Welcome to
Yidarra Catholic Primary School

Pre-Primary
2017

Play, Learn and Grow... Together!
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STAFF DETAILS

PRINCIPAL:                  MS CARMEL COSTIN
SCHOOL ADDRESS:            Marsengo Road
                          BATEMAN    WA    6150
TELEPHONE:                 (08) 9332 3011
FACSIMILE:                 (08) 9310 7825
EMAIL:                    admin@yidarra.wa.edu.au
WEB:                      web@yidarra.wa.edu.au

PRE-PRIMARY BLUE TEAM:     Pre-Primary Teacher
                          1 Teacher Assistant

PRE-PRIMARY GREEN TEAM:    Pre-Primary Teacher
                          1 Teacher Assistant

SCHOOL HOURS:             TERMS 1, 2, 3, 4 2017
                          Monday - Friday
                          8.40am – 3.00pm
                          Morning Recess
                          10.40am – 11.00am
                          Lunch
                          12.40pm – 1.20pm

2017 TERM DATES

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

Proposed School Term Dates 2017
For Students K-6

Term 1       Wednesday 1 February to Friday 7 April
Term 2       Wednesday 26 April to Friday 30 June
Term 3       Monday 17 July to Friday 22 September
Term 4       Monday 9 October to Friday 8 December

These dates are subject to change.
Any changes to the above dates or inclusion of Pupil Free Days for
Staff Professional Development will be advertised in the Yidarra School
Newsletter and on our website web.yidarra.wa.edu.au.
Pre-Primary Provides

Yidarra Pre-Primary provides a secure, exploratory learning environment in which the students flourish. We affirm each child's sense of wonder, discovery and natural curiosity and provide an environment that allows for rich play experiences that stimulate each child’s development. Experienced teachers create an atmosphere that inspires students.

Our School Wide Pedagogy guides us to place importance on:
- Catering for the whole child
- Developing life-long learners
- Unleashing the potential of every child
- Working together with Jesus as our model

Our Pre-Primary program ascribes to the values of the National Early Years Learning and Development Framework. We share the vision of early childhood as a time characterised by belonging, being and becoming.

**Belonging** describes the children's place in the world. They feel valued and important because they belong to a family, a group, a school, a community, a culture.

**Being** is about treasuring the present. Childhood is a time for children to just 'be'. This is the time for play and discovery and not to be rushed.

**Becoming** describes the everyday experiences that come together to construct the child’s sense of identity and that will ultimately shape their view of themselves and of the world.

Our core philosophies are underpinned by the following understandings:
- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Our Pre-Primary program also encompasses the Australian Curriculum. Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects that reflect the disciplines. Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of knowledge, skills, behaviours and dispositions, or general capabilities, that apply across the curriculum and that help them to become lifelong learners able to live and work successfully in the diverse world of the twenty-first century.

At Yidarra we are working towards the standards of the National Quality Framework as agreed upon by all Australian Governments and set out by the Australian Children's Education and Care Quality Authority (ACECQA). This ensures the best possible start through high quality early childhood education and care.

At Yidarra we offer a high-quality, play-based learning program. The Early Years Learning Framework is based on sound, proven early childhood pedagogy and practice principles and supports play-based learning.

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning. The dispositions for learning, such as curiosity, openness, optimism, resilience, concentration, and creativity are developed in play. Physically active play allows children to test and develop all types of motor skills. It promotes significant health and wellbeing benefits. One of the greatest benefits of playing is to assist with the development of social competence. Children can build relationships, learn to resolve conflicts, negotiate, and develop the beginnings of empathy as children begin to understand other points of view. In play, children usually have increased feelings of success and optimism as they act as their own agents and make their own choices.

The Pre-Primary staff look forward to sharing this journey with you and your child.
GENERAL INFORMATION

SCHOOL HOURS FOR PRE-PRIMARY
TERMS 1, 2, 3, 4: 8.40am – 3.00pm Monday-Friday

ABSENTEE PROCEDURES
Please report all absentees to the office and your child’s classroom teacher.

Reporting a Full Day Absence:
- Email teacher and office: admin@yidarra.wa.edu.au and your child’s teacher. Teacher emails are available at web.yidarra.wa.edu.au, simply select ‘Our School’ then ‘Staff’.
- Telephone prior to 8.30am: 9332 3011 (phone calls must be followed up with an email or written note)
- Written note (Absentee forms are available at the office and in classrooms if required)
- Please ensure all emails and notes are dated and include your child’s full name, class and reason for absence.

All student attendances must be recorded for legal requirements.

Arriving Late/Early Departures/Appointments:
Please obtain an authorisation slip from the office if your child will be:
- Arriving Late to School (Please notify office prior to 8.30am via email/telephone call)
- Leaving School Grounds

CLASS LISTS 2017
Children have been placed into different groups to the Kindy groups they attended. Please see the class lists when available.

PUNCTUALITY
Pre-Primary begins at 8.40am each day. For safety purposes we ask that children and parents wait outside the gates of the centre until the bell. The gates will be opened when the bell rings. To avoid accidents we ask that siblings and Pre-Primary children are discouraged from climbing on equipment before and after school.

It is very important for young children that you collect your child promptly as lateness can cause concern and uncertainty, especially in the early days when routine is still being established. If the primary caregiver is not collecting your child, please remind your child so they can anticipate who is picking them up. By informing the teaching staff we can reinforce this transition. **PROMPT collection is paramount for your child.**

PICK-UP AUTHORISATION & CAR PARK RULES

Pick-Up Authorisation
Pre-Primary children are required to be escorted to and from their class by their parents or another known/authorised adult. **UNFORTUNATELY, SIBLINGS OR UNDER-AGED CHILDREN ARE NOT AUTHORISED TO COLLECT PRE-PRIMARY CHILDREN - EVEN WITH PERMISSION FROM A PARENT OR GUARDIAN.**

To assist Pre-Primary staff, we ask parents at the beginning of the school year, to complete a form detailing authorised adults who may collect your child from Pre-Primary, at all times ensuring the safety of your child. If there are any changes on any particular day, we ask again that you advise staff and note the changes in the **CLASS DIARY** to maintain your child’s welfare and safety. We will not be authorised to dismiss your child with any adult without parental consent. Please note that authorisation may also be given by phone (on the day).

Pre-Primary can be contacted by phoning the school office on 9332 3011. We also ask that if you are delayed at any time and unable to collect your child on time, that you please notify us by phone so that we can dispel any fears in your child.

Car Park Rules
The large number of Pre-Primary and Kindergarten children arriving at the same location with the school, necessitates that dropping off and picking up be done in an orderly manner for the good of the whole school community. Please follow arrows and directions in the school car park. There is
only limited parking available near the Pre-Primary building. More parking is available on the left side of the service road near the Admin building, the right side of the driveway between the Church and the Canteen and there is ample parking in the Church car park facing Dean Road. **THERE IS STRICTLY NO PARKING IN THE DRIVE-THROUGH LANES OR IN THE DESIGNATED STAFF CAR PARK AREAS.**

**WHAT TO BRING DAILY**

An extra change of clothing placed in your child’s labelled school bag is requested in the event that your child should get wet or soiled. Wearing a hat outside is compulsory throughout the year and a clearly named hat should also be left in their bag. At Yidarra, we have a "**NO HAT, NO PLAY RULE**".

To encourage independence we recommend a large bag with an opening or zip that your child can manage themselves. This makes the routine of taking out hats/clothes easier for your child, which is very important for independence and confidence.

**CLOTHING - COMPULSORY YIDARRA SPORTS UNIFORM**

Please ensure ALL clothing is clearly labelled with your child’s full name. Sensible footwear **must be worn eg. sneakers or sandals. THONGS ARE NOT ALLOWED** as these are dangerous. Our programme emphasises activity and freedom of movement **all Pre-Primary children are required to wear a compulsory Yidarra Sports Uniform** throughout the year, together with the **Yidarra hat** when playing outdoors. Paint shirts are provided, however, at times your child may come into contact with paint whilst not wearing a protective shirt.

**TOYS**

It is school policy that children do not bring their own toys to school, ensuring that nothing is lost, broken or argued over. However, toys are special possessions of the children and we do allow for them and any other interesting items to be brought in for news and placed in the ‘**Show and Tell Basket**’ so that children may discuss these items with peers. However, we encourage these to be brought into the Pre-Primary and kept in a restricted area to avoid distraction and loss.

**ILL/TIRED CHILDREN**

Trust your own instincts and knowledge of your child and if you consider your child is unwell or tired please do not hesitate to keep them at home. Remember that school is a child's work and it is hard work, so they need to be well rested to gain full benefit from the programme.

Please call the school and notify the teacher if your child will not be attending due to illness/tiredness etc. Note - some communicable diseases such as chicken pox, school sores etc have specified exclusion periods from school, as outlined by the Health Department of WA, and exclusion will be required in the event of these illnesses.

**BIRTHDAYS**

Birthdays are very special and we love sharing these occasions with the children and yourselves. You are welcome to bring cupcakes (please cater for 35) and attend on roster on this day if you wish. If your child’s birthday falls within the school holidays or weekend, we are still keen to celebrate on another day (please consult staff to arrange another day).

**LIBRARY**

Pre-Primary visit the library on a weekly basis. All children require a clearly named library bag in which to carry borrowed books. A cloth bag with a drawstring is suggested.

During their visit to the library the children participate in a language/library session with the school’s teacher librarian. Your child is encouraged to choose a book on their own (with the teacher’s support) and this book is issued to take home for a week. Books will need to be returned on the next library day to allow your child to choose another book to take home.

**MORNING TEA & NUT FREE PRODUCTS eg Peanut Paste, Nutella**

Each day, please provide a **healthy snack** for morning tea. This will not be shared. We encourage continuing with fruit as a healthy choice for morning tea. If you would normally cut your child’s fruit at home, please do so for Pre-Primary and place it in a container. Please continue with sending in your child’s water bottle as they will be encouraged to drink water throughout the day. The drink fountain outside is refrigerated and children are also encouraged to use it.
LUNCH & NUT FREE PRODUCTS eg Peanut Paste, Nutella
Lunch is required every day. Please pack in a clearly named lunch container. The school canteen also offers ‘lunch orders’ daily and a Canteen Menu with price list and Canteen information will be issued to all families. Lunch orders must be completed online by 9am on the day. The canteen is closed before school and recess. To set up your account please visit www.ouronlinecanteen.com.au. All prices are listed on the Canteen Menu.

PLEASE DO NOT ORDER ICE CREAMS
We encourage NUT FREE products for morning tea and lunch due to some children having severe allergies. Please inform staff immediately of any allergies or food intolerances your child has developed.
PARENT INVOLVEMENT

ROSTER
Parents and family members are most welcome to visit Pre-Primary. One parent/visitor is invited to attend a selected rostered session throughout the week.

The rosters are posted on the outside noticeboard at the beginning of every term. Please feel free to put your name down for a session. Please note that both parents are welcome and if you are unable to attend, grandparents or other significant persons to the child are most welcome too! We especially welcome your visit on your child’s birthday.

Roster days are a special time for you and your child. The children love to show off their Pre-Primary and therefore, if possible, we ask that alternative arrangements are made for younger siblings, so that you and your Pre-Primary child can fully enjoy this precious time together.

WASHING/PLAY-DOUGH ROSTER
To assist in the operation of the centre, a small amount of washing will be sent home weekly and a playdough roster will be posted on the notice boards at the beginning of each term. A request will also be made for sandpit raking.

REPORTING YOUR CHILD’S PROGRESS
Parent interview days and times are set during the year to discuss your child's progress. However, if at any time you have any problems or queries, you are free to make an appointment with the teacher.

LITURGIES & MASSES
The school presents several liturgical occasions for the children and the community. Parents, family and friends are most welcome to attend. Dates and times appear in the weekly newsletters and term calendars.

COMMUNICATION
The school Newsletter link is sent via sms to families each week. For further information and term calendar dates, please visit the school’s website at web.yidarra.wa.edu.au or log in to your child’s class portal page.

Stay informed by also reading items on the Pre-Primary notice board and notes sent home in your child’s work bag.
TERM 1: WEEK 1, 2 & 3

WHAT CAN YOU EXPECT
First days at anything new can be a little daunting for all of us, as well as being very exciting. Please remember that it is normal and appropriate for children to be a little unsure, just as it is for you, the parent. We will do our best to help the first days to be as stress-free and enjoyable as possible.

HINTS FOR STRESS-FREE EARLY DAYS
• Avoid big build-ups as the unknown can be frightening.
• Talk about the first day but do not push conversation if your child is unsure.
• As hard as it is, try to avoid prolonged goodbyes! Instead, if you have any concerns over an uneasy separation, please phone us as soon as you can to confirm that your child has settled and is happy - your feelings are important too!
• Cuddles.

WHAT WILL WE NEED
• A smile.
• Your child’s bag containing a change of clothing, a named hat and a packed morning tea and lunch.
• A drink bottle containing water.
• 1 Note Bag – available from the Uniform Shop (you may use the one your child had at Kindy).
• 1 Library Bag – available from the Uniform Shop.
• 1 USB stick.
• A3 Display folder – do not need to bring into school.
• Roll on sunscreen.
(Please ensure all items are clearly labelled with your child’s name)

WHAT TO DO
1. Say hello to your teachers.
2. Once inside, choose a book to read with your child until they are settled and then leave when a bell is rung after 10 minutes. If your child is unsettled, please see the teacher.
3. Return to collect your child AT 3.00PM. Please wait outside the Pre-Primary gates until they are opened. Once open, please wait outside the Pre-Primary classrooms until your child is dismissed.
4. To avoid any distractions and accidents while you are waiting, children are NOT PERMITTED to play on the playground equipment afterschool. This includes siblings.
Success in the early years of schooling depends largely upon the acquisition of social skills. These skills are taught primarily in the home and are reinforced at school through social experiences with others. These skills help your child to perform at school in a confident manner.

Below are listed some important skills and ways you can develop them at home:

**INDEPENDENCE**
- Encourage your child to take responsibility for their own bag, lunch box, library bag and library book at school. This allows independence to grow.
- Encourage children to dress themselves, including putting on their own socks and shoes, even if it means waiting a few extra minutes.
- Give your child a responsibility around the house, as this will encourage them to be more responsible (eg. putting away toys, wiping tables etc). Small simple tasks give a sense of achievement.
- Consistently reinforcing limits with your child. If they break a rule or behave inappropriately, make them aware that actions have consequences. This firm action is kinder than it sounds and helps your child feel confident and safe.
- Praise all attempts, no matter how small - small gains grow into big successes.

**VERBALISING REQUESTS**
- If your child wants you to do something for them, encourage them to ask you first to solve simple problems. Children get into the habit of expecting adults to do things without asking them and this is difficult for other adults who do not know them as well as you.

**INSTRUCTIONS**
- When you ask your child to do something, ensure that they follow your instructions. Often children can only follow a small number of instructions at a time, so try one or two simple instructions and build up from there. Praise all attempts.

**SKILL DEVELOPMENT**
- "Spend time not money": Skill development books are not as valuable as spending time reading or talking with your child. Showing an interest in your child's day is very important.
At Pre-Primary we wish to enhance your children's present skills and provide them with many other skills to develop and refine, as these become the foundations for their future learning.

We will endeavour to create an environment that promotes personal and individual growth in all areas of development. As we have previously indicated, social and language skills are a very valuable component of the Pre-Primary programme and the area in which we witness greatest growth.

During the time your child attends Pre-Primary we would expect to:

- Provide children with opportunities to express themselves.
- Provide opportunities to make friends with other children and socialise in a group.
- Provide opportunities for children to help each other and to respect others' rights.
- Help children to learn how to appreciate the feelings of others, to accept good and bad and how to lose with good feelings.
- Encourage creativity and self-expression.
- Develop the children's self-confidence, independence and give them a sense of achievement in everything they do.
- Promote socialisation skills.
- Make children feel that their ideas are respected and will be listened to.

We aim to encourage the growth of your child from an egocentric infant to a cooperative Pre-Primary child. We will provide the opportunity for children to learn and practise social skills that will enable them to interact effectively with others. We will also provide them with many other opportunities to learn.

We hope that when your child leaves Pre-Primary he/she will be confident, independent, competent, a good socialiser, have a basic knowledge of themselves and their environment that they can build upon in future years, and most importantly, show signs of reaching their full potential as an individual.

We aim to develop the whole person, catering for all areas of development.

These are:
- Spiritual development
- Socio/emotional
- Language
- Cognitive
- Physical
- Creative
1. SPIRITUAL DEVELOPMENT

One of the most important tasks for the parent and teacher is to assist each child to develop a positive self-concept. Without this and the sense of self-worth it brings, children cannot begin to care about others and will have difficulty in responding to God in all ways that will lead to a healthy relationship of faith.

Early childhood religious education is a process:
- of developing awareness
- of growth and
- of nurturing a child's spirit.

A Pre-Primary Religious Programme assists in laying a foundation of faith for the children and provides them with a means of worship that has value and is relevant to them.

2. SOCIO/EMOTIONAL

- The children will learn to value themselves and their abilities.
- The children will develop skills that will enable them to be socially and emotionally competent.
- The children will learn how to be part of a group and function effectively and cooperatively as group members.
- The children will value and accept others.
- The children will develop a sense of respect towards others and their possessions and towards other living things.
- The children will develop good healthy habits and understand why they are necessary.
- The children will develop an understanding that there are rules they must follow and the consequences of not doing so.
- The children will develop a sense of responsibility and caring towards others and their environment.
The children will develop an understanding that language is a tool for exploring ideas and experiences.

**ORAL**

- The children will develop an awareness of and practice courteous listening skills.
- The children will listen for a variety of purposes.
- The children will develop an awareness of and practice courteous speaking skills.
- The children will be encouraged to develop confidence in speaking.
- The children will use speech for a variety of purposes eg news-telling, sharing, storytelling, expressing needs/wants.

**WRITTEN**

- The children will develop an understanding that print contains meaning.
- The children will be encouraged to experiment with written language.
- The children will be encouraged to write their own name.
- The children will be encouraged to develop a positive attitude towards writing.
- The children will be encouraged to develop a positive attitude towards reading.
- The children will experience a wide variety of literature.
- The children will develop a positive attitude towards books and will develop skills in book use.
The children will be encouraged to develop a desire to learn and participate in activities.

The children will develop an ability to concentrate.

**MEMORY SKILLS**
- The children will develop an ability to apply the knowledge they have to gain more information and a greater understanding.
- The children will develop recall skills.

**PERCEPTUAL LEARNING**
- The children will develop an ability to discriminate between objects, symbols etc.
- The children will develop an ability to match and group objects.
- The children will develop mapping skills such as a knowledge of location, position etc.

**THINKING AND REASONING**
- The children will develop an ability to group and classify according to characteristics.
- The children will develop an ability to seriate.

**PROBLEM SOLVING**
- The children will develop an understanding of cause and effect.
- The children will develop an understanding of change.
- The children will be encouraged to develop divergent thinking ie. ‘many kinds of pairs’.
- The children will develop other mathematical skills such as:
  - One to one correspondence
  - Numeral recognition
  - Number recognition
  - Basic measurement
5. PHYSICAL DEVELOPMENT

- The children will be given many opportunities to develop both gross and fine motor skills.
- The children will master gross motor skills ie. hopping, skipping etc.
- The children will develop an awareness of the capabilities and limitations of their own bodies.
- The children will master fine motor skills ie. finger/thumb opposition, pencil grip etc.
- The children will develop skills in the use of both indoor and outdoor equipment.

6. CREATIVE ARTS

- The children's creative development will be encouraged through art, music and movement and drama.
- The children will be encouraged to develop a positive attitude towards art, drama and movement and music.
- The children will develop an enjoyment of art creating and experimenting.
- The children will participate in singing songs.
- The children will develop a repertoire of songs.
- The children will participate in movement activities.
- The children will develop a sense of, and understanding of beat and rhythm.
- The children will be encouraged to develop self-expression through role play.
THE PRE-PRIMARY

We provide consistent areas of learning and opportunity in support of our educational programme. To help provide insight into these areas the following is for your interest:

WHY PAINTING AND DRAWING?

This opportunity aids in the development of:

- Pencil grip
- Hand-eye coordination
- Concentration
- Language amongst peers
- Fine motor skills
- Recall skills

Painting and drawing allow for:

- The expression of ideas and feelings
- Experimenting with shape, size, colour, space and two dimensional perspectives
- Satisfaction and achievement
- A means of communication and putting unseen thought into a material others can understand and appreciate

WHY THE HOME CORNER?

In the home corner, children are role-playing.

It is valuable because they are acting out various experiences they may have had or something that may be of some concern to them. This means that they are experiencing decision making on how to behave in the future and are also practising social skills. We all learn by doing, and this is a particularly fun experience.

The home corner aids in the development of:

- Recall skills
- Language
- Creativity in thought and action
- Social skills
- Sharing
- Interaction with others
- Exploration and sharing of ideas
- Development and coordination of muscles
- Responsibility (packing away)

The home corner provides opportunities for children to identify with the adult world. Most importantly the home corner provides opportunities for working out problems and experimenting with solutions.
WHY THE BOOK CORNER?

The book corner is very important, particularly with regard to language, as it provides the children with the opportunity to experience print.

Children can develop concepts of print such as:

- Existence of print and picture
- Letter shape
- Directionality eg. print moves from left to right
- Print informs

The book corner also helps the children appreciate books and to use them as a source of enjoyment, information, knowledge and ideas.

The book corner aids the development of:

- Visual discrimination
- Language development
- Concentration
- The understanding of words such as:
  
  - story, sentence, letters, word, page, full stop, capital etc.

- Sense of story structure (for creative writing)
- Structure of language/grammar
- Book knowledge

WHY PUZZLES?

Puzzles provide the opportunity to develop many skills and concepts such as:

- Small muscle control
- Hand-eye coordination
- Counting and sequencing
- Visual discrimination
- Matching
- Concentration
- Size, shape and colour comparison
- Language expression

The puzzle cupboard also provides pre-reading exercises and provides satisfaction in completed work.
WHY PLAY-DOUGH?

Play-dough and clay are most important for children to develop the muscles within their fingers and wrists. It is important for these muscles to be strengthened so that they are strong enough to hold and manipulate a pencil for writing.

Play-dough also develops:
- Basic Maths concepts such as size, number, colour and shape
- Language
- Social skills: sharing, interaction
- Creativity and imagination
- An understanding of construction

WHY COLLAGE?

This opportunity assists in the development of pencil grip, hand-eye coordination, recall skills, concentration, fine motor skills, language amongst peers and problem solving.

Collage also provides opportunities for self expression and creativity, seeing, feeling, using a variety of materials, construction and a sense of achievement.

WHY THE BLOCK CORNER?

The block corner helps develop many basic skills such as:
- Exploration and sharing of ideas
- Sharing of equipment
- Interacting with a varying number of people
- Sharing a limited space with others
- Language development
- Creative development
- The development, coordination and control of both large and small muscles.
- Hand-eye coordination

The block corner also aids in the development of various Maths and Science concepts.

MATHS AND SCIENCE

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Our School's Religious Education Programme

When does Religious Education begin?
Children's Religious Education begins at home. Parents are educating their children in all sorts of ways long before they come to school. The Faith experience children have from the time they are born forms the foundation and content of their Religious Education programme in school. Parents and teachers need to be partners in the Religious Education of children.

Do parents have a role in the school's RE Programme?
Yes, in fact one of the essential steps in the RE process is leading children to recognise how God seeks to help them through giving them parents and others who show them how to reflect God. From time to time your child will also need your help in specific home RE activities.

How can parents find out what is happening in RE?
As parents you are invited to talk to your child's teacher about the RE programme.

What's our Religious Education Programme?
A Catholic school's Religious Education programme is a systematic and sequenced programme of helping children to relate our Catholic faith with their daily lives. It has been developed by school staff, drawing upon Religious Education Guidelines issued by the Diocesan Bishop.

What are the Religious Education Units of Work?
They are a series of resources upon which pre-primary, primary and secondary teachers of Religious Education are required to develop their class programmes in Religious Education. The Units of Work outline RE programme content and suggest teaching strategies.

The RE Units of Work are grouped under three major themes which focus upon how children can reflect God who is Creator, Mystery and Trinity. In primary, the 12 Units of Work are set out in four levels as follows:

- Level 1 for Pre-Primary and Year 1* (Level 1 has more than 12 Guidelines)
- Level 2 for Years 2 and 3
- Level 3 for Years 4 and 5
- Level 4 for Years 6 and 7

What's in the Religious Education Units of Work?
They contain all the fundamental Catholic beliefs and practices that children need to learn during their primary schooling.

Is prayer taught in the Religious Education Programme?
Yes, there is a special section in the RE Guidelines on Prayer as well as on Sacraments and Word. At each level children are taught particular traditional prayers. Also, they are given an opportunity for spontaneous and other forms of prayer and they are encouraged to make prayer part of their daily lives.

What is taught about Sacraments...Commandments?
The school RE programme helps children appreciate what God is offering them through each Sacrament. They are taught how to celebrate the Sacrament and how to draw on its gifts for their lives. The Sacraments are never presented in a way that is unrelated to the children's lives. The children are taught about the Word of God in a similar way and the Commandments are part of the Word of God.

How much time is given to Religious Education?
While the Religious life of the school needs to be in all aspects of its life and curriculum, the following are minimum time allocations for primary and secondary:

- Pre-Primary and Year 1: 15 minutes per day
- Years 2 – 7: 30 minutes per day
- Years 8-12: 160 minutes per week

Is there memorisation in Religious Education now?
Yes, memorisation of basic beliefs and prayers is as essential to Religious Education today as ever. Students are encouraged to “memorise” after they have understood what they are being taught. Memorisation is part of the balance Pope John Paul II called for in Religious Education when he said:

“The restoration of a judicious balance between reflection and spontaneity, between dialogue and silence, between written work and memory work.”

(CT55)
Aims Of The Catholic School

1. What kind of student does a Catholic school seek to develop?

The Catholic school seeks to help students develop as people of faith as well as people with well-balanced and rounded personalities. To become these, students need to develop their natural gifts, as well as their special gifts from God. They need to develop also in an integrated way, their abilities and attitudes, so that they can become balanced as Christian human persons.

It seeks to develop students who contribute to the spread of the Gospel of Jesus Christ by:

- promoting good within their society so that it reflects increasingly the values and teachings of Jesus, including those about God, God's love, forgiveness, peace and justice
- seeing the value as well as the weakness of social attitudes and practices from a Christian perspective, and trying to contribute to their improvement
- developing their own potential by integrating into their personalities their natural gifts as well as the special gifts God has given them as Christians

The Religious Education Guidelines seek to assist Religious Education teachers to play their role in this by helping students appreciate the vision towards which they are called by God. Remember, God created each in his own image and likeness, and offers his help to achieve this vision.

2. What are the aims of a Catholic school?

A Catholic school can only be understood within the context of the Mission of the Catholic Church – which is “evangelisation”. Evangelisation is a theological term which means helping people to make the Gospel of Jesus part of the ‘flesh and blood’ of their lives. It means helping them to become the individuals God intends them to be, and teaching them how “to live knowingly as children of God” (CS7).

The Catholic school aims to help students to develop in every way possible – that is intellectually, psychologically, spiritually, morally, religiously, socially and creatively. Only then can students become the individuals God wished them to be.

It recognises that its students have many natural gifts and qualities. But it recognises also that they have many special gifts by God through the Sacraments, especially Baptism, Confirmation and Eucharist.

The Catholic school seeks to help its students to develop all of these. It seeks to help each individual to develop as a “whole person”.

The school, then, does not value the gifts that are part of each individual’s personality more than the special gifts from God – or vice versa. It is concerned with every gift of every child.

<table>
<thead>
<tr>
<th>In practice, we can say that the Catholic school seeks to help students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Integrate faith and culture which means play their future roles as Christian adults in our society and</td>
</tr>
<tr>
<td>* Integrate faith and life which means develop as totally integrated Christian personalities.</td>
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</tbody>
</table>

Religious Education in a Catholic school can only be understood within these aims.
DEVELOPMENTAL LEARNING
- Parents as Partners -
First Steps

People come in all sorts of shapes and sizes. They look different, sound different and behave differently. In spite of this, there is a common pattern of growth and development which can be traced from birth through to old age. Parents know and expect that their children will achieve a range of developmental milestones, such as rolling over for the first time or cutting their first teeth. Each milestone achieved is a cause for rejoicing and is usually lovingly remembered.

Some children do everything according to ‘the book’. Some take longer than others to reach milestones, some skip a few. Overall, however, the pattern of development follows a fairly predictable course.

Most parents know instinctively how best to help their children at each phase of development; for instance, they provide a supporting hand under a new baby’s head; they hang up bright mobiles to stimulate their babies and help them focus their gaze and they give toddlers things to chew on when their teeth are coming through.

Later on, although growth and development are continually taking place, the changes are not quite so obvious. The difference in physical growth and development between a baby and a one year-old is very marked. The development that takes place between the ages of nine and ten may not be as dramatic, but it is equally important.

Just as the milestones of physical growth can be charted, so too can milestones of literacy development. Some children reach milestones very quickly, others take longer; some may make a few long leaps and miss a few milestones, others move steadily from one milestone to the next. Little children develop in their own good time. Just as you can’t force children to grow or to walk before they can crawl, so you can’t make them read, write or spell perfectly before they have reached the right sort of literacy milestones.

A DEVELOPMENTAL APPROACH

At Yidarra Pre-Primary we support a developmental approach to teaching and learning. Students develop and learn at different rates and in different ways, constructing new knowledge and understandings in ways which link their learning to their previous experiences.

Learning and teaching programmes are built around knowledge about children’s development; their linguistic, social, emotional, aesthetic, spiritual, creative, physical and cognitive ways of knowing. They are purposeful and appropriate to the child’s current thinking, interests and ways of learning.
For Parents

How can I help my child with reading?

- Read to your child as often as you can.
- Encourage your child to choose the books you read together and help the child to tell the story from pictures in the book.
- Talk about the books you read and the people, things and animals in them.
- Draw attention to the illustrations when reading to your child.
- Enrol your child in the local library.
- Select books that describe familiar experiences, concepts and objects as well as fairy tales and fantasy stories.
- Make sure your child sees members of the family reading.
- Buy books as presents. Let your child help you choose them.
- Keep audio tapes of favourite stories and songs in the car to play on long journeys.
- Help your child to recognise his/her name. Write simple dedications inside the child's own books and encourage them to start building their own book collection.
- Teach your child nursery rhymes and songs.
- Make use of quality 'book and tape' sets during busy times in the daily schedule.
- Select books that use repetition to capture the rhythm of language, e.g. *The Three Billy Goats Gruff*.
- Tell stories on the way to the shop, at bath time, at bed time.
- Always keep a selection of books in your bag.
- Place labels around the home, e.g. 'These are Kim's favourite books.'
- Hold the book so the child can see the pictures and writing.
- Let the child hold the book and turn the pages.
- Encourage the child to join in and 'read' too.
- Leave the book handy for private readings to teddy.
- Help your child to tell the story from the pictures in the book.
- Talk about everyday print, e.g. "We are going in here to get a hamburger. See the sign, it says 'Harry's Hamburgers'.”
- Sometimes point to the words as you read.
- Talk about your plans, e.g. 'Today I am going to make a cake, let's look at the recipe.'

- Before beginning to read, settle your child down and talk a little about the book, e.g. 'This looks as if it's going to be a funny story.'
- Accept and praise your child's attempts to read.
- Visit the local book shop.
- Fill your child's room with posters, books, pictures, mobiles of book characters.
- Make a cloth book bag to take books with you wherever you go.
For Parents

How can I help my child with writing?

- Find time to show children that you value reading and writing for yourself, and share reading and writing with them. Reading teaches children many things about writing and experimenting with writing helps children develop their understandings about reading.
- Take children to the library and encourage them to select their own books.
- Share simple picture storybooks whenever you can. Talk about the pictures and story and relate events or characters to your child’s experiences. Encourage questions and predictions about the stories.
- Read and sing nursery rhymes with children. Use as many action rhymes as possible, such as ‘one little piggy went to market’ or ‘pattacaake…’
- Read books which feature rhyme and repetition. Sometimes point to the words as they are read. Encourage children to join in and to predict which words come next.
- Talk about print in the environment, e.g. stop signs, advertisements.
- Show children how you use writing. Write messages, shopping lists, telephone messages, letters and greeting cards in front of the children and talk about what you are doing.
- Provide a special place for children to write. Equipment such as a small table or desk, an easel-type blackboard and a notice board for displaying writing plus a range of writing materials such as scrap paper (lined, coloured or plain), used greeting cards, crayons, bank forms, mail order forms, envelopes and little note-books would provide an excellent environment for children to experiment with writing.
- Find opportunities to display children’s names.
- When children ask about letters of the alphabet, call the letters by their names not the sounds they may represent.
- Talk about alphabet books and answer children’s questions.
- Provide magnetic or plastic letter tiles for children’s play.
- Allow children to use a typewriter or word processor to play with and write messages. They may discover some letters from their name.
- Write messages for children to read, e.g. Please feed the cat, Kim. Please phone Nanna.
- Play rhyming games like ‘I spy…’

- Respond positively to the message in your children’s ‘writing’ rather than the letter formations or spelling. Celebrate children’s efforts and encourage them to have-a-go at writing.

Becky: ‘I made my shopping list.’

Kylie: ‘I am writing my mum a letter.’

Becky and Kylie know a lot about written language. They need encouragement to continue their development.

PART 111 Phases of Writing Development
For Parents

How can I help my child with speaking and listening?

Children learn to talk because they have a powerful motivation to communicate with people. They learn language not just by observing and copying, but by speaking with others as they attempt to make sense of their world.

- Listen to what your child is saying or trying to say.
- Talk to your child often.
- Provide information on ‘how to talk’ by valuing what your child says and providing a model of how to communicate, e.g. through initiating and maintaining conversations.
- Talk about familiar things and ensure that your child has a wide range of experiences to talk about.
- Involve your child in plans, e.g. preparing for a shopping trip or holiday.
- If your child gets stuck, help him/her to express what he/she wants to say. Your child will then understand more about language and use it effectively in many situations.
- Read a wide range of books together. Children enjoy the experience and learn to love books and reading. Books provide valuable opportunities to talk together while introducing children to the patterns and sounds of the English language.
- Continue to read ‘favourite’ books. Repeated readings help children make sense of print.
- Link reading, writing and talking as often as possible. For example, talk about and write a simple shopping list in front your child. Read it together.
- Say or sing nursery rhymes and action rhymes with your child.
- Encourage your child to talk with other children. This will provide opportunities to interact with different models of language.
- Provide an example of good listening and avoid responding with ‘Mmm’ or Just a minute’.
- Talk about topics of mutual interest with the expectation that your child will listen and respond.

- Write as you or your child dictates to show relationship between written and spoken word.

Model standard speech by repeating a phrase using an acceptable form. For example:

Child: I did went there.
Parent: Yes, you went there.
Child: All gone juice.
Parent: Yes, it’s all gone.

- Provide toys and household materials that help your child learn while stimulating talk. Examples could include:
  - blocks
  - plasticine, dough or modelling clay
  - dolls and soft toys
  - movable toys, e.g. cars, balls, bikes
  - jigsaws, e.g. inset boards, posting boxes
  - cardboard boxes, cartons
  - dress-up box.

- Create an outside environment that encourages exploration and manipulation:
  - swings
  - sandpit
  - cubbyhouse.

- Play inside and outside games.
- Enrol in a toy library and book library.

PART 111 Phases of Oral Language Development
SUCCESS

**Support**
- Parents: give children support and encouragement as they 'have-a-go' at things. They don't expect that children will get everything right the first time round.
- Teachers: provide a supportive, accepting language in the classroom where the needs of individuals will be met.

**Understanding**
- Parents: understand that each of their children is different and provide lots of support as they develop in different ways.
- Teachers: understand that each child is different and will need to be supported in different ways in the classroom programme.

**Carrying**
- Parents: care deeply about their children, watching their progress and offering praise, help and support when it is needed.
- Teachers: respond to the needs of all children in the class. They guide children in their efforts, telling them where they got it right and where they could improve.

**Communication**
- Parents: talk things through with their children, listen to what they are saying and answer their questions.
- Teachers: allow children time to interact with each other, talking their ideas through and discussing problems. Teachers make sure children know that they believe and expect that they will succeed.

**Experimentation**
- Parents: allow their children to experiment, solve problems and try things out.
- Teachers: provide opportunities for children to experiment and solve problems in situations that make sense to them.

**Sharing**
- Parents: encourage children to talk about their feelings, experiences, ideas and offer suggestions.
- Teachers: encourage children to discuss their ideas, talk about how they solved problems and decide what they would like to do better.

**Success**
- Parents: praise children's efforts as they attempt new things. In this way children learn to have faith in themselves and their own ability and the foundation of success in adult life is soundly laid.
- Teachers: recognise and praise children's achievements no matter how small they are. Teachers make sure all children experience success by providing a learning programme that takes into account children's developing knowledge and understandings, skills and strategies.
Dear Kindergarten Parents/Guardians

All Pre-Primary children are required to wear the Yidarra Physical Education Uniform.

The Pre-Primary PE Uniform is now available for purchase from the Uniform Shop. Sandals may be worn with the summer sports uniform during the summer months.

THE UNIFORM SHOP IS OPEN:
- Every Thursday 2.00-3.45pm during the term.

Yours sincerely

Principal

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**GIRLS & BOYS**

**YIDARRA SPORTS UNIFORM**

- Jade green polo shirt (with crest)
- Navy microfibre shorts (quick dry fabric)
- Navy tracksuit (with crest)
- White sport socks
- Sneakers: white or black
- Sandals: (only Pre-Primary children can wear sandals with their sports uniform during the summer months)

**Thongs are not allowed in Pre-Primary**

- Yidarra Hat
Dear Parents/Guardians

$230 BOOKLIST LEVY (CONSUMABLES)

There is no booklist for Pre-Primary students. Instead, the school will be placing a bulk order for mainly consumable items, which will be used by your child in Pre-Primary. A Pre-Primary Booklist Levy will be included in your school fees as “Consumables”.

The only items you will need to supply on the first day of school are:

1 X Note Bag
1 X Library Bag
1 X 4GB USB Flash Drive
1 X A3 Clear Display Folder (retain at home)
1 X Tissue Box

(Both the note bag and library bag are available from the Uniform Shop)

* Sharing equipment has proven to be quite economical and with some items it is unnecessary for one item per child to be provided.
* Hence, extra equipment and consumables can be purchased and your child benefits from the extra resources.
* The requirements have been worked out on a whole class basis, making it more appropriate for a general order to be made instead of individual orders.

Parents of a Pre-Primary student are asked to pay a levy rather than order their child’s requirements individually. The price is similar to an individual booklist price and will be included in your school fees. Most items are consumables and will be used up during the course of the year.

* A list of the equipment that your levy will be supplying is on the next page.

Yours sincerely

CARMEL COSTIN
Principal
2017

PRE-PRIMARY

BOOKLIST LEVY ITEMS

$230

(The “Consumables” levy will be included in your 2017 school fees)

<table>
<thead>
<tr>
<th>Consumable Collage Materials</th>
<th>Cooking Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Lead Pencils</td>
<td>Coloured Paper and Card</td>
</tr>
<tr>
<td>Coloured Pencils</td>
<td>Scissors</td>
</tr>
<tr>
<td>Glue/Paint Brushes</td>
<td>Paints/Dyes</td>
</tr>
<tr>
<td>Textas</td>
<td>Sticky Labels</td>
</tr>
<tr>
<td>Erasers</td>
<td>Paper Plates</td>
</tr>
<tr>
<td>Sticky Tape</td>
<td>Consumable Collage Materials</td>
</tr>
<tr>
<td>Masking Tape</td>
<td>Disinfectant</td>
</tr>
<tr>
<td>Whiteboard Markers</td>
<td>Hand Soap</td>
</tr>
<tr>
<td>Glue Sticks</td>
<td>Sponges</td>
</tr>
<tr>
<td>Markers</td>
<td>Laminating Pouches</td>
</tr>
<tr>
<td>Staples</td>
<td>Litho Paper</td>
</tr>
<tr>
<td>Glue</td>
<td>Envelopes</td>
</tr>
<tr>
<td>Origami paper</td>
<td></td>
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</tbody>
</table>

The only items you will need to supply on the first day of school in 2016 are:

1 X Note Bag
1 X Library Bag
1 X 4GB USB Flash Drive
1 X A3 Clear Display Folder (retain at home)
1 X Tissue Box

(Both the note bag and library bag are available from the Uniform Shop)