Carnegie Primary School

Welcoming - Engaging - Achieving

Prep Information Booklet
TERM DATES FOR 2016

Term 1 - Preps – Monday 1st February to Thursday 24th March
Year 1 to 6 students – begin on Friday, 29th January

Term 2 – Monday, 11th April to Friday, 24th June

Term 3 – Monday, 11th July to Friday, 16th September

Term 4 – Monday, 3rd October to Tuesday, 20th December

Prep students don’t attend school on Wednesdays until Wednesday, 16th March 2016.

PREP TIMES 2016

The prep children will commence school on Monday 1st February 2016.

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 15th March. (Monday 14th March is a Public Holiday.) 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.
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 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.

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 school. 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.

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.

VISITORS TO THE SCHOOL

Persons visiting the school must first contact the principal, assistant principal or office staff 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.

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.

SCHOOL 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 and extend and update our ICT resources. Families eligible for the Education Maintenance Allowance may use this to pay for the booklist.
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. In recent years we have attended GESAC for this 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 database of student achievement levels is maintained so progress is monitored and students can be efficiently allocated to classes each year.

BUDDY PROGRAM

Each year our prep students have buddy partnerships with our senior students. New preps first meet some of our senior students throughout the orientation sessions and this partnership continues throughout their prep year. They certainly enjoy sharing special times together.

FIRST AID PROTOCOLS

Children who are sick during the day are sent to the First Aid room. If children need to go home, parents or carers are informed and children are collected from school. If children are very sick or more seriously injured and parents or their emergency contact person cannot be contacted by phone, we are obliged to ring an ambulance to take the child to the doctor or hospital. DE&T does not provide personal accident insurance for students. Parents and guardians are responsible for paying the costs of medical treatment for injured students including medical transport. Teachers cannot take children to the doctor or hospital in private cars. The cost of the ambulance will be the responsibility of the parents. It is very important parents consider taking out ambulance cover. Health Care Card holders receive free ambulance service (children’s names must be on the Health Care Card).
UNIFORMS

The Carnegie Primary School Council has a school Uniform Policy and expects the wearing of school uniform. Parents may choose from the following items:-

GIRLS:
- Summer dress
- Navy blue shorts or skorts
- Navy blue windcheater - school emblem preferred
- Navy blue bomber jacket - school logo preferred
- Gold or navy blue T-shirt - school emblem preferred
- Gold or navy blue polo shirt - school emblem preferred
- Navy blue tracksuit pants or leggings
- Navy blue tunic

BOYS:
- Navy blue shorts
- Navy blue tracksuit pants
- Navy blue windcheater - school emblem preferred
- Navy blue bomber jacket - school logo preferred
- Gold or navy blue polo shirt - school emblem preferred
- Gold or navy blue T-shirt - school emblem preferred

- Primary School Wear is our preferred uniform supplier but parents may choose to also purchase equivalent navy and gold uniform items from local department stores.
- House colored t-shirts are available for wearing at sport and PE activities. Preps will be allocated their house once school has commenced.
- Monogrammed graduation garments are organised for Year 6 students each year.
- School hats are available from the school.

We are a SUNSMART school, hence suitable hats (wide brim or legionnaires) must be worn during Terms 1 & 4. New preps receive a legionnaire hat as a gift from the PFA on the final orientation day. Children must wear covered in shoes. Children can wear either runners or more traditional leather school shoes.

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

Our school uniform items can be purchased online and at the PSW store :

1/596 North Road, Ormond (phone 97680387)
WINTER TRADING HOURS† (4th May - 3rd Oct 2015)
Tues to Fri: 9:00am - 5:00pm Sat: 9:00am - 1:00pm
SUMMER TRADING HOURS† (5th Oct - April)
Mon to Fri: 8:30am - 5:00pm Sat: 9:00am - 5:00pm

Brochures are available from the school office.

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.
SUNSCREEN IN HOT WEATHER

We recommend that your child arrive at school with sunscreen already applied in the hot weather. They can then reapply at lunchtime if needed. We highly recommend a roll on lotion as it is easier for young children to apply. Please supply your child with their own sunscreen.

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.

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 consent.

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

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 predominantly adventure camps run by the YMCA at different venues. Year two students participate in an overnight sleepover at the school in preparation for camp the following year.

OUT OF SCHOOL HOURS PROGRAM

Youth Leadership Victoria run our Before and After School Care Program with parents responsible for the fees. The service is available from 7am to 8:45am each morning and from 3:30pm until 6:30pm in the evening. They provide a holiday program as well.

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.

The Before and After Care team take special care of new preps while they settle in to their program. In the mornings they ensure students are walked to the prep area and in the afternoons they are collected from their classrooms.
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.
THE FIRST FEW DAYS

♦ On the first few days, 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 persevere 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.

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.

Include 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. Our aim is to encourage ‘sustainable’ practices.

BRAIN FOOD

During the morning session, classes have a ‘Brain Food’ break. This usually occurs about 10 am. Brain food snacks should consist of fruit, cut up vegetables or cheese. Nutritional non packaged food is the best option for this time as it allows children to fill the gap from breakfast to recess. Please talk to your child about this snack and remind them that it is only a small snack. It is an additional snack to their recess snack so please pack both.
HELPING YOUR CHILD TO LEARN TO READ

Until now, you have been your child’s main teacher. Now the school is taking over the formal teaching of reading with you supporting your child’s learning at home.

Your child will have many new experiences at school. 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 important to ensure your child develops confidence as a reader and enjoys reading now and in the future. Making time to share books and talk about them will help develop a positive attitude.

At the beginning of school children are introduced to very basic concepts of printed material. Things like, knowing where the front of the book is and what makes words and even sounds that letters make. Some children will come to school knowing these things, which is great, but not necessarily something we expect from children beginning school.
Prep teachers will introduce letters and sounds, High Frequency words and begin modelling what reading looks and sounds like.
At Carnegie Primary School we use the CAFÉ approach to the teaching and development of reading skills. CAFÉ is an acronym for Comprehension, Accuracy, Fluency and Expanding vocabulary. All of these areas are equally important to the development of sound reading development.
Finding books that your child likes to read, or listen to you read, is important. It is ok to read them many times to the point where your child will believe they are “reading”, when they imitate you.

CLASSROOM ASSISTANCE

♦ Teachers value the assistance of the many parents who come to school regularly to hear the children read. Early in the year you will receive notice of times when you can assist with listening to children read and discussing books with them. You will have the opportunity hear from one of the prep teachers on how you can best support this activity.
♦ Throughout the year, there will be opportunities to assist in the classroom and attend relevant information sessions that will help you support the classroom teacher and the literacy programs.
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.