

Welcome to the 2020 Kindergarten Parent Information Sessions



Tuesday, 29th October 2019
9.30 am and 6.00pm

Acknowledgement of Country

I would like to acknowledge that we are meeting here today on the land of the traditional custodians, the Darug people.

I would also like to pay my respect to elders past, present and future, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander Australians.



Program

- Acknowledgement of Country – Mrs Grant
- Welcome & Introductions of Staff– Mrs Grant
- School structure and other school information
- Mrs Eastwood
- Support Unit overview – Ms Moorhouse/Mrs Camilleri
- EaLD and NAP – Mrs Navjot Gill
- ICT, Attendance and Kids Matter – Mrs Eastwood
- Transitioning to School - Mrs Grant
- English and Mathematics – Ms Sanchez/Ms Lisciotto
- Other Key Learning Areas – Mrs McMahon
- School activities and Programs –
Mrs Connolly Borg/Mrs Ripper
- Question Time and Tour



Introductions - staff

- Mrs Denise Lockrey (Principal)
- Ms Tania Di Chio (Deputy Principal)
- Mrs Tareena Eastwood (R/Deputy Principal)
- Mrs Navjot Gill (EaLD/NAP Co-Ordinator)
- Mrs Gina Grant (Assistant Principal – Early Stage One)
- Ms Mandy Moorehouse (R/Assistant Principal – Support)
- Mrs Shantelle Camilleri (Support Unit Teacher)
- Mrs Lyndy McMahon (KM 2019 teacher)
- Ms Bruna Lisciotto (KL 2019 teacher)
- Mrs Adriana Ripper (KS 2019 teacher)
- Mrs Elizabeth Connolly Borg (KC 2019 teacher)
- Ms Arosha Bamunuarachchige (KA 2019 teacher)
- Ms Clara Sanchez (KD 2019 teacher Mon-Thur)
- Mrs Kirrilly Dabinett (KD 2019 teacher Friday)





Introductions - school

- Structure of Wentworthville Public School.
- Staff in the school: Principal, Assistant Principals, Classroom teachers, EAL/D teachers, Support teachers, School Counsellor, SLSOs, GAs and Office staff.

WENTWORTHVILLE
PUBLIC SCHOOL

OFFICE



2019

Wentworthville Public School



What it is like to
be in a
MCSupport Unit
class at
Wentworthville
Public School?



Our MC Support Unit is an integral part of the school. Our aim is to provide as normalised an educational experience as is possible, whilst meeting each student's needs.....



The school provides a dynamic learning environment

Wentworthville Public School empowers every student





K-3C
Early Stage
1 to Stage 2

There are currently 3 Multi-categorical classes with ages between five and twelve years. All students work towards achieving K- 6 outcomes in each of the Key Learning Areas.



K-3M Stage 2

Multi-categorical means.....

Students may have one or more disability type. These may include autism, emotional disturbance, moderate to severe intellectual disability or physical disability.



3-6G
Stage 2
to
Stage 3

All our students in support classes have the opportunity to participate in the school and community activities on the same basis as students in regular classes.

School Sports



Peer support

Athletic carnivals

Swimming carnivals

Life Education Van
Healthy Harold



PSSA

SRC

Stage excursions

Cross country

Integration



Extra curricular activity clubs

SISA
(Dance and fitness Programs)

Camp

Swimming scheme





Special Purpose Area

New Build





Kiss and Drop

Afternoon pick ups

2.55pm Teachers on duty on Monash Street

Parents are allocated with an A4 laminated page which has a 3 digit number.

These numbers are to be placed on your vehicle dashboard.

Kiss and Drop operates in Monash Street. You are not permitted to leave your vehicle to use this service. Fines can be issued by the local authorities for parking in these spaces.

Welcome to Kindy Booklet and Kindy Information Bags



Given out at 1st orientation session



Given out at 3rd orientation session



Parents & Citizens Association (P&C)

The P&C Meeting is held on the first
Wednesday of the month at 6.00pm.

At the first session of orientation on the
14th of November, the P&C will present to
parents how you can become involved.

Volunteering at WPS



This declaration must be completed by **volunteers and non-child related contractors** seeking engagement with the Department of Education (the department) where the person is exempt under the *Child Protection (Working with Children) Regulation 2013* from having to hold a Working with Children Check clearance. See the department's Working with Children Check Procedures for more details.

This declaration does not apply to volunteers who are

- Working as part of a formal mentoring program (whether or not a parent or close relative at the school at which they are volunteering) or
- Involved in intimate, personal care of children with a disability (whether or not a parent or close relative at the school at which they are volunteering) or
- Not a parent or close relative of a student at the school at which they are volunteering

This declaration does not apply to contractors who are

- Ordinarily involved in direct contact with children for extended periods (for e.g. Speech Pathologists, health workers, band tutors, music tutors)

Those workers **listed above** need to provide the school with Appendix 11, a WWCC clearance and 100 points of ID in order that they can be verified via eCPC.

This declaration DOES apply to volunteers who are:

Parents or close relatives who volunteer at their child's school. This includes day to day reading helpers, canteen helpers etc., who are a parent or close relative to a child at the school at which they are volunteering. These workers **DO NOT** need a WWCC number and **should not** be asked to provide one. These parents should complete this Appendix and provide the school with 100 points of ID. This information should be used to conduct a person search via eCPC. These people **should not** be established on eCPC.

This declaration DOES apply to contractors who are:

Hired by the school or P&C to perform maintenance services or other additional services, however the work will not ordinarily involve contact with children for extended periods (for e.g. tree lopping, electrical testing, and annual maintenance of fire extinguishers). These contractors should complete this Appendix and provide the school with 100 points of

ID. This information should be used to conduct a person search via eCPC. These people **should not** be established on eCPC.

Note: Contractors working in the Assisted School Travel Program and contractors employed through the department's maintenance program are not required to undergo any school based screening.

Applicant Details

First name: _____ Surname: _____
 Previous names: _____
 Date of birth: _____ / _____ / _____ Male Female
 Place of Birth: _____ Telephone: _____
 Street address: _____
 Suburb: _____ State _____ Post Code _____
 Occupation _____

Identity documents

Please provide details of the approved documents according to the 100 point proof of ID check

Document Name	Issuing Agency	Reference number

I declare:

- a) I am in child-related work or applying to be in child-related work within the meaning of the NSW *Child Protection (Working with Children) Act 2012*, but am exempt from the requirement to hold a working with children check clearance under the Child Protection (*Working with Children*) Regulation 2013 at the time of the making of this declaration.
or
- b) I am a non-child related contractor within the meaning of the NSW *Child Protection (Working with Children) Act 2012*, but am exempt from the requirement to hold a working with children check clearance under the Child Protection (*Working with Children*) Regulation 2013 at the time of the making of this declaration.



Medical

- **If your child has a medical condition eg:-**

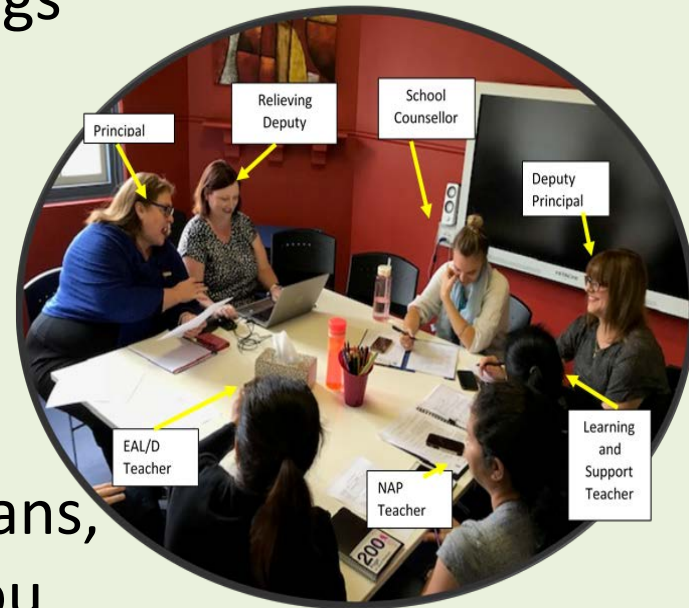
- Asthma
- Anaphylaxis
- Diabetes
- Epilepsy
- ADHD
- Autism
- Speech/Hearing/Vision

please discuss with the Kindy teachers ways to support your child. Please provide copies of documentation from specialists/doctors.



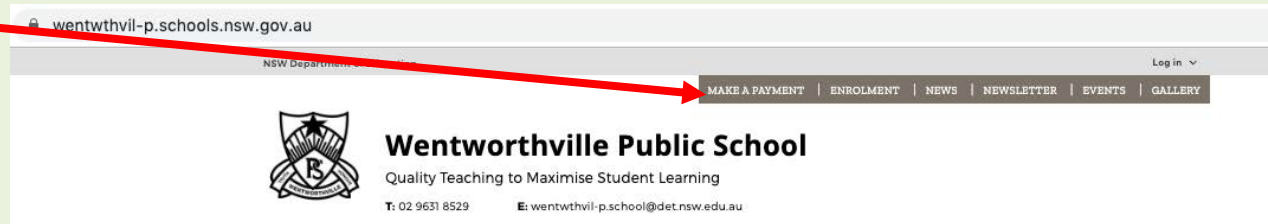
WPS Learning and Support

- WPS has a Learning and Support Team and a school counsellor
- They meet fortnightly on Friday mornings from 8.15-8.55 to discuss:-
Students who may be needing support academically, socially, behaviourally or emotionally.
- If you **have any reports** from pediatricians, speech therapists, hearing etc, could you please **provide a copy to your child's teacher**.



Notes and payments

- All money goes to the office in a clearly labelled envelope. (Name, class, amount and reason)
- Payments can be made online directly to the school using the POP payment system. Please allow time to meet deadlines.



- Please ensure permission slips are filled in correctly using black/blue pen. They also need to have child's full name, class and be signed and dated
- **DUE DATES WILL BE ENFORCED-** avoid disappointment
- All students will receive invoices for all items and are required to pay up front.



Approaching the school

- 1st - The classroom teacher is the **first** person who needs to be approached about issues. Most of the time this fixes the issue.
- 2nd – If not resolved, speak to Assistant Principal (Mrs Grant).
- 3rd – if still not resolved, then speak to the Deputy Principal – Ms Di Chio or Mrs Eastwood
- 4th- if you are still unsatisfied, please talk to Mrs Lockrey the School Principal

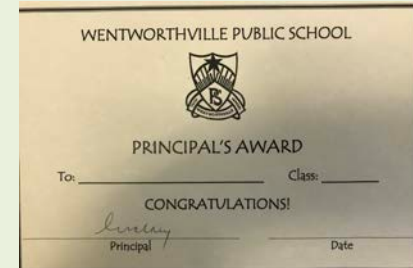
- **Make an appointment** for a meeting at a mutually convenient time so we can give you our full attention.
- Please go to the office to deliver forgotten items to your child or to collect your child early. For our students' safety, you are not permitted to **go directly to classrooms or playgrounds.**





Rewards

- 5x Yellow Awards = Merit Award
- 5x Merit Awards = Principal Award
- 5x Principal Awards = Book Award



Communication Methods



- . Website
- . Facebook
- . Twitter
- . Parent Portal
- . WPS e-Newsletter – each fortnight - WPS website
- . Notes home on a Wednesday
- . Three Way Goal Setting Interviews – late Term 1
- . Parent Information Session – February 2019

Reports

- . Best Start Assessment Report – February 2020
- . Semester 1 Report – end of Term 2
- . Semester 2 Report – end of Term 4



Daily Bell times

8.25am

Teachers on duty

- no child to be at school before this time.
- *all students to be in their class line by 5 to 9.*

08:55

8.55am

School begins – meet under COLA in class lines

- late note required if after this time.

8.55-10.55am

Lessons – Morning Session – 2 hours

10.55am

Eating Time – supervised

11.05am

Break 1 - play

11.35am – 1.35pm

Lessons – Middle session – 2 hours

1.35pm

Break 2 - food and play

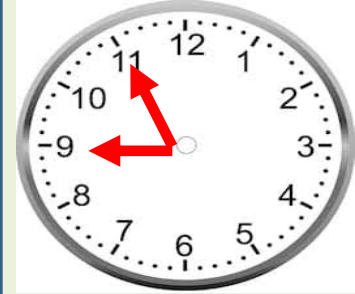
1.55 – 2.55pm

Lessons - Afternoon Session – 1 hour

2.55pm

School finishes pick up @ COLA

02:55





Break 1 and Break 2

10.55-11.05 am

Eating time is supervised for 10 minutes by the classroom teacher, usually in the classroom or outside. If students need more time to eat, they take their food with them to the seated area to finish.

11.05-11.35

play time and
toilet break

1.35-1.55 pm

toilet, eat, play



Canteen – Lunch Orders

Break 1 - main food

Students pre-order their lunch for the day by going to the canteen prior to the 8.55am bell.

Break 2 - snacks

1.35 – 2.55pm

It is not recommended for Kindy to use the canteen in the first few weeks.





Crunch&Sip


WPS is a Crunch&Sip School.

Classes have an additional short break to eat their Crunch&Sip.

Everyday, students bring to school a small container or bag containing either chopped:-

- Fruit
- Vegetables
- Salad
- Bottle of water





Special Religious Education (SRE)

Every Tuesday @ WPS we have Special Religious Education classes for 30 minutes.

The scripture groups that are available are:-

- Hindu
- Sikh
- Catholic
- Protestant
- Islamic
- Non-Scripture

If you haven't already done so, please advise the office of the class you would like your child to attend.



Before and after school care (OSH Club) facilities

- **Out of School Hours Care**

Before School: 6.30am – 8.30am

After School : 2.30pm – 6.30pm

They also provide vacation care in the school holiday periods.

At the 2nd session of orientation on the 21st of November, the Osh Club will present to parents how to enrol, prices and information about the types of activities they do.

WPS SCHOOL UNIFORM



Wentworthville Public School

Our Uniforms



At the first session of orientation on the 14th of November, the P&C will present to parents samples of the uniform and explain how they can be purchased.

School sport uniform

Girls and Boys: (worn on grade sport days-TBA)

- Black and white polo shirt
- Black shorts
- White sport socks
- Sport shoes (preferably white)
- School logo jacket/jumper as needed
- Black tracksuit pants in winter
- Black school bucket hat



Duty of Care

- Students are not to arrive at School prior to 8.25am.
- Students are to be collected from school by 2.55pm and exit the school sensibly and safely.
- Students catching the bus home are to meet the supervising teachers near the School Office building.
- Move safely to Gate 9 area for Kiss and Drop.
- If you come to school to drop your child off and would like to stay until the bell rings, please encourage your child to be in the correct place as they are under our care once they arrive at school.





PBL

(Positive Behaviour For Learning)

- **School Wide Expectations:**
 - Safe
 - Respectful
 - Learners



PBL expectations outlined through a weekly Focus.

Teacher lanyards demonstrate the weekly expectation

• In the playground:


'Caught you being good' cards

Positive behaviour for learning



Wentworthville Public School Whole School Expectations Matrix





Expectation	All Settings	Hallways/Walkways and steps	Toilets	Canteen/ Weather Shed	Playground	Assemblies	Office	Bus
 <p>Be Safe</p>	<ul style="list-style-type: none"> ✓ Keep hands and feet to ourselves. ✓ Ask permission to leave any setting. ✓ Report problems to supervising teacher. ✓ Move around safely ✓ Enter & exit buildings sensibly. ✓ Red lines are out of bounds areas. ✓ Yellow lines mean hazard or permission to cross. ✓ Stay out of buildings before school and during break times. 	<ul style="list-style-type: none"> ✓ Walk quietly. ✓ Keep to the left. ✓ Walk up and down stairs one step at a time. ✓ Railings are for holding. ✓ We keep our hands to ourselves when walking in lines. ✓ Stay with your group when walking in lines. ✓ Bags are on hooks. 	<ul style="list-style-type: none"> ✓ Play in the playground. ✓ Wash hands & be sensible with the water. ✓ Walk in the toilet area. ✓ Stay with your buddy. 	<ul style="list-style-type: none"> ✓ Walk sensibly in the canteen area. ✓ Keep doorway clear. ✓ Seats are for sitting when eating. ✓ The weather shed is a 'No Hat, No Play' area. 	<ul style="list-style-type: none"> ✓ Wood chips, sticks & stones stay on the ground. ✓ Keep hands and feet to yourself ✓ Play only where you are allowed. ✓ Seats are for sitting. ✓ Use equipment properly. ✓ Play 1metre away from the fence ✓ Sit while eating in the supervised area. ✓ Wear a hat when outside. ✓ Line up sensibly while waiting for your teacher. 	<ul style="list-style-type: none"> ✓ Enter & exit in orderly manner. ✓ Line up sensibly while waiting for your teacher. 	<ul style="list-style-type: none"> ✓ Only be there if you need to. ✓ Walk in the office area. ✓ Stay in the front foyer. ✓ Enter the office area only with a teacher. 	<ul style="list-style-type: none"> ✓ Walk to the bus ✓ Line up in the bus lines behind the gate. ✓ Enter the bus safely when a teacher directs you to. ✓ Sit and remain seated during the trip. ✓ Tuck my bag under the seat ✓ Stand only when the bus has stopped.



Wentworthville Public School Whole School Expectations Matrix



Expectation	All Settings	Hallways/Walkways and steps	Toilets	Canteen/ Weather Shed	Playground	Assemblies	Office	Bus
 <p>Be Respectful</p>	<ul style="list-style-type: none"> ✓ Listen to others. ✓ Consider others - adults, the elderly and other cultures. ✓ Speak using polite language. ✓ Ask permission before taking equipment. ✓ Knock, wait for acknowledgement, enter & then speak. 	<ul style="list-style-type: none"> ✓ Walk quietly so others can continue learning. ✓ Move from place to place quietly. 	<ul style="list-style-type: none"> ✓ 1 child per cubicle. ✓ Allow for privacy of others. ✓ Keep this area clean. ✓ Look after school property in the toilets. 	<ul style="list-style-type: none"> ✓ Line up in 3 lines behind the star. ✓ Use your manners. ✓ Wait patiently ✓ Canteen is an area for purchasing only. ✓ Move away once you are served and sit in the weather shed to eat. ✓ Keep the area clean. 	<ul style="list-style-type: none"> ✓ Look after the environment. ✓ Put litter in the bin. ✓ Invite others to join in. ✓ Share school equipment. ✓ Use polite language. ✓ Respect the red and yellow lines. ✓ Respect others as friends and playmates. ✓ The board walk is for walking on. ✓ Take turns with the chess set. 	<ul style="list-style-type: none"> ✓ Line up when the music starts ✓ Be an active listener. ✓ Applaud appropriately to show appreciation. ✓ Display manners using please & thankyou. ✓ Address people appropriately 	<ul style="list-style-type: none"> ✓ Use your manners ✓ Wait patiently ✓ Keep noise levels down 	<ul style="list-style-type: none"> ✓ Respect the driver by remaining quiet. ✓ Use manners when entering and exiting from the bus.
 <p>Be a Learner</p>	<ul style="list-style-type: none"> ✓ Be an active participant. ✓ Do your best. ✓ Be responsible for your actions. ✓ Be cooperative. ✓ Be prompt. ✓ Sit during eating times. 	<ul style="list-style-type: none"> ✓ Return to class promptly. 	<ul style="list-style-type: none"> ✓ Follow toilet procedures. ✓ Return to class promptly. 	<ul style="list-style-type: none"> ✓ Be ready with your money and know your choice. ✓ Use the canteen only during playtime. 	<ul style="list-style-type: none"> ✓ Leave the playground when the music starts. ✓ Be a problem solver. ✓ Learn new games and their rules. ✓ Follow playground rules. ✓ Play to have fun. 	<ul style="list-style-type: none"> ✓ Listen attentively. ✓ Participate appropriately 	<ul style="list-style-type: none"> ✓ Return to class promptly. ✓ Return notes and money to the office in an envelope marked with my name, class and event. 	<ul style="list-style-type: none"> ✓ Be prompt to the bus. ✓ Gather my belongings from the bus. ✓ Have your Opal card ready to enter the bus.

Attendance

Make sure your child attends school every day and arrives on time.

The correlation between school attendance and school achievement is well documented.

Research shows that the more time a child spends at school, the more likely they are to experience school success.

If students miss as little as **eight days** each school term each year, by the end of primary school they will have missed **a year of education**. Half an hour late each day equals five days absence per year.



Attendance

- Arrive at school by 8.55am or a partial absence will be recorded on the roll.
- Parents must supply an explanation of their child's whole day or partial absence within 7 days from the first day of their child's absence period
- HSL0 visits school each term to monitor absence. They will be attending the 3rd Session of the Kindy orientation on the 26th of November to talk about their role.
- Families who wish to travel during the school term will need to complete an **“Application for Extended Leave”** obtainable from the school office.





When your child is absent

- Notes to explain absence are required as soon as the child returns to school (within a week of the absence). Include relevant dates of absence, reason, signature and date note was written
- Partial Absence
 - arriving late → You must go to the office and follow the relevant procedures.
 - leaving early → You must go to the office and follow the relevant procedures.

EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!





Kidsmatter Framework

Good mental health = Improved educational outcomes

Mental health difficulties affect 1 in 7 Australian primary school children

Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers.



Kids Matter Framework

1. Positive school community
2. Social and emotional learning for students
3. Working with parents and carers
4. Helping children with mental health difficulties.



(CASEL, 2006)

Kids Matter Framework

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(CASEL, 2006)



(CASEL, 2006)

Parent Mentors

- A support network for new families to adjust in their first year at WPS
- Currently 19 parent mentors
- Parent mentors visible in the playground with white badge and school emblem





ICT

- We have a range of ICT we use at school including:
- Interactive white boards
- Computers/Laptops
- Interactive projectors
- iPads
- Robotics Kits
- Filming equipment



Wentworthville Public School

- ✧ Total number of students: **703**
- ✧ Number of LBOTE: **670**
- ✧ % LBOTE: **95.3 %**
- ✧ Nationalities: Approx. **40**
- ✧ Languages spoken: **37**
- ✧ Newly arrived students: Approx. **60**
- ✧ Number of Refugee students: **6**



EAL/D = ESL

- EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in Standard Australian English (SAE).

http://www.acara.edu.au/verve/_resources/EALD_Teacher_Resource



EAL/D learners

- ❖ whose first language is a language or dialect other than standard Australian English (**Aboriginal students**)
- ❖ with a **diverse range of backgrounds** and English language learning needs
- ❖ **born in Australia** or have **recently arrived**, **refugees** or **international students**
- ❖ with the same amount of **formal schooling in their home country** as their class peers or had **severely disrupted or no schooling** due to war or civil disorder.
- ❖ some have **literacy skills** in their first language while others do not.

EALD Teacher's role

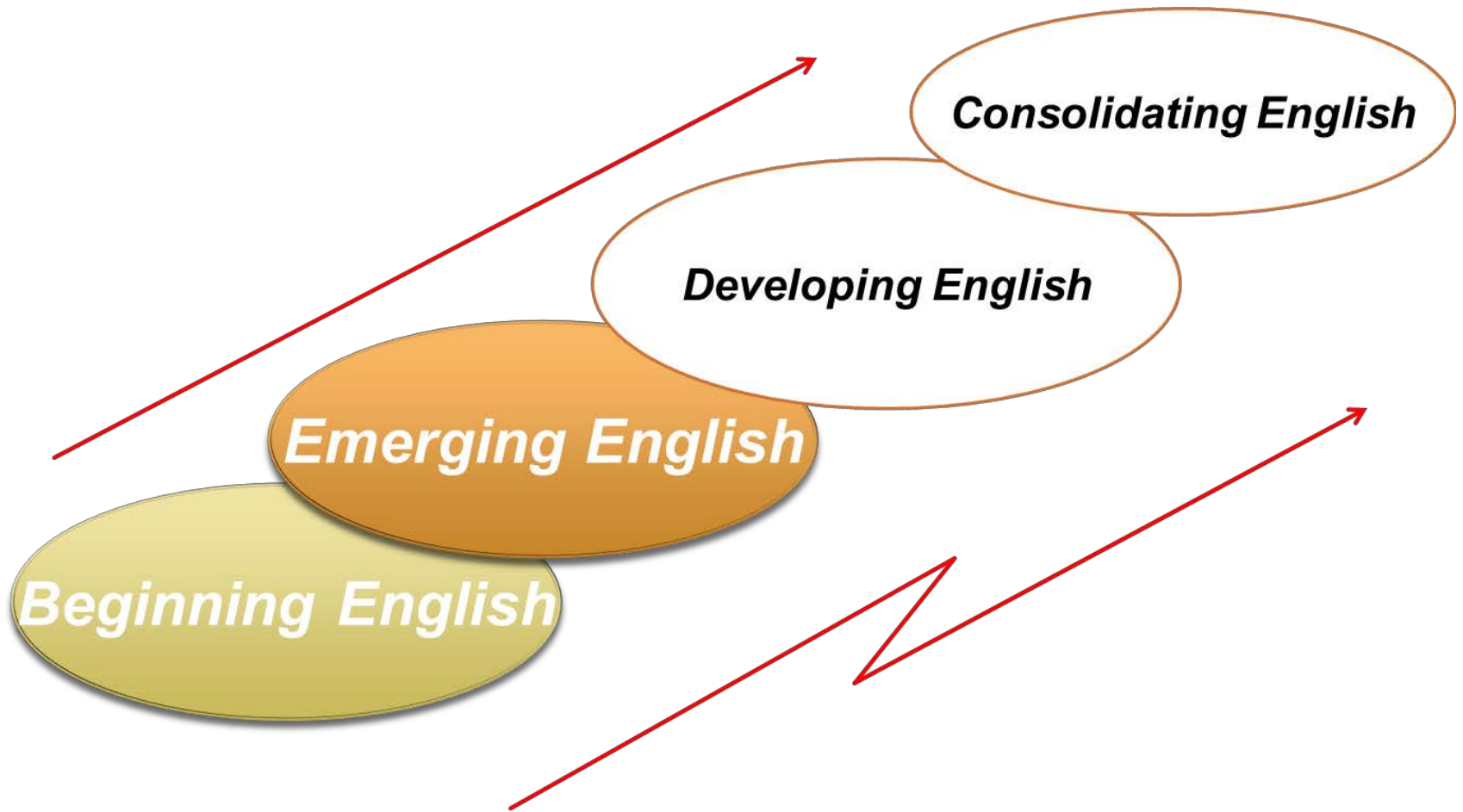
Establish effective EALD strategies to create an engaging learning environment and successful learning outcomes for EALD students.



How long does it take to develop academic language in English with EAL/D support?

Students with education in their first language	4 years or less (average 5-7 years)
Students with disrupted Education in their first language	Up to 10 years
Students with limited Education in any language	7-12 years

EAL/D learning progression - 4 phases



Is My Child Ready For Kindergarten?



It is not all about ability but readiness !

School readiness is about the development of the whole child – their **social** and **emotional** skills, **physical** skills, **communication** skills and cognitive skills.

School Readiness

Social skill

Able to get along with other children, demonstrate basic manners, assert themselves, and being able to play independently as well as with other children.

Emotional maturity

Able to manage their emotions, cope with minimal adult contact in large groups, focus on tasks, follow directions and instructions from teachers, cope with the stress of the new school environment, and understand the rules.

Language skills

Able to talk and listen to adults and other children, speak clearly, communicate needs, understand stories, and begin to identify some letters and sounds.



School Readiness

Cognitive Skills

Basic number sense, basic thinking skills, being able to wait and take turns.

Physical health and coordination

Basic health, fine motor skills (such as being able to grip a pencil and turn pages in a book) and physical coordination (being able to run, jump, climb, and play ball).

Independence

Basic skills to manage their needs without adult supervision, such as going to the toilet, dressing, unwrapping their lunch and managing their belongings.





Targets for starting school

- Enjoy being at school
- Want to learn
- Experience success
- Develop a positive self-image
- Feel valued
- Be willing to persevere & develop resilience
- Develop effective social interactions with other children and adults

How can I help my child?

- Develop routines at home, e.g. bed times.
- Read together regularly (including dads).
- Play family games to develop turn taking and sharing.
- Talk positively about school (before attending).
- Help them to visualise themselves at school.
- Help them to feel positive and self confident.
- Practise using lunch boxes, caring for belongings.
- **LABEL EVERYTHING!**



How else can I help my child?

- Learn to recognise and write their name.
- Visit the school and be involved in transition program.
- Have immunisation certificate up-to-date.
- Help develop independence:
 - unpack – bags, shopping,
 - dress themselves
 - use toilet independently
- Talk about school – highlight the positives of the day.



Kindergarten Orientation Session # 1

Thursday, 14th November

9.25 am	Arrive - meet under COLA – sign in
9.30 am	Students go to class & Parents go to the library
10.45 am	Collect students from COLA – sign out

- Familiarise with the classroom setting
- Meet the teachers
- Colour groups (NOT CLASS 2020)
- Classroom activities
- Story and activity



Kindergarten Orientation Session # 2

Thursday, 21st November

- 9.25 am Arrive - meet under COLA – sign in
- 9.30 am Students go to class & Parents go to the library
- 10.45 am Collect students from COLA – sign out

- Build on friendships
- Review last visit
- Sing songs
- Craft activity
- Visit other areas of the school



Kindergarten Orientation Session # 3

Tuesday, 26th November

12.55 pm	Arrive – meet at the COLA – sign in
1.00 pm	Students go to class & Parents go to the library
2.15 pm	Collect students from COLA – sign out

- Review last visit
- Story
- Craft activity
- Play a game





First Day @ School

- Monday, 3rd February 2020 @ 9.15am starting time – meet under COLA.
- Collection time is at 2.55pm, at child's classroom steps.
- Bring your cameras ready for some snapshots of this wonderful 1st day.
- All other days apart from Monday will be 8.55am – 2.55pm with students being dropped off and picked up from the COLA area.



What to expect in the first few weeks?

- Tiredness
- Not all food is eaten
- Help them at first in morning
- Older students to help in first few days/weeks
- Please leave your child ASAP in the line to avoid unnecessary separation anxiety. Parents can stay but must move to space away from lines.


#English

KINDERGARTEN – YEAR 6


English

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts, including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.



 listen carefully

 take turns


speaking confidently

 - classmates
- chosen topic

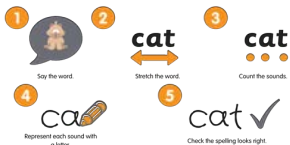
handwriting
abcdef
(writing name)

 learn letter sounds


What Kindy learn in English lessons

writing sentences and drawings


segment and blend sounds to make words


1 Say the word
2 Sketch the word
3 Count the sounds
4 Represent each sound with a letter
5 Check the spelling looks right

recognise words


Golden words

a	I	it	the
and	in	of	to
be	is	that	was

Red

all	but	he	on
they	are	for	her
one	we	as	had
his	said	with	at
have	not	so	you

playing literacy games


begin reading simple books


#Mathematics

Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
 - Number and Algebra, eg whole numbers and fractions and decimals
 - Measurement and Geometry, eg length, area and time
 - Statistics and Probability, eg data and chance.
- They develop their problem-solving skills and mathematical reasoning and communication.

*Parents guide to the NSW Primary Syllabuses (incorporating The Australian Curriculum)

count forwards and backwards

Skip count by 2's, 5's and 10's

add and subtract numbers

write numbers

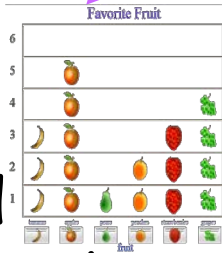
What Kindy learn in Maths lessons

measure informally

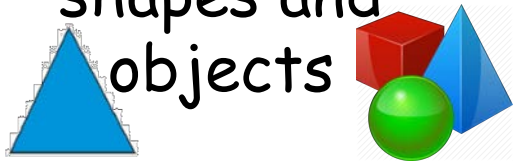


use technology to play games and consolidate learning




collect data and create simple graphs



identify shapes and objects



How to help at home!

	Emergent	Perceptual
<p>What they <u>know</u></p> 	<ul style="list-style-type: none"> * has some knowledge of numbers and counting * no 1-to-1 correspondence when counting objects 	<ul style="list-style-type: none"> * 1-to-1 counting * needs to see and touch items when counting (e.g. counters, fingers) * counts from 1 without seeing patterns to find total (e.g. holds up 5 fingers, then counts from 1 without recognising them as 5)
<p>What they <u>need to know</u></p> 	<ul style="list-style-type: none"> * 1-to-1 correspondence when counting * touch objects and move them with each count 	<ul style="list-style-type: none"> * subitising: instantly recognising a number in a small group without needing to count them (e.g. a dot pattern, fingers) * visualise numbers when counting instead of touching objects (seeing a picture in their heads, e.g. dot patterns)



CAPA - Creative and Performing Arts

Students:

- make their own artworks about real and imagined experiences using materials such as paints, watercolours, sponges, crayons, brushes and sticks
- make simple 3D constructions with boxes and use playdough or clay to make models
- perform dance and drama with movement and expression
- sing, play and move to music, and experiment with sound
- copy the beat of music using clapping, tapping or percussion instruments.



PDHPE - Personal Development Health and Physical Education

Students:

- become aware of safe and unsafe places and situations, eg near roads or water
- identify people who can help, and describe actions such as 'no, go, tell' that might be taken in unsafe situations
- label different parts of the body and name their functions, eg ears are for hearing
- identify how people care for each other
- participate in regular physical activity through creative play and minor games
- learn and practise fundamental movement skills such as hopping and jumping.



HSIE - History

Students Investigate their personal, family and community history.

They develop understanding of Australia's Indigenous and colonial history and how Australia became a nation.

Students learn about historical concepts, such as viewing an historical event from a different point of view and historical skills such as using historical sources for an investigation



HSIE - Geography

Students investigate people, places and environments.

They explore geographical concepts, such as place and sustainability, through real world examples and issues.

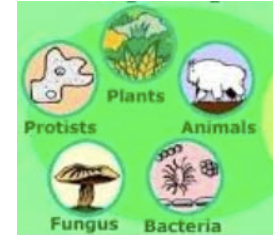
Students learn how to acquire, process and communicate geographically information using geographical tools and inquiry.



Science & Technology

Living Things

Learn about living things, their characteristics, needs behavior and the environment in which they live.



Material World

Looks at the observable properties of materials and how they can be used in making products.



Physical World

Focusses on the physical characteristics of objects and the effects of these on how they move. Students investigate how push and pull forces create movement and the fundamental concept of force and motion.



Earth and Space

Focuses on daily and seasonal changes in the environment. Students investigate how things respond to these changes in the environment.





Extra-curricular activities

WPS offers the following groups for students@ lunch:-

K-2 Dance & 3-6 Dance Groups

K-2 Choir & 3-6 Choir

Recorder – Year 2 to Year 6

Bollywood & Hip Hop Dance Group

Keyboarding

Debating and Public Speaking (Years 3-6)

PSSA Sports (Years 3-6)

Student Representative Council (K-6)

Art Groups – Stage 2 and 3.

Garden Club K-6

What can you do to help?

- Read to your child every day
- Send your child to school on time, prepared and ready to learn
- Join the P&C – 1st Wednesday of the month @ 6.00pm
- Become involved in the classrooms as a classroom helper - complete forms to volunteer at the school in 2020 (you will receive training and guidance)
- Check WPS website frequently
- Communicate appropriately with teachers
- Start to build relationships with other families and students.



Lets work together
to ensure your child has a successful year in
Kindergarten.



UNIVERSITY

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher; the tools he used
were books and music and art;
One was a parent with a guiding hand
and a gentle loving heart.

Day after day the teacher toiled
With a touch that was deft and sure,
While the parent laboured by his side
And polished and smoothed it over.

And when at last their work was done,
They were proud of what they had wrought,
For the things they had worked into the child
Could never be sold or bought.

And each agreed she would have failed
If she had worked alone.
For behind the parent stood the school,
and behind the teacher stood a home.

ORIENTATION DATES



WENTWORTHVILLE PUBLIC SCHOOL

70 - 100 Queneau Road

Wentworthville, 2145

Telephone: 9831 8539
9831 8492

Fax: 9836 3079

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2019 Kindergarten Orientation Parent Information Sessions:-

While your children are spending time in the Kindergarten classrooms you are invited to attend our parent information sessions in the school hall.

Session 1: Thursday, 14th November 2019 (9.30-10.45am)	
Denise Lockrey	Welcome, Best Start Assessment, Kiss and Drop
Leanne Keoghley	P&C, Uniforms, Canteen
Session 2: Thursday, 21st November 2019 (9.30-10.45am)	
OSH Club	Before and After School Care arrangements and Vacation Care
Nada Madjar	Role of the School Counsellor
Mike Matheson	Road Safety Information
Session 3: Tuesday, 26th November 2019 (1.00-2.15pm)	
Helen Huynh	Role of the Multicultural Community Liaison Officer
David Whetton	School Shades @ Wentworthville Public School
Safa Libdi	Home School Liaison Officer - The importance of school attendance.

For more information or activities happening check out our website:

<http://www.wentworthvil-p.schools.nsw.edu.au/>

Or

Facebook page: www.facebook.com/wentworthvilleps

Wentworthville Public School

Quality teaching to maximise student learning.

We set high expectations for all our students and staff.

Best Start Assessment Date

Will be explained in detail at the 1st parent session. You will receive instructions on how to make an online booking for your child's assessment. You only book into 1 session only. Sessions are 40 minutes on either:-

- Wednesday, 29th January 2020
- Thursday, 30th January 2020
- Friday, 31st January 2020

WENTWORTHVILLE PUBLIC SCHOOL
C/o Station Street & DeLissio Road
Wentworthville 2145

NSW Education Telephone: 9633 8529 Fax: 9696 3079
9633 8492

BOOKING A BEST START INTERVIEW

1. Go to www.schoolinterview.com.au
2. Enter the Event Code: **uphaa**
3. **School Interviews** 1: 1:00 2: 2:00 3: 3:00
Wentworthville Public School Parent-Teacher Interviews
Step 1: Enter your email address, your name and your student's name(s)
Your email address is used to send you confirmation of your bookings
Press the green "Go" button to go on to the next page

Email:
Parent's full name:
Student's name:

4. scroll down and choose the colour that has been assigned for you from the following:-

School Interviews 1: 1:00 2: 2:00 3: 3:00
Wentworthville Public School Parent-Teacher Interviews
Step 2: Choose a colour
Press the green "Go" button to go on to the next page

School Interviews 1: 1:00 2: 2:00 3: 3:00
Wentworthville Public School Parent-Teacher Interviews
Step 3: Choose the time you wish
Leave time to get from one booking to the next - (up to each booking are not a good idea)
Sleeping (bedtimes) mean that time has already been booked to someone else
Press the green "Go" button to confirm your booking
You do not receive a choice

School Interviews 1: 1:00 2: 2:00 3: 3:00
Wentworthville Public School Parent-Teacher Interviews
Step 4: Choose the time you wish
Leave time to get from one booking to the next - (up to each booking are not a good idea)
Sleeping (bedtimes) mean that time has already been booked to someone else
Press the green "Go" button to confirm your booking
You do not receive a choice

6. An email will be sent to you to confirm your booking.

Legend:
Purple
Red
Yellow
Orange
Green
Light Blue
Dark Blue
Grey

First Day

First official full day for students
Monday, 3rd February 2020.
(meet under the COLA 9:15am)



Question Time and Tour

