

# Poowong Consolidated School



**POOWONG**  
CONSOLIDATED SCHOOL

# 2022 Prep Information Booklet

# PREP ENTRY INFORMATION PACK 2022

Dear Parents,

There is a wonderful educational journey waiting for your Prep child at Poowong Consolidated School in 2022.

We have prepared a **“Prep Entry Information Pack”** for parents, to hopefully provide some of the answers to the many last minute questions you might have regarding your child’s entry into Primary School.

**The pack contains:**

- Prep Information Booklet
- Information about the “Staggered Starting Times” on the first day of school, Term dates for 2022 etc
- Welcome to Primary School information booklet

If you have any further questions about your child’s enrolment please phone the school.

Kind Regards,

Cate McKenzie  
Principal

## **PREP STARTING DAY:**

**Preps commence on Monday 31<sup>st</sup> January, 2022.**

**Please note: During the first 4 weeks of school - (February only),  
Prep children come to school on the following 4 days only:**

- **Monday - 9:00am-3:30pm**
- **Tuesday - 9:00am-3:30pm**
- **Wednesday (NO school on this day during February)**
- **Thursday – 9:00am-3:30pm**
- **Friday – 9:00am-3:30pm**

Each Wednesday in February, your child stays at home.

During these days, class teachers will schedule a time to complete the On-Line English Interview with you and your child. A time will be given to you by your child's class teacher.

### **School Times**

9:00am – 3:30pm

**Prep children commence full time 5 days a week from  
Wednesday 2<sup>nd</sup> March 2022.**

# Introduction



## School Times

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**SCHOOL BEGINS PROMPTLY 9:00am.** Encourage your child to be on time. 8:45am is the suggested time of arrival. This allows a short orientation period with friends before the music starts for the beginning of the day.

**School Day:** 9:00am – 3:30 pm

**MORNING RECESS:** 11:00am – 11:30am

**LUNCH:** 1:30pm – 2:30pm

(Prep children eat their lunch in the classroom between 1:30pm – 1:40pm)

**ASSEMBLY:** 3:00pm – 3:30pm each Friday

**SCHOOL FINISHES** – 3:30pm

## Term Dates 2022

**Term 1:** 31<sup>st</sup> January – 8<sup>th</sup> April

**Term 2:** 26<sup>th</sup> April – 24<sup>th</sup> June

**Term 3:** 11<sup>th</sup> July – 16<sup>th</sup> September

**Term 4:** 3<sup>rd</sup> October – 20<sup>th</sup> December

## The First Day

**Arrive on time:** not too early though. A long wait to begin with all the other parents and children may be a little stressful. **Leave cheerfully and don't linger.** Your presence may distract from this new and exciting world. Letting go can be hard we know, but be positive and re-assuring. This will help your child to feel confident about this new school world. It's natural for children to experience some fears about school - as well as excitement.

**Please make sure you collect your child on time (12:30pm on the first two days!).** It is very distressing for a Prep child not to be picked up on time. If you are sending your child on the bus on their first day of school, feel free to drive down and meet the bus at school to take them into their classroom for the first time.

### **What your child should bring on the First Day**

- School bag (named).
- Lunch in a lunch box and drink in a plastic container- **NO FIZZY DRINKS PLEASE.**
- Play Lunch (small snack) for your child to eat at morning recess- fruit, cheese, biscuits etc. are always a winner. Please make sure children's lunch and snacks are in zip-lock bags or containers that they can open independently.
- Spare underwear. Children who may need it should have spare underwear in a plastic bag, clearly labelled in their schoolbags for use in an emergency.

**\* Student book pack –needs to be purchased at the office or via direct deposit, cash, eftpos or cheque, as per the instructions in the information previously provided. The office will be open on Friday 28<sup>th</sup> January, 2022 from 9:00am to 4:00pm if you wish to pay in cash/eftpos.**

## School Requirements

### Once your child is at school:

1. Children arriving after 9:00am are marked 'late' on the attendance register and must be signed in at the office on the Sentral Kiosk. Encourage children to go to bed early and, if possible, do not bring them to school before 8:45am - **But do be on time. It is upsetting for the child to be late for school.**
2. We would ask that your child be allowed to say goodbye at the line-up area. This is located near the toilets in the undercover area. It is important to develop their independence in the school setting. Please allow and encourage your child to organise his/her own belongings (reader, notices, etc.) as this fosters self confidence and self esteem.
3. Show an interest in the work your child brings home and, if possible, display it in the house, e.g. on the door of your fridge.
4. ***Check school bag and red satchel for notices sent home from school.*** Your child's reader cover will be in the red satchel and their reader read with them each night. You might like to read **to** them at the beginning of the year and get them to repeat each sentence as you point to each word together.
5. The only precious thing that should come to school is your child. Please do not send valuable or breakable toys or glass to school. All toys and books brought to school must be clearly named. Items of popular culture, such as cards and high tech toys, ipods, ipads, phones etc must not be brought to school as they represent values we do not wish to reinforce and cause undue grief if lost, broken or unadvisedly swapped. The schools insurance does not cover damage or loss of these items.

### Parent Participation

You can share in the educational growth of your child by participating in the classroom Literacy rotations and reading program, P.M.P. (Perceptual Motor Program), excursions or school special events, canteen. You must have a current Working with Children's Card. If you can think of another way you can help the school eg. running a lunch time club, covering books for the library or if you have another skill that you think may help the school, please discuss this with Mrs Hallyburton.

### Lunches

Please do not provide more lunch than the children can eat and please give them things they like. Your child will bring home uneaten lunch and you will soon learn their needs. Please minimise packaging and use recyclable containers for drinks as the school has a waste minimisation program in place.

Due to our school day being divided into 3 sessions 9:00am - 11:00am, 11:30am – 1:30pm and 2:30pm - 3:30pm, we suggest that you provide your child with 2 smaller meals/snacks rather than one small snack and a large lunch pack.

**GLASS AND TIN CONTAINERS ARE NOT PERMITTED AT SCHOOL!**

## **Clothing** (also refer to school uniform)

### Points to Consider:

1. The best clothes for school are those that the children can manage unaided. The school uniform is designed to enable children to look smart and well groomed and to enable them to participate freely in all activities.
2. Shoes with platforms, high heels or without back support do not permit free movement and are therefore detrimental to physical development. Thongs are **NOT** permitted. Good quality runners, traditional school shoes or robust sandals are recommended.
3. All children's clothing is to be named. Named clothing is returned promptly but unnamed clothing is seldom traced and is consequently given to charity at the end of each term. See that all personal articles are CLEARLY LABELLED with your child's name. This includes books or other items that are brought to show or share with the class.
4. It is necessary to provide your child with the school approved broad-brimmed sunhat in first and fourth terms. We have a selection of hats which are available from the Uniform Shop. Please clearly identify your child's hat so it is easy for your child to pick it out from all the other similar looking hats, e.g. a sewn on button or badge.
5. Uniforms are purchased through our provider – Beleza. This can be done online or at any of their retail stores – Warragul & Pakenham.

The wearing of school uniform is compulsory at Poowong Consolidated School. The uniform is designed to be flexible, economical and appealing to the children.

**PLEASE NOTE: NAVY BROAD BRIMMED SUN HATS ARE COMPULSORY FOR OUTDOOR ACTIVITIES DURING TERMS 1 AND 4.**

## **UNIFORM**

**GIRLS:** Summer dress; or Winter navy pinafore

Navy shorts with school polo shirt.

School windcheater/bomber jacket

Navy tracksuit pants

Wide brimmed hat

**BOYS:** School polo shirt

Navy tracksuit pants or shorts

School windcheater/bomber jacket

Wide brimmed hat

## **Safety**

Train your child to know his/her full name, address and phone number.

Start teaching road safety now. The foundations you lay will be carried on further by the teachers.

School crossings are there for your child's safety - please INSIST that he/she use them.

## **Excursions where transport is involved**

After each excursion is researched and costed. A notice is sent home detailing the activity. Attached to each individual excursion notice is a permission form, which is necessary for the parents to sign. The Department of Education and Training Policy and Guidelines regarding excursions are followed by the staff at Lyndale Greens Primary School. It is a great help to staff if all forms can be filled in, signed and returned promptly.

## **Buddy System**

Prep students are partnered with a year 6 buddy. During the partnership, middle year teachers coach their students in being an effective buddy and identify behaviours, which will foster this relationship. During the year they continue to touch base with Prep teachers and provide follow up guidance as required.

Our Buddy Program provides Prep children with an older student who is their specific buddy for the year. The senior buddies look out for their prep buddies; they help them in a range of ways in the playground. They talk to them and generally help them to settle into school life.

During term one the senior buddies have specific session times working with their buddy in the classroom as well as spending time with them at recess and lunch to help them settle into school.

We have found this program to be highly effective in assisting our new prep children to settle into school. The older children also gain many skills such as responsibility, caring, being organised etc.

## **Health and Notifiable Infectious Diseases**

### **Infectious Diseases (exclusion of students from school)**

**CHICKEN POX** Until fully recovered or at least one week after the eruption first appears

**CONJUNCTIVITIS** Until discharge from eyes has ceased.

**DIPHTHERIA** Until medical certificate supplied.

**IMPETIGO** Exclude until treatment commenced. Sores to be covered.



**MEASLES** For at least five (5) days after the appearance of the rash or until receipt of a medical certificate of recovery from infection.

The school must be notified so that non immunised contacts can be alerted.

**MUMPS** For 9 days or until swelling goes down.

**RUBELLA** Until fully recovered or at least five days after onset of rash.

**PEDICULOSIS** (Head Lice)-Until appropriate treatment has commenced.

**WHOOPIING COUGH** Until 2 weeks after onset of illness and until receipt of medical certificate of recovery from infection. Non immunised domiciliary contacts must be excluded

## SCHOOL READINESS

### Preparing your child for school

Parents can do much to make the transition from home to school a happy one.

- Talk freely and naturally to your child about school in the months beforehand.
- Show by your actions and words that you think school is a happy place.
- As children are required to eat lunch at school, why not invite a little friend in occasionally for a cut lunch to eat in the garden.
- Encourage your child to do without you for a few hours without getting upset.
- Make sure they are in the habit of:
  - flushing the toilet after use
  - washing their hands after going to the toilet and before meals
- Shoes sometimes need to be removed. Buckles and Velcro's fastenings or slip-on shoes are easier for children to manage. However, if lace-up shoes are worn please ensure you teach your child to tie them up.
- Provide opportunities for your child to be responsible for simple tasks and praise them upon completion e.g.
  - packing up toys
  - hanging up bathroom towels
  - feeding the family pet
  - setting the table for dinner
- Ensure your child can say their full name, address and telephone number.
- Is your child in good health? Have sight and hearing been checked lately?

## **Home as a Learning Environment**

### **Introduction**

**You have been your child's first teacher. You have assisted your child to learn many things such as crawling, walking and communicating. You can continue your valuable role in sharing the learning and teaching that is happening for your child at Poowong Consolidated School.**

- Encourage children to speak about their activities, allow time to discuss topics raised and be prepared to answer endless questions.
- Discuss use of print in the environment, e.g. road signs, restaurant names. Talk about the name of the starting letter and its correlating sound.
- Provide your child with a large, clear alphabet chart and talk about letter names and sounds.
- Involve children in simple board games and card games e.g. Animal Dominoes, Colour and Shape Match Me Game, Memory, Puzzles, Farm Animal Concentration Game, Look and find Lotto, Things That Go Together, Magnetic board and alphabet letters and Snakes and Ladders.
- Allow children to write shopping lists, talk about different food items and their cost when shopping at the market and supermarket. Give your child money in small denominations so that they have the opportunity to practise counting.
- <http://www.sofweb.vic.edu.au/eys/num/strategies/index.htm>
- Encourage children to write or email friends and grandparents, make greeting cards for family members.
- Friends and family members could purchase, as presents, good quality books, music cassettes, CDs, musical instruments, construction blocks (e.g. Lego, Mobilo, simple carpentry toys, Science items (eg. Magnifying glass, Bug Catcher, puppets, puzzles, threading beads and computer games).
- Provide your child with a 'making box.' Fill it with different sized boxes, cylinders, materials, and craft and art items. Encourage your child to 'create and construct.'
- Ensure your child has a ready supply of crayons, paper, scissors, glue and plasticine for quiet periods at home.
- Preview and limit television watching. Encourage your child to 'explore the backyard' by providing a small range of sport equipment (hoop, bean bag, skipping rope, balls, batting equipment) and gardening tools (bucket, shovel, spade). Allow them to grow a 'vegetable patch.'
- Provide guidance and encourage your child to hold pencils correctly; it's very hard to change an incorrect grip once it is established. See sheet following.
- Look forward to 'children's bedtime' as a special sharing time together. Children are provided with a range of take-home readers and Library books. Reading both picture story books and non-fictional texts that your child has borrowed out loud to your child will provide opportunities for your child to develop speaking skills as you chat endlessly about the story, the pictures, the words, the values and the ideas. It will also help develop your child's ability to concentrate at length, to solve problems logically and to express him/her more easily and clearly. 'When

children hear wonderful stories over and over again they learn to adore stories and love books. They also develop a highly positive attitude to reading that is of phenomenal importance.' (Mem Fox 'Book 'em Danno' published by Good Weekend, June 2, 2001)

### **Specific skill development**

- What you can do as a Prep parent to enable your child to be happy and learn when they come to school? At home, you can encourage the development of:
  - physical skills
  - social skills
  - emotional skills
  - intellectual skills

### **Physical**

- Those concerned with the use and control of the body, for example:-
- Eating - your child should be able to manage everything.
- Nose wiping - remind your child about when their nose needs blowing. Provide a tissue or handkerchief for this.
- Hand-eye co-ordination - your child needs to have the ability to direct the hand with the eye.
- Basic movements - your child will need to use skills of walking, running, jumping, hopping and skipping.
- Toileting - your child should be competent in this procedure by the time school commences. Teach your child to flush the toilet after each use! It is suggested that children, particularly boys, be taken to large public toilets several times before commencing school. If there is any problem, please discuss this with the Prep teacher.
- Dressing - encourage your child to dress without help. Shoes sometimes need to be removed. Buckles and Velcro fastenings or slip-on shoes are easier for children to manage than tie-up laces.
- Health - If your child has an illness or condition, the teacher should be informed.

### **Social**

Skills which help your child to cope with the social aspects of school.

- Teach your child how to relate to adults.
- Encourage your child to play with other children.
- Teach your child the skills of sharing, taking turns and co-operating.

### **Emotional**

Your child will need to have the skills to cope with feelings in a variety of situations.

- Separation - you will need to give your child the skills of understanding about separation from you to attend school.

- Sense of security - by being consistent in the way you approach situations with your child, they will develop a sense of security and an ability to cope when limits are set on the child's behaviour.
- Self control - this skill is developed at home as the child gradually learns to control emotions.
- Confidence - Confident children see themselves as successful children. Encourage your child to tackle new tasks and give praise for success.
- Responsibility - encourage your child to take responsibility for all actions.
- Independence - recognise as your child grows you can give them more independence.
- Persistence - it is important for your child's schooling that the value of persistence is recognised. Help your child complete a task if they find it difficult.

### **Intellectual**

Your child needs opportunities to see, hear, touch, taste and smell, to develop these skills.

Pre-reading skills - help your child to become aware that meaning is obtained from print.

Pre-mathematical skills - early preparation for mathematics occurs at home when you encourage your child to count and estimate.

### **Handwriting**

Students need to develop a legible and fluent handwriting style by the end of Year 6.

The Victorian Modern Cursive – unjoined and joined- allows children to develop a personal style which is legible, fluent and aesthetically pleasing.

Please encourage your child to use the correct pencil grip at all times. This precision grip involves the hand forming a question mark shape with the index finger approximately two centimetres from the point of the pencil with the thumb bent.

Right-handers rest the barrel of the pencil against the long bone of the index finger; whilst left-handers hold the barrel of the pencil in the V between the finger and thumb.

Please see the sheet below for further details.

### **Computer familiarisation**

It would be helpful if students were familiar with the following skills before commencing school:

- using a mouse
  - including single click, double click, click and drag
  - recognising and manipulating the cursor to select an object
- recognising and using keys on the keyboard such as letters, numbers, enter and backspace.

## **CURRICULUM**

What can your child's teacher do to enable your child to be happy and learn at school?

1. Provide a broad comprehensive curriculum for your child.
2. Establish an effective partnership between the teacher, your child, you, and other members of staff.
3. Provide appropriate learning experiences and methods of teaching.
4. Ensure that the relationship between your child and the teacher is of the highest quality.
5. Create a climate in the classroom that supports student learning.
6. Provide information to you about how your child is performing & what your child is learning.

### **What can Poowong Consolidated School do to enable your child to be happy and learn at school?**

It will constantly work to ensure:-

- \* Efficient school organisation and administration.
- \* Regular communication with you and all members of the school community to provide accurate and full information on all facets of school operations,
- \* The provision of ongoing professional development for staff and parents to improve learning and teaching in the classrooms,
- \* A continual process of evaluation that is systematic, open and geared to action,
- \* A whole school approach to providing a caring, secure learning environment for your child.

As a parent you will hear your child's teacher and the Principal talk about curriculum programs.

The term 'curriculum' covers all the arrangements the school makes for students' learning and development. It includes the content of courses, student activities, teaching approaches and the ways in which teachers and classes are organised.

## **AusVELS – Victorian Essential Learning Standards moving towards the implementation of the Australian Curriculum (a national curriculum)**

**AusVELS is the Foundation (Prep)- Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science.**

Our curriculum planning is based upon our understandings of students; their development, needs, talents, interests and ways they learn best. Our curriculum is also based on our assumption that all students are capable of responding to high expectations, of working effectively with others, of making decisions about their studies and of expressing themselves in creative ways.

Our curriculum development is extremely effective because it involves staff working together, using a whole school approach and focussing on individual student needs.

Through the Education Committee, the School Council develops school policy for curriculum and support programs. Staff develop the programs to reflect the goals outlined in the school policies.

Program development, content and method is decided by staff within the framework of guidelines outlined by the Department of Education and Training.

### **Literacy**

<http://www.sofweb.vic.edu.au/eyes/lit/index.htm>

<http://www.lib.rmit.edu.au/pathfinders/childrenlit.html> (Information on Children's Literature)

<http://www.cbc.org.au/> (The Children's Book Council of Australia)

<http://kidsbooks.about.com/cs/authors1/index.htm> (Book for Kids)

### **Numeracy**

<http://www.sofweb.vic.edu.au/eyes/num/index.htm>

<http://www.sofweb.vic.edu.au/eyes/num/numpp.htm> (Parent Participation)

## **COMMUNICATING & REPORTING**

How Poowong Consolidated School communicates with parents and carers

Communicating:

### Newsletter

Poowong Consolidated School publishes a fortnightly newsletter via Sentral informing parents of dates to remember, a letter from the Principal, important and current school events, promotions, information and student work.

### Website

[www.poowongcs.vic.edu.au](http://www.poowongcs.vic.edu.au) Our website is up updated regularly. Newsletters can be read digitally and are also uploaded to our Schools Facebook page.

### Letters home

Please check your child's red satchel & diary at the end of each day. Many letters are sent home containing important information. Eg: excursions, appointment times.

Student Diaries Communication is a two way process and student diaries provide a place for both parents and teachers to keep each other informed of daily happenings or special events. Please look at the diary each day.

### Assemblies

An assembly for the whole school community is held each Friday afternoon at 3:00pm. Apart from community announcements this assembly showcases special achievements by the students and provides an opportunity for students to receive awards for excellent achievement in academic, social and behaviour as well as musical performances and dance.

### Other events

Parents are also invited to come into the school to view displays and attend special days and events such as Book Week, Education Week, Easter Hat Parade and Christmas, Fun Runs, Sporting events etc.

### Reporting

A written report is provided twice a year in terms 2 and 4. The report follows the department guidelines. This is available on Sentral.

### Parent/teacher Meetings

This is a meeting between the teachers, the parents/carers and the child. Your child is given the opportunity to select and discuss their work and achievements over the half-year. Parents are invited to ask questions and discuss their child's progress at school.

### Telephone and Emergency Contact Numbers

Please make sure you update your phone numbers and emergency contact numbers. Many families change their mobile/home numbers or emergency contact numbers and forget to notify the school.

### ***What do you do if you have a problem?***

1. Talk to your child's teacher. You may write a note or phone to organise an appointment.
2. If the problem is not resolved arrange a time to meet with the appropriate Coordinators, the Principal, Assistant Principal or Student welfare Co-ordinator to discuss the matter.

Remember: Communication between teacher and parent is essential if parents are to feel reassured and confident in what is happening in the school. Please do not worry about something that may be easily resolved once we know about it.

Our primary objective is to communicate to you the achievements of your child and recommendations which will assist the students' future learning. Our secondary objective is to foster co-operation and encourage communication between you and the teacher in all areas concerning your child's progress.

### ***School discipline and student welfare***

Discipline and classroom management is one of the most important aspects of a teacher's role. It is a challenging task to manage a group of widely different children so that learning can take place.

All teachers have the same approach to discipline. We have developed a discipline plan with logical consequences to be followed when behaviour is unacceptable.

Our plan:

- encourages students to develop self-discipline a sense of worth, to respect the rights and feelings of others, and to take responsibility for their own actions.
- ensures that students, staff and parents can clearly understand the school's expectations of student behaviour; and
- establishes a set of principles for dealing with unacceptable student behaviour.

Parents who may have issues with children other than their own, either in class or the playground, should refer them immediately to the teacher, the Principal, and should not approach the child/children direct.