

2017
PREP
INFORMATION
BOOKLET

Katunga Primary School

No. 4689



Carter Street, Katunga. 3640

Telephone: 03 5864 6365

Email:

katunga.ps@edumail.vic.gov.au

Website:

www.katungaps.vic.edu.au

Principal: Mr Scott McKenzie

2017 TERM DATES			
Term 1	Wednesday 30 th January – teachers return Commencement of Grade 1-6 Students – Tuesday 31 st January Prep Students start – Thursday 28th January	to	Friday 31 st March
Term 2	Monday 18 th April	to	Friday 30 th June
Term 3	Monday 17 th July	to	Friday 22 nd September
Term 4	Monday 9 th October	to	Friday 22 nd December

The staff are responsible for the care of your child between 8.45 a.m. - 3.45 p.m.

SCHOOL HOURS: 9:00am to 3:15pm - for all grades.

WET DAYS: As above. Children remain inside during recess and lunch times.

EXTREME HEAT DAYS: As above. Children remain inside during recess and lunch times.

TRANSITION DAYS FOR 2017 PREPS

	TIMES	
Friday 6 th November	9:00am – 11:00am	Recess is 11am – 11:30am. Children are welcome to play in the playground or go home
Friday 13 th November	9:00am – 11:00am	
Friday 20 th November	9:00am – 11:00am	
Friday 27 th November	9:00am – 11:00am	

PREP START OF YEAR 2017

DATE TO COMMENCE SCHOOL	TIMES	WHO STARTS SCHOOL?
Tuesday 31 st January	9:00am – 3:15pm	Grade Prep
Wednesday 1 st February	REST DAY FOR PREP CHILDREN	
Wednesday 8 th February	REST DAY FOR PREP CHILDREN	
Wednesday 15 th February	REST DAY FOR PREP CHILDREN	
Wednesday 22 nd February	REST DAY FOR PREP CHILDREN	
From Wednesday, 1 st March All prep children attend every day (including Wednesdays)		

We welcome you and your child to our school community and hope that this first school experience will be fulfilling. We will certainly do all we can to ensure this.

Please check the booklet for information on such things as your child's health and medicines, parent involvement, safety, uniforms, etc. and for ideas which may be of benefit to help you through the transition from home to school.

The first few weeks

To make the transition to school for you and your child easier please bring them to the room and say your "good-byes" and leave. School adjustment is easier for the child and the teacher after parents leave. It will not be long before you can train your child to say "good-bye" to you at the gate or at your designated bus stop in the morning. Make sure your child knows if they are to go home on the bus or alternatively who will be picking them up and where. A note or phone call to your child's teacher is always advisable.

A regular newsletter with relevant information to keep you informed of Class Programs and Activities will be sent home during the term.

Lidija Patching
Prep Coordinator

Scott McKenzie
Principal

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Staff, parents and students are very proud of our school. There is a strong community feeling with all groups working together to provide the best possible start to learning at primary school for children. The staff provide programs where children are challenged, listened to, achieve success, develop social skills and are respected as individuals. The Prep program at Katunga Primary School includes –

- stimulating learning environment
- light and open learning area
- excellent teaching and learning resources
- professional, dedicated staff sharing common goals and understandings
- team planning of integrated units of work
- computers and interactive whiteboards in the classroom
- parent participation in classrooms
- buddy system
- programs in Music, Art, Library and Physical Education

Prep is a Preparatory year where children are involved in activities that give them a strong foundation for future learning. Some activities preps do at school are

- oral counting
- cutting, tearing, folding and pasting
- bead threading, weaving
- copying shapes and patterns
- role-playing
- playing
- listening activities
- reading and discussing books
- sorting and classifying objects
- making lists
- jigsaw puzzles
- painting, colouring and drawing
- sharing news in show and tell
- learning songs and poems
- experimenting with writing
- excursions and incursions
- construction activities

There are many more things children do at school, but this list gives you an idea of the learning experiences in which the children are engaged at school.

KATUNGA PRIMARY'S PREP PROGRAM



A child may bring a cut lunch or buy a lunch from the Katunga General Store.

Lunches prepared at school may occur once a week but you will be informed via the newsletter in advance of these days.

Please keep lunches small, as children waste food when given too much lunch. Wrap a 'play lunch' separately if required. Be sure your child's name is on the lunch box or bag. You may also pack a drink in a plastic container.

**Lunch order forms
for the Katunga
General Store are
available from the
school**



LUNCH TIME

Literacy

'Children need foundations, the basics, the roots. But they need wings more, because wings encourage the children to soar, to think and to test what they might become!' (Rich, S. 1985)

At Katunga Primary School, we are committed to the **Victorian Early Years Literacy Program**, a strategic and comprehensive approach to successful early literacy development.

Children come to school with a wealth of language and are provided with a variety of experiences in the areas of Reading, Writing, Speaking and Listening.



Children are exposed to a wide range of texts; fiction books, non-fiction books, poems, songs, rhymes, fables, fairy tales. They are encouraged to experiment with writing and are given many opportunities to become confident speakers and attentive listeners.

Home Reading provides children with the opportunity to choose text to read at home with the family. This is a wonderful and rewarding time for all! It develops a love of literature, stimulates an interest in print and helps children see reading as a leisure time activity. Read with and to your child and follow up with a discussion. When your child is ready to read to you – it is an exciting time for everyone!

Spend some time with your child to browse through the text, discuss the pictures, difficult words and characters, to give your child an idea of what it is about before you share the reading experience.

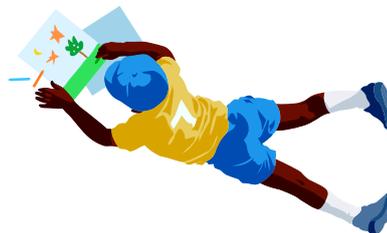
Parental Involvement is welcomed and encouraged in the classroom and we aim to develop a shared understanding of children's literacy learning.

Reading Information Session

A reading information session is held in Term 1. Parents are encouraged to attend the reading session which will help them develop strategies for assisting their children with reading.

School Entry Assessment

During Term 1, all Prep children are assessed using a thorough assessment procedure provided by the Department of Education. This covers literacy and numeracy development and informs teachers when planning programs.



Numeracy

The **Early Years Numeracy Program** is a resource for schools to use when planning and implementing a strategic and comprehensive approach to early years mathematics teaching and learning for all students in the first five years of schooling.

Students are provided with maths learning experiences that are challenging, exciting and enjoyable, as well as useful in achieving a range of purposes and solving a range of common daily problems. Children are encouraged to work with their class teacher at their own rate of mathematical growth.

Individual Differences

Structures within the class in Level 1 and 2 cater for individual differences through the provision of open – ended learning activities and tasks. A wide range of equipment is always available at all age levels. All mathematical concepts are progressively developed within the context of meaningful learning situations. Mathematics learning at all levels encompasses cooperative learning and child centred problem-solving activities, as well as the use of modern technology such as computers and calculators in all levels.

Teachers use formal and informal assessment methods; monitoring the children's progress guided by the Victorian Essential Learning Standards.

Today's Mathematics Classrooms

In today's mathematics classrooms:

- Teachers have high expectations that children will learn mathematics.
- Teachers focus on each child's mathematics learning needs.
- Children work as a whole class, in small groups and individually.
- Mathematics concepts and strategies are explained using materials and everyday language.
- Children are actively involved in using mathematics to solve real problems.
- Children share their learning and are given feedback and encouragement by the teacher and other children.



THE EARLY YEARS NUMERACY PROGRAM

Inquiry Learning

The Inquiry Learning program at Katunga Primary includes the key learning areas of the Environment, Science, Technology and Health with aspects of the Arts. These subject areas are all covered within the classroom in addition to English and Maths. All classroom programs are set out in comprehensive and dynamic units of work, which are completed each term at every level. These units are strategically planned across the school through our integrated curriculum document. Every unit of work has a Domain focus eg the Level 1 unit of A Happy, Healthy Me has a health focus. We ensure there is no duplication from year to year and that resources are shared between levels.

The Inquiry Learning program is an area where a lot of enthusiasm and interest is generated with the children. Incursions, excursions and camps are generally aligned with the integrated studies units.

The content areas of the curriculum of Science, Environment, Health and Technology provide opportunities to develop students' thinking skills and cater for different learning styles.

Students also attend specialist lessons of physical education, art, music and library.

INQUIRY LEARNING

BEGINNING PREP

Be ready for school.

Does your child: -

- Know his/her name and address well enough to repeat them when necessary?
- Recognise his/her name in small print?
- Always have a handkerchief and know how to use it correctly?
- Know that hands should be washed before meals and after visiting the toilet?
- Know how to flush the toilet without assistance?
- Know how to take off and put on outer clothing without help?
- Know how to tie shoelaces?
- Know how to put away play things and materials after use?



BEDTIME

Prep children should be in bed **no later** than 7:30 p.m. If children are tired they cannot concentrate on **tasks**.

Mothers! Fathers! What you can do to help

- Talk to your child about school, meeting new friends, playing games, singing and making things etc.
- Give your child simple duties around the home. This will help to foster confidence in the performance of small tasks.
- Allow your child to stay with relatives or friends for short periods so that he/she will accept the fact that it is not always possible to be with parents.
- Encourage your child by admiring work when it is brought home.
- Give school work a place of honour for a few days at least.
- Select suitable stories, picture books, and radio and television programs for your child.
- Give your child a trial run to school one morning, packed up, etc.
- Provide a lunch box for your child and encourage him/her to sit down and eat the contents (make sure he/she can shut this independently).

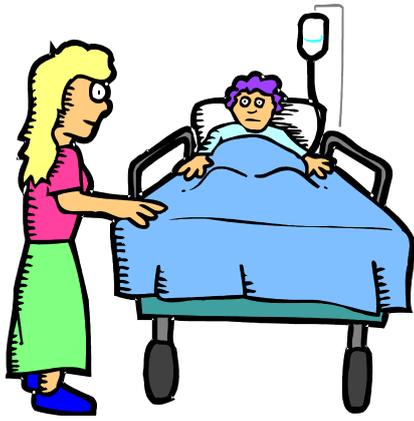


Many children cannot recognise their own possessions. **ALL** articles of clothing as well as bags and lunch boxes should be **clearly named** as well as marked or tagged with a favourite sticker or key ring etc. Please help us to help you.

**ARE ALL
YOUR CHILD'S
BELONGINGS
NAMED?**

Feel free to check through the lost property bin and/or check the lockers after school.

BELONGINGS



Enjoy good health

HOME is the place for a sick child. A sick child cannot work effectively and may be a danger to other children and teachers. Please send a note to your child's teacher following an absence.

Infectious Diseases in Schools:

The Principal has the right to exclude children under the Infectious Diseases (Exclusion from School) Regulations 1984. This table is available from the office. It should be noted that, in cases of diphtheria, typhoid and paratyphoid fever, exclusion and determination of recovery would be matters for the Medical Officer of Health.

Head Lice (Nits):

Throughout your child's schooling the school will be arranging head lice inspections of students. Parents will be advised through the newsletter when these checks will be conducted.

"Contact" means child of school age or pre-school age living in the same house as the patient.

"Patient" includes carrier and **"School"** includes any pre-school centre, kindergarten, primary school or post-primary school. A patient or contact shall be prevented from attending school unless conditions prescribed in the table are complied with.

HEALTH

We encourage parents to become interested and involved in school affairs.

There are two Parent bodies within the school community; School Council and Parent Activities Group.

The School Council is a vital parent body within the school community. Its responsibilities are wide and varied. It makes decisions with regard to school policies, administers school finances and acts as a guiding body. The Council consists of eight parent representatives and five teacher representatives. There is also provision for two community members.

From these members the following sub-committees are formed:

Curriculum: This sub-committee is responsible for developing school policies.

Finance: Monitors the school's finances, oversees the preparation of program budgets and makes recommendations regarding financial matters.

Buildings and Grounds: Plans and coordinates projects related to school buildings and grounds. Organises working bees.

Fundraising and Grants: This sub-committee is responsible for actively looking for applying for appropriate grants

The School Council usually meets at 6.00pm in the school staffroom every third Monday of the month.

The Parent's Group: This is a group of interested parents who meet regularly to plan and organise social and fundraising activities. All parents are invited to be involved. Enthusiasm and ideas are always needed.

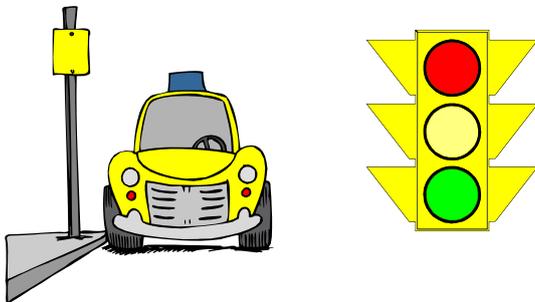
PARENT / TEACHER CONTACT

If you feel concerned about any matter relating to your child, you are urged to contact the relevant staff member/s. Problems are best tackled promptly through the co-operative effort of teacher and parent. The school is anxious to know of any factors relating to your child's background, which may affect behaviour and/or learning.

Parent/Teacher discussions are arranged twice a year, usually in the last week of Term 1 and Term 3. These meetings are invaluable to teachers to gain an insight into each child.

Discussions may also be instigated by either parent or teacher should the need arise. Two reports will be written per annum. Please be considerate of your child's teacher and refrain from attempting to discuss your child at a time that is obviously inconvenient and prevents the teacher from taking full care of all the pupils. It is best to arrange an appointment at a mutually convenient time.

In addition, parents and teachers are encouraged to communicate frequently through telephone calls, notes and informal situations.



Does your Child?

- Know the safest and most direct way to and from school?
- Know to stop and look both ways before crossing streets?
- Know to stay on the footpath?
- Know how to display a courteous attitude for those in charge of his/her safety, including teachers, parents, school crossing supervisors, bus drivers, senior children, etc?
- Know that they **NEVER** run from behind parked cars?
- Know that they **NEVER** accept rides from strangers?
- Know that, if there is a marked school crossing, they should use it?

WARN YOUR CHILD against loitering on the way home, visiting friends without permission or going anywhere with strangers.

REMEMBER your good example is the best way to train your child in the correct road safety habits.

SAFETY – Does Your Child?



What is a school Entry Immunisation Status Certificate?

- ✓ It is a current record of your child's immunisations
- ✓ It is a legal requirement to provide a school entry immunisation status certificate on enrolment to any primary school in Victoria.
- ✓ It will assist health authorities in protecting children in the event of a vaccine preventable disease occurrence in school. An unvaccinated child may be excluded from school for a period of time.
- ✓ School entry immunisation status certificates can be obtained from:
 - The Australian Childhood Immunisation Register (ACIR)
Telephone 1800 653 809
Email acir@medicareaustralia.gov.au
 - Medicare Australia Office
Online www.medicareaustralia.gov.au
 - Your GP
 - Your local council immunisation service

What is a school Entry Immunisation Status Certificate?

- ✓ You will automatically receive a history statement from the ACIR after your child has completed the 4-year-old vaccine. This history statement is used as the school entry immunisation status certificate.
- ✓ If your child has completed all immunisations but you have not received a history statement call ACIR on 1800 653 809 to find out why.
- ✓ If for some reason your child's immunisation records are incomplete or missing contact ACIR, your GP or local council immunisation service.

- ✓ If your child has never been vaccinated or was overseas, then contact your GP or local council immunisation service who will be able to assist you in obtaining a school entry immunisation status certificate.

Who Do I Give the School Entry Immunisation Status Certificate To?

- ✓ Once you have obtained your school entry immunisation status certificate you will need to present it to the school office at Katunga Primary School on enrolment.
- ✓ If you have lost the school entry immunisation status certificate issued by the ACIR ring 1800 653 809 to obtain another copy. Alternatively contact your GP or your local council immunisation service.
- ✓ It is important that the ACIR has your current address details to make sure you receive your school entry immunisation status certificate.
- ✓ If you are moving, or have recently moved, contact ACIR on 1800 653 809 or email acir@medicareaustralia.gov.au to update your contact details.

A child is deemed to be immunised when he/she has received all of the following vaccinations (see over)

SCHOOL ENTRY IMMUNISATION



Recommended Age	Disease	Vaccine
2 months	Diphtheria-tetanus poliomyelitis, whooping cough	triple antigen 'DTP' Sabin vaccine 'OPV'
4 months	diphtheria-tetanus poliomyelitis, whooping cough	triple antigen 'DTP' Sabin vaccine 'OPV'
6 months	Diphtheria-tetanus poliomyelitis, whooping cough	triple antigen 'DTP' Sabin vaccine 'OPV'
Between 12 -15 months	measles-mumps, rubella, whooping cough	measles-mumps-rubella
18 - 24 months	diphtheria-tetanus, rubella whooping cough	triple antigen 'DTP'

*N.B. Pertussis (whooping cough) vaccine is usually administered with diphtheria and tetanus in the form of triple antigen (DTP). This vaccine can only be given when the child is under 2 years of age so it is not part of the immunisation schedule.

Some children do get very tired and irritable. (They usually behave well at school all day!) Some need extra affection and understanding from parents at this time. Some eat very little during the day. Some refuse to discuss the school day happenings – don't keep asking, they will tell you things later on. These things usually resolve themselves after a week or two, when the children have developed a secure relationship with their teacher and have made friendships within the grade.

Praise your child's efforts and look at his/her work regularly, but do not expect too much too soon. Your child will, for example, begin formal work when the teacher considers your child is ready.

The teaching staff will do all they can to make your child's first year at school, and subsequent years, happy, so let us know how we can help. If you have any problems concerning your child, please come and have a chat about it.

SOME ADVICE TO PARENTS ABOUT THE FIRST FEW WEEKS

VICTORIAN MODERN CURSIVE

a b c d e f g h i j k l m
n o p q r s t u v w x y z

CAPITAL LETTERS

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z



If a child lives with criticism,
he learns to condemn

If a child lives with hostility,
he learns to fight.

If a child lives with fear,
he learns to be apprehensive.

If a child lives with ridicule,
he learns to be shy.

If a child lives with jealousy,
he learns what envy is.

If a child lives with shame,
he learns to feel guilty.

If a child lives with encouragement,
he learns to be confident.

If a child lives with tolerance,
he learns to be patient.

If a child lives with praise,
he learns to be appreciative.

If a child lives with acceptance,
he learns to love.

If a child lives with approval,
he learns to like himself.

If a child lives with recognition,
he learns that it is good to have a goal.

If a child lives with sharing,
he learns about generosity.

If a child lives with honesty and fairness,
he learns what truth and justice are.

If a child lives with security,
he learns to have faith in himself and those about him.

If a child lives with friendliness,
he learns that the world is a nice place in which to live.

If you live with serenity,
your child will live with peace of mind.



CHILDREN

LEARN

WHAT

THEY

LIVE

Dorothy Law Nolte

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