



2022 KINDERGARTEN
PARENT HANDBOOK



Leaders of Learning

Welcome to Kinder D

Mrs Jennifer Devney

After graduating from the University of New England in 1997 with a Bachelor of Teaching, I returned home to Moree and began my career teaching and directing at a local Pre School. I commenced teaching at St Philomena's, Moree in 2002. During my time at St Philomena's I have been a Leader of Learning across of the K- 6 school in various roles but mainly in K - 2 classrooms.

My husband Donald and I have three children: Ryan (18) Jack (15) and Lucinda (13). After a busy working week, we like relaxing at home and spending time together as a family.

I enjoy working with the younger students of our school, sharing the delight in their successes, and helping them lay the foundations of their learning journey. I am thrilled to be a part of the Kindergarten team of 2022.



Welcome to Kinder S



Miss Lauren Smart

After graduating from the University of Newcastle in 2014 with a Bachelor of Teaching (Primary)/Arts, I started teaching at St Catherine's Catholic College in Singleton. In 2017, I returned back to my home town of Narrabri and began teaching at St Francis Xavier's School. I taught Kindergarten and Stage 1 for 5 years. I commenced teaching at St Philomena's, Moree in 2022.

When I'm not teaching, I enjoy travelling around the world visiting new countries and experiencing lots of new things. I also love to play netball and tennis!

I enjoy working with the younger students of our school, especially in their first year of school. I am so excited to join the Kindergarten team in 2022.

The Kindergarten Learning Team:

Kindergarten D: Mrs Jennifer Devney

Kindergarten S: Miss Lauren Smart

Educational Assistants: **KS** Miss Ema Annis-Brown **KD** Mrs Sally Macey and Mrs Chantel McKibbin

Professional Release: **Library** Miss Belinda Bremner
Creative Arts Miss Ellie Johnson

Class Timetable & General Routines

Wk A	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 9:30	English				9.00-10.00 English
9:30 to 10:30	English				10.00 - 10:30 Fortnightly Assembly Fortnightly Non KLA specific
10:30 - 11:00 RECESS					
11:00 to 11.30	English				10.00 - 10:30 Religion
11.30 - 12.30	Mathematics				
12:30 to 1:00	Religion				
1:00 - 1:10 Eating time					
1:10 - 1:40 Lunch					
1:40 to 3:10	Science	KD 1.40 - 2.40 Library 2.40 - 3.10 English KS 1.40 - 3.10 Creative Arts	KD 1.40 - 3.10 Creative Arts KS 1.40 - 2.40 Library 2.40 - 3.10 English	PDHPE	HSIE

Sports Uniform

Students wear their sports uniform on Thursday and Friday. Students have a timetabled PE lesson on Thursday afternoon, and there are, at times, opportunities for further physical activity or short games on a Friday.

Fruit Break (Crunch & Sip)

Please pack a piece of fresh fruit or vegetable in a separate container.

Paint Shirts

Please send in an old shirt to use as a paint shirt.

Library

Students will visit the library on Tuesday KD and Wednesday KS.

Please remind your child to pack their Library bag to ensure they are able to borrow.

K-6 will have access to the library from Tuesday to Friday, both in the morning and at lunch-time.

Students also have access to SORA, the platform used by the diocese to borrow e-books and audiobooks.

Assembly

K - 6 gather each alternate Friday for announcements and the distribution of weekly awards. At present, due to COVID-19 restrictions, we are unable to gather as a K-6 department and awards are presented by the Student Leadership team in Homerooms.

Grade Assemblies K - 6

Throughout Terms 2 - 4, (COVID-19 Restrictions Permitting) class groups of K-6 students each take a turn to host an assembly where they get the opportunity to showcase and present their new knowledge and skills. Parents and friends are most welcome to attend. These assemblies will be noted on the parent calendar and invitations are extended by the host class prior to the event.

Mass

Our K-10 school community gathers together for whole school masses to celebrate our Opening School Mass, Catholic Schools Week, the Feast day of St Mary of the Cross MacKillop, the Feast of the Assumption and All Saints Feast Day. Parents are always invited to attend our whole school Mass Celebrations.

Mass is celebrated in the Church for students in K-10, in cohort groups on a rotating basis. Each year group plans and organises Mass once a year, and parents are invited to attend this Mass.

This year we will introduce House Masses where students attend Mass in their house groups. In addition, students in Year 2 and above who have made the Sacrament of Reconciliation, visit the church once per term for Reconciliation.

Homework Routines (K-2)

- Home Reading Diary. This diary has a section for you to record the books you have read to/with your child. The diary will be sent home every Monday and we ask that it is returned every Friday.

Students are encouraged to swap their home reader daily. More information will be provided to parents when these routines commence

Students will complete "Talk Homework" weekly prior to the Big Write. We encourage you to "talk" with your child about the stimulus that has been sent home to build their confidence and enthusiasm for writing the next day. As stated, it is simply a conversation - students are not required to write anything for "Talk Homework".

Birthdays

If parents would like to provide cupcakes to celebrate your child's birthday, you must make contact with your child's teacher THE DAY BEFORE. We ask that you be mindful of allergies.

Travel, absences and contacting Leaders of Learning

If your child's travel arrangements change, telephone the office to notify.

If your child is sick or absent, complete an online form in the Compass App or email the office.

If you need to speak to your child's Leader of Learning, email the office to arrange an appointment.

Our Contemporary Learning Environments

Uninterrupted Literacy Block K - 6

As part of a diocesan and school commitment we seek to have an interruption free dedicated literacy block as per each grade's timetable.

We ask for your support by ensuring your child is at school by not making medical appointments etc between the mentioned times and scheduling birthday celebrations for 1:00 pm.

Language of Contemporary Learning Spaces

Each learning space facilitates the learning through both physical and cultural contemporary design. This is research based and best practice in order for students to learn from the expert (campfire), discuss collaboratively with peers to challenge and consolidate their learning (watering hole) and finally embed the learning into something they understand and can apply (Cave). In our learning spaces these learning experiences can be facilitated in specific physical spaces, but they can also refer to a phase of learning that the student is in.

In addition to this contemporary learning design, we facilitate the learning through the Gradual Release of Responsibility Model. This is once again a research based "best practice" form of learning where the control of the learning moves slowly from the teacher to the student through a strategic process of modelling, then sharing together, guiding and finally independent practice by the learner. This is a K-10 approach to learning.

Campfire

- The campfire is a space where people gather to learn from an expert.
- Teacher models a new skill or explains a new concept.
- Expertise can be shared in person or via technology.

Watering Hole

- The watering hole is the place for social learning among peers (conversations, not lectures).
- Peers act as both the learner and the teacher simultaneously.
- It is vocal - although accountable to the learning.

Cave

- A private space/time where an individual can think, reflect and transform learning from external knowledge to internal belief.

Living Well, Learning Well

Promoting a Positive Culture for Learning at St Philomena's

Catholic Context

The Catholic school sets out to be a school for the human person and of human persons, "the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school". (Congregation for Catholic Education, 1998, para 9)

At St Philomena's Catholic School we strive to promote a positive culture for learning that ensures a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity for children and young people.

At St Philomena's Catholic School, this is achieved through:

- Student centred pedagogy
- Working in and developing strong learning teams
- Early and ongoing intervention through a collaborative case management approach
- Promoting high levels of connection and participation
- Maximising access and opportunity for all students
- A multi-tiered system of support for academic, positive behaviour and wellbeing domains

At St Philomena's Catholic School, we have identified a number of goals necessary to promote and educate our students of our high standards of responsible behaviour while at school:

- [K-2 Plan for Living Well, Learning Well](#)
- [3-6 Plan for Living Well, Learning Well](#)

Of particular importance is the inclusion of the Uniform and Appearance expectations in our goal of "Being Responsible"

Uniform and Appearance	Wear the full school or sports uniform in the correct manner, including school hat Have their hair groomed neatly - hair that is longer than collar length at the back and eyebrow length at the front will be required to be tied back Not wear make-up and coloured nail polish Not wear jewellery - with the exception of a signet ring, simple chained necklace with religious cross attached, watch and maximum of 2 sets of sleepers or sleeper sized ear-rings or small studs per ear (gold, silver, pearl) Not have any nose, facial or tongue piercing
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A guide to Primary Uniform expectations:

<u>Primary Girls Uniform Options</u>	<u>Primary Sports Uniform</u>	<u>Primary Boys Uniform</u>
		
Dress	Sports shirt and Sports CCC shorts	Blue school shirt and navy shorts
Blouse and navy shorts	*CCC shorts are for sports days only	
<small>A St Philomena's School V-Neck Fleece Jumper, Zip Fleece Jacket or Soft Shell Jacket can be added to the summer uniform. All these items can be purchased from the School Uniform Shop via Qkr!</small>		
St Philomena's Catholic School, Moree NSW		

Learning Awards that Acknowledges and Promotes A Positive Culture for Student Learning

Each fortnight, students' efforts and achievements are acknowledged and celebrated in our Kindergarten to Year 6 Assembly. Our fortnightly class awards include:

Recognition of Learning

This award recognises student growth and achievement and is presented to encourage continued efforts towards achieving academic success. The recipient is a positive role model.

Application to Learning

This award has been presented for outstanding attitude and commitment to learning; for taking pride in their work and for setting an exemplary standard for others to follow.

Mary Mackillop Award

This award has been presented for commitment, attitude and consistency to school work; for displaying pride in themselves as a member of the St Philomena's school community; for displaying Christian values in all aspects of school life.

Taking Responsibility

We acknowledge that as they grow, children are learning to act in ways that are SAFE, KIND, RESPONSIBLE AND RESPECTFUL. On occasions when they do not, we respond by helping children to

- identify what their action was
- identify why they acted the way they did
- be aware of the effects of their actions on others
- plan for more positive interactions

This may be done through discussion with members of the Leadership team at lunchtime via the completion of a [Taking Responsibility](#) sheet. These are sent home for parent signature and returned the next day.

Consequences of ongoing incidents may include:

- Loss of playground privilege
- Parent meetings
- Suspension
- Withdrawal of enrolment

School Communication

How will I know WHAT my child is doing at school?

- Weekly parent email
- Regular communication (Letters, notes, reminders) published in the Compass Parent Portal
- Newsletter published digitally fortnightly available in the Compass Parent Portal and link shared on St Philomena's Facebook page.
- St Philomena's Facebook Page showcasing current school and diocesan events.
- Digital sign on Gwydir Street is regularly updated.

How will I know HOW my child is progressing/developing at school?

Date with Data Conversation (with parents)

- Week 2, Term 2
- An opportunity for leaders of learning to share specific data regarding your child, along with goals for their learning during 2022
- An opportunity to discuss further how you can support your child's learning at home.

Semester 1 Report

- Distributed through the Compass Parent Portal
- Week 10 Term 2

Parent/Teacher Meetings:

- Follow up from Semester 1 Report
- Week 1 Term 3

Semester 2 Report

- Distributed through the Compass Parent Portal
- Week 9 Term 4

Optional Parent/Teacher meeting

- Follow up from Semester 2 Report
- Week 10 Term 4

Supporting Learning at Home

Why we focus on READING

Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by 6th grade and on standardised tests, they will likely score better than 90% of their peers.

From the time your child is born, reading out loud is a positive influence. As your child grows, daily reading will help the brain make connections between the written and spoken word, widening vocabulary in the process.

Adding to that benefit, vocabulary knowledge equates to masterful spelling. In fact, reading, spelling and vocabulary are critically important to a child's lifelong achievement.

Literacy Development through Writing and VCOP

VCOP stands for vocabulary, connectives, openers and punctuation. These four elements quickly and easily enhance writing by creating the writer's voice. Together with GHaSP (grammar, handwriting, spelling and punctuation) - the building blocks to correct and clear writing, VCOP adds the icing on the cake - excitement, pizzazz and flow to keep the audience engaged throughout the piece.

Students take part in a variety of oral and written activities and games throughout the week to develop their skills in these areas. As a celebration of their learning, students in all classes complete a piece of extended writing once a week or fortnight. Known as 'The Big Write,' it has proven an exciting and effective way of encouraging children to think about the four key areas for developing both their spoken and written language.

Big Write and VCOP is a writing approach which aims to specifically support students in increasing their skills in uplevelling the writing elements of

- Vocabulary
- Connectives
- Openers
- Punctuation

Students participate in specially dedicated writing opportunities known as 'Big Write'.

As part of the 'Big Write' approach, students will be given 'Talk Homework'. The idea of Big Write and Talk Homework is; *'if the children can't say it, they can't write it'*.

Talk Homework

Speaking about ideas before they can be used in writing always forms a key part of the 'Big Write' sessions. In order for children to produce their best writing they need to discuss the topic in advance. This is referred to as "Talk Homework." Your child will come home with a new stimulus prior to each Big Write. This will inform you of the topic to discuss with your child in order to help them with the content of their writing the following day.

We ask that children discuss the topic with an adult at home in preparation for their writing. This homework involves discussion only. It is clear that those children who complete their 'Talk Homework' feel more confident leading into their written tasks and produce more engaging pieces.



Talk Homework

For Big Write this week I am writing a _____ Insert Text Type in Bold and remove

Our (insert text type) will be about _____

I need to talk about my ideas and opinions with as many family members as possible. A great time to do this is while we are all sitting at the table for dinner. Can we please not have the television on so that I can concentrate.

I would love to hear your ideas and opinions on the topic to help me shape my ideas. Please remember to use the "because" word and remind me to do the same. That way when I write tomorrow I will have so many ideas and will be able to use a connective like "because" to make my ideas really valuable.

I would love it if you could offer me some up-levelled V.C.O.P. suggestions/ideas for my writing.

V = Vocabulary, wow words (for example, *fearful, marvellous, glimmering*)

C = Connective, words that join ideas together (for example, *although, besides, because, however*)

O = Openers, amazing ways to start a sentence. (*Eventually..., Another thing..., Before too long...*)

P = Punctuation. (*capital letter . ? , ! " "*)

Suggestions Promoting for a Talking Homework Conversation

- Encourage as many family members as possible to be involved in the Talking Homework
- Make it an enjoyable activity
- Switch off the television to try to ensure that this is dedicated talking and listening time
- Begin a conversation by modelling... "I think that... because ..."
- Ask other family members to give their ideas, opinions and reasons why
- Encourage thinking about exciting words to use to make their writing more interesting.
- Encourage students to talk to whoever is available. Nothing needs to be physically produced for this task. However, if students do happen to bring a list of words etc. as a result of talk homework, welcome it. Remember, Big Write is supported writing.

Supporting the Development of Numeracy

Maths is everywhere! When learners see, hear and use maths in real life, it gives their learning purpose. Use maths whenever you see the chance. Play maths games in the car. Involve the kids when you're cooking, shopping or budgeting. Add up the footy and cricket scores together. Talk about fractions as you serve food. Any numeracy work you do at home with your child will help them in their learning. These NSW Dept Education 2018 booklets also provide useful tips for helping support numeracy development at home.

- [Kindergarten Parent Support Numeracy](#)
- [Year 1 Parent Support Numeracy](#)
- [Year 2 Parent Support Numeracy](#)
- [Year 3 Parent Support Numeracy](#)
- [Year 4 Parent Support Numeracy](#)
- [Year 5 Parent Support Numeracy](#)
- [Year 6 Parent Support Numeracy](#)

Kindergarten Religious Education Learning Statements

Profession of Faith ■ The Celebration of the Christian Mystery ■ Life in Christ ■ Prayer

Students respond to the wonder of God's creation. They express an understanding that God is with them and are able to communicate that they are created and loved by God. They engage with scripture stories and recognise the Bible as the Sacred Scripture of the Christian community. They identify Mary as the Mother of Jesus.

Students recognise key signs, and symbols of the Catholic tradition. They communicate a growing familiarity with its rituals. Students communicate some knowledge about Jesus and how he related to people.

Students recognise that prayer is listening and talking to God. They participate in praying formal and informal prayers.

Kindergarten (ES1) NSW Syllabus Learning Statements

English

By the end of Kindergarten, students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others' learning.

Mathematics

By the end of Kindergarten, students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas.

Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words. They read and use ordinal numbers to at least 'tenth'. Students use concrete materials to model addition, subtraction, multiplication and division. They use the language of money and recognise the coins and notes of the Australian monetary system. Students divide objects into two equal parts and describe them as halves. They recognise, describe and continue repeating patterns of objects and drawings.

Students identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes. They manipulate, sort and represent three-dimensional objects and describe them using everyday language. Students manipulate, sort and describe representations of two-dimensional shapes, identifying circles, squares, triangles and rectangles. They connect

events and the days of the week and explain the order and duration of events, telling the time on the hour. Students give and follow simple directions and describe position using appropriate language

Students answer simple questions to collect information. They use objects to create a data display and interpret data.

Science & Technology

By the end of Kindergarten, students engage in the processes of Working Scientifically, and Design and Production to make sense of the world around them. They explore their immediate surroundings and ask questions about their observations and experiences. They collect data and communicate their ideas and observations in a variety of ways. Students investigate possibilities and solutions, individually and in collaboration with others, and use the design process to develop solutions. They effectively use a range of classroom equipment and learn to work safely when using resources and materials.

Students recognise that living things have different features and basic needs which can be met. They recognise that plants and animals can be used for food, clothing and shelter. Students identify that objects are made from materials that have observable properties, and that these properties influence their design and use. They describe how objects move and observe the effects of push and pull forces. Students identify daily and seasonal changes in the environment. Students also identify familiar digital systems and follow a simple set of instructions.

Geography

By the end of Kindergarten, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

History

By the end of Kindergarten, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

Personal Development, Health & Physical Education (PDHPE)

By the end of Kindergarten, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They describe the different emotions people experience. Students practise interpersonal skills to interact positively with others. They identify people who can assist and recognise actions that help them to be resilient, healthy, safe and active. Students explore contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity. They identify skills and strategies to stay safe and be supported. With developing self-control, students explore emotional responses and cooperate positively with others in a variety of play and group situations.

Students explore how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move in relation to space, time, objects, effort and people. Students compose and sequence simple movements. They show awareness and

consideration of others during play situations. Students perform fundamental movement skills and explore possible solutions to movement challenges through participation in a range of activities.

Creative Arts

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music. Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.



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