and dates from letters onto a calendar at home – there are many dates and events throughout the year to keep track of!

Trouble-Shooting – What to do when you are worried or when there are problems
Tips on how to resolve issues effectively:
• Approach the relationship between the school and the teacher with respect
• Avoid getting into discussion with the teacher before school – arrange a time to talk with the class teacher when neither of you will be under pressure to be somewhere else. The class teacher is the first person you speak to about your child. Share your concerns with the teacher before speaking to anyone else.
• Be open to working out the concerns together – really believe there is no single answer or one right way to do things
• Acknowledge your child’s feelings and their view of the issue
• Be prepared to listen to other points of view and try to keep an open mind.
• Most situations or issues are complex, so it is important not to jump to conclusions; try not to blame
• Be fair, even if you don’t particularly enjoy the teacher or another child
• Develop a relationship built on trust.

Name Everything
This makes it easy for your child to identify their belongings as well as for adults and other children to return your child’s items to them:
• Name every item of clothing including hat, art smock, shoes and socks, sleeping bag, school bag, library, water bottle, lunch box, lunch box containers, ice pack
• Use clear writing to write your child’s preferred name and surname on every item
• Use black marker pen or name tags (name tags do come off with wear and tear unless sewn on)
• Name items in easy-to-see places

So that your child can identify their own personal items easily on their own, especially while they are learning to recognise their name:
• Add a child-friendly key ring to your child’s school bag
• Sew a button, or ribbon to your child’s sleeping bag on the top corner of the light panel alongside their name.

Our Expectations
Knowing what the class program will involve will help you talk with your child about what to expect.

Our Early Childhood programs, in particular our Pre-Kindergarten – Pre-Primary programs, are designed for children to:
• play to learn
• make choices about what to play and learn
• be involved in a wide range of activities including individual, partner, small-group and larger-group activities
• develop social and emotional skills to become resilient
• be challenged to think further about what they are learning
• record their learning
• Learn indoors and outdoors
• develop their ability to use a wide range of words to communicate their needs, wants, thoughts and ideas
• explore the world through their senses
- be respectful of one another and the environment
- be creative using a variety of media
- learn to share and take turns appropriately
- feel confident in their school environment
- have routines, including eating and resting times

A Typical Pre-Kindergarten and Kindergarten Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday Pre-Kindergarten</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am-</td>
<td>Children arrive</td>
<td>Whole group welcome on the mat.</td>
<td></td>
<td>Activities as above plus</td>
<td>Activities as above plus</td>
</tr>
<tr>
<td>8.50am</td>
<td>Stories and Puzzles with Parents</td>
<td>Fine-motor, creative and sensory activities,</td>
<td>above plus Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>9.50am-</td>
<td></td>
<td>conversations, storybooks role-play,</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>10.10am-</td>
<td>RECESS</td>
<td></td>
<td>Plus Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00am-</td>
<td>Activities as above plus</td>
<td>Activities as above plus</td>
<td>Kaneal Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00noon</td>
<td>Activity time</td>
<td>Art/Music</td>
<td>Art/Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00pm-</td>
<td>Group time</td>
<td></td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00pm-</td>
<td>LUNCH</td>
<td></td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30pm-</td>
<td>rest time</td>
<td></td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00pm-</td>
<td>Indoor/Outdoor Activity time</td>
<td></td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00pm-</td>
<td>Group time – Daily Reflection and Story</td>
<td></td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRUNCH AND SIP, RECESS AND LUNCH IDEAS

Crunch and Sip
Healthy food and water are an essential requirement for student wellbeing, and meal times are important social and educational experiences. All students in the Junior School from Pre-Primary to Year 6 are required to pack daily a separate container of raw vegetables or fruit and a drink bottle of water to consume during their class’s ‘Crunch and Sip’ break each day. The College supports this Cancer Council of Western Australia health initiative to promote eating enough vegetables and fruit for healthy development and as part of our academic and wellbeing program across the College. Our students are encouraged to have regular breaks to drink water throughout the day to aid their academic focus and concentration.

Morning Tea
Students in Pre-Kindergarten and Kindergarten are requested to bring a piece of fruit, dried fruit, cheese, carrot or other raw vegetables each day to share for morning tea. This will be eaten along with a drink of water from their water bottles.

Pre-Primary – Year 6 students bring a packed morning tea and their water bottle.

Lunch
All children are required to bring a packed lunch to school each day. For Pre-Primary – Year 6 students, there is a lunch menu available from the Canteen, should families wish to make use of this facility. Children from Year 3 are permitted to buy extra items from the Canteen at lunchtime. In the interests of good physical health and dental care, please do not provide sweet biscuits, lollies or chocolate.

Children are supervised by teachers when they are eating, and teachers are on duty during recess and lunchtime each day.

All children are required to have a named drink bottle of water to be kept in the classroom with them so they have access to water at all times.

In line with our Waste Wise Policy, children are requested to bring food in recyclable containers with minimum wrappers to reduce litter.

Canteen
Parents may order online through the College Portal. There is a special Pre-Primary menu for Pre-Primary students which allows for flexibility of collection to meet the needs of the children, has smaller portion sizes to reduce food wastage and provides a healthy food service for families.

Lunch orders are placed in the basket in the classroom each morning. Morning tea is not available from the Canteen for Junior School students.

The College Canteen is open from 8.00am each morning. Students in Year 3 and above are permitted to visit the Canteen.

Nut Policy
A number of children in the Junior School have severe, life-threatening allergies to nuts, eating or touching which may cause anaphylactic shock. Shared cooking utensils, skin to skin contact and, in some instances, even the breath of another person who has eaten nuts, can lead to a fatality.

As a consequence of this situation, we ask you to refrain from sending food products containing nuts or peanuts (e.g. peanut butter or muesli bars containing nuts) to school.

The Canteen does not provide items containing nuts or peanuts to Junior School children.
Crunch and Sip Ideas
Here are some suggested ideas to pack:
• A handful of grapes
• Chopped apple (held together with an elastic band to avoid it going brown)
• Orange wedges
• Kiwifruit, peeled and chopped
• A few strawberries with the tops removed
• Watermelon chunks, rockmelon balls or honeydew melon wedges
• Blueberries
• Chopped pear with a squeeze of lemon juice over it
• Lady finger bananas
• Cucumber slices
• Cherry tomatoes
• Capsicum or zucchini strips
• Carrot or celery sticks
• Blanched broccoli or cauliflower

As these have high sugar content, please do not include:
• Dried fruit
• Fruit leathers
• Muesli bars
• Fruit juice
• Canned fruit or fruit snack packs

Lunchbox Ideas
Do not overfill your child’s lunchbox! We strongly support awareness of the environment and sustainability, so accordingly please send your child’s drinks in re-useable drink bottles, not tetra packs, and place foods in re-useable containers, not cling-wrap or pre-packaged.

Include a variety of healthy food with plenty of fresh fruit, salad vegetables and bread or low-fat cracker biscuits, low-fat protein food such as meats, fish, dairy products, baked beans or boiled eggs.

Try a variety of breads and rolls such as wholemeal, mixed grain, white hi-fibre, bagels, pitta pocket, lavash, focaccia, Turkish and flat breads. Use margarine/butter sparingly. If sandwich filling is moist (i.e. avocado, cheese, salad etc.), try to leave out margarine/butter. Dairy foods, meat and eggs need to be kept cold. Put a frozen drink bottle in with the lunch box or use a cooler bag. Cut sandwiches into strips or use a shape cutter for novelty.

Try these sandwich fillings:
- Lean roast beef, lamb or pork with tomato and lettuce.
- Light cream cheese, grated carrot and sultanas.
- Low-fat cheese, pineapple and lettuce.
- Ricotta or cottage cheese, tuna and snow pea sprouts.
- Avocado, instead of margarine.
- Avocado, bean sprouts and tomato.
- Lean ham and fruit chutney.
- Chopped egg, cucumber and lettuce.
- Chopped skinless chicken, tuna or salmon low-fat mayonnaise and lettuce.
- Tabouli salad, lettuce and feta cheese.
- Bananas mashed with ricotta cheese.
- Hummus, sliced tomato and sprouts.
- Rissoles, homemade meat patty and tomato/tomato sauce.

Information supplied by Westmead Children’s Hospital
Other Lunchbox Ideas

- Slice of fruit loaf / raisin bread.
- Pancake or pikelet (add mashed bananas to the mixture for a change).
- Fruit, date, pumpkin or plain scone.
- Small pita bread (spread thinly with cheese spread, grated carrot, sprouts and rolled up to serve).
- Small handful of rice crackers or baked wheat pretzels.
- Wholemeal crackers with a slice of low-fat cheese.
- Rice cakes with a thin scrape of reduced-fat cream cheese and Vegemite®
- Cup of popcorn (pop in the microwave).
- Handful of home-made pita chips (cut pita into triangles, sprinkle with parmesan cheese and bake at 180ºC for 15-20 minutes until crisp).
- Slice of low-fat cheese with a bundle of carrot and celery sticks.
- Tub of low-fat fruit yoghurt (freeze the night before in warmer months)
- Small carton of reduced-fat flavoured milk
- Small handful of dried fruit (for over 5 year olds only).
- Small container of assorted salads (e.g. Tabouli, pasta, rice).
- Salad box with a hard-boiled egg, cherry tomatoes and a bread roll.
- Snow peas, feta, pitted olives.
- Can of jelly and fruit.
- Homemade pizza.
- Vegetarian quiche or frittata.
- Noodles with chicken and snow peas.
- Kibbeh falafel.
- Rissoles, meatballs or kebabs.
- Low-fat cheese cubes or sticks.
- Steamed dim sims – still delicious cold.
- Sushi rice roll with avocado, carrot and tuna.
- Chicken drumstick.

CELEBRATIONS

Birthdays are very important so when it is your child’s birthday you are invited to bring in a small treat to be shared with their class. We ask that large cakes are pre-cut to enable easy distribution. Please contact your child’s teacher for the numbers of students in the class. We will celebrate your child’s birthday with their class. **Birthday invitations are not to be handed out at school unless the WHOLE class is invited.** We ask for the same courtesy to be extended when Christmas cards are distributed.

**Easter and Christmas lollies/chocolates**

In keeping with our endeavour of promoting health and wellbeing, and environmental responsibility by reducing litter, we discourage students bringing lollies/chocolates to share with their peers.

We thank you for your support in this matter.