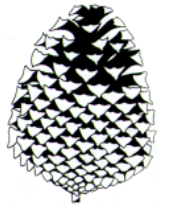


Millicent North



Primary School

Welcomes you to our school in

2015



Growing our future

Promote lifelong learning and support everyone to achieve their personal best.



Millicent North Primary School

Promote lifelong learning and support everyone to achieve their personal best.

Dear Parents/Caregivers

A warm welcome to both you and your child to Millicent North Primary School. We are extra excited about 2015 as we are looking at having two straight reception classes of approximately 18 students (depending on final enrolment numbers). It is wonderful to be able to offer these small class sizes as we aim to provide the most supportive learning environment for our students. Small class sizes assists us to do this and assists our teachers to ensure all students are having their needs met. Starting school is an exciting part of every child's life. Teachers and parents can work together to make this experience a rewarding one.

Transition visits will begin in **Term 3**, with two visits being organised. The dates and times for these visits are as follows:

- **Thursday Week 6 (28th August) 9:30am-10:30am**
- **Thursday Week 7 (4th September) 9:30am-10:30am**

Transition visits will then continue in **Term 4** on the following dates and times –

- **Thursday Week 4 (6th November) 9:00am – 11:00am**
- **Thursday Week 5 (13th November) 9:00am – 1:00pm**
- **Thursday Week 6 (20th November) 9:00am – 2:00pm**

You will be sent reminders about these visits and what to pack for your child.

This booklet outlines how you can best help your child make the transition from Kindergarten to school. We hope this information may answer questions you have about school life at Millicent North Primary. We have also included an enrolment form with our school information pack. We would appreciate you completing and returning the enrolment form as soon as possible to assist us with our planning for next year. You can drop the completed form off at the front desk or bring it to the first transition visit on the 28th August. If there are any other queries that have not been addressed, please feel free to make an appointment with the school.

Kind regards,

The Staff at Millicent North Primary School

R E S P E C T P R I D E R E S P O N S I B I L I T Y

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Government of South Australia

Department for Education and
Child Development

TRANSITION FROM KINDERGARTEN TO SCHOOL

As the end of the year draws nearer, you, as parents, of children turning 5 years old by the 1st May 2015, have the exciting time of school to look forward to and prepare for.

Children who have brothers and sisters at school often already have a sense of what school is all about and are eager to be a "big school kid". Others for whom school is a new idea may be feeling a bit nervous – let alone how you as parents are feeling!

At Millicent North Primary we aim to make transition a smooth process for all involved. We maintain strong links with the Kindy with numerous joint activities and visits held throughout the year to assist students to feel comfortable with the idea of coming to school.

Please visit our school and participate in activities planned jointly by the School and Kindy throughout 2014. Millicent North Primary School is an open school where parents are always welcome. Your child will benefit greatly by becoming involved in the planned activities and scheduled 'transition' program, feeling more comfortable with the school environment and ultimately settling well when beginning school next year.

To better enable children to be happy and to help with their learning at school there are a number of skills you can assist in developing in your child before they start school. Of course all children are unique and grow and develop at individual rates, but the more you can do at home to complement the great work the Kindy and Millicent North Primary are doing, the better prepared your child will be to develop the skills of formal learning.

SOCIAL SKILLS

Social skills are very important for successful transition. Children who can relate to a range of people –both adults and peers will cope well with the social aspect of school.

Your child should be able to.....

- Communicate needs and interact with others
- Listen to the teacher and others
- Share and take turns
- Join and participate in a group
- Play and work co-operatively with others



EMOTIONAL SKILLS

At school, children have to cope with their feelings in a variety of situations, often they have to cope with these feelings independently.

If your child is confident when separating from you, it makes going to school easier for both you and your child. Children gain security from routine and your child may feel more confident if he/she knows what the day will be like.

It may help to talk about.....

- How long the day will be
- The difference between lunchtime and playtime
- When and where you will pick them up
- If your child is to walk to school it is beneficial to walk to school a number of times to ensure he/she knows where to go
- If your child is able to travel by bus it may be useful to run through that routine also
- Talk about the sorts of things they might do at school and the different people they will meet, such as the Principal, other staff members, etc

COMMUNICATION SKILLS

Communication skills are also a pre-requisite for successful transition.

Your child should be able to.....

- Verbally communicate needs to others
- Interact (verbally) with other children and adults
- Follow instructions
- Take turns in talking and listening



PREPARING FOR THE FIRST DAY OF SCHOOL

Before commencing school it would be helpful if your child is competent with the following:-

Does your child know.....

- Their full name?
- To recognise their written name?
- How to put things away?
- To be responsible for their own belongings?
- How to dress and undress themselves?
- How to attend to their own toilet needs and wash their hands after visiting the toilet?
- How to use a tissue or handkerchief properly?
- How to open their own lunch box or drink bottle?
- How to unwrap lunch which has been wrapped in glad wrap? (It's a good idea to wrap food loosely, much easier for little fingers to unwrap).

These are desirable skills for your child to have to facilitate a smooth transition to school and your child would benefit from support in developing these skills. Once your child starts school we will support your child in further developing the above skills.

WHAT TO BRING TO SCHOOL

- A schoolbag (clearly named), large enough to hold your child's lunchbox, drink bottle, reader cover and library books borrowed from the school library.
- A sunsmart hat (clearly named). Wearing of sunsmart hats during terms one and four is compulsory.
- Library bag (clearly named) to protect books borrowed from the Library.
- Name articles of clothing (lost property can be returned to owner if article of clothing is clearly named). Remember, texta washes out and is hard to read after a couple of washes.

HEALTHY FOOD

We request that all parents make a conscious effort to pack a selection of healthy food for lunch and recess. Softdrinks are not allowed. All children are encouraged to have a drink bottle of water accessible in the classroom at all times. The school also has a healthy snack policy whereby children are encouraged to eat a healthy snack (e.g. fruit, cheese, vegetable sticks etc.) at 10am.

ATTENDANCE

It is important for your child's learning that he/she attends school regularly. Unnecessary absences mean that your child misses out on vital learning experiences.

Please make sure that your child is at school at least 10 minutes before the 8.55 am start. This allows your child plenty of time to organize him/herself without becoming flustered and allowing a more settled start to the day.

Once your child is settled, please do not wait about. Our teachers are experienced and will overcome any difficulties which may arise. An upset child is usually smiling by the time you reach the gate.

ILLNESS

Home is the place for a sick child. If your child is sick, please keep them home where they can get the rest they need to make a quick recovery.

When a child is ill or injured, parents will be contacted as soon as is possible to collect their sick or injured child from school. When a parent or an emergency contact person cannot be reached, the school will continue to exercise care and supervision.

All absences from school must be accompanied by a note giving the reasons for their child's absence.



READING

When reading to or hearing your child read, always give them your close attention and display an interest in the story. Make sure that the TV is turned off, with no other distractions, and that you and your child are comfortable.

Encourage your child to read/tell you about their favourite part of the story and retell the story in their own words.

It is important to encourage good reading habits early in your child's life. This assists them in developing a love of books and stories and strategies for successful reading.



Learning to read well is a complex task which usually takes several years to master. Many children need nearly a year of schooling before they seem to 'get the idea' of reading.

Parents can help by doing the things suggested below and by reassuring the child, if necessary, that generally the task becomes gradually easier.

- Talk to your children so that they learn many words; absorb the idea that different meanings are conveyed by the way in which words are ordered.
- Model correct sentence structure when talking ie. Child "i want narna". Adult "I want a banana, please". You do not need to have your child repeat this but it is very important for oral language, vocabulary development and reading and writing success to model correct articulation of sounds and words from an early age.
- Draw your child's attention to signs, advertisements and writing on packets and tell your child what is written on them.
- Point out differences in symbols, which lead to differences in meaning.
- Parents, grandparents, brothers or sisters read to the child.

When children are read to they can learn many things.

They become aware that.....

- Meaning can be obtained from print and what they read will make sense.
- We start at the top of the page and move from left to right.
- The written language of books is often different from the language that is spoken.

IN RECEPTION SOME OF THE THINGS WE DO ARE:

- Learn the names and sounds of the letters of the alphabet using the Jolly Phonics program
- Develop an interest in reading and a love of books
- Organise pictures to illustrate a sequence of events
- Match the starting letter of a word with the object referred to
- Identify sounds of letters in words
- Read books with simple repetitive language patterns
- Have shared reading experiences ie. "Big Books"
- Use pictures for clues to the meaning of the text



WRITING

Provide your child with paper to cut up, tear and scribble on and opportunities to play with play dough. These opportunities help your child to develop the muscles in their wrists and fingers ready for more formal learning.

Children usually progress through various stages of development when learning to write.

You can help by.....

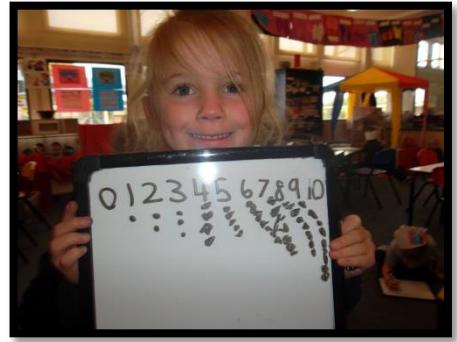
- Provide a variety of pencils/pens and paper
- Encourage your child to write at home (beginning with scribble)
- Praise all attempts
- Don't let your child feel a failure
- Be interested



MATHEMATICS SKILLS

Mathematics in the Primary School involves.....

- Counting
- Learning to add, subtract, multiply and divide
- Measuring
- Telling the time
- Problem solving
- Shapes and space



Before children can work with symbols such as 10, 84, +, -, =, they need to understand the ideas behind them. Children who come to school understanding terms such as more, less, the same as, bigger, smaller and how many, are prepared for early mathematics and should easily move to formal work.

You can assist by.....

- Help children to count a few objects such as number of plates to put on the table or the number of buttons on a cardigan.
- Talk to children about time (for example– “How many sleeps until your next birthday?” “Dad will be home in half an hour– when that TV program is finished.”)
- Let children find out what they can buy with a few coins.
- Talk to children as they use building toys (for example– “Can you make it bigger?” “Is that as tall as the first one you made?”)
- Let children play with water, sand, dough, etc, so that they learn how much will fit into different sized containers.

It is important to make students aware of the numbers in the environment, looking at numbers on clocks, in books, television, advertisements, calendars, telephones, microwaves, timetables etc. There are many different number songs that can be sung together; five little ducks, five speckled frogs, this old man.

IN RECEPTION SOME OF THE THINGS WE DO ARE:

- Develop an understanding of concepts (eg. Along, through, under, behind, across, small, narrow, wide, tall, short, thick, thin etc.)
- Identify shapes (eg. Square, circle, triangle, rectangle)
- Recognise and write numerals to 10.
- Use ordinal number names from first to tenth
- Learn the days of the week in order.
- Recognise o'clock (eg.3 o'clock,6 o'clock)
- Count by 1's, 2's and 10's.
- Complete and make patterns
- Sort, classify and order objects
- Match objects from different groups (one to one correspondence)
- Match groups of objects with numerals to 10
- Share things into equal groups



The wellbeing of your child is of primary importance at Millicent North Primary School. If there are any concerns relating to your child's health, both physical or emotional or family issues that are impacting on your child's effectiveness to learn at school, don't hesitate to contact your child's classroom teacher or the Principal.

You and your child are now entering a very enjoyable and interesting phase of your lives. Parents play a vital role in their child's education. We hope that you enjoy this journey as much as your child does and join in the learning partnership between home and school.

We welcome you into the school as a parent, and invite you to participate in the many activities, committees and learning opportunities that the school offers. Our partnership is extremely important and your support for the school is appreciated.



