YEAR FOUNDATION

‘The Next Step’
2015
Our Philosophy:

Within the spirit of the Universal Declaration of Human Rights Cranbourne Carlisle Primary School seeks to broaden our children’s perspective about themselves and the world in which they live so that they develop attitudes and values that will assist them to become active global citizens who are knowledgeable, open-minded, inclusive, respectful, tolerant and empathetic.

- Cranbourne Carlisle Primary School is child centered. Our philosophy of education is appropriate for our children as it focuses on the development of the whole child while encouraging international mindedness.
- Cranbourne Carlisle Primary School has a strong culture of accountability.
- Cranbourne Carlisle Primary School does invite objective assessment. We have opened our doors to regular evaluation by the community and by outside experienced evaluators.
- Cranbourne Carlisle Primary School constantly seeks to improve its performance in curricular and all other areas.
- Cranbourne Carlisle Primary School plans for the future. In the light of the on-going nature of the evaluation process, the school carefully plans future developments.

As a school community we meet rigorous demands in these areas:

- Philosophy and Objectives.
- Curriculum.
- Governance and Management.
- Staff.
- Student Support Services.
- Resources.
- Student and Community Life.

Parents naturally seek a quality education for their children.

The world that our children will inherit will require them to be active members of a global community, connected to the whole world by ties of cultures, economics, politics and shared environmental concerns. We will join a network of schools worldwide which are dedicated to providing a high quality internationally minded education.

Our mission will be to:

- develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end we will develop challenging programs of international education and rigorous assessment. These programs will encourage children across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

One compelling aspect is the essence of what we are about. The common ground is the nurturing of children who, in the struggle to establish a personal set of values, will be layering the foundation upon which international-mindedness will develop and flourish.

In addition to guiding our school with a philosophical perspective on international education, the curriculum framework prescribes essential elements – knowledge, concepts, skills, attitudes and action – each of which is reflected in our learner profile.

Children are encouraged in ways that are developmentally appropriate and inclusive. We recognise and appreciate that children come from various backgrounds and with a wealth of experience. Through acknowledging and struggling to meet the diverse needs of each child – physical, social, intellectual
aesthetic, cultural – we strive to make learning engaging, relevant, challenging and significant. We aim to strike a balance between the acquisition of essential knowledge and skills, the development of conceptual understanding, the demonstration of positive attitudes and taking responsible action.

Cranbourne Carlisle Primary School children work towards becoming inquirers through the development of their natural curiosity: they become knowledgeable by exploring concepts, ideas and issues that have local and global significance: they become thinkers and apply thinking skills critically and creatively to solve complex problems and to make reasoned and ethical decisions. Cranbourne Carlisle Primary School children are communicators, risk takers, principled, open-minded, caring, balanced and reflective. Through the Learner Profile, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The Learner Profile guide our focus on learning.

One of the essential elements is the promotion of a particular set of attitudes – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Our curriculum is guided by, in the traditional sense of a written set of objectives (“What do we want children to learn?”) the theory behind and application of, good classroom practice (“How best will they learn?”) including effective and appropriate assessment (“How will we know what they have learnt?”).

We have developed a Programme of Inquiry that is specific to the needs of the children and school community and which is organised under six transdisciplinary themes; Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves and Sharing the Planet. This framework helps our children make connections in their learning and provides a balance of concepts, skills and knowledge in teaching and learning.

Cranbourne Carlisle Primary School children construct meaning and build conceptual understanding as they explore and investigate the central ideas of the units of inquiry. They are excited by their discoveries and share their knowledge with enthusiasm as they negotiate their own learning outcomes and ask questions that enrich their understanding of the world around them.

Our school strives towards developing an internationally minded person who is knowledgeable, an inquirer, a thinker, a risk-taker, a communicator, a learner, open-minded, caring and reflective. The school is a community of learners.

**To assist your child in achieving a successful and happy adjustment to school life, we would like you to consider the following:**

**HEALTH**

Please always inform the School Office of any special information and health care action plans eg: allergies, anaphylaxis, heart conditions, asthma, diabetes, hearing, sight, phobias etc.

If your child needs any medication administered at school please complete a “Medical Authorisation” at the School Office. If your child suffers from asthma / anaphylaxis / epilepsy / etc. please provide a reserve supply of medication complete with dosage instructions and Action Plan.

Our school has a Sunsmart Policy. During Terms 1 and 4 all children must wear the school hat outside. Children will be asked to sit in the shade if they do not wear a school hat outside and you will be asked to provide one for them. Please ensure your child’s hat is clearly named.

If you have any doubts about your child’s hearing or eyesight, take your child to the doctor before the year begins. If left unattended, poor hearing or eyesight may affect your child’s progress.
If your child has difficulty expressing themselves, rarely talks, does not speak, stammers, is distressed at their inability to talk or if they do not respond readily to questions or contribute appropriately to discussions, please seek professional advice and keep us informed.

The School Dental Service is a free service for primary school children as is staffed by qualified Dentists, Dental Therapists and Dental Nurses.

The School Dental Service (SDS) provides FREE Dental Care for primary school children. For further information please contact:
Cardinia Casey Community Health Service (Southern Health)
140-150 Sladen Street, Cranbourne. 3977
Ph 5990 6226
Mon-Fri – 9.00 a.m. – 4.00 p.m. and Sat 9.00 a.m. – 12.30 p.m.

ATTENDANCE

By law, children must punctually attend school. Regular attendance is vital for:
- social adjustment
- development of dependability
- academic progress

Absences affect a child’s progress. The first year is very important and unnecessary absenteeism will delay progress. However, home is the best place for a sick child. It is difficult for a child to learn when they are still recovering from an illness. It is unfair to the child, other children and staff to send a child that is obviously ill to school.

An infectious disease chart is included in the “Information Booklet”. Please notify the School Office if your child contracts an infectious disease or head lice.

There is no need to phone the school if your child is ill, but to satisfy legal requirements a written note MUST be sent to the classroom teacher, when the child returns to school. Alternatively, you may notify the school via email or though the Cranbourne Carlisle app (available free from the App Store or Google Play).

Extended holidays and overseas visits within the school term will NOT be approved by the School Principal. They will be coded as '806 – Unapproved Leave”. Children need to be at school to be taught.

TIREDNESS

Expect your child to be tired and sometimes cranky after school. Keep in mind that the weather could be hot and daylight saving will be in effect. Result - one hot, thirsty, hungry and overly tired child! To help your child make the most of their day please ensure they are in bed early and have sufficient sleep.

SAFETY

Encourage your child to say their full name, address and telephone number clearly when asked.

If possible, walk your child to school so that they know the way (even if you intend to drive to school). Please ensure that your child knows how and when to use the school crossings.

Children in Years Foundation, 1 and 2 are NOT permitted to ride bikes / scooters or skates, etc to school.

Explain to your child that they are not to leave the classroom or school grounds without permission and that they should not play close to fence lines at any time.
CLOTHES

It is important that all belongings are clearly named. It would be helpful if your child can cope with buttons and zips unaided. Please teach your child to put on shoes and tie shoe laces correctly. If your child is unable to tie shoe laces, consider shoes with clips, Velcro or buckles that your child can handle independently.

FOOD

Please don’t send a large lunch for the first few weeks as children are often excited or anxious and may not be interested in their normal sized lunch. They will be going home soon after eating and can always have more at home. A sandwich and a piece of fruit are generally sufficient, particularly at the start of a school year and when the weather is hot.

After transition, children need fresh fruit mid-morning, a snack for morning recess and at lunch time. Snacks such as fruit, vegetables, cheese and crackers, or an extra half a sandwich are good choices for the recess break. Children may drink from the bubblers or their own water bottles throughout the day. Children will not be permitted soft drinks / cordial / sports drinks, etc.

Early in the year please show your child the food you have packed each morning and tell them which food is for “fruit break” and which is for their “snack”. It is fun to have snacks and lunches in lunch boxes before starting school. This will familiarise your child with the procedures. Please do not send any packaging or Gladwrap. We are proud to be a Nude Food school. Tupperware lunch-boxes with compartments are excellent. Please do not send ‘sometimes’ foods such as potato chips, lollies, etc.

Children will be given sufficient time to eat inside the classroom during the day, but any uneaten food will be returned to their lunch boxes. Our policy is that uneaten food is taken home so you can gauge how much food to provide each day. Children are not to share food. Nuts and all nut products (peanut butter, Nutella etc.) eggs, lollies and chewing / bubble gum are not permitted. No yoghurt please as teachers are unable to keep it refrigerated and it spills easily – all rooms are carpeted.

Please feed children “treats” / ‘sometimes’ foods, once they arrive home, if you choose. Lunches need to be fresh and healthy.

PLAY

Breakable or valuable toys must be left at home. A favourite toy lost or broken can mean heartbreak. Any balls or toys brought to school must be clearly marked with your child’s name and may end up on the school roof. No war games or toy weapons please.

Most children quickly develop new friendships but please talk to your child’s teacher if there are any problems. Have faith in your child and they will surprise you. At this age, most children do not need to be with others they know, but if you have a request please ask before the year commences.

MONEY

Money for a school activity can be difficult for Prep children to manage. We suggest that it is placed in an envelope and labelled with your child’s name, class and its purpose. Pre-labelled envelopes will be sent home to you for excursion / extracurricular payments.

COMMUNICATION

Parent / Staff contact is welcomed and encouraged for the benefit of your child.

In February, parents will be invited to attend their child’s assessment session (30 minutes). All children will complete literacy, numeracy and auditory tasks and their responses will be documented.
Informal discussion is an important part of the relationship with your child’s teacher. However, please understand that the children must have the teacher’s attention during school hours. Please make an appointment with your child’s teacher if you wish to discuss anything.

Please inform your child’s teacher of anything which may affect your child’s attitudes and learning, e.g. troubles at home, any anxieties, bed wetting, etc. These will be treated confidentially.

**PARENT PARTICIPATION**

We will welcome parental involvement in our school activities and your child will love you to help in their classroom. Your assistance in our programs such as excursions, special event days and literacy and numeracy activities, would be greatly appreciated. After the transition period your class teacher will be happy to discuss ways in which you can participate in the classroom. Please remember that these activities are planned for the children, not the parents!

**TAKE HOME BOOK BAG**

Please remember that the child is the ‘reader’ and they read ‘books’ that will be sent home in their black ‘take home bag’ as appropriate. School newsletters and notices will be emailed to you or given to the eldest child in the family, however class specific newsletters and notes will be given to your child so please check your child’s bag every night. Notices will also be sent home in this black bag. Please use this to communicate with the class teacher e.g. absence notes, completed forms, orders, etc.

When your child brings home a book to share please consider these points. Take time to look at the cover and the pictures and discuss what the book could be about.

- At first children will ‘read’ the pictures. Gradually as vocabulary develops, they will begin to read words and phrases. There will be difficult words which they only know through association with the pictures. These will be combined with phrases which they are beginning to recognise. Small words like “was” and ‘saw’ are often the most difficult and the hardest to remember.

- Never cover the pictures. These hold valuable clues for children and should be enjoyed and discussed.

- Reading must be a pleasurable experience for both you and your child. Please don’t create tensions or nag your child. Praise them to boost confidence, but don’t try to pressure them into becoming a fluent reader. Many prep children read very slowly and without expression. This is quite natural.

- Read to your child to help foster a love of books and reading. Create a quiet, pleasant, relaxed atmosphere where the child can feel totally secure. Failure causes humiliation and a dislike for reading and this is extremely difficult to overcome.

- Discuss the book to promote reading comprehension. Pose questions such as “What was this about? What part did you like best and why? Why do you think that happened?”

- If the book is difficult, read it to your child. Share and enjoy!

- Your child will value reading if you do. Their reading skills and desire to read will flourish in a home where there are many opportunities to enjoy books. You are their best role model.

- Please remember it is very important for **everyone** to read, not just the child! We must role model that which is important and reading is a life-long skill.
THINGS REQUIRED FOR SCHOOL:

- Booklist requirements (please do not name items as it is easier for teachers to pool resources and introduce as required). Your child will get everything you purchase.

- Long sleeved art smock (clearly named on the outside). An excellent one is available from the Uniform Shop. An old shirt is NOT sufficient protection.

- Take home bag. (NOT called ‘reader’ please). We are the readers and we read books!

HANDWRITING

Children will be taught to write using the Victorian Modern Cursive Script for upper and lower case and for numerals. Please do not teach your child from using upper case letters for their entire name as this can be a very difficult habit to alter. John rather than JOHN

Please use script as below:

```
abcdefghijklm
nopqrstuvwxyz
0123456789
ABCDEFGHIJKLMNOPQRSTUVWXYZ
```

***Following the direction of the arrow, start writing the letter from the green spot and finish the letter at the red spot.
TO HELP MAKE YOUR CHILD’S START A HAPPY ONE…

If you haven’t before, start now and leave your child with another adult to help them gain both independence and confidence knowing that you will return.

Develop a sense of confidence in your child by praising any new achievement so your child will be more willing to attempt new tasks.

Talk about how long the school day will be e.g. “It's longer than kinder, but you’ll have your lunch and perhaps some stories and then I’ll come and get you”. Talk about the difference between “playtime” and “lunchtime”.

Discuss activities dealing with yesterday, today and tomorrow with your child. Many children have difficulty forming correct concepts about the passing of time.

Develop a sense of responsibility in your child by encouraging them to keep their own room tidy, put soiled clothes in the laundry etc. At school, children are expected to tidy up after themselves and carrying out simple responsibilities at home helps them to adapt to responsibilities at school. Teach them to take care of furniture, clothes, books etc, so they can respect the property of others and their school surroundings.

Independence is developed by allowing children to tackle something by themselves. Parents who do everything for their children are really doing them a disservice. Those children who do not need direction in occupying themselves can attempt much more, and may consequently learn more.

Give your child challenging and interesting things to do. Puzzles, games and sorting activities will all make school work so much easier. Recognising shapes of jigsaws will help them to recognise shapes of numbers and words.

Give them blunt-nosed scissors, paper, plasticine, paints, crayons etc. and teach them how to use them. Encourage them to hold a pencil with correct pencil-grip from the beginning.

Be sure your child can use the toilet unaided and knows how to flush, and then how to wash their hands afterwards. For parents of boys, please ensure your son understands how to use a urinal. In the early weeks of school, parents should consider sending a spare change in their child’s bag in case needed.

FIRST DAY

We would like you to come into the classroom and assist your child to settle eg. where to put bags in the classroom, friends, toys, games, etc. for the first week and until you are happy they are settled or until further notice from your child’s teacher.

A positive attitude helps to make school an easy and enjoyable experience for children and parents! The majority of children settle into school with ease but, if your child is upset, it is usually best for you to leave quickly. We assure you that crying really does stop within a few moments. If your child were to continue to be distressed we would contact you.

Unless your child has a serious problem, allergy or disability, leave it for a few days before you discuss your child fully with the teacher. By then the teacher will know your child better and there will not be as many parents seeking to talk to the teacher at the one time.
DISMISSAL

During February, we invite parents to come into the classroom at the end of the session to collect their child. As well as being a safe practice this enables teachers to quickly match children to parents. We do not allow children to go home with anyone other than their parent unless we have had written authorisation from the parent prior to collection.

Please ensure your child is at school on time and be prompt at the end of the day when picking your child up. It can be upsetting for a child to see their peers collected while they are left waiting for their own parents. Even five minutes can seem to be a long time in a child’s life.

Later on, children will be brought to the outside line up area for dismissal. They will have been instructed to stay with their teacher until you arrive. At this time, please do not enter the building unless you need to talk to the classroom teacher or you need to collect your child from the classroom as the pod areas at either end of the building are learning spaces also and you may disturb another group. Please keep toddlers under your control for their own safety.

AS THE YEAR PROGRESSES

Supporting your child...

You can help your child by giving praise and encouragement for all efforts, and by not transmitting any anxieties you may feel. Most important of all is to talk with your child.

At the ends of the school day take time to listen to them. Try not to "pump" for information but show an interest when they are ready to talk. Talk about your own day and share fun things. Have a special place to display their work and keep it for a couple of days before you dispose of it.

A child’s enthusiasm is greatly fostered by parents and teachers’ sharing a very real interest in what is being done at school. Consistent displays of interest throughout all school years are of paramount importance to a child’s attitude and self concept. Sometimes if you share your own day with your child, it prompts them to talk about their own.

Don’t expect your child to learn to read and write immediately. As the name suggests, Foundation is a year in which the child learns to cope with school routine and lays a foundation on which to build more formal work.

As the year progresses the children are gradually introduced to more formal instruction in preparation for Year 1. All children are different. Not all of them cut their teeth, crawl or walk at the same time. This is true of formal learning, too. Some children are ready to begin when they come to school, while others need many experiences before they start. This is as natural as it is for physical growth and development to differ.

Try not to compare your child with others. All children have a wide range of skills and abilities, and we plan a variety of activities and approaches to take this into account.
QUALITIES AND SKILLS THAT ASSIST CHILDREN

Intellectual

- Can recognise their own name in modern cursive script (not in capital letters).
- Can talk in sentences.
- Can concentrate on a task and follow it through, e.g. drawing, game, puzzle.
- Can “work” by themselves.
- Pays adequate attention.
- Follows directions efficiently.
- Does not lose interest quickly.
- Can occupy themselves constructively.
- Can clearly tell about an experience or activity.
- Can retell events in sequence.
- Pretends to write stories.
- Has a general awareness of number - “You’ve got more than me”.
- Can rote count to 10.
- Knows own age.
- Has an awareness of shape and order for jigsaws, construction etc.
- Understands, uses and responds to basic concept words e.g. over, under, between, in front of etc.
- Knows colours, some shapes, fruit names, etc.

Psychological and Emotional

- Can sit still and listen for a reasonable amount of time (15 minutes).
- Can listen to other children in a group.
- Takes turns to speak.
- Waits a short time for attention.
- Takes care of own and other people’s belongings.
- Shares with others.
- Packs away and cleans up all things used after an activity.
- Can take criticism in a positive way.
- Accepts changes in activities or routine without undue stress.
- Not shy.
- Not over-aggressive.
- Can tolerate some frustration or set-back.
- Not easily distracted from what they are doing.
- Shows concern for the distress of others.
- Appears happy most of the time.

Motor Skills

- Does not trip over frequently.
- Does not bump into people or objects.
- Can hold a pencil correctly.
- Can copy a simple shape.
- Can indicate back, ears, elbows etc.
- Has little or no difficulty in controlling a writing implement.
- Will voluntarily walk on a balance beam.
- Can run, hop, skip, jump confidently.
- Can cut out a simple shape neatly.
- Can colour in a shape staying within the outline given.

Social

- Has learnt how to play with own age group.
- Has worked out how to approach others if wanting to join in.
- Can share equipment with others.
- Understands their responsibilities towards other people’s belongings.
- Is happy taking turns in activities and games?
- Joins readily in play and group activities.
- Is polite - remembers to say “please” and “thank you”.
- Maintains eye contact.
- Smiles.

These skills are used throughout the school year however not all children will acquire these skills at the same rate or time.

Many additional skills are needed before formal learning can proceed.

Be patient with your child and PRAISE, PRAISE, PRAISE!
PARENTS CAN HELP TO PREPARE THEIR CHILDREN

- Children model their behaviour on what they see and how they feel... especially regarding people they admire. Role play with family and friends so children understand what you mean.

- Establish that any criticism is of an action and not of the child itself.

- Encourage the child to have friends their own age to play with.

- Arrange situations where your child:
  - Stays overnight with a relation / friend.
  - Stays at a friend’s all day or has a friend to stay.
  - Joins in groups where they have to adjust - e.g. church groups, clubs, play groups etc.
  - Does not have older brothers or sisters to take the initiative all the time at home.

- Give them regular simple responsibilities and praise for “a job well done” - this helps to establish “job satisfaction”, for example:
  - Set table (or trays) - teach left / right.
  - Dry cutlery and put it away correctly.
  - Help to fold and put away washing.
  - Total responsibility for feeding a pet.
  - Tidy own room and clothes.
  - Put groceries away in cupboards.
  - Sweep kitchen floor.

- Help your child to hear and remember correctly:
  - While shopping with child, have them collect 2 or 3 articles for you.
  - Ask them to fetch several things.
  - Give two directions to be followed.
  - Listen to the T.V and later discuss content - kindergarten programs.
  - Listen to CDs and sing with your child.
  - After a story ask questions about it.
  - Car trip memory games - “I went shopping and I bought............”.

- Help develop visual memory:
  - What is missing?
  - Spotting specific road signs.
  - Matching things that are the same, e.g. patterns on forks, etc.
  - Matching scrap materials and wool.
  - Card games e.g. “Fish” “Snap” “Uno”

- Help prepare children to want to read:
  - Gradually build up a large vocabulary by talking constantly about things in the home, visits to the local park, shops, visits to the zoo, holidays etc.
  - Read to your child regularly from a very young age.
  - Join the local library.
  - Read and discuss books.
  - Join in library holiday activities.
  - Discussions with grandparents - old photographs, etc.
  - Visit a book shop on shopping day for a browse.
  - Limit TV viewing especially violent, action type programs.
  - Read for pleasure yourself and let your child observe this.