

2024



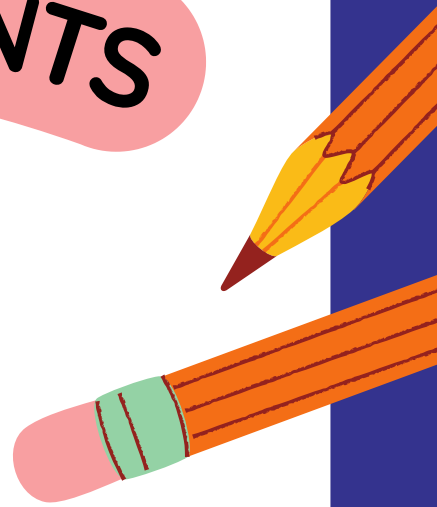
# KINDERGARTEN BOOKLET

OUR LADY OF GOOD COUNSEL SCHOOL



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# Kindergarten

We warmly welcome you to Kindergarten at  
Our Lady of Good Counsel School.



Kindy is an exciting milestone in a child's schooling journey. For many, it will be their first experience of a formal school environment. Our aim, is to ensure that your child feels safe, secure and loved so that they begin to develop a lifelong love of learning. We are dedicated to providing a child-centred, holistic, play-based early childhood education.

We also encourage parents to dive into this journey too. This school is now your community, as much as your Childs, and we look forward to a sharing this wonderful journey together.



# Staff

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We believe that all children are curious and have a sense of wonder about their world. Your child will bring a wealth of knowledge and experiences to Kindergarten. Our role is to encourage and nurture your child's natural curiosity as they begin their life journey as learners. The Kindy environment is designed to promote learning through play, intentional teaching, social interaction, and the expressive arts.



## **Teacher**

Mrs Naomi McCoy

## **Education Assistants**

Mrs Anna Luca

Mrs Deb Thompson

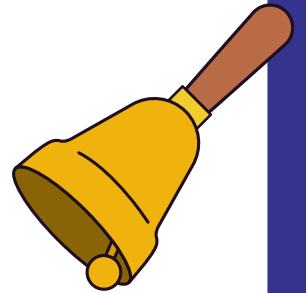






# Kindy Routine

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## Delivery & Collection

It is important to note that the classroom door does not open until 8:45am. This is to allow your child's teacher/education assistants to prepare for the day. Please be advised while you are gathering outside our classroom before and after school, there is no teacher supervision. Therefore, children and all siblings are not permitted to play on the early childhood equipment or any other school equipment. This directive is in place to ensure the safety of your child. Kindy drop off is Kiss and Drop at the door on Monday and Tuesday. On Thursday parents are invited in to the classroom from 8:45-9:00am for puzzle time.

Please collect your child on time to avoid any possible distress. Only Parents, Guardians or Discovery Kids may collect children from Kindy. If another person is to collect your child please directly inform the teacher of these changes. Please note that due to our Duty of Care, we are unable to allow a child to be collected by a sibling.

**Kindy days - Monday, Tuesday & Thursday**  
**Kindy times: 8.45am - 3.00pm**



# Housekeeping

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## What do I need for Kindy?

A strong sturdy back pack with BIG zips and enough space to hold the following items:

- A change of clothes (underwear, socks, pants and top)
- A waterproof bag or plastic bag (for any wet clothes)
- A 'sun safe' hat (broad brimmed or legionnaires hat is required)
- A water bottle (easy to open)
- A large lunch box (Morning Tea and Lunch)
- Sunscreen applied before school

Please make sure every item is clearly labelled with your child's full name.





# Housekeeping

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## Food

Children are required to bring Morning Tea and Lunch each day. Morning Tea should be mainly fruit, vegetables, cheese, plain crackers, yoghurt etc. Please do not give your child chips, lollies, chocolates, juice or soft drinks.

Drink bottles should contain water only. Please avoid highly processed foods and do not pack foods that contain nuts.



## Kindy Clothing

Children should feel comfortable and free to play and engage in messy activities. Themed clothing, hire costumes or good clothing are not appropriate. Old play clothes are highly recommended as your children are likely to get dirty during the day. Some activities are messy and sometimes children may come home with paint or glue on their clothes.

We encourage independence in all aspects of Kindy life. Shoes that are easy to put on are recommended, e.g., sneakers or sandals with Velcro. Thongs, slip-on shoes and boots are not appropriate and, in some instances, may prevent your child from participating in an activity.

We recognise the importance of also having time for 'bare feet play' and children are allowed to take off their shoes while they are within the Kindy classroom and Early Childhood area.





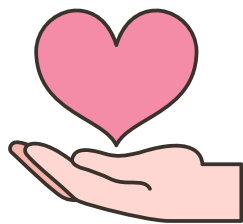
# Housekeeping

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## Birthdays

We enjoy celebrating your child's birthday at Kindy, so if you wish to send treats, we'd love it.

Treats should be wrapped packet items such as small chocolate bars, lollipops or even something creative that is not edible! Please keep in mind when thinking of treats that there are some children in Kindy with food allergies and you will need to avoid nuts altogether.



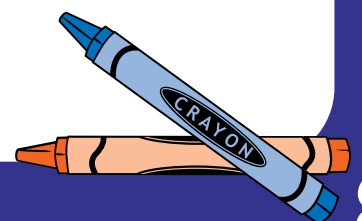
## Parent Representative

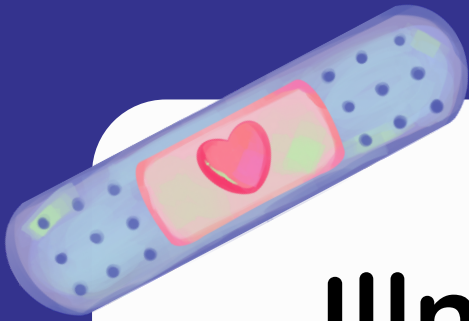
Each class is allocated a P & F representative who assists the teacher with special occasions during the year and co-ordinates social get-togethers for the Kindy parents.

## Personal Belongings

Children are generally discouraged from bringing their toys or other prized possessions to Kindy. However, sometimes the children may be required to bring in an item from home that relates to the topic that we are studying. These items are welcomed as they promote discussion and encourage the children to make connections between school, home, and the wider community.

Any special items brought into share will be kept in a safe place until it is time to bring them home.





# Illness & Absences

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## When To Keep Your Child Away

It is imperative that children do not attend school if they are unwell. If your child is unwell, please keep them at home until fully recovered. If your child has any of the following symptoms, it would be best if you keep them home.

- o Eye discharge or yellow nasal discharge
- o Infectious sores
- o Rash
- o Vomiting
- o High fever
- o Diarrhoea
- o Coughing
- o Other signs of infection



In the event of an emergency, illness or accident, the teacher or education assistant will contact parents first and, if parents cannot be reached, the people on the Emergency Contact List. It is vital that parents keep the teachers and office aware of any changes to contact numbers, both at home and at work.

If your child is going to be absent from school please complete the online absentee form on the school website before 9.00am. If we have not received any notification prior to this time, you will need to contact the school office.  
School website: [www.olgc.wa.edu.au](http://www.olgc.wa.edu.au)

Sometimes a band aid works wonders, so unless you advise us otherwise, if a child hurts themselves the wound will be washed, and a band aid applied.

It is school policy for us to contact you if your child receives any injury to the head, no matter how minor.

# School Life

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## Research suggests that children learn best through play

Through play children are encouraged to: explore, investigate, discover, improvise, innovate, discuss, explain, question, hypothesise, test, create, construct, experiment, imitate, problem solve, imagine and think laterally.

Play allows for the development of: emotional, social, physical, creative, cognitive and language skills.



During play the children are actively involved and intrinsically motivated. They can work from the concrete to make sense of the abstract. Play allows them to process the information and store it in their long-term memory for retrieval and application at a later time.

Play enables a teacher to observe what the child can do, their social interactions, and their language. Play is a window into their world and thinking.

Play provides a supportive environment where children can ask questions, solve problems, and engage in critical thinking.



# Classroom Environment

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The environment is set up to promote imaginative, creative play and collaboration between children. A large variety of open-ended, multi-sensory materials are available for the children to use.

The children learn and develop through playing and interacting with each other in a warm, caring and stimulating environment. Our classroom environment is set up so the children can experience many different learning opportunities. Below is an outline of these varied learning activities and what your child will gain from these experiences.



## Important Elements

- All children develop at different rates, have different interests and learn differently from one another. Planned outcomes, intentional teaching, learning experiences and assessments are differentiated to meet the individual needs of each child.
- We recognise and value the importance of building positive, reciprocal relationships between children and other children, educators and children as well as between educators and families. Time and care is taken to establish and build upon these relationships throughout the year.

# Classroom Environment

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## God Talk

At Kindy we encourage the children to develop wonder at the things God has created in our world. We explore His creations, and we offer thanks for all God has given us.

Children develop thoughts about God, Jesus, the Holy Family, Easter, Christmas and the Church through bible stories and shared discussions. The children also participate in simple prayer and songs.



## Mat Time

Children participate in mat sessions where explicit instructions, discussion and sharing will occur. We read books, sing songs and dance.

*I am learning to develop my oral language skills. I am learning to listen. I am learning to cooperate and join in movement games. I am learning new ways to use my body.*



## Book Space

Develops an interest in books and opens up a world of make-believe and imagination and also develops pre reading and language understandings.

*I love being read to. I am learning to listen, concentrate and remember. I can 'read' to myself.*





# Classroom Environment

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## Playdough

Develops fine motor skills, numeracy skills and is fun to touch and squeeze.

*I am helping my fingers to get stronger so I will be able to cut and hold my pencil correctly. I am also dividing the playdough so we can share it around.*



## Collage



Children can access materials from the collage trolley as well as boxes, cartons and cylinders to create box construction creations or collages.

*I am using my imagination and being creative. I am problem solving and looking at the world in a new way and I am recycling.*

## Puzzles / Games

Are fun and children learn about shapes, colours and how to place pieces.

*I am helping my hand coordination develop as well as my memory, concentration and spatial awareness skills.*



# Classroom Environment

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## Painting

Varied painting experiences are set up, such as easel, sponge, finger, mural and spray bottle paintings.

*I am being creative and using my imagination. I am also learning that sometimes it is ok to put my hands in the paint and enjoy the experience. I am learning about colours.*



## Literacy



For drawing, cutting and writing. A table is set up so the children can play and experiment with pencils, crayons, textas, scissors and other stationery items. Children are developing their pre-writing skills.

*I am helping my fingers get stronger. I am experimenting with writing, lines and shapes. I can hold a pencil and control its movements.*

## Numeracy

For exploring numbers, counting and measuring. A table is set up so the children can play and experiment numbers, counters, number lines and blocks. Children are developing early numeracy skills.

*I am learning to count forwards, backwards, make an array, subitise, create patterns and measure using informal units.*



# Classroom Environment

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## Blocks / Construction

These areas contain wooden blocks and other materials for children to build with. Construction toys such as Duplo and Mobilo are also provided for the children to play with and create.

*I am learning to balance objects and use my imagination. I am learning to problem solve and use mathematical concepts such as space and measurement. I am learning to share my blocks and my space with my friends.*



## Imaginative Space

Children have the opportunity to dress up and role play. The theme of the space will change according to the children's interests and specific learning areas.

*I am talking and expressing my feelings to my friends. I am learning to share. I am using my imagination and I am role playing.*



# Outdoor Environment

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Children can develop gross motor skills through the use of equipment such as climbing frames, balls, hoops, swings, beams, ladders, etc.

*I am getting fit and having fun. I am getting physically strong. I am learning how to play safely on the equipment. I am learning how to play with my friends and take turns.*



## Sand & Water Play

Children love to play in the sandpit. Many sandpit toys such as buckets, spades, trucks and sand moulds are put out for the children to use and make discoveries with. In the summer months we have a water trolley set up so the children can play and experiment with water.

*I am talking with my friends and having fun. I am using my imagination. I am using mathematical language such as more, less, over and under. I am learning about floating and sinking. I am learning about empty and full. I am learning to share and problem solve with my friends.*

## Mud Kitchen

For early childhood development through sensory play, role play, imaginative play, maths and hands on exploration.

*I am being curious, exploring and experimenting in an open-ended way. I am using mathematical opportunities for measuring, filling and emptying and exploring capacity. I am developing language through descriptive words, scientific questioning and exploration, and storytelling through imaginative role play. I am scientifically investigating materials as they are combined, mixed, transferred and changed. I am developing my fine motor skills through the use of real tools.*



# Planning Documents

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## **The Early Years Learning Framework for Australia (EYLF)**

The aim of the document is to extend and enrich children's learning from birth to five years. The Framework has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

In brief, here are the following five main Outcomes. Please note that under each outcome there are many sub-outcomes:

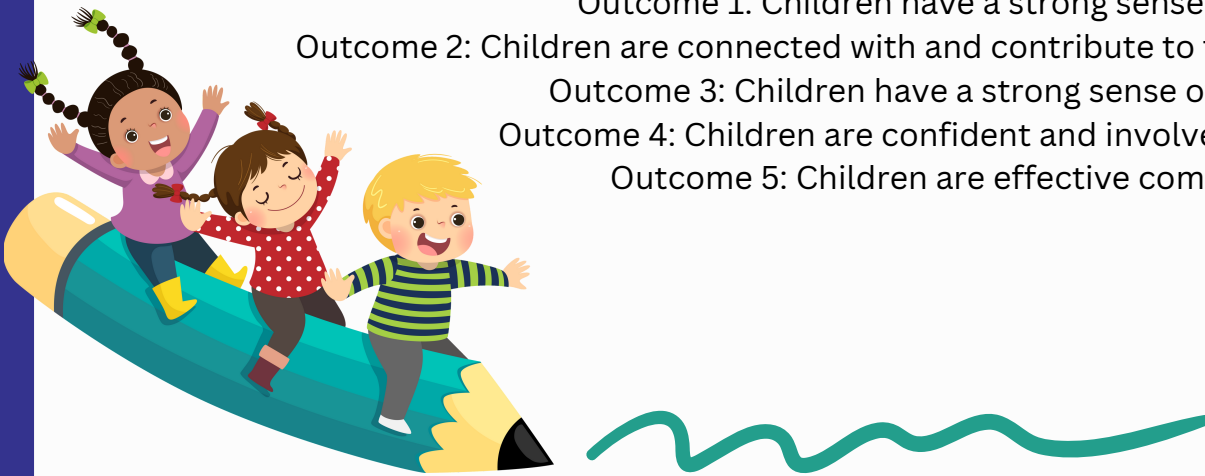
Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators



## **The West Australian Kindergarten Curriculum**

The guidelines draw from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning. The five areas of learning and development in the Kindergarten Curriculum Guidelines are based on the five outcomes of the EYLF.

They are:

IDENTITY - Children have a strong sense of identity.

CONNECTING and CONTRIBUTING - Children are connected with and contribute to their world.

WELLBEING - Children have a strong sense of wellbeing.

LEARNING and THINKING - Children are confident and involved learners.

COMMUNICATING - Children are effective communicators.



# Communication

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## Parent Communication

There are several ways that we communicate with parents and caregivers. Some examples of lines of communication are:

- The school newsletter is available each fortnight on the school website.
- Information will be sent through an app called Seesaw. Seesaw is a way to share what's happening in the Kindy classroom. All Kindy messages, notices, videos, photos and children's work will be communicated via Seesaw throughout the week.
- Some notes are also distributed via a filing system that is placed outside the room at the beginning and end of the Kindy day.
  - Parent – Teacher meetings
  - Informal communication before and after school.
  - Parent Information Sessions
  - Work samples displayed in the classroom







# Communication

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## Communication with classroom teacher

We believe that communication is a two way process and that open and honest communication contributes to a positive experience at Kindy. It is helpful for teachers to know when a child's behaviour at home or family situations change as this can have a huge impact on a child's learning and well-being at Kindy.

You can communicate with the teacher through informal conversations before and after school, email or by arranging a formal meeting for more lengthy discussions. Please understand that teachers are not available to talk on the phone during school hours as we are working hands-on with the children.

I am available for meetings by appointment before or after Kindy and I check my emails daily (Monday, Tuesday & Thursday) and occasionally throughout the rest of week.

Email - [naomi.mccoy@cewa.edu.au](mailto:naomi.mccoy@cewa.edu.au)



# Involvement

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## Parent Roster

Your interest, involvement and support is greatly needed and appreciated. A classroom helper roster will be displayed at the beginning of each term (starting Term Two), so please write your name on the day convenient to you.

For parent roster to work effectively, please endeavour to make alternative arrangements for younger siblings. When helping in the classroom, you will be required to support all Kindy children and therefore you may not necessarily work with your child on every occasion.

It is important that all parent helpers/volunteers agree to support the confidentiality policy of our school. Parent volunteers are asked not to discuss the happenings of the classroom with any other parent or the community.

If you have a talent or interest that you would like to share with Kindy, please let us know.

All parents visiting the classroom must sign in at the office prior to beginning roster. When leaving parent help you must also sign out.





# Involvement

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## Playdough & Laundry Roster

There will be a small amount of laundry rostered out at the end of each fortnight. Your assistance is greatly appreciated in ensuring it is washed and returned on a Monday morning.

A laundry roster and play dough roster will be sent home early in Term One.



# Developmental Screening

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Throughout the year the children in Kindy are screened by various outside services. Early in Term One a Speech Pathologist and Occupational Therapist will screen each child. The School Health Nurse visits at various times in the year to check each child's overall health.

Research and experience have consistently shown that this is an extremely worthwhile process. Sometimes there may be areas of need that are highlighted and require follow up outside of school. At OLGC it is an expectation that parents will follow up on any concerns that have been highlighted by these checks to ensure that we are all working together to achieve the best possible outcomes for your child. There will be more information regarding the screening process early in 2023.



"All people, who in any place have set themselves to study children seriously, have ended up discovering not so much the limits and weaknesses of children but rather their surprising and extraordinary strengths and capabilities linked with an inexhaustible need for expression and realisation."

(Loris Malaguzzi, The Hundred Languages of Children)

