Carnegie Primary School

Welcoming - Engaging - Achieving

Prep Information Booklet

2013 Prep Information Book – 1st November version
1. TERM DATES FOR 2013 PREPS

Term 1: - Preps – Friday, 1st February to Friday, 28th March
   (Year 1 to 6 students – Thursday, 31st January to Friday, 28th March)

Term 2 – Monday, 15th April to Friday, 28th June

Term 3 – Monday, 15th July to Friday, 20th September

Term 4 – Monday, 7th October to Friday, 20th December

Preps don’t attend school on Wednesdays until Wednesday, 13th March 2013.
2. **PREP TIMES 2013**

The prep children will commence school on **Friday, 1st February 2013**.

For the first few weeks of school, preps will not attend on Wednesdays. On the remaining four days, children will attend from 9.00a.m. – 3.30p.m. Please see the principal if this will cause you some difficulties. Preps will begin school full time on **Tuesday, 12th March**. Individual Prep Entry Assessments may also be carried out on one of the Wednesdays where possible. Your family will be notified if your child is required for an appointment.

3. **CHILDREN LEAVING SCHOOL GROUNDS**

Children are not permitted to leave the school grounds during normal hours of instruction without the permission of the Principal or Assistant Principal. Children may leave the school ground on school business but only under the supervision of a teacher. If they are taken out of the school, parental approval is also required.

Our school has the security of high fences on all boundaries and the gates are locked during school hours.

At the parents’ written request, children may be released during the day provided they are collected at school. In this instance, children are collected from the office or classroom. It is not the practice to allow unattended children to leave the grounds. A form must be completed at the office and handed to the child’s class teacher before the child leaves.

Urgent matters can be dealt with at any time - please contact the office.

4.
STUDENT ABSENCES

If a child is absent due to illness or another reason, a note must be sent to the class teacher explaining the reason for the absence. (This a legal requirement.)

If a child is taken home before the dismissal bell, the person collecting him/her must first report to the office for an ‘early dismissal’ slip.

5.

VISITORS TO THE SCHOOL

Persons visiting the school must first contact the Principal or Assistant Principal in order that classes may function with a minimum of interruption. All visitors are required to sign a visitors’ book and wear a visitor’s badge. Entry to the school during school hours must be through the office, entering via the gate on Graceburn Avenue, as all other gates are locked at approximately 9.15am. and opened at approximately 3.00pm. These measures are in place for the mutual security of students, staff and visitors.

6.

COLLECTION OF MONEY

At the beginning of each school year, parents are encouraged to pay the excursion levy as a bulk payment with the booklist and contributions. The collection of money for other payments, such as swimming lessons, camps etc., should always be through the classroom teacher who will send it to the main office. By observing these procedures you will assist us with our accounting process.

Please enclose correct money in an envelope labelled with your child’s name, grade, amount and nature of payment.
7. REQUIREMENTS

Classroom requisites are bought in bulk, and are charged as part of the booklist. There is also a levy to cover consumables i.e. photocopy paper, computer ink and cartridges. Also, our School Council asks parents to contribute to a Voluntary Contribution Scheme. This money is used to maintain and improve our buildings and grounds. Families eligible for the Education Maintenance Allowance may use this to pay for the booklist.

8. SWIMMING

Our swimming program is an intensive instructional program conducted each day for two weeks. Children receive a 40 minute lesson each day for the duration of the program.

These lessons are taken by trained instructors and we aim to provide a sequential program that enables children to learn to swim and to build on their skills. A data base of student achievement levels is maintained so progress is monitored and students can be efficiently allocated to classes each year.

All children are expected to participate in this vital aspect of our curriculum.
9.

**UNIFORMS**

The Carnegie Primary School Council has a school Dress Code and expects the wearing of our school uniform:

**GIRLS:**
- Summer dress
- Navy blue shorts
- Gold T-shirt with school emblem
- Navy blue tracksuit with school emblem

**BOYS:**
- Navy blue shorts
- Gold T-shirt with school emblem
- Navy blue tracksuit with school emblem

School hats, school bomber jackets and school bags are also available. We are a SUNSMART school, hence suitable hats (wide brim or legionnaires) must be worn during Terms 1 & 4.

Children must wear covered in shoes. Children can wear either runners or more traditional leather school shoes.

These items can be purchased from the office in the main school building. Uniforms can be ordered on any day but are usually filled on a Monday.

We also provide a Second Hand Uniform stall held during the term. Notification is in the newsletter.

Please label all items of clothing, especially those that may be taken off, as well as things such as lunch boxes and school bags. Each term a significant amount of clothing is left unmarked and unclaimed.

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10.

**LUNCH ORDERS**

At the beginning of the year most prep children bring their own lunches to school. A service is offered whereby they may order their lunches through the school - from a local shop. A current School Lunch Order list is on our website or can be obtained from the office.
11. **EXCURSIONS**

First hand experiences - gained through excursions - provide the stimulus for a significant part of our educational program. Further, in order to assist your child’s social development, it is most important that he/she participates in these group outings.

♦ On each occasion, when organising an excursion, you will be notified and we will seek your written consent.

We value parental assistance in the supervision of students during excursions. Please notify teachers if you are available to help in this way.

12. **CAMPS AND SLEEPOVERS**

Camping gives our students the opportunity to develop independence and further develop their social skills. Students from years 3 & 4 and 5 & 6 have the opportunity to participate in an annual school camp. The camps we use are adventure camps run by the YMCA at four different venues. Our year two students participate in an overnight sleepover at the school in preparation for camp the following year.

13. **OUT OF SCHOOL HOURS PROGRAM**

To ensure student safety, it is school policy that any child who is left unattended in the playground before 8.45am or after 3.45pm (i.e. when there is no teacher on yard duty) will be placed in the Before or After School Care Program with parents responsible for the fees.

Normal child care fees apply with eligibility for subsidies determined through Centrelink.

We advise parents to fill in an Out of School Hours Care Program enrolment form so that if you are delayed, caught in traffic or have any other emergency, you may avail yourself of this service.

An enrolment form for Before and After School Care is available from the office or at Out of School Care in the hall. Times for booking places on Curriculum Days and for Holiday Programs are published in the school newsletter during the year.
14.

PREPARING FOR SCHOOL

BEFORE YOUR CHILD STARTS SCHOOL

♦ Leave your child for periods with another adult to help him/her gain both independence and confidence that you will return.

♦ Have practice play lunches and lunches in his/her lunch box before he/she starts school. This will familiarise him/her with the procedure and show you the difficulties caused by “Glad-Wrap” and lunch boxes that are difficult for little fingers to handle. It would assist both the teacher and the child if a small play lunch could be packed quite separate from the lunch.

♦ Train your child to say his/her full name, address and telephone number. He/she should be able to repeat this information clearly when asked.

♦ Please teach your child to put on shoes and tie shoe laces correctly. If your child is unable to tie shoe laces, buy shoes with clips or buckles that your child can handle.

♦ Be sure your child can use the toilet unaided and knows how to flush it, and to wash his/her hands afterwards. For those with boys, ensure they know how to use the urinal.

♦ If possible walk your beginners to school so that they know the way (even if you intend to drive them).

♦ Give your child challenging and interesting things to do. Puzzles, games, sorting activities etc. will all make school work so much easier. Recognising jigsaw shapes will one day help them recognise the shapes of numbers and words. Provide blunt nosed scissors, paper, plasticine, paints, crayons, etc., giving plenty of opportunities to practise with them.

♦ If you have any doubts about your child’s hearing or eyesight, take him/her to your doctor before starting school. Poor hearing or eyesight may affect your child’s progress at school.

♦ Please ensure that your child knows how and when to use the school crossing. If you drop them off by car, it is most important that he/she still walks along to the school crossing to cross the road.
♦ Talk about how long the school day will be e.g “It’s as long as Kinder, but you’ll have your lunch after that, and perhaps some stories and then I’ll come and get you.” Talk about the difference between ‘playtime’ and ‘lunchtime’.

♦ Teach your child to put on a coat, a jumper and a cardigan without assistance.

♦ Make sure your child always has a handkerchief and knows how to use it.

♦ Develop a sense of responsibility in your child by encouraging him/her to keep his/her room tidy, put their soiled clothes in the laundry etc. At school, one activity has to be tidied up before another can be started, and carrying out basic responsibilities at home helps children adapt to responsibilities at school.

♦ Help your child’s developing independence by allowing him/her to tackle appropriate tasks by himself/herself and by praising both the effort and the result.

15.

THE FIRST FEW DAYS

♦ On the first day, if tears start, assure your child that you will pick him/her up at home time, kiss goodbye and leave. Tears usually cease very soon after the parents are out of sight. Please keep the ‘before school’ routine as calm and ‘normal’ as possible.

♦ Most children are very tired after their school day and many need an earlier bedtime or extra naps on weekends or after school to ‘catch up’. Your child may not wish to discuss his/her day at school, or he/she may give you every detail - always show interest in what is offered and peruse any work that is brought home. Parents provide the strongest role model for their children and your interest and encouragement will be reflected in the efforts of your child.

♦ Please try to be punctual at all times. Ensure your child is at school on time and you are there to pick him/her up after school.

♦ Please make sure your child attends school regularly. Absences are a handicap to a child’s progress. The first year at school is most important, so unless your child is ill, please make sure he or she attends school every day. A written note is always required after an absence.

♦ If you are concerned about any aspect of your child at home or at school, please make an appointment to see his/her teacher.
16. **SUGGESTED LUNCH**

Children eat their lunch inside, supervised by their teacher. The lunch need not be large - one round of sandwiches and a piece of fruit in most cases is sufficient. If the lunch is taken in a paper bag, name and grade should appear on the outside. Plastic lunch boxes and drink bottles should be clearly named. Please note that glass bottles should not be brought to school.

Wrap another piece of fruit or small snack separately for the child to eat for play lunch at morning recess.

We encourage “no litter lunches” and request where possible that food is placed directly into lunch boxes, eliminating paper and plastic wrapping which are the cause of much schoolyard litter.

17. **HELPING YOUR CHILD TO LEARN TO READ**

Until now, you have been your child’s main teacher. Now the school is sharing this task with you.

Your child will have many new experiences at school. One of these is learning to read. It is important to note that while the development of reading skills follows a similar pattern for all students, the time taken to do so will vary with each individual.

Encouragement is the key to making sure that your child develops confidence as a reader and enjoys reading now and in the future.
Quite a lot is now known about what happens when we read and programs, such as “Early Years Literacy”, which is followed at Carnegie, reflect this. Reading is more than recognising or sounding out words. It is seeing print and attaching meaning to it; it is sharing ideas and information. For example: To read the sentence “The dog jumped over the fence” with understanding, we need to know:

- What a ‘dog’ is
- What a ‘fence’ is
- What ‘jump’ means
- What ‘over’ means
- The way a sentence is put together
- Something about print

Here are some ways you can help your child have the experiences needed to become a successful reader.

**HOW TO HELP**

- **♦** Encourage your children to talk with you about everyday things - things you see when out shopping or in the car, television programs, things children draw or build. In this way you extend the words they understand and the ways they can share ideas through language.

- **♦** Read stories to your children every day. The stories may be in English or in any other language your children understand. Make it an enjoyable time - perhaps at bedtime. Through stories, you share your pleasure in books and help your children get to know the language used in them.

- **♦** As you read, hold the book so the children can see it too. You might run your finger smoothly along under the lines as you read, so that children become aware of some of the features of print, such as where to start reading. Encourage children to join in the parts that they know by heart, thus building confidence in their ability as readers.

- **♦** Not all print is in books. The breakfast table usually has plenty of print on it - on the cereal packet, the margarine container, the bread wrapper. So do road signs, service stations, shops. Whenever your children comment on this print, respond enthusiastically - for example, “Yes, the same word is on the label too. Can you find it?”

- **♦** When children draw, or when you have been talking together, write down one of their sentences and stick it up on the wall or the refrigerator. Encourage the children to write too. Their writing may at first look like scribble, but it means something to them. They are learning how to communicate through print.

- **♦** When your children bring home sentences from school, ask them to tell you about the sentences. It doesn’t matter if the words aren’t exactly right. Sometimes they won’t remember what the sentence says, so ask them to tell you about the picture. Then you can respond, “That’s what it says, doesn’t it: ‘I am riding my bike.’”
♦ When your children bring home their first books, share their excitement with them. At first they will ‘read’ by remembering the sentence patterns or looking at the pictures. This is a natural stage in learning to read. As they begin to understand more about reading, they will use the print message more. The most important thing is that you encourage them to make sense of what they read. If what they say doesn’t make sense, repeat it and ask, “Is that the way we say it?” or “Does that make sense?” If children get stuck on a word, don’t ask them to sound it out unless it is a simple phonetic word e.g dog, sun, cat etc. Ask them a question that will give them a clue to the difficult words such as, “Where were they going?” or “What do you think they are doing?”

Try to

♦ Make reading time a pleasure, not a chore.

♦ Let your children feel that they are doing well.

♦ Encourage their attempts to make sense of what they read, instead of drawing attention to their mistakes.

♦ Give children clues to help them work out unknown words instead of making them sound out the words.

18.

CLASSROOM ASSISTANCE

♦ Teachers value the assistance of the many parents who come to school regularly to hear the children read. A notice about helping in this way and in other school programs will be sent home early in the year.

♦ An information session will be held for those parents who wish to assist in the classroom.

♦ The school will run a ‘Literacy Partnerships’ course for interested parents early in the year. This excellent program gives you an understanding of how children learn and shows how you can help your own child learn to read and write at home. Information about this will be sent home.