



**Strathfieldsaye
Primary School**





Starting School Information Foundation 2019

For further information please contact

Mrs Cindi Bruechert, Principal

Strathfieldsaye Primary School.

Phone : 5439 5207 Fax : 5439 5476

email : strathfieldsaye.ps@edumail.vic.gov.au

Our Core Values

At Strathfieldsaye Primary School we have a set of core values which underpin all the work, relationships and directions of the school. They reflect the needs of our community and the aspirations we have for our students through learning and their development as young people.

Our CORE Values are :

Caring

We look after our environment and we show kindness to other people and to ourselves.

Optimism

We are grateful for what we have and believe that we can make good things happen.

We choose to be positive.

Respect

We have integrity and we understand that everyone has different feelings and different approaches to life.

Excellence

We set high standards and we persist until we have done our best.

These core values were developed in consultation with students, the school community and teachers to reflect the areas which we hold as being important and special to our school community.

community.

There are many other values which we celebrate within the school through wellbeing programs such as Tribes, You Can Do It and Bounceback. However, these core values provide a recurring theme throughout the child's learning journey at Strathfieldsaye Primary School as they grow as an individual and a citizen of our community.



Caring



Optimism



Respect



Excellence

Welcome to Strathfieldsaye Primary School

Strathfieldsaye Primary School operates within a caring environment, striving for excellence and equity through the development of strong relationships between students, teachers and parents.

As a school community we want to create a culture of continuous improvement and success that leads our students to become active citizens who have a lifelong passion for learning. We believe that this is best achieved when students are able to follow their passions and have an education experience that is designed to meet their individual needs.

My focus as the Principal of Strathfieldsaye Primary School is to provide an outstanding educational opportunity for all students in our school community that challenges and extends each individual. This can only be achieved by developing strong, positive relationships that enhance the social and emotional experiences of students and families at the school.

This booklet has been produced to inform you of how students learn at school and how you are able to help your child. We hope that the information in this booklet will prove useful to assist with your child's transition from Pre-school to Foundation and we encourage you to

assist with your child's transition from Pre-school to Foundation and we encourage you to contact the class teacher, Principal or Assistant Principal if you would like any further assistance. Please remember:

- Your child's most important learning has already commenced even before starting school
- We recognise that parents/guardians are important educators of their children
- Parents/guardians, students and teachers share a responsibility in each child's learning
- We seek to share this responsibility collaboratively with parents/guardians and students

As we move through this next phase of our journey, I encourage you to contact the Foundation staff or myself if you have any further concerns or queries. We aim to ensure that your child will have a happy and successful education at our school.

Mrs Cindi Bruechert, Principal

*Remember,
all children are different,
and learn at different rates
and in different ways.*

ENROLMENT REQUIREMENTS :

Parents/guardians enrolling a child in a Primary School are required to provide the following :

1. Fully completed school enrolment form
2. Copy of the child's Birth Certificate
3. The child's School Entry Immunisation Status Certificate

Every child requires this Immunisation Certificate, regardless of whether the child has been immunised or not (see information letter in enrolment package).

PLEASE NOTE : Confirmation of your child's enrolment cannot be made until all documents have been received.

Transition Program—2.30 pm to 3.30 pm

As part of our classroom activity program from Pre-school to Foundation, Pre-school children will be invited to spend two afternoons at the school in the Foundation classrooms. Children will be allocated two sessions, i.e. two Monday afternoons or two Tuesday afternoons or two Thursday afternoons (additional sessions can be arranged if they are required to assist your child's transition). This year our transition sessions will be held on:

Monday 22 & 29 October 2018

Tuesday 23 & 30 October 2018

Thursday 25 October & 1 Novober 2018

The teacher and group your child is allocated for these visits is only for the purposes of our transition program. Children's class placements for 2018 will be notified in the letter to parents of

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New Families—Basket Tea

Each year (usually in November or December), a family basket tea is held at school. This is a casual evening, and not a late night, and is a great opportunity for new families to meet children/parents/guardians of current Foundation, as well as Foundation teaching staff.

Orientation Day Program

Tuesday 11 December 2018 — 9.30 am to 11.00 am

Children will be placed into groups and spend the morning in the Prep classrooms where they will have an opportunity to experience school activities.

The Principal, Mrs Cindi Bruechert, the Foundation Coordinator, as well as representatives from the Parent Club will provide information for parents/guardians, including details of uniforms, school banking and other activities.

Children will also have the opportunity to have play-lunch with their Grade 6 buddy.

Please note : Families who have enrolled their child at the school will be notified by mail of details of the Transition and Orientation Programs.

Buddies

The Buddy System commences on Orientation Day when a next year's Grade 6 student meets the prospective Foundation student during their first play-lunch together. They eat together and then the Buddy introduces the child to the playground, toilet facilities and buildings of the school.

The system carries over into the following year and ensures that the new Foundation student has a friend, as well as someone to look after them in the playground for the first week of their school life.

The new Foundation student will also receive a letter from their Buddy during the holidays in January. This renews the bond and encourages enthusiasm for school.

2018 Term 1 : Wednesday 30 January to Friday 5 April
Tuesday 29 January is Curriculum Day - Pupil-free Day
WEDNESDAY 30 JANUARY: ALL STUDENTS COMMENCE SCHOOL

To assist Foundation students to adjust and cope with the new demands of longer school days and activities, their hours of attendance have been modified for the start of the year. The mid-week rest day assists in the transition from pre-school hours to school hours routine. This day is also designated for individual literacy/numeracy testing and parent/guardian interviews. This process assists in the identification of your child's strengths and future learning needs.

Foundation students will NOT be required at school on Friday 1st February
or the following Wednesdays : 6, 13, 20 & 27 February.

Things that your child should feel and know about being in Foundation Grade

1. Familiarity with their classroom, knowing where the toilet is and how to use it
2. Check that your child knows :
 - the general layout of the school
 - where their storage facilities and locker are
3. Lunch. Your child should know the difference between their playlunch, healthy food snack and their lunch, and how to feed themselves, and be able to :
 - unwrap a food packet
 - open a lunch box
 - unscrew a drink container
 - drink from a tap / bubbler
 - peel a piece of fruit
4. Encourage your child to be independent in :
 - Dressing, especially buttons and shoe laces
 - Toileting, eg. washing hands, flushing toilet
 - blowing their nose

Please consider Velcro fastenings if your child is unable to tie shoe laces

Excursions : Foundation students participate in various excursions during the year. They are an important part of the program, and these experiences form a basis for work done in the classroom prior to, and following the excursion.

Emotional Development

Children have to cope with their feelings in a variety of situations, both at home and school.

Unhappiness can often be avoided if parents/guardians prepare children emotionally for school. This means giving children opportunities to experience such feelings as :-

- **A sense of security** - the child should be confident that they are loved and that there is a level of consistency in their home life
- **Separation from parents/guardians** - the child should be confident that when parents/guardians leave them they will be back when they say they will
- **Self control** - appropriate ways to express feelings of fear, frustration or anger, other than tantrums, should be developed
- **Confidence** - the child should be encouraged to try new tasks and have their attempts rewarded
- **Responsibility** - the child should start to care for their own things and also respect other people's property
- **Persistence** - most new tasks need to be practised often before success is achieved
- **Individual needs**—building a belief that their needs will be taken seriously and resolved positively

Social Development

Small children can benefit from the opportunity to mix with other children and adults apart from their parents/guardians.

from their parents/guardians.

They will learn skills which will help them to cope with the social aspects of school.

For example

- listening to others
- doing what is asked
- making needs and requests known
- sharing with others
- taking turns
- cooperating
- following instructions

Physical Development

Children grow at different rates at different times in their lives. Schools expect and cater for a wide-range of skills and abilities in children in their Foundation year.

If a student has an illness or condition (eg asthma, an allergy or epilepsy), the teacher should be told about it.

If a parent/guardian has any doubts about a child's eyesight or hearing, advice should be sought from Maternal & Child Health Centres (Infant Welfare Centres), or from a Doctor or Optometrist before starting school.

Starting school is usually a tiring experience, even for healthy children.

Good food and plenty of sleep is recommended for Foundation students.

Management of Student Behaviour

Our behaviour management program is based on a set of rights and responsibilities.

It is aimed at being a positive model that reinforces good behaviour, with consequences for behaviour that is not acceptable.

We are committed to providing a safe, harmonious school environment where physical, verbal and social abuse is not tolerated.

Students have a right to be safe, to learn, to be treated with respect and to have their property treated with respect.

Students also have a responsibility to ensure that they do not infringe on the rights of others.

Teachers are available to assist students if they experience difficulties, and it is our expectation that students will seek a teacher's assistance, rather than take action on their own behalf or on behalf of others.

This may be slightly different to the advice some parents/guardians give children to defend themselves or fight back. However in order to protect all students, we encourage you to reinforce the expectation to seek a teacher to help resolve any issues or disputes.

Literacy Program

There is a daily two hour literacy program taken in the Foundation to Grade 6 areas at Strathfieldsaye Primary School.

Guided Reading is one component of the program. It is a carefully balanced and structured approach for the teaching of reading.

It emphasises learning to read for meaning. Students are matched to text and their progress is continually monitored and assessed. The teachers encourage students to talk, read and think their way through a text while assisting them to develop appropriate reading strategies.

Writing is taught during the literacy block. Students are encouraged to become enthusiastic writers, developing knowledge and gaining control of all aspects of the writing process. The students learn to compose, record, revise and publish their writing. Students try spelling unknown words. They should learn to spell words they supply themselves in the course of their own expression. Students learn a bank of common words that they can recognise quickly.

Speaking and listening skills are also developed during these sessions.

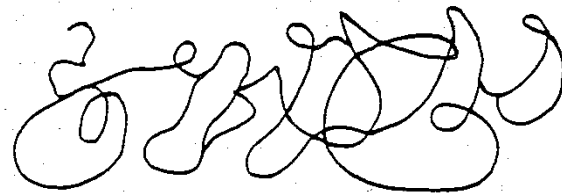
Writing

Just as children learn to 'talk before talking', so children learn to 'write before writing'. This means that developing writers go through recognised stages of learning how to write. These are similar to how they learn to talk.

These stages are:

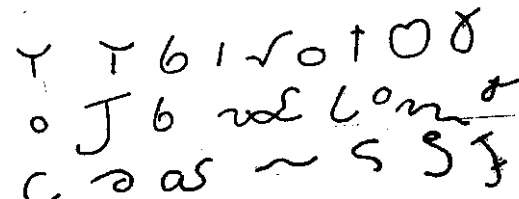
1. The Scribble Phase

Here the child has reasoned that messages are presented to other people by putting squiggly lines on paper. The starting point may be anywhere on the page. Later the scribble will develop a left to right direction.



2. Personal or Non-conventional Symbols

This stage includes left to right direction and separate symbols. The child can read back the writing if asked what they have written.



c a s ~ s j f

3. Strings of Conventional Letters

The child strings together many letters from the alphabet in left to right direction. The symbols are repeated.

Dire m D L F l i e e D
t h s w D J m N o Z L D P Y
c h t J o z t h D M F o z L

4. Group of Letters with Spaces Between

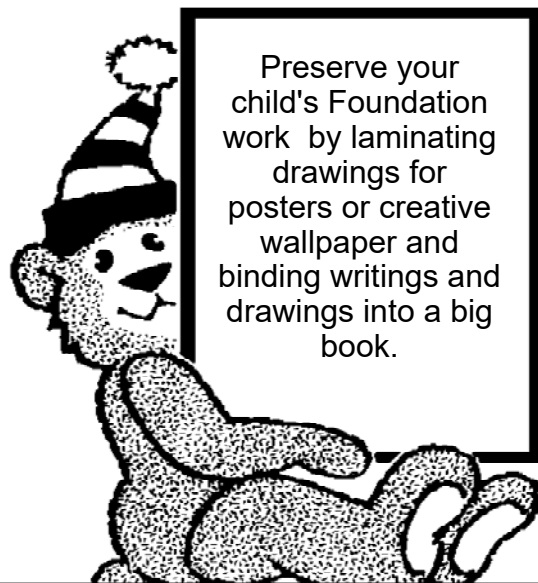
Usually there is no match between the letters used and sounds of the words, the child has some developed ideas (or concepts) of a 'word'.

wi fstl HK RPM th A
AG NTM OPY fist enc gtl
gtl nopt cum rtp

5. Writing with a Developing Awareness of Sound-Symbol Correspondence

mi mpmi kpm with me to
thA MUZEAM
(my mummy came with me to the museum)

Often there is a mixture of upper and lower case. The reader is able to interpret the message. As the child progresses through these stages, the teacher takes the opportunity to write the conventional form of the child's messages in a correct model.





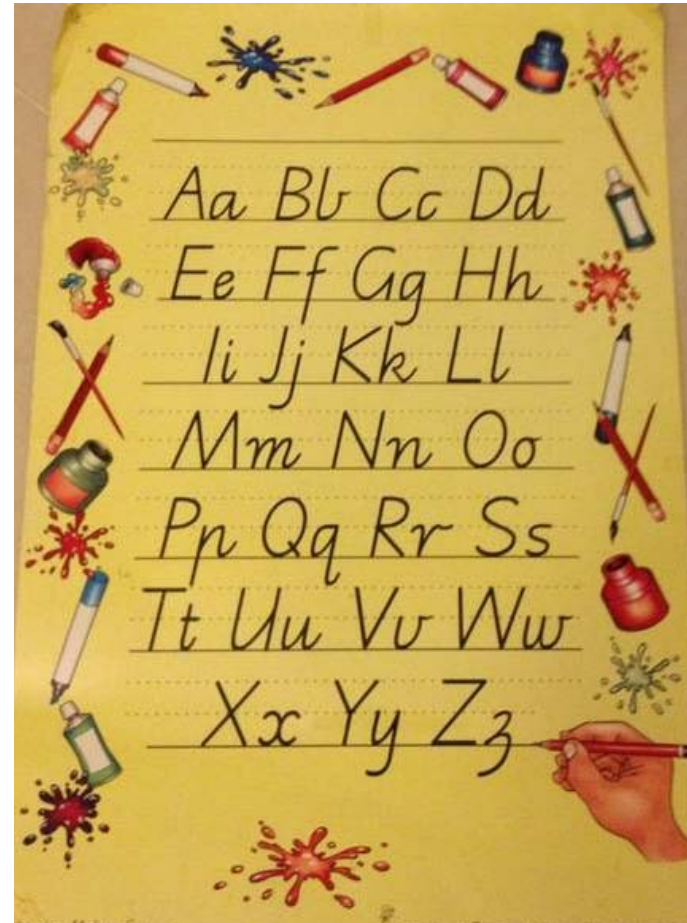
Handwriting

This style of handwriting is called Victorian Modern Cursive.

Victorian Modern Cursive resulted from research into handwriting.

It was felt that the earlier general handwriting patterns are established and practised, the more likely it is that these will become automatic.

Children need to be taught this clearly defined handwriting as early as possible in line with developing fine motor skills.



Suggestions For Parents/Guardians

- To assist in the development of fine motor skills, allow and encourage your child to work with scissors for cutting and use crayons, pencils, textas for drawing and writing etc. Also make available jigsaws, lego, mobilo and construction equipment to promote these skills.
- Encourage the use of **lower case** letters as the children will become familiar with these during their Foundation year
- Make sure and encourage your child to **hold a pencil correctly** as poor pencil grip slows their writing and performance down
- Show children how to **write their own names** and other words of interest
- Make your own 'Big Books'. Re-write known and favourite stories, using the handwriting style to make the reading material
- Occasionally look at certain letters from children's writing



SPELLING

Spelling is **one** of the skills involved in Writing and developed within the two hour Literacy

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Spelling is **one** of the skills involved in Writing and developed within the two hour Literacy program.

What We Know About Spelling

1. Spelling needs to be related to writing
2. Every writing time is a SPELLING TIME
3. Heavy stress on spelling mistakes in the infant grades can easily cause students to lose confidence
4. Praise and encouragement of **all** attempts are important “Look, you got that word nearly right”
5. Identify the correct letters in a word rather than stressing incorrect letters, eg ‘ ‘wos’ is a great attempt for was!! (But what else could make the sound ‘o’ as in was? Discuss the vowels and together work out the correct one, eg ‘a’, then demonstrate correct spelling) Sometimes words (especially more frequently used words) can be best spelt by focusing on the visual pattern, rather than the sounds.

What Parents/Guardians Can Do

- ◆ show that you care about spelling. Within the family, frequently ask "Who knows how to have a go at this word?"
- ◆ encourage personal word lists - Words I have learned to spell.
- ◆ find and play spelling and language games that you enjoy.
 - eg - I spy.....
 - Rhyming Words
 - Hangman
- ◆ read lots of nursery rhymes and nonsense rhymes
- ◆ sing with your children.

Reading

Read stories to your children every day. Make it an enjoyable time - a regular set part of routine, eg after a bath, or when children are in bed.

Through stories, you share your pleasure in books and help your children get to know the language used in them.

As you read, hold the book so the children can see it too.

Encourage children to join in (the parts that they know by heart), thus building confidence in their abilities as readers.

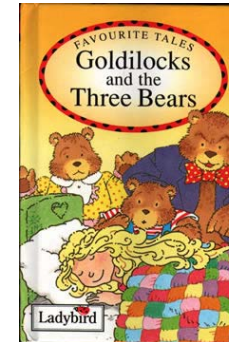
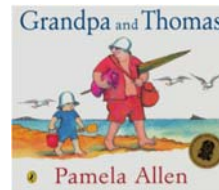
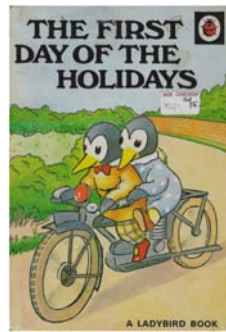
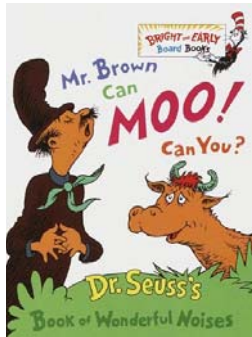
Suitable stories for young children with lots of repetition are:

- * Little Red Riding Hood
- * The Ladybird books



- * Little Red Riding Hood
- * The Three Little Pigs
- * The Dr. Seuss books
- * Pamela Allen books

- * The Ladybird books
- * Mem Fox books
- * Bill Peet books
- * Hazel Edwards books



Most Important :
Sometimes tell children the stories you know, eg. **Goldilocks.**

What Parents/Guardians Can Do

- Encourage and praise children's reading
- Let books and reading be an important part of the family life
- Use local resources such as libraries
- Involve children in day to day reading activities in the home (look at the labels on milk, bread etc)
- Keep in contact with the school - don't hesitate to ask questions
- Encourage children to follow up their own reading interests

Sharing Books at Home (Please pin onto fridge)

Who can your children read to?

Mum, Dad, Gran, Sister, Brother (Anybody)

When can they read to you?

When it's QUIET
When you both feel like it

Where can they read?

Somewhere comfortable, cosy

How can they read?

With praising, ('Terrific', 'Great')



With praising, ('Terrific', 'Great')

Pausing (time to answer)

Prompting

What can they read?

Books, newspapers, library books, recipes, signs, letters,
shopping and everyday lists, etc.

Questions to ask?

"What book have you borrowed this week?"

"Is it interesting?"

"Tell me all about your book"

Suggestions -

Ask "Why don't you borrow a book about space OR
animals OR Japan OR .. something you are interested in?"

Mathematics

The major areas covered in primary school are **Number and Measurement**.

Number

In Foundation, students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set.

Measurement

Through use of every day materials, students learn techniques for measuring length, time, capacity, mass, weight, area, temperature and volume. These areas are often covered in Activity Maths sessions. They also learn Spatial Relations, and in this study students learn about common shapes. This involves them in drawing, cutting out, folding, colouring and handling a range of materials.

Chance and Data

Chance relates to the concept of randomness and the use of probability as a measure of how likely it is that a particular event will occur. The idea of chance and how this affects our decisions is informally introduced by discussing different events and situations in the classroom.

Data deals with collecting, organising, summarising and presenting data, for example, simple graphing activities.

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Students are involved at school in various programs to develop mathematical skills. Some of the many programs are :

Hands-on Maths

Effective learning takes place when students are involved in what they are doing. Teachers organise various mathematical activities so that the students develop an understanding of all mathematical concepts, through a 'hands-on' approach. The students are encouraged to work cooperatively and use a problem-solving approach. Activity maths gives students the opportunity to interact and talk about what they are doing. It also provides a forum to challenge and extend their mathematical thinking.

Storybook maths

Books extend and develop students ideas of the world. Stories and illustrations often carry mathematical ideas and present opportunities to involve students in problem-solving, pattern and order activities, classification and other mathematical skills. Books that are ideal are : Who Sank the Boat?, Goldilocks and the Three Bears, Mr. Archimedes' Bath, Sizes, Ten Apples Up On Top, A Big Ball of String etc.

WHAT PARENTS/GUARDIANS CAN DO

Encourage children to make use of everyday family activities, such as cooking, shopping and playing games which involve keeping scores, calculating journey times, discussing left-hand and right-handedness, and so on. It should only take a few minutes.

Words that can be used :

under/over

big/small

heavy/heaviest

long/short

left/right

wide/narrow

above/below

between/behind/in front

Counting :

knives and forks when setting the table

pieces of cake

pegs

people

bread tags

lollies

plastic milk bottle tops

corks



Shopping :

Change from shopping
Familiarity with money



Measuring :

Which jar holds the most?

How can you tell?

Who's the tallest?

How many footsteps to the letterbox?

Toys can help your child with maths : eg How many marbles fill the bag?

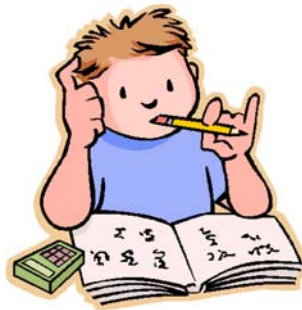
Will 6 cars fit in?

Make available :

Pens, pencils, paper, puzzle books, jigsaws, construction materials, boxes, icy pole sticks

Try to :

- ◇ Praise
- ◇ Encourage
- ◇ Talk about
- ◇ Be patient
- ◇ Listen
- ◇ Ask questions



Engender a love of maths : **Remember maths is fun!**



PLAYDOUGH RECIPES

1 cup plain flour
1/2 tablespoon cooking oil
1/2 cup salt
food colouring
1 tablespoon cream of tartar
1 cup of water (add gradually -
you may not need to use this much)

Mix all ingredients in a saucepan and stir over
medium heat until a stiff,
workable consistency is reached
(3 to 5 minutes).

WASH SAUCEPAN IMMEDIATELY.

Store in a sturdy airtight plastic container.

Playdough

(1200 watt Microwave)

Ingredients :

1 cup SR flour

1 cup water

1/2 cup cooking salt

1 tablespoon vegetable oil

2 tablespoons Cream of Tartar

Food colouring

Method :

Heat cooking salt in water in a glass bowl in microwave for 1 minute,
add food colouring; allow to cool.

Stir in flour, cream of tartar and oil. Stir well with wooden spoon, cover bowl
with gladwrap and microwave for 1 & 1/2 minutes on high.

Remove and stir with wooden spoon until well combined and thick.

Cool slightly and store in zip-lock bags.

Strathfieldsaye Primary School
Foundation (Preps) celebrate 100 days





Welcome to our school community.
We look forward to working with you to
share and enjoy rich, rewarding educational
experiences for your child's primary education
at Strathfieldsaye Primary School.