Getting Started at Aspendale Primary School

Foundation 2024



Principal's Welcome

Dear Parents/Guardians,

May I extend to you and your child a warm welcome to Aspendale Primary School.

This booklet is intended to provide important information to assist you, as a new Foundation parent, with an overview of the programs, day to day operations and routines of the school which are particularly relevant to the Foundation level. Further information will continue to be communicated to you throughout the rest of 2023 and into next year, via a curriculum information evening for parents, parent-teacher introductory meetings, written Foundation level newsletters and the weekly school newsletters.

Primary School will become a major part of your child's life, and we share with you in both

the excitement and responsibility for ensuring it is successful, fun, happy and secure

The school and the home together form a partnership in providing the best quality education

for your child. I invite you and encourage you to become involved in the life of the school,

through classroom activities, various school committees and more.

The dedicated staff at Aspendale Primary School work together to provide an enriched

learning environment where your child can grow and develop as an individual. We are available

to you to discuss your child's progress throughout the year, via our continuous reporting, mid

and end of year written reports and Student Led Conferences, and at other times throughout

the year whenever required.

I look forward to a long and happy association with your family as we together prepare your

child with the skills, knowledge, and social competencies for a rewarding future.

Kind regards,

Tom Pearce

Acting Principal

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Contact Persons

Principal: Ms Coby Larrieu

Acting Principal/PYP Coordinator: Mr Tom Pearce

Assistant Principal /Wellbeing: Mrs Amelia Busuttil

Inclusion Leader: Ms Jessica Johnston

Transition Coordinator: Ms Lucy Warner

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Home page: www.aspendale.vic.edu.au

Email: aspendale.ps@edumail.vic.gov.au

Foundation Times - Term One

'Meet and Greets' - Date TBC

We would like to invite you to meet with your classroom teacher to chat informally about your child prior to the first day of the Foundation school year. This will give you the opportunity to tell us anything you feel we need to know about your child and your family. During this meeting, you will also have the opportunity to select a suitable time for your child's individual assessment, which will take place throughout the first four Wednesdays of the Term.

These meetings will be held in 2024. Information to book an interview time will be sent to you with your child's welcome letter in December.

First Day of School - Date TBC

On the first morning, parents will be invited to accompany their child into the corridor to hang their bag on their hook and enter the classroom for a short settling in time. Following this, there will be a welcome morning tea in the school gym.

First 4 Weeks of School

For the first 4 full weeks of Term I, each Wednesday will be a rest day for Foundation students.

Monday 9:00am - 3:30pm Tuesday 9:00am - 3:30pm

Wednesday Rest day for Foundation – Government Assessments

Thursday 9:00am - 3:30pm Friday 9:00am - 3:30pm



School Hours

Morning Session (includes fruit and snack eating time inside)	9:00am - 10:40am
Recess – Outside Play	10:40am — 11:10am
Middle Session (includes lunch eating time inside)	
Lunch – Outside Play	12:50pm — 1:50pm
Afternoon Session	1:50pm — 3:30pm



Dropping Off and Picking Up Your Child

Dropping Off

Each morning the Foundation students will line up and wait for their classroom teacher at their allocated 'lining up' place near the junior playground. Please encourage your child to hold their own bag whilst waiting in line. It is best to say goodbye before your child lines up. All students are expected to be in line when the music plays several minutes prior to the bell at 9.00am.

Picking Up

At the end of the day Foundation teachers will assemble the students at their allocated 'lining up' place at 3.25pm for you to collect. This procedure will continue until the Foundation students have settled into school life. Following that, the students will be dismissed from their classroom at 3.30pm to be collected.

Younger children can become quite anxious if parents are late picking them up, so please arrange to collect your child on time. If you are delayed please advise the school.

Parents should notify the class teacher **in writing** if someone other than the usual adult is to collect your child. It is also advisable to let your child know in advance so they do not become distressed. Please ensure you update any details with the office if they change, e.g. emergency contacts.

School Assemblies

School assembly is held on Friday afternoon at approximately 2.45pm in the school hall or courtyard (weather dependent). Foundation students will be dismissed from their classrooms after assembly. Parents are invited to stay for assembly, with seating provided in the hall for this purpose.

Punctuality



To maximise teaching and learning time, foster good work habits and develop a sense of 'connectedness' with the class it is essential that all children **arrive at school before 9.00am**. If your child arrives late, please go via the office to sign your child in before coming to the classroom.

Attendance

Regular attendance is important to enable children to keep up with schoolwork, adjust socially, develop positive attitudes and independence. If your child is absent, you will need to inform the school <u>in writing</u> <u>or school absence voicemail</u>. If the absence is prolonged, we would appreciate notification by telephone.

Collecting Children during School Hours

If you need to collect your child from school between 9.00am and 3.30pm, our procedure is to:

- a) Go to the Office to sign out your child then;
- b) Proceed to the classroom to collect your child.

Except in the case of an emergency, please provide advance written notice to your child's teacher if you need to take your child out of school during school hours.

Newsletter

The school newsletter is a major communication item from the school to you. It contains important notices, as well as many interesting snippets and samples of children's work.

The newsletter link is sent out to families via email each **Thursday**. It can be viewed on our school website: www.aspendale.vic.edu.au

Returning Notices to School

If your children have notices, it is a good idea to tell them what the notices are and remind them to take them out of their bag when they hang up their bag prior to entering the classroom. Individual teachers have their own routines, but it is important that the children give notes etc. to the teacher.

Please assist your child to become self-managing, as this helps children build self-esteem and self-confidence.

Parent Participation

Aspendale Primary is a welcoming school where parents are encouraged to participate in day-to-day activities. Here are some examples of activities in which you may be able to take an active role:

- Literacy or Numeracy sessions
- Sharing a skill, hobby or interest with the class
- Excursions
- School support such as covering books for the Literacy program, making teaching aids or word processing
- Perceptual Motor Program (PMP)
- Canteen
- School Council and its sub-committees
- Social Events/Activities

Here are the requirements for parent/carers to volunteer onsite.

- Current 'Working with Children Check' (WWCC)
- Completion of classroom assistance course. It is mandatory that parents/carers complete the OHS inductions, which is covered in this course.



Parent/Teacher Communication

We are fortunate that a culture of cooperation, open and mutually supportive communication is a feature of the partnership between parents and teachers at Aspendale Primary School.

Formal updates of your child's progress are scheduled during the year. They include information evenings, Student Led Conferences (a meeting with parent, child and teacher) and Continuous Reports, along with Semester I and 2 Reports.

The Foundation teachers also send regular email updates to all parents. These are to let you know what is happening in the Foundation area. Please use the teacher's email address to inform them of absences or if you are wishing to make an appointment to discuss your child.

If any facet of your child's education is causing concern, please feel free to make an appointment to see your child's class teacher. If the class teacher has a concern, the teacher will arrange a mutually agreeable time to discuss the matter with you.

As all children do not develop at the same rate, it is important to avoid comparison of your child's progress with that of older brothers or sisters or with children of the same age. The only true comparison that is possible is with the child's <u>own</u> record of achievement.

Change of Address

We emphasise the importance of updating your personal details, which are kept on our Administration Database. Please notify us immediately of any change of address, phone number or medical details, as this information is critical in the event of an emergency.

Physical / Medical Problems

Please ensure the school is notified if your child suffers any physical or health concerns such as sight, hearing, diabetes, epilepsy or anaphylaxis.

During the year, the Visiting School Nurse from the Department of Education conducts hearing and sight examinations for children in their Foundation year. This is a basic assessment and information service provided to support students and families as they enter the school system.

We encourage all children to participate in all aspects of the Sport and Physical Education Program, including swimming, however if your child has a temporary ailment that would prevent participation please notify the Physical Education/classroom teacher in writing.

Accidents, Illnesses & Medication

We do our best to look after children who are unwell, however we do not have the expertise or the facilities to care for sick children over lengthy periods.

The most appropriate place for a sick child is at home in bed. Infection spreads quickly in a school. Therefore, please do not send your child to school if they are unwell.

If your child becomes ill at school, we will contact you or a nominated emergency person to arrange for their collection.

(Please ensure the nominated 'emergency contact person' is always current)

Sometimes children need to take some form of medication at school. If this is the case, the school procedure is to:



- a) Provide written information stating clearly your child's name, dosage and times for administration. Measuring spoons or cups for liquids will need to be provided.
- b) Pass the medication onto the **office** before school, where it will be appropriately stored in the First Aid room.
- c) Notify your classroom teacher of times for administration.

Individual Asthma/Anaphylaxis Management Plans must be completed and signed by your child's medical practitioner. These records will be retained in the First Aid room. In the event of a serious injury, every effort will be made to contact you or your nominated emergency contacts. Medical aid will be sought if necessary. We strongly advise you to subscribe to the Ambulance Service, as this would cover your child both at school and on camps or excursions.

Head Lice

Head lice appear in all schools from time to time. To help eradicate head lice, we ask you to inspect your child's hair regularly for signs of lice or their eggs. If lice or eggs are found, please treat immediately and notify your child's teacher.

You will be informed if your child or anyone in their class has eggs or lice so you can take appropriate action.

Eating at School

Children are supervised while they eat their lunch. Unless written notification has been given indicating the child will be eating lunch at home, no child will be permitted to leave the school ground at lunchtime. It is recommended that children eat their lunch at school as it is a means of settling into school life.

During mid-morning the children have a fruit/vegetable break in the classroom. We encourage children to bring along a small serve of fresh fruit or vegetables to enjoy during this time.

It is also recommended that children have a snack at morning recess. Please explain to your child which food is for recess/playtime and which is for lunchtime. As we have some children in our school with allergies, please refrain from sending food containing nuts.

Nude Food - Take In / Take Out Policy

We promote 'Nude Food' here at Aspendale Primary School. This means that, wherever possible, we try not to bring any rubbish (glad wrap or packaging) to school.

In 2015, our school introduced the 'Take in/Take out' policy as one means of actively reducing our waste, and impact on the environment. This simply means that any rubbish that we as a school cannot recycle or compost will be placed back in lunchboxes to be disposed of at home.

Reusable containers are a great way to transport nude food to and from school in lunchboxes. Please ensure all containers, drink bottles and lunch boxes are clearly named.

School Apps

There are two apps that are used at Aspendale Primary School. **Sentral** is used to communicate with parents and **QKR** is used for school payments.

Sentral allows parents to receive notifications and important news straight to their devices.

QKR is our school payment app which allows you to pay for school fees, excursions and student lunch orders.

Please download both apps from your device's app store.

Lunch Orders

Aspendale Primary School's canteen offers a snack and lunch order service to our students on Thursdays and Fridays each week.

Snack orders can be collected from the canteen during recess time. Lunch orders are delivered to the classroom during lunch eating time.

Lunch Orders must be placed via the QKR app prior to 9.00am each day.



Uniform

School uniform creates a sense of belonging to our school community and the children wear it with pride.

Our school uniform is available for purchase through RUN — Reliable Uniforms Now and supplies all school uniform requirements including art smocks, school bags and second-hand items. Order forms and a secure drop box are located near the main office. Uniform orders are delivered to your child's classroom teacher.

For more information, please contact Mellissa or Rachel at info@reliableuniformsnow.com.au

SunSmart Campaign

Our school supports the 'SunSmart' campaign.

School hats are part of the school uniform and are available from the School Uniform Shop. They must be worn during lunchtime and recess breaks and for Physical Education and Sport lessons. We also strongly recommend you provide children with an effective sunscreen for further protection, particularly in the warmer months. Please allow your child to practise applying it at home.

The wearing of hats is compulsory for Term I through to the end of April and from Ist September through to the end of Term 4.

Lost Property

Please <u>clearly name</u> all clothing, toys, lunchboxes, drink bottles and anything else your child brings to school so that if items are misplaced they can be returned promptly to the owner.

A permanent texta can be used to write a name on the inside of a windcheater top (ideally on the waistband) and on the inside of hats.

Lost property is located in the Uniform Shop, opposite the general office. If your child loses anything, please check the designated cupboards and collect your belongings.

Outside School Hours Care (OSHC)

The Aspendale Primary School OSHC program is provided in partnership with TheirCare.

It is located at the front of the school hall and operates every school day from 6.45 am -8.45 am and 3.30pm -6.15 pm. A nutritious breakfast is served in the mornings and afternoon tea is provided after school. Please do not drive into the school grounds to pick up your child.

Families wishing to use this service can visit the TheirCare website: http://theircare.com.au/. Families are also eligible for a Government rebate which reduces the cost per session. Further information can also be obtained by contacting TheirCare on 1300 072 410.



School Readiness

School readiness involves the development of appropriate skills required to aid optimal learning when your child starts school. While learning is an important aspect to be ready for, so too is the readiness to play and socialise with a range of children. Supporting children's school readiness is about assisting them to develop their skills in key areas when ready and at their own pace.

PHYSICAL DEVELOPMENT

The physical skills that children need are of two kinds:

- Those that are desirable for looking after themselves when an adult is not able to assist
- Those that enable them to join in learning at school

When your child starts school, they will be more likely to transition well if able to perform the following tasks independently.

Eating

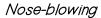
- Feeding themselves
- Unwrapping a food packet
- Opening a lunch box
- Unscrewing or opening a drink container
- Peeling a piece of fruit
- Getting a drink from a drinking (bubble) tap

Toileting

- Go to the toilet by themselves and undo/do up any buttons or zips
- Flush the toilet
- Wash their hands
- Manage the taps



- Manage taking off and putting on jackets and jumpers by themselves
- Taking off and putting on shoes when indoor games are played



Some children seem unaware that their noses need blowing. For health reasons, it is important that parents remind children when noses need blowing and show the correct use and disposal of tissues.

Hand Eye Coordination

This is the ability to direct the hand with the eye. It is important for many things, such as writing, drawing, tracing, cutting, catching, stacking and managing buttons and zips. Readiness can be influenced by exposing children to a wider range of experiences that encourage fine motor manipulation, such as

- Writing their name
- Throwing and catching a ball
- Painting, drawing, tracing or other art and craft activities
- Building with construction materials such as Lego
- Completing puzzles





Basic Movements

This involves having good muscle control and co-ordination. Readiness can be influenced by exposing children to a wider range of experiences that encourage gross motor movements, such as

- Walking
- Running
- Hopping
- Skipping
- Jumping
- Climbing
- Balancing



Most children develop and refine these skills simply by having the opportunity to play freely.

SOCIAL DEVELOPMENT

Children's social competence is at the core of their readiness for school and effective school transitions. Being socially competent maximises children's opportunity to engage with learning and take on the challenges that school presents.

Learning how to relate to children:

Children's social readiness includes:

- Getting along with others
- Making and keeping friends
- A desire to play and learn new things
- Taking responsibility for actions
- Starting and finishing an activity

Children learn to relate to other children when they have the opportunity to play together.

Sharing, taking turns and cooperating

Children often work in groups at school and this means they will need to take turns, share materials and cooperate. Children learn to share through experiences such as:

- Being given food to pass around at home
- Being asked to let another child play with a toy or possession
- Being encouraged to wait their turn for attention



Learning how to relate to adults:

Children learn how to relate to adults when they

- Are looked after by someone other than their parents
- Play at the home of neighbours or friends
- Go on outings with other people
- Learn to ask for things
- Are involved in different play groups or activity groups

Children find all of these things rewarding when parents notice them and praise them for their efforts.

EMOTIONAL DEVELOPMENT

Separation

Some children find it difficult to separate easily from their parents. You can help your child by arranging situations where your child:

- Stays overnight with a relation or friend
- Has a long playdate with a friend
- Joins in groups where he/she has to adjust, for example, clubs, play groups
- Does not have older brothers or sisters to take the initiative all the time at home

Self-Control

No one expects young children to control their emotions as well as an adult, but temper tantrums like those of a two-year-old are not expected of a five-year-old.

Other children often reject the children who 'perform' when they don't get their own way.

Self-control is developed at home when:

- Parents do not give in to a temper tantrum.
- The parent doesn't give the child everything he or she asks for.
- The child is asked to wait while the parent finishes an activity before attending to the child.

Confidence

A confident child sees himself or herself as generally being successful. He or she will be better prepared to meet the challenges of school than the child who is lacking in confidence. Each time parents commend a child for a new achievement they give the child a sense of their own ability to do things. When parents encourage a child to tackle tasks of gradually increasing difficulty and praise them, they increase the child's confidence.

Responsibility

Children who take responsibility for their belongings and their personal space within a classroom serve as excellent role models for their classmates. In school, each activity has to be tidied away before another can be started. You can help your child develop a sense of responsibility by encouraging him/her to keep their rooms tidy and to put their toys away.

Some regular responsibilities might include:

- Setting the table teach left/right
- Drying cutlery and putting it away correctly
- Helping to fold and put away washing
- Feeding a pet
- Tidying their own room and clothes
- Putting groceries away in cupboards



Independence

Each time parents allow children to tackle something for themselves they encourage the growth of independence. As your child grows you can give them more opportunities to develop independence.

- Assist your child to learn their full name, address, phone number and date of birth
- Teach your child to look both ways before crossing streets and also to understand traffic lights and crossings
- Warn your child not to accept rides from strangers

Routines

Consistency and routines are so important for children. Establishing a good sleep routine with a set bedtime will significantly increase the likelihood that your child gets enough sleep and is best prepared for learning at school.

Mistakes

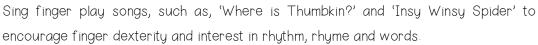
Encouraging your child to explore, question, try, and learn new things will inevitably lead to some mistakes being made. Promoting an attitude that **mistakes are actually another opportunity to learn** will nurture an inquisitive nature and lessen, or hopefully remove, a fear of 'being wrong', which can sometimes inhibit learning and growth.

Supporting Literacy Readiness

Early preparation for Literacy occurs when parents or others involve children in exploring Literacy (pre-reading) skills in everyday situations. Some ideas to help prepare a child for reading include:

Nursery Rhymes, Jingles and Lullabies

Say them, clap them, and sing them. Get your child to join in and fill in the words you leave out, for example, 'Twinkle, twinkle, little.......'





Picture Books and Simple Stories

Reading to your child is an essential first step in preparing your child to read and should be a regular and enjoyable part of your day. Talk about the story through the pictures; encourage him/her to point out things of interest — the cat, the car, moon etc.

Reading a wide variety of picture books and simple stories is encouraged — but every child will have their favourites. They will get to know these stories so well you will not dare change a word or miss a page. Soon your child will be 'reading' these stories to you, their siblings or even their teddy bear! Some other ways you can promote literacy readiness include:

- Joining the local library, read and discuss books and join in library holiday activities
- Visit bookshops for a browse talk about new books, favourite authors etc.
- Have your child tell you about their favourite T.V. programs
- Read for pleasure yourself and let your child observe this

Experiences

Everyday experiences are important in building children's vocabulary and developing background knowledge. Gradually building up a large vocabulary through talking can greatly assist children in developing literacy readiness. Take every opportunity to talk, talk, talk with your child — about everyday things such as:

- Things you do together at home playing games, cooking, chores and routines
- Pets and extended family
- Visits to the local park, shops, beach
- Bigger outings to the zoo, museum, birthday parties
- Holidays and adventures



Help your child to hear and remember correctly:

While shopping with your child, have him/her collect 2 and 3 articles for you

- Give two directions to be followed
- Listen to or watch children's programs together and later discuss content
- Listen to music and sing with child
- After enjoying a story together, ask questions about it

Help develop visual memory:

Visual memory can be such fun to develop. Play games such as:

- What is missing?
- Spotting specific road signs or landmarks when in the car
- Matching things that are the same eg; patterns on forks etc
- Card games eg; 'Fish', 'Snap' or 'Uno'

Supporting Numeracy Readiness

Early preparation for numeracy occurs when parents or others involve children in Numeracy concepts in everyday situations. You can support Numeracy readiness:

At home

- Count, count! Help your child to count out a collection of objects such as the number of plates to put out on the table or the number of buttons to do up on a jacket
- Talk to your child as he or she uses building toys eg; "Can you make it bigger?" "Find some more blue blocks", "That's as tall as the first one you made".
- Use packing up time to explore counting give packing up challenges "Can you pick up 9 blue things?"
- Talk to your child about time (for example "How many sleeps until your next birthday?". "Daddy/Mummy will be home in half an hour — when that TV program is finished.")
- Let your child experiment with water, sand or dough, encouraging investigation of how much can fit into different sized containers.
- Play games, such as, Snakes and Ladders and Connect 4
- Let your child help with cooking. They can pour, measure, stir and count cups and spoonfuls.
- Do jigsaws and other puzzles as these are excellent for developing spatial awareness.
- Sing counting rhymes, such as, 'Fish Alive', '10 Little Indians' and 'Five Little Ducks'.

At the shops

- Let your child find out what he or she can buy with a few coins.
- Allow children to hand the sales assistant the money and receive the change.
- After shopping, children can sort items by length, weight, shape or colour.

In the neighbourhood

- When you are out walking, look at patterns in bricks and on fences.
- Observe numbers in the environment, such as, on letter boxes, in shops, on road signs.
- Count the number of paces it takes to reach the end of the street or the next fence. Children who are experienced with this may like to estimate the number first before trying it out.

Preparations for the First Day

Discuss and allow any fears about school before the first day. Be positive and reassuring and remind your child that this is a very exciting time. Do all you can to make your child happy and confident about becoming a primary school student. Let them put their uniform on to show family members or show visitors their new school bag if they want to.

Show your support by encouraging your child to openly discuss his or her feelings about school with you and by meeting with the teacher to work out any concerns.

Your child is likely to be very excited, however, ensure a good night's sleep. Children of Foundation age require 10 to 12 hours sleep each night.

What to bring on the First Day:

- Fruit or vegie snack. Students have a mid-morning break to have something to eat. Some of the foods enjoyed at this time can be: apples, carrot sticks, strawberries. Please ensure that this is a small, manageable portion
- Play lunch a snack or piece of fruit
- Lunch a sandwich and another small, wholesome snack. It is a good idea to ensure that the foods your child brings in the First Week are familiar and liked. Introducing new foods in the lunchbox can be very stressful on your child, particularly if they do not like them and are being asked to try and eat as much as they can (as we do!).
- A drink water bottle (please no fizzy drinks or glass containers)
- A school hat (clearly named)



And some time in the first week:

- Art Smock
- Communication Folder (for take home readers and other resources)
- Library Bag (a government library bag will be provided through the school)
- Chair bag this is different from a communication folder and slips over the back of the classroom chairs
- Please LABEL everything!

Leaving Your Child on the First Day

Bring your child to school and accompany them into the classroom when the teacher has come to collect them. Take a moment to settle your child into an activity, then smile, say goodbye and then leave. Children often become upset if you are upset. Be relaxed and assure your child that you will be picking them up at 3:30pm.

If your child suddenly becomes upset, the teacher will come to assist you. Say firmly to the child that you are going and that you will pick them up at 3:30pm. Children get over this very quickly if you do not stay too long. The longer you stay, the harder it is for you to leave (and for your child to let you!).

Collecting Your Child

At the end of the day, children are taken to their line up area, which you will be informed about when you are notified of your child's class. This avoids any congestion in the corridor. Teachers will remain with your child until he or she is met by an adult. If you are not personally picking up your child, please let the teacher know in writing and ensure your child knows who the person will be. Children attending After School Care are walked across to the hall at 3.30pm by an After School Care assistant.

Tiredness

Starting school is a big step for little people and occurs at our hottest time of the year.

You will find your child will manage better if they are getting plenty of rest and sleep and are encouraged to drink plenty of water. Careful monitoring of the frequency of social and after school activities is encouraged.

We look forward to joining you in making this vital stage of your child's journey through primary school as smooth, happy and productive as possible. Please do not hesitate to contact us if we can be of assistance in any way at all.

