Dear Parents and Carers

Welcome to Georgiana Molloy Anglican School. We look forward to a wonderful year of playful, engaging and successful learning experiences with your child.

At Georgiana Molloy Anglican School (GMAS) Kindergarten is the first formal start to school. This booklet aims to provide you with important information about your child’s year with us.

Staff

Principal                                      Mr. Ted Kosicki
Head of Early Childhood                      Mrs Kathryn Campbell
Teachers
Miss Jaimee Dingle – KG and KM
Mrs Helen Mullen – KG/KM (Wednesdays only)
Ms Fiona Black – KA

Education Assistants
Ms Maree McCauley – KG and KM
Miss Nicole Thompson – KG and KM
Miss Hannah Smith – KA
Mrs Jodie Woods – KA

Session Times

Monday/Tuesday and alternate Wednesdays       KG
Wednesday                                      Alternate Wednesdays
Thursday/Friday and alternate Wednesdays       KM
Monday/Tuesday/Thursday/Friday                 KA

8:40am to 3:10pm

Term Dates

Term 1                                      Monday 2\textsuperscript{nd} February – Thursday 2\textsuperscript{nd} April
Term 2                                      Wednesday 22\textsuperscript{nd} April – Friday 3\textsuperscript{rd} July
Term 3                                      Tuesday 21\textsuperscript{st} July – Friday 25\textsuperscript{th} September
Term 4                                      Tuesday 13\textsuperscript{th} October – Monday 7\textsuperscript{th} December
Kindergarten Philosophy

Early childhood is a time to foster children's learning through acknowledging each individual's characteristics of belonging, being and becoming in a play-based and reflective environment. Strong collaborative relationships between a child's family, culture, educators, professionals and the community empowers a child to co-construct and further develop his or her own identity, voice and understanding of the world.

Children's learning and developmental outcomes should foster children to:

~ Have a strong sense of identity
~ be connected with and contribute to their world
~ Have a strong sense of wellbeing
~ be confident and involved learners
~ be effective communicators

Children learn best when they are given opportunities to discover, explore, be challenged and problem solve through direct experiences. Children are encouraged to be actively involved in Kindergarten with hands-on activities that are of interest and relevance to them. Each child's social, emotional, physical, language and cognitive skills will be developed throughout the year in this way. Children will be given the opportunity to develop, learn and participate at their own pace.

Play is a very important part of a child's life. Through play, children learn to explore their environment and make discoveries, socialise, develop a wide variety of skills and make sense of the world.

For many children, this year is the first experience as part of a group and may be their first time in a formal setting away from their parent or carer. Learning to play with other children, sharing, taking turns and cooperating may be difficult for some young children. The Kindergarten year gives them the opportunity to develop competent social skills. A child's emotional intelligence has been reported to be of more importance in determining a child's future success than any other indicator. Fundamentally, this initial introduction to formal education should be a happy and fulfilling experience. Children should enjoy a positive and enthusiastic attitude towards schooling, while developing independence and building self-esteem.

Stationery Requirements

All books and stationery items required for Kindergarten classes are purchased and supplied by GMAS. This means savings for parents and the school, as we can purchase supplies at a discounted price in bulk. The only purchases required for the school year can be purchased from the GMAS Uniform Shop. Parents will be charged an amount to their school resource levy.

Daily Requirements

1 X Piece of fruit/vegetable for 'shared fruit'
1 X Packed lunch box (i.e. sandwich, wrap, salad, fruit, yoghurt, no lollies or junk food please, as per our GMAS Healthy Eating Policy)
1 X Drink bottle (water only no juice/cordial)
1 X School bag (with a change of clothes in case of accidents)
1 X Hat (No Hat – No Play Policy Term 1 & 4)
We discourage toys and valuable items being brought to school. When they are lost or damaged it is a very distressing time for children. Issues with sharing and ownership occur when personal items are brought from home. (Special occasions such as birthdays are an exception)

**Daily Routines May include the following:**

8.40am  Class opens/children unpack bags/table top activity/puzzle/book corner  
8.50am  Morning Welcome, Class roll, weather/date chart/movement to music  
9.30am  Fundamental Movement skills / Perceptual Motor Program  
10:20am Prayer and Fruit Time  
10.40am Tuning into Investigations – literacy/numeracy/social/emotional/physical learning intentions  
10.50am Investigations  
11.40am Reflections – oral language program  
12pm  Lunch  
12.30pm Relaxation and quiet activities  
1.00pm Numeracy/literacy based rotations including Home Corner, blocks, and creative play  
2.00pm Afternoon tea and outside play  
2.40pm Pack bags / reading/ nursery rhymes  
3.10pm Dismissed

**Communication**

Open communication between home and school is imperative. You are invited to come and speak with your teacher about any concerns or queries you may have regarding your child or the program. Any knowledge of changes in home situations and circumstances that you think may affect your child at school is always appreciated.

Wednesdays are non-teaching days so are the most convenient days to arrange a meeting with your teacher. Arranging times before or after school on any other day is also a possibility.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held within the first two weeks of the first term. Parents meet with the teacher who will brief them on routines, expectations and proposed learning intentions and activities relevant to this year group.

A Homework Diary is a daily source of communication between School and home. Parents are encouraged to read and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers will sign the diary each day, too. Some calendared school events are also noted in the diary.

We will communicate formally with you in several ways during the year. There will be the opportunity for Parent/Teacher interviews in Term 1 and 2 plus end of Semester Reports. Early childhood classes are unique in the way that most parents are given an opportunity to communicate daily in an informal way during drop offs and pick ups.
Early Childhood learning offers a range of experiences that will:

- Assist in developing a positive self-image.
- Provide learning experiences, which will enable each child to develop at their own rate with small learning steps and recognise their individual needs.
- Promote oral language skills, which will help in understanding the different uses of language e.g. communicating to others, learning to ask and answer questions, learning to choose and select.
- Assist each child to show respect for others and form Christian values for community living.
- Provide an organised, consistent daily routine offering security so children can make choices and be creative.
- Provide continuous evaluation of the programme to ensure it is within each child’s abilities and achievements.
- Ensure home and school is complementary where parent participation is encouraged.

**Education in the Early Childhood years:**

- Recognises the individual differences in each child.
- Provides a programme, which promotes developmental learning integrating social, emotional, spiritual, physical and cognitive growth.
- Develops each child’s natural curiosity and eagerness to learn.
- Realises that play-based learning is essential for all children.
- Provides opportunities to discover and explore through sensory material, as this is the basis for all areas of learning.
- Recognises that children must learn from each other, learn how to learn, experience achievement and responsibly, and respect themselves and each other.
- Develops independence and the ability for children to think for themselves.
- Realises that children need a safe, secure, stress-free environment knowing it is all right to make mistakes and show emotion.
- Offers no pressure for children to be working with symbols i.e. letters and numbers, before experiencing and understanding ‘hands on’ activities.

**Kindergarten expectations and achievements by the end of the year...**

**Social:** Children can:

- Interact with others cooperatively
- Work in small/large groups and individually
- Wait their turn
- Look after their own things
- Show independence
- Exhibit self-help skills e.g. toileting, clothing
- Learn how to pack away
- Show respect for their environment e.g. equipment, materials, other people
- Listen to others
- Speak confidently with adults
- Express needs and wants appropriately
- Exhibit common courtesy and use manners
- Line up in single file or with a partner
**Physical** - Children can:
- Use correct pencil and scissor grip
- Complete basic gross motor skills- jump, hop, balance, climb, throw, catch, skip
- Complete fine motor skills- by applying glue correctly, wiping paintbrush, threading.

**Literacy** - Children can:
- Recognise, copy and attempt to write their own name
- Identify first letter in name and attempt to name some letters in name
- Listen for a purpose i.e. story, information
- Follow oral instructions
- Show an interest in words e.g. rhyming, syllables
- Show an interest in pre-writing skills e.g. drawing, patterns
- Show some understanding of pre-reading skills e.g. left to right, top to bottom.

**Numeracy** – Children can:
- Identify shape and colour
- Sequence objects by size
- Classify and identify objects by size, shape and colour
- Create patterns
- Problem solve
- Identify simple 1:1 correspondence
- Show some understanding of spatial relationships e.g. next to, middle, in front, behind.
- Recognise numerals 1-20

**Spiritual**

As a part of a Christian school the Kindergarten students are a part of a holistic approach to learning. They wonder at God our Creator through song and prayer. They begin to learn the meaning of the Church including why we go to Church and what we see inside. Children begin to thank God through their own (made up) prayers for things they are grateful for or ask God to help those in need. The children are encouraged to live the Gospel through their own actions and treat each other kindly as Jesus would.

**House Structure**

Each student is allocated to a House. The Houses are named after Bays within the Busselton region. There are six Houses.

They are as follows:

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Each House includes students from each of the Years Kindergarten to Year 6. Kindergarten students participate in the Early Childhood Beach Carnival, Early Childhood Cross Country Carnival and Early Childhood Athletic Carnival.
Parent Involvement

Parent involvement in the Kindergarten Program is very important. All parents and special people in your child’s life are invited to come along and participate. Parent Roster is the most common form of parent involvement. Your child loves to share their learning with you and an extra pair of hands enables us more time to work with individuals and small groups of children. Parent assistance during the morning and afternoon session is very much appreciated and a valuable part of your child’s learning experience. A roster is displayed on the notice board during each term.

When on roster you can help by:
• Interacting, playing and communicating with the children
• Assisting and guiding children during activities while encouraging their own creativity and independence.
• Assisting with preparation for morning tea.
• Assisting in setting up outside play.
• Encouraging and helping children to clean up and pack away.
• Assisting with the preparation of future activities.

Correct Letter Formation

If your child is eager to start writing letters, it is always best to encourage them to use the correct form from the beginning. When printing, always use Lower case letters and only use capitals at the beginning of names and sentences. E.g. write your child’s name with a capital letter followed by lower case.

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GMAS currently uses the New South Wales Foundation Font when handwriting.