



WELCOME TO TRENTHAM DISTRICT PRIMARY SCHOOL

**2019 PREP
INFORMATION
BOOKLET**

**TRENTHAM DISTRICT PRIMARY SCHOOL
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Principal: Liz Carmody

Welcome to our fantastic school, to those parents who have children attending Trentham District Primary School and particularly to those who have not previously been connected with the school. We hope that you feel welcomed and a valued participant of the school community, both through your child's day-to-day experiences and, time permitting, your own involvement with school-based activities.

This booklet has been prepared, alongside the school Information Booklet in the hope that it may answer some of your initial queries, and possibly prove useful as sources of reference throughout the school year. It will not, of course, answer all of your questions, but either your child's teacher, or myself should be able to provide the answer you seek.

Our professional and dedicated staff are committed to providing a sound educational foundation for your child in a safe, caring and stimulating environment where he/she can grow in knowledge, understanding, confidence, responsibility and independence. You have been your child's first teachers. At Trentham District Primary School, we are fortunate to be working in partnership with you in his/her continuing education. We look forward to your support and involvement.

Every effort will be made to ensure that the transition from the home to the school will be as smooth and pleasant as possible. As you would expect, teaching methods have changed since you were at school in primary level. We trust that you will be keen to gain an insight into the strategies developed by the school in your child's learning program and thereby enhance his/her learning progress.

Please let myself or other staff members know if you wish to find out further information about the school, or share information with us.

Wishing you and your child happiness and success in the years ahead at Trentham District Primary School.

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TRANSITION FROM KINDER TO PREP

Parent Information Night Term 2

During November kinder children will have the opportunity to visit the school to participate in a series of activities to familiarise themselves with their “buddy”, school routine and surroundings. An evening session is included so that working mums and dads can come up to the school with their child to meet the teachers and see the classroom.

THE TRANSITION PROGRAM AND ACTIVITIES ARE OUTLINED IN THE TRANSITION NOTICE DISTRIBUTED IN THE INFORMATION PACK.

PREP ARRANGEMENTS - TERM 1

To ensure a smooth transition from kindergarten to primary school, amendments to normal school hours have been made. Prep children will only attend school on a Monday, Tuesday, Thursday and Friday until the end of February from 8.55am to 3.20pm (i.e. normal school hours). You will be notified when children are to attend full time. Full details of these times will be provided at the information evenings. On these Wednesdays students will be scheduled to come into the class and participate in testing activities with the teacher.

WHAT THE PREP GRADE IS ALL ABOUT

In some countries in the world, children do not begin their formal education until the age of seven. In these countries, there is an emphasis on providing children with experiences which will establish the foundation of which all further development will build and expand.

In Victoria, we need to be reminded that “Prep” stands for preparation for later schooling. This preparation year provides opportunities for the child to gain emotional independence and social skills. Much of the pre year will extend the experiences the child has already had before starting school.

Given encouragement, opportunity and time, children will be able to acquire skills in speech, movement and formal learning. Trying to hasten children into formal activities before they are ready and denying them the vital background experiences has the effect of reducing their learning base and leads to frustration and the development of negative attitudes of learning

THE FIVE YEAR OLD

Though every child is different from every other child, the following is a generalisation about the characteristics of the five year old.

Perhaps your child exhibits some of these characteristics.

1. Very active, hardly ever still
2. Interested in many things at once.
3. Likes to start new things but often loses interest before finished.
4. Enjoys the company of other children.
5. Likes to play in small groups.
6. Independent in getting dressed and able to do simple tasks and errands.
7. Begins consciously to know right from wrong.
8. Likes approval and is beginning to assume responsibility for his/her actions.
9. Brave in imaginary play and likely to be afraid in new situations.
10. Needs security and love.
11. Is often very tired.

CHILDREN ARE PEOPLE AND INDIVIDUALS

From birth, children progress through various stages of development and each child has his/her own blueprint. Some children talk earlier than others, while others walk earlier. Likewise, children progress through emotional, social and cognitive stages at varying rates.

Education today, caters for the individual differences within a year level by teachers providing a variety of learning experiences for the many stages of development within each grade. For these reasons, it is not appropriate to compare children with their peer group. It is much more beneficial to look at the progress the individual child makes. This way, the child feels more positive about his/her achievements and learning in general.

EMOTIONAL AND SOCIAL DEVELOPMENT

Because each child is an individual, we can expect that some children will quickly settle into the school situation. Other children require more time to become more secure in this new environment. When leaving your child in the morning, be positive and relaxed when entering the school. In the early stages, let your child settle into an activity and say your goodbyes and leave promptly. Prolonged farewells do not assist the distress of separation. We realise that in many cases parents will also be feeling pangs of separation, but it is important that your child receives positive messages from you and that you nurture his/her independence. If you have any concerns about the approach to adopt, please be guided by the Prep teacher.



Children need to feel secure and confident in the knowledge that promises will be kept, eg that he/she will be picked up in a certain place after school. Please do not leave your child for long periods after school. If you are likely to be delayed, please inform the school. A sense of security is also developed when behavioural limits (appropriate to the age group) are set and maintained. Children who are confident in their abilities will be more prepared to meet challenges. Parents, teachers and peers can help to develop a child's confidence by commending his/her efforts and giving encouragement when facing new tasks.

Each time we allow the child to tackle something alone we are encouraging the growth of independence. Although it takes time and patience, we should assist children to "have a go". This is especially so at school. Please encourage your child to be responsible by allowing him/her to:

- put away and retrieve belongings

- line up with the other children in the morning and not remain in your presence
- meet you at the exit doors.

The school is not only a place; it is also people. There are other children (mostly bigger) and adults. The ability to adapt to more than one adult is important, as your child will be involved with more than just one person when beginning school. You could help by having visitors to your home, visiting friends or having another adult care for him/her from time to time. In school, children will be required to take turns, share materials and cooperate with others. You can assist by encouraging your child to assist you with tasks, share objects or cooperate with others in small tasks eg games.

STARTING SCHOOL

Starting school is an exciting event for children. They've heard about it from parents, brothers, sisters or friends and now they're eager to begin. But school will probably mean some big changes in your child's life.

For example:

- First separation from home and family
- First steps to independence
- New feelings
- New experiences

Getting off to a good start takes a joint effort. Our teachers and staff are trained to help your child. During the primary years, your child will be taught the basic skills of oral and written language and mathematics. Along with art, music, physical education, health, science and technology including computer, personal learning and library lessons, he or she will learn to work with others, to respect authority, and to develop self-control.

SOME FACTS

Children grow at different rates.

In any beginners' class, some children will be able to say 'yellow' while others call it 'lellow'. Some children will be able to tie their shoe laces; others will not. Some children will be able to skip; others will just hop along awkwardly.

Given encouragement, opportunity, and time, most children master skills of speech, movement and formal learning.

Parents can provide encouragement and opportunities but need to be patient whilst children take the time needed to master a skill. Trying to hurry children before they are ready is likely to have the same effect as trying to make a plant grow faster - more harm than good may result.

Schools acknowledge that beginners have a wide range of skills and abilities, and teachers plan a variety of activities to take these differences into account.

WHAT WILL MY CHILD DO AT SCHOOL?

All of the following and more -

- Learn to develop confidence, self-esteem and concern for others.
- Explore new things and ideas.

- Be involved in language programs which will involve active participation encouraging children to think, talk and write about a variety of real life experiences.
- Have “hands on” experience to gain competency and understanding in numeracy. Mathematics needs to be learned in practical situations where the emphasis is on "doing".
- Be introduced to the Arts (Music, Art and Drama) through school programs and by participating in cultural excursions and visits by artists and musicians.
- Learn to plan ahead, ask questions and anticipate future events.
- Use new words learned from people, experiences, electronic learning resources, books and pictures.
- Work and play in a safe environment with supervised playground activities, physical education lessons, lessons in personal and traffic safety and fire drills.
- Share things like toys, games and experiences with each other.

THE FIRST DAY OF SCHOOL IS A BIG EVENT

When you bring your child to school, letting go can be hard, but don't let your doubts or nervousness dampen your child's enthusiasm. If you have a positive attitude and look forward to the first day in school, your child will probably do the same.

Arrive on time. Not too early, though. A long wait for class to begin with other parents and children may add to the strain and tension.

Leave cheerfully. Don't linger in the classroom; join us for a cuppa and chat. Your presence may distract from this new and fascinating world. Come kitchen and meet new parents and P&C members.

It is natural for children to experience some fears about school, as well as excitement.

Discuss any fears about school before the first day. Be positive and loving. Be reassuring - say that everything will be all right. Do all you can to make your child happy and confident about entering the school world.

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 problems. Teachers care how parents and children feel.

Settling in. It is important that children learn as soon as possible to be self-reliant and to manage their own possessions, and to mix with their class mates.

THINGS YOU CAN DO TO HELP YOUR CHILD FOR SCHOOL.

You, the parent, are the child's first and most important teacher. You will now have others who will be working hard to help your child in his/her development. Your attitude to the school will influence your child immeasurably, so be positive and enthusiastic.

Lunches: Have a few “school lunches” at home with your child before school starts. Make sure that he/she knows that difference between play-lunch and lunch. It helps to wrap them separately.

Clothing: Name all articles clearly. Unless your child can tie laces, shoes with buckles or velcro are a good idea.

School route: Take your child on a route he/she will use to get to school and go over the safety precautions.

It will also help if your child is able to:

- say his/her own name and address
- recognise his/her own name and address
- go to the toilet and adjust clothing
- wash hands after the toilet.
- manage zips and buttons
- use a handkerchief
- know the importance of covering the mouth when coughing or sneezing.

LUNCHES

Make sure your child's lunch has items he/she can cope with easily. Initially, lunchtime supervision is intensive. Check carefully to see if your child is coping with the lunch you prepare. We encourage each child to take home what they cannot eat, so a lunch box check will be a guide for you. Playlunch needs to be wrapped separately.

"BRAIN" FOOD

Midway through the first session of school children are given the opportunity to have a snack from their lunchbox. "Brain" foods include fresh fruit, dried fruits or vegetables (e.g. carrot, celery sticks etc.).

WATER

All children are encouraged to have a water bottle on their table and are free to drink from it throughout the day.

INFORMATION TEACHERS SHOULD HAVE DRAWN TO THEIR ATTENTION

- Any problems with sight, hearing and speech.
- Any worries your child may have about school.
- Change in address, arrangements for collecting children from school.
- Toilet problems: going to the toilet at school often causes problems - asking permission, unfamiliar toilet etc. Accidents sometimes occur and if your child is prone to accidents of this nature, please put in a change of clothes just in case.

HOW PARENTS CAN ASSIST THEIR CHILD WITH LEARNING

The most important way to assist and support your child's learning is to be interested. Talking about the day's events can be a rich time of sharing. Being encouraging and supportive helps the children develop the confidence and sense of self worth, which are necessary ingredients for successful learning.

The model set at home will greatly influence your child's attitude to learning. If you are seen as a reader and writer, your child will see greater purpose to involvement in reading and writing. Likewise, reading to your child and listening to him/her read has proven over again to be a rich educational experience for all concerned.

Educational experiences do not have to be manufactured; they are everywhere. The letters on street signs and food labels, the legs on a spider, pairs of shoes in a cupboard, setting the table, comparing quantities in glasses of lemonade describing the colour, shape, the size of objects, sharing lollies, cooking, shopping playing cards etc. etc. We can share these rich learning experiences with children every day in an informal and natural manner.

Use picture storybooks to establish an appreciation of the pleasures of reading. Children have favourite stories so find time to read them often. When your child brings a book home please share it with him/her. They may not be able to read it and may require you to read with them. Encourage them to read for understanding. Local libraries are additional sources of books.

Your child's writing may only appear like 'scribble' initially, but this is part of their overall development and should be accepted in the same way as one would accept a child's initial attempts at speech. Through the "scribble" children are communicating in written form.

An alphabet in Victorian Modern Cursive is enclosed. We stress that parents do not set about teaching their child handwriting. It is enclosed for parents to use when writing words for their children to see. We emphasise that parents use capitals correctly - that is for the beginning letter of names etc. and not for the entire word. Providing children with construction materials such as Lego and Play Doh is excellent for developing manipulation skills in the pre-handwriting stage.



Ask questions of your child and listen to his/her replies. Expect clear speech. (Baby talk is discouraged and head shaking and nodding is not adequate). Expect your child to participate in conversation.

LITERACY PARTNERSHIPS

This program covers how children learn to read and write and the ways you can help and support your child in this area of literacy at home. It is a recommended program for all Prep Parents but is also of value to parents of children in Years 1 and 2.

The program will run over a period of three weeks, one night per week for one hour

YARD SUPERVISION

At all times children are supervised in the yard. All staff, 'Buddies' and older children are involved to ensure that our Preps feel safe, happy and secure.

GETTING TO SCHOOL SAFELY

Before your child starts school take him/her on the route which will be used to go to/from school and go over the basic road safety rules.

1. Travel directly between home and school.
2. Stop and look both ways before crossing streets.
3. Stay on the footpath.
4. Never run from behind parked cars.
5. Never accept rides from strangers.
6. Do not bring to school articles that may cause accidents.
7. Encourage your child to use the school crossing correctly.



PARKING OUTSIDE THE SCHOOL

There are parking restrictions at our school. These are for the safety of the children, so it is important to observe them carefully. Children can be dropped off and picked up by car on the school side of Bridge Street in the car park or out the front of Victoria Street. Children must wait inside the front gate while waiting to be picked up. Children and parents are asked to use the school crossing if they need to cross Bridge Street, ie to get to their parked car or residence. Parents are also asked not to do U turns in front of the school for obvious safety reasons.

YOU ARE ASKED TO PROVIDE

- An old shirt or a smock to use as an Art Shirt.
- Appropriate clothing for PE.
- School Bag.
- A change of clothes (accidents do happen).
- Your child's name should be on every item that they bring to school, eg clothing, lunch box, drink bottle, Art smock etc. All children leave their clothing about at some time. If it is marked with the child's name it can be returned quickly.
- Please note. Tissues are not freely supplied we request each family supply a box for classroom use.

SCHOOL UNIFORMS

The wearing of the school uniform is compulsory.

- a) It promotes a sense of belonging to our school and consequently a sense of pride.
- b) It reflects school tone in public (eg excursions, concerts sports, carnivals etc.)
- c) It is more economical than an assortment of casual clothes
- d) It solves the problem of "What to wear today".

Items of School uniform with logo can be ordered at school, order forms are available at the office.

