Welcome parents and children to our Kindergarten at Campbell Primary School, located at Liffey Street, just off Campbell Road (South), Canning Vale (opposite the IGA Shopping Centre). We hope this will be a happy and rewarding beginning for you and your child in your association with our school. This booklet is for your information to let you know all about the Kindergarten year. Please do not hesitate to ask any questions regarding information in this booklet or about any aspect of the programme. We look forward to establishing partnerships with parents/guardians so that together we take on the responsibility of teaching and guiding your young child.

### Play and the Kindergarten Programme

Purposeful play is a powerful medium for learning. Children need 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.

The main aim of our programme is to make your child’s first contact with school a happy and satisfying experience, which will help to establish positive attitudes to learning. We aim to encourage the development of your child’s confidence, concentration, social skills, and oral language skills to foster their imagination and creativity and help build their self-esteem. By providing a rich variety of experiences, we feel the Kindergarten year will help to form a broad base on which to build your child’s formal learning.

The Kindergarten programme revolves around learning centres so that the children are able to make their own choices about where and how they will play. This also enables us to meet the needs of all the children and enhance individual learning styles as children go about their play-structured day. Within the programme, structured activities are offered to increase participation.

Not only are these aims and objectives part of our philosophies of teaching, they are renowned as world’s best practice and are embedded in the Curriculum Guidelines, The Early Years Learning Framework and the Australian Curriculum for Australia. These documents outline what children should know, understand, value and be able to do at their own level of development.

### Staff

**Principal**  
Lynne Bates

**Assistant Principals**

- **Mrs Mandy Ward**  
  Team Leader - Kindergarten, Pre Primary and Year 1
- **Mrs Rebecca Coslani**  
  Team Leader - Years 2, 3 and 4.
- **Mr Trevor Williams**  
  Team Leader - Years 5, and 6

Early childhood trained teachers staff the Kindergarten along with an educational teacher assistant in each classroom who supports the teacher in developing and implementing the teaching and learning programmes.

### Personal Items, Contributions and Charges for Kindergarten

Parents will be notified of the contributions and charges for Kindergarten 2016. A Personal Stationery Items Usage list will be posted shortly. **The only item that needs to be named are the A3 folders** as stationery is shared amongst all children.

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

Each classroom caters for two session groups. Each session caters for a group of up to 20 children, with classes conducting 5 full day sessions/fortnight. We will provide a calendar with each Group’s attendance days clearly marked.

Classroom doors open at 8.15 am with formal instruction commencing at 8.30 am. School concludes at 2.35 pm each day, except Wednesday which is an alternative school closure at 2.10 pm.

Group A
Week 1: Monday, Tuesday, Wednesday
Week 2: Monday, Tuesday

Group B
Week 1: Thursday, Friday
Week 2: Wednesday, Thursday, Friday

Regular attendance provides the best possible basis for your child’s readiness for formal schooling.

Sessions

Week 1 Commencing: Monday 1 February 2016

Students will attend Kindergarten as from.

<table>
<thead>
<tr>
<th>Group A:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Tuesday 2 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Wednesday 3 February</td>
<td>8.30 am – 2.10 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 4 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Friday 5 February</td>
<td>8.30 am – 2.35 pm</td>
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</tbody>
</table>

Week 2 Commencing: Monday 8 February 2016

<table>
<thead>
<tr>
<th>Group A:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Tuesday 9 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 10 February</td>
<td>8.30 am – 2.10 pm</td>
</tr>
<tr>
<td>Thursday 11 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Friday 12 February</td>
<td>8.30 am – 2.35 pm</td>
</tr>
</tbody>
</table>

Week 3 Commencing: Monday 15 February 2016

<table>
<thead>
<tr>
<th>Group A:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Tuesday</td>
<td>8.30 am – 2.35 pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8.30 am – 2.10 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday and Friday</td>
<td>8.30 am – 2.35 pm</td>
</tr>
</tbody>
</table>

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

Please: note a non-interruption policy is in place from 8.30 am – 11.00 am each morning.

Please note: there will be no phasing in of Kindergarten Sessions.

Please note: alternative school closure every Wednesday at 2.10 pm.

What Your Child Will Learn

During the time at Kindergarten we will provide opportunities for your child to:
• Achieve the Principles and Practices of The Early Years Learning Framework for Australia and values as outlined in the Curriculum Guidelines.
• 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 away from family.
• Learn to interact with 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 experiences.

### Parent Responsibilities

- Keep in touch with the teacher on matters concerning their child’s development.
- Please read the parent notice boards outside of learning areas.
- Make appropriate appointment times to discuss child’s development.
- Notify the teacher of any changes to the normal routine within the home situation. Such changes can affect the child’s attitude and emotional well-being, eg loss of family member or pet or late night.
- Assist with parent help roster where possible.
- Adhere to drop off and pick up times.
- Notify teacher of any ongoing illness or allergy – complete the appropriate forms at the School Administration.
- Before and After School Care – notify and complete appropriate forms at the School Administration.
- Notify teacher if your child is receiving ongoing therapy from another professional, eg speech pathologist and provide copies of any reports associated with this.
- Consider participation in busy-bees, working bees and whole school activities.
- Consider joining the school P&C as the Kindergarten programme benefits from their activities.
- Provide a written note to the teacher before or after a child’s absence.
- Accompany your child to and from the Kindergarten classroom. Please note your child is not to be dropped off at the Kindergarten gate.
- Allow your child to be responsible for carrying their own bags and unpacking their fruit and water bottle for their session.
- Ensure that teachers are notified of any changes to telephone numbers and addresses or emergency contact people as they occur.
- Engage in a morning routine with your child e.g. name writing, puzzles, stories.

### Parent Involvement

Parent involvement provides continuity for the child between home and Kindergarten, therefore parents are encouraged to participate and assist in the Kindergarten in whatever capacity they are able. A voluntary roster for parent help during Kindergarten sessions will be displayed on the noticeboard at the beginning of each Term. For Term 1, rosters will not begin until approximately Week 7. 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 Kindergarten.

We would particularly like to invite parents from other cultures to join in classroom activities so that we can honour each child’s home culture and language.

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.
Please note: Older siblings are not permitted to collect children from Kindergarten under any circumstances.

If you are unavoidably detained please telephone staff so that we can reassure your child on:
Administration Office (Monday-Thursday) 8.00 am – 10.00 am:
Admin: 6258 1200
Kindy 1: 6258 1205
Kindy 2: 6258 1206
Kindy 3: 6258 1207
Kindy 4: 6258 1208
Kindy 5: 6258 1209

If there is no answer and you require your message to be given urgently, please call the main school site Administration on 9456 8300 who will forward a message through to your classroom teacher.

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.

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 your expectations.

Day Care carers are not to drop children off at the Kindergarten gate.

What to Bring to Kindergarten

- 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 ‘treasures’ that will come home. Please ensure all bags are CLEARLY NAMED.
- A hat, (bucket preferably, as per our Health Policy/Sunsmart status), clearly named, that will remain at school. (Hats are available from the school uniform shop.) School policy is “NO hat - NO play” therefore children without 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 piece of fruit for fruit time, packed in a container in readiness for Crunch and Sip time (please refer to “Fruit Time” in this booklet). Please remember that we are an Allergy Friendly School at Campbell Primary School and as such request that parents do not send their children to school with products containing nuts. (this includes Nutella, Peanut Butter etc).
- A packed lunch (for example a sandwich, drink and one piece of fruit) that can be managed individually by your child. Parents are encouraged to support the school health policy by providing a healthy lunch for their child.
- School uniform is encouraged. All individual items of clothing should be clearly named.
- Sneakers or sandals. No slip-ons please.
- Clear water bottle (squirt top), as per our Crunch and Sip policy clearly named to be bought to school each day. Please Note: no cordial or juice.
- Personal stationery requirements to be brought to school on the first day. Please note: you do not need to label these items apart from the A3 folder.
### 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.**

### Children’s Possessions

The Kindergarten 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 **should not attend** Kindergarten. 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:

- Live head lice.
- Nose/ear/eye discharge.
- Weeping sores.
- Diarrhoea.
- Fever.
- 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 a session, the parent/guardian will be telephoned to collect the child.

If an accident occurs at the Early Learning Centre, it will be recorded in an accident book. 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 therefore it is **essential** that home phone and emergency contact numbers are up to date.

**If the staff seeks 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 directions can be easily followed. This will be up-dated each year or as the need arises.

Please note that Campbell Primary School has an ‘Allergy Friendly’ policy in place to support students who have nut allergies.

### 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 which has been prescribed by a doctor can be administered.
- All instructions for times and dosages **must be in writing.** Please complete the necessary documentation at the School Administration.
- A medication record will be kept for those children on regular medication.
- Medications must be correctly labelled in the original packaging and handed to staff, not left in the child’s bag.

### 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 teacher, otherwise your child will be unable to attend. Excursion and Incursion information and forms are made available on the school website: [www.campbellps.education.wa.edu.au](http://www.campbellps.education.wa.edu.au) once organised.
Children leaving the Kindergarten 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 force at the Early Learning Centre for ALL excursions.

<table>
<thead>
<tr>
<th>Special Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>We love to celebrate birthdays, name days or other special occasions at the Kindergarten. Children are made to feel special on their day but parents are advised that cakes and lollies are not permitted at Campbell Primary School. Parents are invited to stay for the first few minutes of our session while we sing happy birthday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit Time</th>
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</thead>
<tbody>
<tr>
<td>Fruit time 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 and veg’ that your child might like to bring.</td>
</tr>
</tbody>
</table>

- Cauliflower, broccoli, peas, cooked (boiled) potato, pineapple, corn kernels, snow peas, kiwi fruit, tomatoes, water melon, rock melon, sultanas, mangos, 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, sprouts. **No savoury biscuits. No popcorn. No cheese.** 

NO NUTS PLEASE.

<table>
<thead>
<tr>
<th>Recyclable Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning centres are the world’s best recyclers! If you have access to various items which you think we might be able to use, please let us know. Please ensure items are clean and dry.</td>
</tr>
</tbody>
</table>

- 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 kindergarten. Due to health regulations we are unable to use milk and juice cartons or toilet rolls. Please check with your child’s teacher regarding specific needs of the class. |

<table>
<thead>
<tr>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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 having your child with us at Campbell Early Learning Centre and hope your child’s 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.

This is for LEFT 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.
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.

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
✓ pixielets
✓ 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 straps
✗ cream and chocolate biscuits
✗ iced cakes and buns
✗ soft drinks and artificially sweetened drinks.
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 parsley. Try other left over cooked vegetables.

Ingredients
4 eggs
¾ 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 parmesan 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 have a go!
The banana loaf makes 12 slices. Freeze slices individually and pack into lunchboxes.

Ingredients
2 cups self raising flour
½ 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.

Healthy food and drink choices in schools

<table>
<thead>
<tr>
<th>GREEN</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill the menu with:</td>
<td>A variety of bread types</td>
</tr>
<tr>
<td>Breaths</td>
<td>Wholemeal bread, pasta, noodles, rice</td>
</tr>
<tr>
<td>Greens</td>
<td>Vegetables and salads (reduced for dressing only), all salad mixtures</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Fresh, frozen and canned (in natural juice)</td>
</tr>
<tr>
<td>Fruit</td>
<td>Tinned (e.g. beans, kidney beans), cooked</td>
</tr>
<tr>
<td>Legumes</td>
<td>Reduced fat dairy products</td>
</tr>
<tr>
<td>Reduced fat dairy products</td>
<td>Reduced fat, milk (plain or flavoured), yoghurt (fresh, flavoured, plain or fruit), cheese</td>
</tr>
<tr>
<td>Lean meat, fish, poultry and alternatives</td>
<td>All lean meats, chicken (no skin) or registered meats*, fish (eg tuna, salmon, sardines) and egg</td>
</tr>
<tr>
<td>Sandwich fillings</td>
<td>All lean meats, chicken, fish, cream cheese, corn kernels, egg, canned spaghetti (reduced salt), salads, baked beans, low fat cheese, ham, turkey, vegetable, yeast spread and fish spread</td>
</tr>
<tr>
<td>Hot food</td>
<td>Jaffles/hot rolls/toasted sandwiches (fillings as for sandwich fillings), baked potatoes, rice, soups, toast, English muffins, crumpets (wholemeal), raisin toast, and meat meeting the criteria for registration such as curried rice and potato dishes</td>
</tr>
<tr>
<td>Snacks</td>
<td>Yogurt, cheese, raisin or fruit bread, pastries, cheese sticks, bread sticks, bran rolls, water crackers, rice crackers, rice cakes, popcorn (plain/nut free), Candida, real fruit, hard boiled eggs, fruits, trail mix based on breakfast cereals, registered snacks*</td>
</tr>
<tr>
<td>Drinks</td>
<td>Water, reduced fat milk, fresh fruit juices, apple, 100% fruit juice (small size), plain mineral water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMBER</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select carefully:</td>
<td>Refined cereals with added sugar</td>
</tr>
<tr>
<td>Breakfast cereals</td>
<td>Milk, yoghurt, custard, low fat dairy desserts and cheese</td>
</tr>
<tr>
<td>Full fat dairy foods</td>
<td>Registered products such as ewable milk/chicken/potato products</td>
</tr>
<tr>
<td>Savoury</td>
<td>Portions should be chosen because they are lower in fat/salt*</td>
</tr>
<tr>
<td>Savoury commercial</td>
<td>Registered products such as breakfast bars, cereal bars and fruit bars</td>
</tr>
<tr>
<td>Snack food bars</td>
<td>Registered products such as cake/cricket sandwiches or other similar products</td>
</tr>
<tr>
<td>Savoury snacks</td>
<td>Registered products such as cakes, muffins or biscuits (reduced fat and/or sugar based on wholemeal flour*)</td>
</tr>
<tr>
<td>Ice-creams, sorbets, fruit based yogurts, ice cream*</td>
<td>Ice-creams, sorbets, fruit based yoghurts and ice cream*</td>
</tr>
<tr>
<td>Drinks</td>
<td>Fruit drinks, mineral waters flavoured with fruit juice, low preacidic cordials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RED</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off the menu:</td>
<td>Soft drinks, artificially sweetened soft drinks, energy drinks, cordials, sports drinks and mineral waters flavoured with sugar, high caffeine drinks (eg drinks containing guarana)</td>
</tr>
<tr>
<td>Sugar and artificially sweetened drinks</td>
<td>All types, caramelised popcorn</td>
</tr>
<tr>
<td>Confectionery</td>
<td>All types that do not meet the criteria for registration</td>
</tr>
<tr>
<td>Pastries</td>
<td>All types that do not meet the criteria for registration</td>
</tr>
<tr>
<td>Sandwiches</td>
<td>High fat sandwich meals including pork and sausages</td>
</tr>
<tr>
<td>Deep fried foods</td>
<td>All types</td>
</tr>
<tr>
<td>Savoury snacks</td>
<td>Chips, crisps and other similar products that do not meet the criteria for registration</td>
</tr>
<tr>
<td>Ice-creams</td>
<td>Chocolate covered and plunger ice-creams</td>
</tr>
<tr>
<td>Sandwich fillings</td>
<td>Honey, jam, chocolate spread, confettionary sprinkles</td>
</tr>
<tr>
<td>Cakes, muffins and sweet pastries</td>
<td>Custard, doughnuts, cream filled buns, cakes, sweet pastries, cookies</td>
</tr>
</tbody>
</table>

* Meets the criteria for Star Choice registration

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 providing 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.
Why are fruit and vegetables important?

As a group, fruit and vegetables are rich in vitamins and minerals. They provide other nutrients important for growth and development, such as dietary fibre, needed to avoid constipation.

Why is water important?

Not drinking enough fluid can quickly cause dehydration which can lead to headaches and irritability, particularly in children. Thirst is not a good indicator - by the time children feel thirst, they are already dehydrated.

Children rarely drink enough water and often forget to drink unless reminded.

Allowing and reminding students to drink water in class helps them to drink more.

Tips to support Crunch&Sip®

✅ Don’t forget Crunch&Sip® in the school bag every day

Include:
- An extra piece of fruit or salad vegetables to eat in the classroom
- A small clear plastic water bottle to keep in the classroom.

✅ Be a role model

Let your children see you eat and enjoy fruit and vegetables and drink water daily. Children are influenced by family eating habits.

✅ Plan ahead

Have pre-washed, easy-to-eat Crunch&Sip® snacks ready to take to school. For younger children send cut up fruit or salad vegetables. Be sure that your child’s water bottle is clearly marked with their name and cleaned each day.

✅ Buy in season

Fruit and vegetables that are in season taste great, are good quality and value for money.

✅ Encourage a variety of fruit and vegetables

Take your children shopping to allow them to choose fruit and vegetables to take to school

✅ Involve your children in growing their own vegetables

It has been shown that children who are involved in the growing process are more likely to try new vegetables.

Supported by

Department of Health

Cancer Council Western Australia
Crunch&Sip®

Every child deserves the best start in life. Good eating habits formed during childhood help children grow well and protect them against disease in later life, such as heart disease, diabetes and some cancers.

Too many children are not eating enough of the foods essential to good health. Fruit and vegetable consumption is particularly low.

Results of government research on primary school aged children in Western Australia found that, on any given day:
- Three out of five do not eat enough vegetables
- Two out of five do not eat enough fruit
- Nearly half do not meet their daily fluid requirements

The proportion of overweight and obese children has tripled in the last 30 years, with one in four Western Australian children now overweight or obese.

What is Crunch&Sip®?

Crunch&Sip® is a set break to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon – assisting physical and mental performance and concentration.

Why have Crunch&Sip®?

Crunch&Sip® encourages fruit and vegetable snacking and drinking water. Schools model healthy eating in the classroom, reinforcing the nutrition curriculum. The Crunch&Sip® break gives children the opportunity to eat the piece of fruit that might otherwise be left in their lunchbox or not be eaten at all.

What can parents do?

For the Crunch&Sip® break parents will need to provide their children with:
- An extra piece of fruit or salad vegetables to eat in the classroom
- A small clear plastic water bottle to keep in the classroom

The Crunch&Sip® break does not replace fruit and vegetables eaten at recess or lunch.

What foods are allowed in the classroom?

The Crunch&Sip® break is a time to introduce children to fruit and vegetables and encourage the water drinking habit. Fresh fruit or vegetables are the best choice. Please only send foods with a tick:

- **Fruit**
  - All fresh fruit (eg whole fruits, chopped melon etc.)
  - Fruit canned in water, juice or 'no added sugar' (eg peach slices)
  - Dried fruit - please limit as it contains concentrated sugar and tends to cling to teeth, increasing risk of tooth decay

- **Vegetables**
  - All fresh vegetables (eg celery, carrot sticks, broccoli bits etc.)

- **Water**
  - Only plain water

Not Allowed

- Drinks
  - Drinks other than plain water are not permitted
  - All other drinks (including waters with added vitamins, minerals, or carbonates)
  - Fruit or vegetable juices or fruit juice drink
  - Fruit cordial or mineral waters

- All other foods are not permitted including:
  - 'Fruit' products (eg fruit leather, fruit roll-ups, fruit bars or similar)
  - Fruit jams, jellies, pies and cakes
  - Fruit canned in syrup or jelly or with artificial sweeteners
  - Canned or processed vegetables
  - Vegetable or potato crisps, hot potato chips, olives
  - Vegetable pastries (pies, pasties, sausage rolls)
  - Vegetable cakes, fritters, quiches, breads or similar
  - Popcorn

“We found that children were lacking energy in the afternoon. The Crunch&Sip® break adds 'fuel to the tank' to allow them to continue through the afternoon.” Primary School Teacher
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.pmhr.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.pmhr.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

Disclaimer: The advice and information herein is provided in good faith as a public service. However, the accuracy of any statements made is not guaranteed and it is the responsibility of readers to make their own enquiries as to the accuracy, currency and appropriateness of any information or advice provided. Liability for any act or omission occurring in reliance on this document, or for any loss, damage or injury occurring as a consequence of such act or omission is expressly disclaimed.
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Term 2 COMMENCES: Tuesday 26 April 2016 at 8.40am
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Term 3 COMMENCES: Monday 18 July 2016 at 8.40am
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Term 4 COMMENCES: Monday 10 October 2016 at 8.40am
## TERM 4 PLANNER 2016 – Kindergarten Sessions

### Group A

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**TERM 4 ENDS**

**Last Day for Students**

**Last Day for Staff**

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**2017 School Year Commences for Students Wednesday 1 February 2017**