



St Luke's School
Woodvale

Pre-Kindy

2021

Information Booklet



WELCOME

We would like to extend a very warm welcome to all the children and families starting at St Luke's Pre-Kindy 2021.

We look forward to working together with your family as a team to provide the best learning environment for your child. Our Pre-Kindy program introduces schooling for children and their families and sets the foundation for future school learning. We are looking forward to having lots of fun together!

2021 SCHOOL TERMS

TERMS	START DATE	FINISH DATE
Orientation	Thursday 28 th January	11am – 12pm
Term 1	Monday 1 st February (Pre-Kindy Thurs 4 th Feb)	Thursday 1 st April
Term 2	Monday 19 th April (Pre-Kindy Thursday 22 nd April)	Friday 2 nd July
Term 3	Monday 19 th July (Pre-Kindy Thursday 22 nd July)	Friday 24 th September
Term 4	Monday 11 th October (Pre-Kindy Thursday 13 th Oct)	TBA

AIMS OF THE PROGRAM

The Pre-Kindy program aims to:

- provide an environment supportive of the Catholic ethos which acknowledges the innate spirituality of every child, fosters the child's ability to wonder, experience awe, overcome difficulties, love others, and reflect, God, their creator
- provide a happy, stimulating, and supportive environment where all children feel welcome, secure and valued
- provide a program that will cater for a wide range of developmental abilities and interests allowing children to develop to their full potential
- provide a program that will emphasise learning as an interaction process. The child interacting with the environment, through a balance of teacher initiated or directed activities, free play and discovery learning
- encourage children to become self-reliant and to be able to make choices
- develop in the children the ability to communicate verbally and non-verbally their thoughts, ideas, and feelings.

WHAT IS PRE-KINDY?

Pre-Kindy is an educational program for children aged three years. Play is the instrument for teaching and learning in our program. It can be both spontaneous and planned play experiences.

Types of play include:

- Sensory play
- Construction/deconstruction play
- Dramatic play
- Exploratory play
- Manipulative play
- Physically active play
- Creative play



There are four stages of play:

- **Solitary Play** - a child at this stage plays alone and does not join the play of other children. They may observe another child's behaviour.
- **Parallel Play** - more than one child will play alongside one another but not with each other. They play with similar equipment but do not join in each other's play at this stage.
- **Associative Play** – more than one child will play with the same type of equipment and communicate during this play, however, they do not play together.
- **Cooperative Play** – more than one child will play together for a common goal or purpose.

Three-year-old children spend a significant proportion of their day involved in solitary play and parallel play as they begin to explore playing with other children and to cooperate and share. We encourage all kinds of play in our program.

The Pre-Kindy program is developmentally appropriate. This means that the child's ongoing developmental needs are met. Teachers facilitate meaningful learning by planning appropriate experiences based on their observations and conversations with the children. Teachers stimulate and support children's learning by challenging their thinking, offering additional material resources, modelling reflection and asking children to elaborate on their understandings.

The Pre-Kindy program will place special emphasis on:

- skills (social, emotional, language, cognitive, creative and physical)
- formation of friendships
- children's interests
- creative expression
- sensory experiences
- experimentation.

The teachers will create a caring, safe and stimulating environment that will nurture your child's disposition to wonder, explore and construct meaning about the world.

WHAT ARE WE LEARNING IN THE LEARNING CENTRES?

Learning Centres are physical spaces in our classroom that focus on catering for our children's different interests and skills. These spaces provide opportunities for open-ended play and learning experiences and are regularly adapted to enhance the interests, skills and learning journeys of our children.

Please be aware that it is the PROCESS OF PLAY and not the end product that is vital in a child's growth and development.

Examples of learning that may take place in the process of play are:

Dramatic Play Centre (Home Corner)

- Exploring roles
- To BELONG
- Be flexible in their thinking
- To sort and organise things
- Decision making
- To carry out ideas with the cooperation of others



Block/Construction Centre

- Concepts of shape, size, length, location, space and angles
- To create and repeat patterns
- To cooperate with others and solve problems
- Classify, count, balance, sequence
- Develop hand eye coordination

Sand/Water Centre

- Hand eye coordination
- Floating and sinking
- Capacity of different sized containers
- Planning and building
- Tactile awareness

Art Centre

- To express imagination and creativity
- Develop fine motor skills
- Concepts of colour of shape

Music

- Rhythm, rhyme and beat
- Gross motor skills such as jumping, running, skipping
- Enjoyment of movement/actions
- Memory

Science/Maths Centre

- To appreciate nature
- To notice details and likenesses and differences in objects
- Concepts of colour, size and shape
- Numerical concepts of more than and less than
- Mathematics and science vocabulary
- Counting and grouping
- Pattern
- Measurement concepts



Play dough/Clay

- Helps to strengthen fingers, hands and wrists
- Develop social skills
- Allows children to experiment with vocabulary
- Foster children's imagination
- Allow for creativity
- Develops self-esteem – there is no right or wrong. Each child is able to have mastery over their environment
- Releases tension - squeezing, pinching and poking are all acceptable with play dough

Reading Centre

- Make-believe and imagination
- Listen, concentrate and remember
- Awareness and concepts of print
- Reading for enjoyment
- Comfortable and relaxing experience

Writing/Drawing Centre

- Creative expression
- Cutting skills
- Fine motor skills
- Communicate ideas



GENERAL INFORMATION

WHO MAY ATTEND

Regulations prevent us from taking children until they have turned three years of age.

SESSION TIMES

Your child will be in our Pre-Kindy session on either a Thursday or Friday (or both days) all day from 8.35am-2:30pm. Classroom doors open at 8.25am.



WHAT TO BRING

1. A **bag** large enough to carry all necessary items. (Preferably St. Luke's carry bag - see uniform shop).
2. A **hat** for outdoor play. Please note that the school has a **"NO HAT, SHADE PLAY"** policy.
3. A **healthy morning tea and lunch** (please pack morning tea in a small separate container to lunch)
4. A **drink bottle** of **WATER ONLY** so children can help themselves to a drink throughout the day.
5. 2x **spare changes of clothes** (suited to the season) in a plastic bag in your child's school bag to allow us to attend to accidents or spills. All belongings need to be clearly labelled with your child's name.
6. A small **pillow or cushion** for rest time.
7. If your child is not yet toilet trained, we strongly encourage all families to begin toilet training prior to your child commencing Pre-Kindy.

PLEASE ENSURE THAT ALL ITEMS BELONGING TO YOUR CHILD ARE LABELLED WITH THEIR NAME.

WHAT TO WEAR

Children need to wear comfortable play clothes to Pre-Kindy that can get messy and that are easy to manage for quick dashes to the toilet. Please send your children in shoes that they can manage to take off and put on by themselves. Next year we will be looking at designing and printing personalised Kindy shirts as an option to wear to Pre-Kindy.

PERSONAL BELONGINGS

The children are asked NOT to bring toys or personal belongings to Pre-Kindy as items that get lost or broken often cause the children undue stress.

SETTLING IN

One of the first things your child needs to learn is how to be away from his/her parents or primary caregiver. Children love coming to Pre-Kindy, however there may be an initial period of adjustment at the start, and this will be different for each child. It is very important that each child feels happy and comfortable in the environment. The staff will work closely with parents/caregivers to ensure that your child is given the best chance to settle in at their own pace.

PREPARATION

You can help prepare your child for Pre-Kindy by:

- Driving past school and pointing out the playground and buildings
- Celebrate preparations for school such as their new bag or lunchbox
- Play 'schools' and have a lunch box picnic
- Practise how to carry their bag, open containers, blow nose and how to put on and take off shoes
- Practise toileting and wiping themselves

ARRIVAL/DISMISSAL PROCEDURES

Our Welcome Session runs from 8.25am-8.50am. This time is important for children to settle in and make the transition from home to school. We invite you to come in and complete some activities with your child such as puzzles, fine motor activities or reading a book together. We appreciate that parents themselves are the most important educator that a child can have, and we invite you to take this opportunity to participate in their school learning.

You can also take this opportunity to:

- view our activities
- interact with the other educators and parents in the classroom

When it is time to leave, we encourage you to say a quick goodbye and reassure your child that you will be back later to collect them. There may be a few tears at first or your child may cling to you. This is common and most children settle down quickly when Mum and/or Dad have left. Remember to be calm, confident and reassure your child. Direct your child a staff member, say goodbye and promptly leave. It is important to be consistent and leave once you say goodbye rather than returning for more hugs and kisses. This prolongs the separation process and makes your child more anxious. We will not be ringing a bell to gather children but will play music after the parents leave to avoid distress. We will let you know if your child is finding the separation difficult, and if necessary, a long-term plan will be put into place to assist with this.

Please be punctual in collecting your child at 2.30pm to avoid anxiety and stress at the end of their busy session. Please wait outside the classroom on the **school side** and your child will be dismissed to

you. We are unable to dismiss a child to an unauthorized person so please inform the teacher if your child is to be collected by another adult. There is a diary on the table outside the classroom for you to write in if family members/friends will be collecting your child for you.

BIRTHDAYS

We welcome the celebration of your child's special day. Feel free to send in something small for your child to share with their classmates (cupcakes are preferable). Please keep in mind to send something that does not contain any nuts. *If your child has allergies could you please supply an alternative treat that is "safe" for your child to eat that can be stored in the classroom.*



COMMUNICATION

We will keep you informed about our Pre-Kindy program through an App called **Seesaw**. Each family will be invited by the teacher through email to join the Seesaw group as your child begins the program. Teachers will send notes/ work/photos and other information regarding the program through this medium, so please ensure you check the App regularly.

The Pre-Kindy teachers can be contacted directly via email on a Thursday and Friday and we will respond within 24 hours. Please contact the school office from Monday – Wednesday with any urgent matters.

PARENT INVOLVEMENT

As the children are very young and still adjusting to being away from their parents, we will evaluate the need for a Parent Roster based on the needs of the group. If the children are settled and confident with leaving their parents, we may introduce a Parent Roster for Term Four from 8.35-10am. This will be advised during the year.

Please remember that what happens in the classroom is **confidential** and we ask that parent helpers support this **school policy now known as the 'Code of Conduct'**. All children are unique in their development and sometimes require different strategies and support. We ask that parents respect the rights of children as individuals.

We look forward to welcoming your child and family into our Pre-Kindy Program

Mrs. Erin Lister
Early Childhood Teacher

Mrs. Susan Kadak
Early Childhood Teacher

Mrs. Lesley Rocchiccioli
Early Childhood Education Assistant

Mrs. Silvana Papasergio
Early Childhood Education Assistant