Pre Primary Information Booklet 2015
Welcome parents and children to Pre Primary at Campbell Primary School. We hope this will be a happy and rewarding time for you and your child in your association with our school. This booklet is for your information to advise you all about the Pre Primary Programme. Please do not hesitate to ask any questions regarding information in this booklet or any aspect of the programme. We look forward to establishing a partnership with you so that together we can share the responsibility of teaching and guiding your young child.

The Pre Primary Programme

The Pre Primary programme is designed to meet the individual needs of the students and considers individual children’s development. Activities encourage children's autonomy, intellectual risk taking, responsibility and control of learning. A variety of strategies will be used including explicit approaches with whole class, small group and individual encounters in order to achieve planned outcomes. Purposeful play is a powerful medium for learning.

Children need and will be given opportunities to choose from a wide variety of activities, materials and equipment that will stimulate, challenge and involve them in interesting tasks.

Experiences that we plan for the children will be open ended so that they can explore, create, change, build, construct, destruct, discover and investigate for themselves.

Principles and Outcomes to be achieved are set out in the Curriculum Guidelines, Australian Curriculum and Early Years Learning Framework.

These documents outline what children should know, understand, value and be able to do at their own level of development. Both the Curriculum Guidelines and the Australian Curriculum address outcomes across eight learning areas, including English, Mathematics, Health and Physical Education, Science, Social Sciences, Languages other than English, Technology and Enterprise and The Arts. We would encourage parents to attend parent information sessions relating to these documents when they are offered. In the mean time if you have any queries please don’t hesitate to speak to your class teacher or Mandy Ward (Assistant Principal Curriculum).

Staff

Principal       Ms Jenn Allsop
Assistant Principals
- Mrs Mandy Ward  Team Leader Kindergarten, Pre Primary and Year 1.
- Ms Rebecca Coslani  Team Leader Years 2, 3 and 4.
- Mr Trevor Williams  Team Leader Years 5 and 6.

Early childhood trained teachers staff the Pre Primary and each class has an educational teacher assistant to support the teacher in developing and implementing the teaching and learning programmes.

Personal Items, Contributions and Charges for Pre Primary

Parents will be notified of the Voluntary Contributions and Charges for Pre Primary 2015.

Voluntary contributions can be paid by cash, cheque or Eftpos at the School Administration during normal office hours, or through the Personal Stationery Items Usage list.

Parents will receive a list indicating personal items required for Pre Primary. Please note: items on the School Personal Item Usage lists do not need to be labelled individually. Parents need to ensure scrap books are the correct size as they can be cut in half and used for multiple purposes.
Sessions

Students will attend full time Pre Primary from **Monday 2 February 2015**. There will be **NO PHASING IN OF PRE PRIMARY SESSIONS**.

Doors open at **8.25 am** and formal instruction commences at **8.40 am**. School concludes at **2.50 pm** each day, except Wednesday which is an alternative school closure at **2.30 pm**.

Please note a non interruption policy is in place from 8.40 am to 11.00 am.

An information session will be held either in the morning or afternoon within the first three weeks of Term 1.

Regular attendance at Pre Primary is **compulsory**. A note is required for all absences. Any prolonged absence may impact on your child’s education.

**Please Note:** Alternative closure every Wednesday at **2.30 pm**.

What Your Child Will Learn

During the time at Pre Primary we will aim to provide opportunities for your child to:

- Achieve the learning outcomes and values as outlined in the Curriculum Guidelines, Australian Curriculum and Early Years Learning Framework.
- Express themselves.
- Make friends and socialise in groups.
- Help each other and to respect others’ rights.
- Learn to appreciate others’ feelings, to accept good and bad feelings.
- Encourage self creativity and expression.
- Further develop self-confidence, independence and to give them a sense of achievement in everything they do.
- Learn to be more independent.
- Learn to interact with other adults.
- Learn to interact with small and large groups of children.
- Learn to share and co-operate.
- Learn to take turns.
- Learn simple rules and routines.
- Learn to complete a task or activity.
- Learn to listen.
- Learn to question and answer.
- Learn to make choices.
- Learn to be independent, but not afraid to ask for help.
- Learn to share their family and experiences with others.
- Learn many skills and concepts and be exposed to an environment rich in language and mathematical experiences.

Parent Responsibilities

- Keep in regular contact by making appointment times with the class teacher on matters concerning your child’s development.
- Assist with parent help roster whenever possible. We love to have parents on roster and so do the children.
- Notify the teacher if your child is receiving ongoing therapy from another professional eg: Speech Pathologist and provide copies of any reports associated with this.
- Participate in classroom activities, busy-bees and whole school activities.
- Consider joining the school P & C as the Pre Primary programme benefits from their activities.
• Situations in the home have a great influence on the children. Please notify the teacher of any changes to the normal routine (eg. a parent in hospital).
• Ensure that the School Administration and teacher is notified of any changes to telephone numbers and addresses or emergency contact people as they occur.
• Accompany your child to and from the Pre Primary classroom.
• Inform the School Administration and class teacher of any ongoing illness or allergies and complete necessary documentation.
• Provide a written note to the teacher before or after a child’s absence.
• Advise the School Administration and class teacher of before or after school care and complete necessary documentation.

**Parent Involvement**

Parent involvement provides continuity for the child between home and Pre Primary, therefore parents are encouraged to participate and assist in the Pre Primary in whatever capacity they are able. A volunteer roster for parent help during Pre Primary sessions will be displayed on the noticeboard at the beginning of the school year.

Please write your name against a date(s) that suits you. Your child loves you to be involved and in this way you can be a part of the learning experiences we provide in the Pre Primary; however we do understand that this is not always possible if both parents work. Remember grandparents and other family members are also welcome to come on roster. We would prefer that younger siblings do not attend the session, so that you can enjoy the time with your child. However if you are unable to find alternative care, please be mindful that the younger child is the sole responsibility of the parent.

If you have a special skill or talent that you would like to share with the children, for example, carpentry, story telling, playing a musical instrument or speaking another language, let us know and we can arrange a suitable time and date for you to come to the Pre Primary.

**Delivering and Collecting Children**

Children must be left in the care of a staff member and under no circumstances are they to be left to enter the Pre Primary classroom alone. Children will not be released at pick up time until an authorised adult comes to the classroom door. Parents are asked to please be punctual when dropping off and collecting children as it helps them develop a sense of security and trust and avoids the chance of tears. Please notify us in writing if someone other than yourself is to pick up your child. If that other adult is unknown to staff we may ask for identification, e.g. drivers’ licence.

**Please note:** Older siblings are not permitted to collect children from Pre Primary under any circumstances. If you are unavoidably late please telephone staff on 9456 8300 so that we can reassure your child. Unless there is a Restraining Order or a Sole Custody Order from the Family Court or other legal requirements, we are unable to refuse the legal parent or guardian the right to access the child. The school must be shown the original document so a copy can be made.

Please note that if you are picking up your child earlier than the normal close time they need to be signed out at the main office.

Day care carers are expected to adhere to the drop off and pick up procedures in your absence. Please remind them of their duty of care obligations and expectations.

**What to Bring to Pre Primary**

- A child’s carry bag or backpack containing a change of clothes, in case of accidents. The bag needs to be easily managed by the child and large enough to hold the reading file and other ‘treasures’ that will come home. Please ensure all bags are CLEARLY NAMED.
- A Campbell Primary School bucket hat (as per our Health Policy/Sunsmart status), that will remain at school clearly named. (Hats are available from the school uniform shop.) School policy is “NO Hat - NO
Play” therefore children without bucket hats will not be permitted to play in the sunshine. If you wish your child to use sunscreen, please apply it before they come to each session.

- A container of cut up fruit for morning tea in a labelled container and a packed lunch (for example: sandwich, drink and one piece of fruit). Parents are encouraged to support the school health policy by providing a healthy lunch for their child.
- Drink bottle containing water only. Please label this bottle clearly.
- Library bag clearly labelled.
- School uniform is encouraged. **All individual items of clothing should be clearly named.**
- Sneakers or sandals. No slip-ons please.
- Personal Item Usage List requirements to be brought to school on the first day in a plastic bag with your child’s name clearly marked on the front of the bag.

### Paint On Clothing

Many of our activities are messy and the children often get their clothes dirty despite the use of painting aprons. Most of the paint we use comes out in COLD water. **DO NOT USE STAIN REMOVING SPRAYS OR HOT WATER AS THEY CAN SET THE PAINT.** Painting aprons are provided by the Pre Primary.

### Children’s Possessions

The Pre Primary has a variety of equipment, toys and games for the children to use each day.

Children should not bring any toys or personal, precious items to school unless they have been requested for a particular reason. Parents please check with the teacher if you are unsure. Precious items from home can be accidentally damaged, broken or lost which can be very distressing to the child concerned.

Please ensure that children do not wear valuable items of jewellery to school as such items can easily be damaged or lost, causing distress to all concerned.

### Illness and Accidents

Children who are **ill must not attend** Pre Primary. A child who is not well can become very distressed when in a group situation. It will also help curb the spread of infection to other children and staff. Please keep your child at home if he/she is suffering any of the following:

- Fever.
- Head lice.
- Nose/ear/eye discharge.
- Weeping sores.
- Diarrhoea.
- Vomiting, or has vomited within the last twelve (12) hours.
- Any signs of infectious diseases i.e. chicken pox, influenza, mumps, rubella, trachoma, measles, ringworm, school sores, or whooping cough.

If a child becomes ill during school hours the parent/guardian will be telephoned to collect the child. **Please Note:** A note explaining your child’s absence must be provided to the class teacher on the child’s return to school.

If an accident occurs at the Early Learning Centre, it will be recorded in an accident book and Parents/Guardians will be notified when picking up their child of how the accident occurred and what treatment was given. If it is serious, the Parent/Guardian will be contacted immediately so it is essential that **home phone and emergency contact numbers are up to date.**

If the staff seek medical/ambulance assistance the school accepts no responsibility for the cost incurred.
Allergies and Medical Conditions

If your child has a medical condition (allergies, asthma, etc.) please notify the school immediately if you have not already done so. Where necessary an Action Plan will be formulated in consultation with you and the Assistant Principal, so that if an emergency arises then directions can be easily followed. This will be updated each year or as the need arises.

**PLEASE NOTE CAMPBELL PRIMARY SCHOOL HAS A ‘NO NUTS’ POLICY.**

Medication

If your child is on medication and you wish to request staff to administer it, please note the following points:

- Only requests for medication that has been prescribed by a doctor can be administered.
- All instructions for times and dosages must be in writing – documentation must be completed at the school administration.
- A medication record will be kept for those children on regular medication.
- Medicines etc. must be correctly labelled and handed to the staff, not left in the child’s bag (including asthma puffers).

Excursions

The children may be taken on excursions throughout the year. A note will be sent home to Parents/Guardians prior to the excursion with information and an authorisation form for your child to participate. These authorisation forms must be signed and returned to the School Administration, otherwise your child will be unable to attend.

Children leaving the Pre Primary will always be accompanied by the appropriate number of adults as specified in the Department of Education’s Excursion Policy. Parents may be asked to attend such excursions to help with the supervision of children.

Please note: There is a NO AUTHORISATION, NO GO Policy in place at the Early Learning Centre for ALL excursions.

Special Occasions

We love to celebrate birthdays, name days or other special occasions at Pre Primary. Children are made to feel special on their day, but parents are advised that cakes and lollies are not permitted at Campbell Primary School.

Morning Tea Crunch and Sip

Morning tea is a great opportunity for children to sit and chat quietly with a small group of friends. Here are just a few ideas for ‘fruit’ that your child might like to bring. Please remember Campbell Primary School has a ‘No Nuts’ Policy and no nuts or peanut paste/Nutella sandwiches are to be sent to school.

Cauliflower, broccoli, peas, pineapple, corn kernels, snow peas, kiwi fruit, tomatoes, water melon, rock melon, sultanas, mangoes, mushrooms, pears, mandarins, passionfruit, cherry tomatoes, cucumber, capsicum, dried fruit, beans, celery, apples, carrots, prunes, dates, pawpaw, radishes, bananas, strawberries, oranges, plums, apricots, grapes, lettuce, cabbage, avocado, honey dew melon, coconut, sprouts.

Please Remember: No Nuts

Recyclable Materials

Early Learning Centres are the world’s best recyclers! If you have access to various items that you think we might be able to use, please let us. Please ensure items are clean and dry.
Some suggestions for everyday items include: plastic ice cream, yoghurt and butter containers, used greetings cards, wrapping paper, crepe paper, tissue paper, old calendars, old envelopes, glad wrap and Christmas wrapping rolls, paper or card off cuts, boxes, egg cartons, plastic, buttons, corks, bottle tops, plastic bags, bubble wrap, old electrical appliances (not working), old clothes, old handbags, fabric scraps, ribbons, lace, feathers, scraps of foam, rubber, vinyl, pieces of garden hose, off cuts of plastic hose/pipes, old jewellery, wallpaper pieces, contact, velcro, shells, assorted seeds, old unused kitchen or cooking utensils, dolls and toys (in good condition), artificial/dried flowers, artificial fruit, old posters/pictures, second-hand children’s books (in good condition) and any other valuable junk you feel we might be able to use in the Pre Primary. Due to health regulations we are unable to use milk and juice cartons or toilet rolls.

**Concerns**

Please do not hesitate to make an appointment to see your child’s teacher if you wish to discuss any matters concerning your child’s progress, the programme content or any other general queries or concerns. Mrs Mandy Ward is also available to discuss any concerns or issues you may have regarding your child.

As the parent/guardian you have a vital role in the education of your child. We believe that, with the contribution of your skills and experiences, together we can form a vibrant and productive partnership that benefits the child.

*We look forward to meeting your child and working together with you to provide meaningful and relevant learning opportunities for your child.*

*We trust your time with us will be happy and enriching.*
Victorian Modern Cursive
For
Western Australian Schools

Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9
CORRECT PENCIL GRIP

Please help your child at home develop the correct pencil grip.

This is for RIGHT handed children.

CORRECT SCISSOR GRIP

Please help your child at home develop the correct scissor grip.

To develop the small muscle control for cutting with scissors, children need to practice SQUEEZING things before using scissors outright.

Some of these activities are useful:
- Squeeze and squeak toys
- Dough - make and squeeze balls
- Spray bottles - e.g.: spray water onto walls and garden etc

These are the appropriate grips for scissors.

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Encouraging a love of reading

One of the easiest and most valuable things you can do is help your children develop a love of reading. Reading is not only fun, it is an essential skill that helps children succeed at school and learn about the world around them.

What can I do?
Read often with your children. Try nursery rhymes, story books, information books, books you make together, poems, riddles, jokes, websites, online books, comics, newspapers, catalogues, magazines and recipes. The options are endless!

Children go through three stages as they learn to read

1. Role-play reader: Children begin to take an interest in books and the writing they see around them. They start to imitate you, such as holding books the right way up and turning the pages carefully. They often pretend to read using the pictures and their memories to retell stories.

   - Read aloud often to show them how important reading is and to expand their use of words.
   - Encourage and praise their attempts when they pretend to read.
   - Look at pictures, talk about what is happening and see how the pictures help the story.
   - Read their favourite stories again and again – familiarity builds confidence.

2. Experimental reader: Children continue to read using pictures and their memories. They may identify some words but are more focused on the meaning rather than reading every word the right way.

   - Encourage them to 'have a go' at reading, praising them continually.
   - Talk with them about the characters and story line.
   - Encourage them to express their opinions about what is happening in the story.
   - Talk about the different letters, sounds, words and interesting features of the things you read.
   - Stop to ask What do you think will happen next? and What makes you think that? Accept their answers even if they are not quite right.

Children have about 50 words in their vocabulary at two-and-a-half years old. They should have 5000 words by the time they reach Kindergarten.

Department of Education W: det.wa.edu.au/schoolsandyou
3. Early readers: Children read books they know confidently. New books are read slowly and deliberately. They focus on the printed word and try to read exactly what is on the page.

- Read to them as often as possible.
- Encourage them to talk about what happens in the story.
- Encourage them to express opinions about the things they read.
- Point out key words and explain words they may not know.
- Encourage different ways of working out words they don’t know like guessing, using clues, sounding out words, and reading and re-reading the sentence again.
- Encourage them to talk about how they worked out a word they didn’t know.

Join the library
Libraries are a treasure trove for young readers! They have a wide range of books, CDs, DVDs, videos and magazines as well as storytelling sessions. To find your local library visit slwa.wa.gov.au

Suggested reading
1. Hairy Maclary and Friends by Lynley Dodd (ABC Books)
2. Owl Babies by Martin Waddell (Walker)
3. Koala Lou by Mem Fox (Penguin)
4. Mr Grumpy’s Outing by John Burningham (Red Fox)
5. Who Sank the Boat? by Pamela Allen (Thomas Nelson)

Fun activities
1. Write notes on message boards for your children to read each day.
2. Write shopping lists together. Have your children read out each item and help you find them on the shelves.
3. Cook things together. Ask your children to read out the recipe and gather the ingredients.


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Learning to write and spell are two key skills your children will learn and develop during their early years at school. They develop these skills by reading and watching other people write. As they become more confident, they begin to recognise words, talk about letters and sounds, and make out patterns.

**What can I do?**

Children who are confident with writing and spelling have a great start to school. You can help your children gain this confidence by doing these simple activities at home.

1. **Kindergarten:** Children begin to experiment with forming letters and learn that printed words carry a message. Have fun playing games with letters and words. Just a minute or two regularly works best at this young age.
   - Read alphabet books, story books and nursery rhymes to your children. Point to words that are easily matched to a picture, such as cat and hat.
   - Help your children recognise their names. Start with just the first letter. Point it out when you see it in another word.
   - Write words together. Help them trace over words with their fingers while you say each letter out loud.
   - As you are reading, talk about words together. Ask questions, for example: What is the longest word on the page?

2. **Pre-primary:** Children learn more about spelling and start to understand the connection between sounds and letters. They begin to write the most obvious sounds in a word such as \( Wt \) for \( wept \) and \( KtN \) for \( kitten \). They can also spell some words they know such as \( the \) and \( to \).
   - Set up a home message board and write messages to your children. Encourage them to leave messages too.
   - Write shopping lists with your children. Talk about what you are doing and writing.
   - Make use of junk mail by asking children to:
     - circle words that have a certain letter such as \( M \) and a certain sound like \( Sh \)
     - underline all two letter words, three letter words and so on
     - count how many times they can find a certain word such as \( the \) as this helps them recognise common words.

The 26 letters in the English alphabet stand for 44 different sounds. For example the letter \( A \) makes a different sound in apple, craft, any and apron.
3. **Years 1 and 2:** As your children progress through school they develop a bank of words they recognise by sight. They are also able to match letters with sounds and sound out words they don’t know.

- Ask your children to ‘have a go’ at spelling words before giving them the correct answer.
- See how many words can be made from one large word like ‘together’ using only the letters in that word. For example: ‘he’, ‘get’, ‘greet’, ‘there’ and ‘other’.
- Ask your children to keep a diary during the holidays. Get them to write something in it each day. Add and caption photographs. Decorate the pages together.
- Help your children write lists when they play, for example shopping lists.

### Fun activities

1. **Play What word am I?** Think of a word, for example: *holiday*. Fill in one letter in the right place, for example: _ _ L __ __. Ask them to guess what the word might be. If their guess is incorrect, fill in another letter, for example: H _ L __ __. Keep going until they guess the word.

2. **Play Word Detective.** Ask your children questions like *Which word rhymes with boat?* and *What word is opposite to long?*

It is important to give your children lots of praise when they are learning to write and spell. Praise them for ‘having a go’ even if they get the spelling wrong. Some children need lots of practice and encouragement.

Write spelling rules on pieces of paper and stick them around your home so your children see them every day.

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Discovering science

Children are natural scientists because they are so curious. They ask lots of questions to help make sense of their world.

1. Questioning:
Children develop curiosity and thinking skills when you ask them questions like:
- what does it feel, look, taste, smell, sound like?
- what would happen if...?
- how does...?
- what if...?
- how can you...

2. Science and numbers:
Science uses maths to describe things like:
- more and less to compare things
- high and low, big and little, full and empty, how long and how many to measure things
- heavy and light to weigh things
- sorting and grouping to compare what is similar or different
- up and down to learn about position
- top, bottom and edge to learn about area
- straight, curved and bent to learn about shape.

3. Science and literacy:
Ask your children to describe an object for someone who cannot see it. See how many different words they can come up with.

Fun activities

a. In the bath: Test different objects in the bath to see what floats or sinks. Ask your child to guess what will happen before testing each object. Ask questions like Why do some things float and others sink? and How can you make the floating object sink?

b. In the kitchen: Make jelly. Describe the jelly crystals before and after water is added and how they change from a solid to a liquid and back to a solid. Make play-dough and create different shapes. Add peppermint oil, glitter or sand to change the smell or texture.

Show your children how to be kind to the environment by reducing, reusing, recycling and rethinking how everyday items are used.

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Kindergarten to Year 2
c. In the backyard: Create a small garden plot. Plant vegetables and flower seeds and watch them grow. Lie on your backs and watch the clouds, asking your children to describe what colours and shapes they can see. Lie under a tree and watch the movement of the leaves and branches. Use a magnifying glass to investigate different insects. Make bubbles, asking your children questions like What makes the bubbles float?, What makes the bubbles pop? and How long can a bubble stay in the air?

d. At the beach: Ask your children to smell the ocean air and look and listen to the sound of the waves. Ask questions like How many different birds can you hear? What does the sand feel like? and Where is the water coming from?

e. About the body: Draw an outline of your child on a piece of paper. Help them label the different parts of the body like arms, legs, head, brain, heart and stomach. Talk about the uses of each body part. Next time you are at the doctors’ surgery, ask if they can use the stethoscope to hear their heart beat. Mark the heights of your children on a growth chart.

Suggested reading
1. Who Sank the Boat by Pamela Allen
2. Mr Archimedes’ Bath by Pamela Allen
3. The Enormous Turnip by Alexsei Tolstoy
4. The Very Hungry Caterpillar by Eric Carle

Tools for young scientists
- Magnifying glass: To discover the world in much greater detail.
- Treasure bag: To collect and store objects to examine and compare at home.

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Making sense of maths

Understanding numbers and how maths is used are essential skills for your children. Think out loud and get your children involved when you use numbers so they see just how useful maths is every day.

What can I do?

- In the kitchen: Prepare meals together. Ask questions like How many plates do we need? Get your children to measure ingredients. Talk about time and how long things take to cook. Help them learn to read analogue and digital clocks.

- During bath time: Count how many mugs of water it takes to fill a plastic jug.

- In the laundry: Get your children to help you sort the clothes into piles of colours, and count and match socks.

- In the car: Count the number of cars you pass. Count the number of cars by colour. Keep a tally and see which colour 'wins'.

- While shopping: Ask your children to count the number of items in the trolley. Work out how many of each item is needed. Point out 3D objects like cylinders. When unpacking the shopping ask them to find and group the heavy, light and tall items.

- When walking around the neighbourhood: Point out house numbers and talk about odd and even numbers. Count the number of houses in your street. Point out shapes. Talk about directions such as left and right.
Suggested reading
1. One is a Snail, Ten is a Crab by A P Sayre and J Sayre
2. Edward the Emu by K Sheena and R Clement
3. Rosie’s Walk by P Hutchins
4. Fifteen Pigs on a Pirate Ship by P Edwards and G Parkin
5. The Very Hungry Caterpillar by E Carle

Fun activities
1. Treasure hunt: This helps children practise their reading and learn about directions and positions. Write directions for your children to find clues which tell them where to look for the next clue, continuing until the ‘treasure’ is found. For example: Look under your pillow; look behind the kitchen door; look on top of the television; look in the washing basket.

2. Mystery number: Think of a number. Ask your children to guess what it is as you give clues like My number is more than 10 but less than 19. It is an even number. Sometimes it’s called a dozen. Include addition, subtraction and multiplication clues to make the game more advanced.

3. Balloon tap: Count how many times you can tap a balloon to each other without it touching the floor. When it hits the floor, start again.

4. Number plate search: Look for a number plate that has a 1 in it. Then find a plate with a 2 in it; then 3 and so on. Ask your children to add the numbers on the plate together; or take the smallest number away from the biggest number. Look at the plate’s digits and ask: What number do they make? What is the biggest number you can make with those digits? What is the smallest number?

Your partnership with the school is really important. Talk with your child’s teacher regularly about how your child is progressing.

It is important to encourage and praise children when they are learning something new. Even if they make mistakes they are having a go and that is good.

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Healthy food and drink choices in schools
Information for parents and carers

The school day is often busy, filled with learning and involving concentration and physical activity. Food is fuel for our bodies and healthy food provides your children with the energy and nutrients they need to get through the day.

Food from home
We recommend these five simple steps to help your children get through the day:
✓ A healthy breakfast
✓ Plenty of fruit and vegetables
✓ Dairy products – two to three serves of milk, cheese or yoghurt to meet their daily calcium needs
✓ Water – the best thirst quencher
✓ Lunch and snacks like those to the right.

Tips for packing a lunchbox
What you pack in your child’s lunchbox is really important. Try to include as many healthy foods as possible – and definitely keep junk away from school.

Packing a frozen drink or an ice brick in your child’s lunchbox will help to keep food fresh and safe to eat.

Keeping your child’s lunchbox healthy and interesting can be a challenge, so it’s important to find food that will stay in the lunchbox and out of the bin!

When making lunches at home we encourage parents to choose a variety of foods.

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Healthy lunch ideas
- sandwiches, rolls or wraps
- quiche
- mini pizza with cheese and vegetable toppings
- muffins made with corn or grated vegetables such as carrot or zucchini.

Healthy snack/recess ideas
- rice cakes and reduced fat cream cheese
- fresh fruit pieces and yoghurt dip
- plain popcorn
- small tub yoghurt
- cheese stick or triangle
- muffins with fruit
- english muffin and cheese
- fruit bread
- scone – plain or fruit or pumpkin
- pikelets
- small sandwich
- crispbreads and spread
- wholemeal crackers and reduced fat cheese.

Please keep these foods at home
- chips, crisps and similar snacks
- high fat savoury biscuits and snacks
- sweet biscuits and cereal bars
- lollies and chocolates
- fruit strips
- cream and chocolate biscuits
- iced cakes and buns
- soft drinks and artificially sweetened drinks.

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Australian Better Health Initiative: A joint Australian, State and Territory government initiative
Acknowledgment: NSW Health
A couple of recipes for creative lunchbox ideas

Roast Vegetable Frittata
This roast veggie frittata makes two serves and is a yummy alternative to a sandwich. Get your children to help you make it – there aren’t too many ingredients and it’s quick and easy to put together. It can also be eaten hot or cold so it’s ideal to slice up and put in your child’s lunchbox.

Any combination of roasted vegetables can be used, for example red capsicums, sweet potatoes, pumpkin and pears. Try some other left over cooked vegetables.

**Ingredients**
- 4 eggs
- ½ teaspoon dried basil
- salt and pepper
- 1 cup cooked roast vegetables, cubed
- 1 tablespoon parmesan cheese

**Method**
1. Whisk eggs with basil, salt and pepper.
2. Heat roasted vegetables in a non-stick frypan for two minutes. Pour over eggs and reduce heat. Cover and cook until almost cooked.
3. Sprinkle with parmesen and place under the grill. Grill until browned and set.
4. Slice into wedges and serve.

Banana Loaf
This simple recipe doesn’t require beating or whisking – all that’s needed is a bit of elbow grease to stir the ingredients together. Get your children to help you make it! The banana loaf makes 12 slices. Freeze slices individually and pack into lunchboxes.

**Ingredients**
- 2 cups self-raising flour
- ¾ cup raw sugar
- 2 ripe bananas, mashed
- 2 oranges, juice and rind
- 1 egg, lightly beaten
- ¼ cup vegetable oil

**Method**
1. Combine flour with raw sugar in a large bowl.
2. Mix mashed bananas, orange juice and rind with egg and oil.
3. Stir into flour and sugar. Pour mixture into lightly greased loaf pan and bake at 180°C for 45 minutes or until cooked.
4. Let loaf cool. Serve dusted with icing sugar.

At school
Schools have a vital role to play in helping reduce the worldwide epidemic of childhood obesity. It is important to reinforce messages being taught in the classroom by modelling healthy food and drink choices in canteens and tuck shops, with class treats, on school camps and excursions.

The traffic light menu
In Western Australia, public schools follow a traffic light system of standards to ensure a wide range of foods that make up the majority of a healthy diet are on the menu. These easy to follow signals help to plan menus full of healthy, nutritious and affordable food for your children.

The table to the right provides examples of GREEN, AMBER and RED foods under the food and drink standards for public schools. Your school will also have a policy about nuts and nut spreads.
3. Book sharing
Read lots and lots of books! Have a special time each day to read stories together – sit comfortably so your child can see the book and your facial expressions, and so you can see theirs.

- Show your child how to open the book, point to the title of the story, the letters, words and pictures so they will know what it means.
- Read nursery rhymes and old favourites again and again.
- Get your child involved in the story and ask open ended questions, for example, ‘What do you think will happen next?’

4. Learning to make friends and pretend play
At school, children learn to make friends, share and take turns.

- Create opportunities for your child to socialise with others outside the family.
- You could have other children over to play or join a playgroup. See www.playgroupwa.com.au for more details.
- Pretend play such as tea parties, going to the shops, and superheroes are a big part of school. Let your child use their imagination. A shoe box can become a toy car or a doll’s bed!

5. Playgrounds and parks
Having fun at the park is great as it provides lots of chances to enjoy the swings, slide and other equipment. By doing physical activity like this:

- Your child’s muscles will get stronger and it prepares them for outdoor play at school. Make sure they are well supervised when playing.
- A part of the brain is used which can help kids concentrate, so it is helpful to do some physical activity before a sit down activity, e.g. play at the park before sitting down to read a book.

Going to school for the first time is a big event for you and your child! There are lots of things you can do to help your child prepare for school. Here are some suggestions:

1. Talking about feelings
Starting school is exciting but can also be overwhelming for some children. Shyness and anxiety in new situations is common and learning to be apart from parents can sometimes be difficult.

- Talk positively about going to school, making new friends and about some of the experiences your child will have, such as learning new songs, painting and playing outside.
- Encourage your child to talk about how they are feeling before, on and after the first few days.
- Try a ‘practice run’ - visit the school so your child knows where they are going and what to expect.
- When you arrive at school, spend a short amount of time with your child and, when it is time for you to leave, tell your child you’re going and when you will be back. Always be there at the specified time.

2. Getting enough sleep
- Your child needs a good night’s sleep for their brain to be ready to learn (about 10 to 12 hours).
- It helps to have ‘wind down’ time and dim the lights to help prepare for sleep. Set up a nice, relaxing bedtime routine, e.g. bath, a drink, cuddle, story, kiss and ‘goodnight’.
- The half hour before bed is not a good time for tickles, TV or other excitement.
6. Speaking and listening

**Listening and understanding** – This includes following instructions and being aware of what other people are saying. If your child is finding this tricky you can try:

- Waiting – give time for your child to answer or do the task.
- Repeating what was said or breaking it down into smaller parts.
- Using less words and explaining the meaning of new words.
- Giving them a clue like, ‘You cut with the...?’
- Giving a choice like, ‘Do we use a cup for drinking or eating?’

**Expressing thoughts and ideas** – Commenting, negotiating, asking for things and greeting people are all important skills at school. If your child finds this tricky you can:

- Encourage your child to make comments, e.g. ‘Dad is swimming!’
- If they make a mistake, say the word back to them correctly.
- Ask them to show you what they need if they can’t say it in words.
- Give lots of praise for trying.

6. Classroom crafts

Make sure your child has lots of chances to play with the things they will be using in school, like scissors, pencils and paint. This way your child should feel confident to use them at school.

**Using scissors** – In school children will be encouraged to cut on a line so start practising holding scissors and snipping paper (with supervision). It’s important to have a good technique when cutting. The main points are:

- Thumb in top hole of scissors and thumb on top when holding paper.
- Turn the paper and move your hands when you turn a corner.

7. Drawing

- At school, children do lots of drawing. Some great ideas to practise are:
  - Draw simple shapes like lines and circles – this is the first step before learning how to write their name. Try drawing in sand or with chalk!
  - Show your child how to do it first and then they can copy you.

**Pencil grasp** – Holding a pencil or crayon properly means:

- Holding pencil near the end (use a sticker or dot to show where fingers go).
- Using three or four fingers, NOT holding with a fist.

8. Getting dressed

It is helpful for school children to be able to dress and undress themselves. You can help by:

- Dressing your child for school, remembering they may be playing outside or painting.
- Helping your child to choose clothes they can manage on their own.
- Practising dressing – you complete the first part of each piece of clothing and then let the child complete the rest, gradually letting the child do more until they do it all themselves.
- Practising with dress-up play or with dolls.

9. Healthy eating

Healthy lunches and snacks help with concentration and learning. You can try:

- A practise picnic. Check your child can open containers and manage their food.
- Encouraging your child to be involved, e.g. packing their own lunch box.
- Including plenty of vegetables, fresh fruit, cheese, yoghurt, lean meat, wholemeal bread and a bottle of water. Remember to start the day with a healthy breakfast!

10. Going to the toilet

To help your child manage the toilet at school give them chances to undo, pull down and do up their clothes, flush the toilet and wash their hands without your help.
Up to the age of 7 years, each time your child is immunised, the immunisation provider is required to advise ACIR so that the national immunisation record can be updated.

An ACIR history statement, which is a record of your child's immunisation to date, will be posted to you when your child is 18 months old and again when they turn 5 years of age (or after they complete their 4 year old immunisations, whichever comes first).

Prior to enrolling your child, particularly if your child is entering secondary school, please obtain an up to date copy of your child's ACIR history statement to provide to the school.

How do I obtain an ACIR history statement for my child?

You can request a statement at any time by:
- telephoning ACIR on 1800 653 809
- emailing: acir@humanservices.gov.au
- visiting your local Department of Human Services Service Centre (Medicare) and requesting an ACIR history statement in person
- registering with the Department of Human Services Online Services at humanservices.gov.au/onlineservices.

My ACIR history statement is incorrect. How do I get it updated?

If you believe data is missing from the history statement you may:
- If possible contact your immunisation provider (GP or child health clinic) and ask them to update the ACIR records.
- If this is not possible, contact ACIR directly. They will contact the provider to get the most updated record.
- Once the ACIR record has been updated, a new history statement will be posted to you.
- Please provide the updated statement to your school.
- If you require further assistance, please contact the Central Immunisation Clinic on (08) 9321 1312.

For further assistance on how to obtain a history statement as proof of immunisation for school enrolment contact:
The Australian Childhood Immunisation Register (ACIR)
1800 653 809 free call from landline only or online
www.humanservices.gov.au

This document can be made available in alternative formats on request for a person with a disability.

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Why is immunisation important?

- Vaccine preventable diseases can have serious health consequences for school-aged children and others in the community. You can help protect your child by ensuring their vaccinations are up to date.
- Children who are not fully immunised for their age may be excluded from school during outbreaks of some vaccine preventable diseases such as measles.

Why do I need to share my child’s immunisation history with the school?

- Whenever a child is enrolled at a new school, parents are required by The School Education Act (1999) to present their child’s immunisation records, for example the ACIR history statement.
- If you have chosen not to immunise your child for medical or other reasons you are still required to provide the school with an immunisation record such as an ACIR certificate indicating that no vaccinations have been administered.
- If you have signed the conscientious objector form provided by Medicare, please present the letter they sent you to the school. If you haven’t signed the form please advise the school that you do not want your child immunised and arrange to sign the conscientious objector form from Medicare when you next see your GP.

What immunisation records do I need to provide to the school?

- If your child was born in Australia, their vaccinations will be registered on the Australian Childhood Immunisation Register. You must provide the school with a copy of your child’s ACIR history statement as indicated in the table below. Alternative vaccination records can be difficult to interpret and will not be accepted by the school if your child is registered with ACIR.

<table>
<thead>
<tr>
<th>Point of Enrolment</th>
<th>Immunisation record required by the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>School entry – K/PP/primary school</td>
<td>ACIR Immunisation history statement</td>
</tr>
<tr>
<td>School entry – secondary school</td>
<td>ACIR Immunisation history statement</td>
</tr>
<tr>
<td>Transfer between schools (primary and secondary)</td>
<td>ACIR Immunisation history statement</td>
</tr>
</tbody>
</table>

What do I do if my child is not registered on ACIR?

If your child is not registered on ACIR, for example if they were born overseas, you should provide the school with any immunisation records that you have. The school will take a copy of your current immunisation records and the community/school nurse may follow-up with you to verify your child’s vaccination status.

Why do I have to provide an ACIR history statement when enrolling my child at secondary school as it only records immunisation up until the age of 7 years?

Secondary schools need to know which children have not received their early childhood immunisations for vaccine preventable diseases such as measles so that these students can be excluded during an outbreak.

What is an Australian Childhood Immunisation Register (ACIR) History Statement?

The Australian Childhood Immunisation Register (ACIR) is a national database which, since 1996, has kept a record of all immunisations administered in Australia to children from birth to 7 years of age.
Health information for parents with children starting school

Dear Parent/Guardian,

The school health service aims to promote healthy development and wellbeing so your child may reach their full potential. Children are better prepared for learning when they are healthy, safe and happy.

Now your child is starting school, it is a good time to highlight some important health issues.

Immunisations: At four years of age it is recommended that children receive immunisations for Diphtheria, Tetanus, Whooping Cough, Polio, Measles, Mumps and Rubella (MMR and DTPa-IPV). These are generally provided free of charge. Please contact your community health nurse at your school for information on your closest service provider. You are required to provide a photocopy of your child’s immunisation record on enrolment to school. A history of your child’s immunisation status can be obtained by phoning 1800 653 809 or at http://www.medicareaustralia.gov.au/public/services/acir/keeping-track.jsp

If there is an outbreak of measles at the school, and your child has not been immunised, they may be excluded from the school for the period of the outbreak. More information is available at http://www.public.health.wa.gov.au/1/51/2/immunisation.pm

Medical Conditions: If your child has a health or medical condition, you will be asked to complete a Student Health Care Summary (HCS) form which provides an overview of your child’s health care needs and information for use in a medical emergency. It is important you inform the school and discuss a care plan for your child. The community health nurse can assist with planning and support for the management of your child’s health concerns whilst at school. More information is available at: http://www.det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/wellbeing/student-health-care/?page=4&tab=Main#toc4

Childhood Development: All children starting school are offered a health assessment. This will include an assessment of vision, hearing and if needed speech, language and general development. You will be asked to complete and return a school entry health assessment form, which includes providing permission for the community health nurse to assess your child. If you have any concerns regarding your child’s health or development, please include this information on the form. Information on stages of child development from birth to five years can be obtained from http://www.pmh.health.wa.gov.au/health/child_development/resources.htm
Toileting: Your child will be expected to be reliable with toileting at school, though they may still have ‘accidents’ when stressed, tired or if they ‘forget’ to go to the toilet (they may have been too busy). Many children will still wet the bed. There may be a problem if your child is not toilet trained and reliably dry during the day by the time they start school or if your child starts wetting again after becoming dry during the day. Further advice can be obtained from http://www.pmh.health.wa.gov.au/health/child_development/resources.htm

Social and Emotional Health: Talking to your child about their feelings remains the most important strategy to promote their social and emotional health. For more information, see 'Ten Top Tips for a Great Start to School' brochure or visit www.raisingchildren.net.au/

Head Lice: It is important you check your child’s hair regularly for head lice. Information and instructions on how to check hair for head lice and treatment options is available from http://www.public.health.wa.gov.au/2/261/2/head_lice_fact_sheet.pm

In primary schools, school health service staff visits on a regular basis. If you have any concerns about your child’s health, you can contact the community health nurse through the school administration.

Other people who may be able to assist are the school psychologist, your child’s teacher, your doctor or your local Child Development Centre at http://www.pmh.health.wa.gov.au/general/CACH/child_development_centres.htm

This document can be made available in alternative formats on request. Please contact childcommunity@health.wa.gov.au

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