



North Tom Price

PRIMARY SCHOOL

An Independent Public School

Welcome to

Kindergarten!



2022 Kindy Information Booklet

Together we strive for

Excellence | Respect | Resilience | Unity



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Welcome to North Tom Price Kindergarten

A note from the Principal:

Welcome to North Tom Price Primary School and thank you for selecting our school for your child. I know that your association with our school will be a happy and enjoyable one as we work together for your child to thrive.

Kindergarten is a vital year in your child's schooling career as it provides them with the foundations necessary for the development of the skills and concepts they will learn throughout the remainder of their schooling. It is a lot more than just 'play'. All children require this solid foundation to ensure they are able to achieve their personal best in future years. Consequently, your child's regular attendance at Kindy is essential. Research has shown that children who miss 10% or more of school are at educational risk, which equates to one day per month for Kindy children. Additionally, the recent introduction of the Australian National Curriculum requires children to attain and demonstrate more concepts by the end of their Kindy year in preparation for entering Pre-primary than in previous years, also making regular and consistent attendance important.

I look forward to working with you and 'together we will strive' to achieve the best possible outcomes for your child in a happy and positive learning environment.



Linda Villanova

Principal

Our School

Vision

“Together we strive for excellence in nurturing
successful learners, confident individuals
and active citizens”

Excellence · Respect · Resilience · Unity

A Letter from Kindergarten Staff

Dear Parents

This booklet is prepared for your information and we hope you will read it carefully and note the points contained in it.

We aim to create a happy, secure, motivating environment that enhances the development of not only intellectual, but also social, emotional, physical and creative skills.

Objectives include:

- Assisting children to develop a positive self-image.
- Encouraging children to become independent and able to make choices.
- Providing open-ended activities and materials to encourage creativity and imagination.
- Developing concentration and persistence to complete tasks.
- Including all children and providing equal opportunities for effective education and well-being for all students. We believe a program that caters for all children helps develop respect and understanding for all members of the community.
- Encouraging parental interest and participation in the program.

We trust that you will take an active part in our Kindergarten. You can do this by helping as a parent on special rostered days, coming and sharing your special talents, attending the Kindergarten Parent Meetings and above all by taking an active interest in your child's education.

We will keep you informed about what is happening at Kindergarten by sending home regular handouts during the term. We also display notices and rosters on our bulletin boards located outside the classrooms.

Mothers, fathers, aunts, uncles, grandparents and carers are welcome to visit the class. All helpers need to sign in and out at the front office.

Kindergarten Staff

Term Dates for 2022

Semester 1

Term 1: Monday 31 January - Friday 8 April 2022

Term 2: Monday 25 April - Friday 1 July 2022

Semester 2

Term 3: Monday 18 July - Friday 23 September 2022

Term 4: Monday 10 October - Thursday 15 December 2022

School Development Dates

Term 1: Thursday 27 and Friday 28 January 2022

Term 2: Tuesday 26 April 2022

Term 3: Monday 8 August 2022

Term 4: Friday 4 November 2022

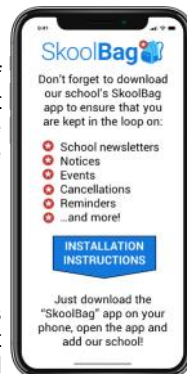
(Please Note - Historically NTPPS begins each term with *Kindy A* in Odd weeks and *Kindy B* in even weeks)

Communication and Reporting

NEWSLETTERS

Newsletters are issued on alternate weeks to provide notice of school and community events, to acknowledge student achievement. Newsletters will be emailed to families and available on skoolbag and school website. Hard copies will be available in the admin office.

www.norhtompriceps.wa.edu.au



INTERVIEWS

Regular contact with parents is essential and important. Teachers will contact parents when issues or concerns arise. It is hoped that parents will contact the child's class teacher regularly on an informal basis. To arrange an interview, send a note or an email to the teacher with your child. Parents are urged to make use of the interview to clear misunderstandings, discuss their child's progress or to discuss any other matter that may cause concern. Please do not interrupt teachers while they are teaching.

The Principal, Deputy and specialist teachers are also available to see parents. Please ring to make an appointment.

Please note: First contact should **ALWAYS** be with the class teacher.

REPORTING ON STUDENT PROGRESS

Parents will be advised of their child's progress through:

- Letters and phone calls
- Class and school newsletters
- Class diaries and communication books
- Merit Certificates and awards
- Informal conversations
- Parent interviews/Case Conferences
- Work samples in class workbooks and files
- Open classrooms
- Written reports
- Open Morning
- Open Night

GENERAL ENQUIRIES / CONCERNS

Parents are encouraged to contact the school office with any queries or questions.

Phone: 9188 3600 Email: norhtomprice.ps@education.wa.edu.au



Connect



For secure, convenient access to your child's education anytime, anywhere

**Know what's
happening in your
child's class**



**All communication
in the one place
for all your children**

What is my child doing?

Receive notifications to keep up to date
with what's happening at school



Visit
connect.det.wa.edu.au
or get the app



If you would like to know more about
Connect or **ConnectNow** please contact:

North Tom Price Primary School

Phone 9188 3600

Email

northtomprice.ps@education.wa.edu.au



Class Lists

Class lists will be posted on school noticeboards at 12:00pm on Friday, 28 January 2022.

Kindergarten Session Times

Children will attend Kindergarten for 5 days every fortnight. In 2022 this will be Monday and Thursday or Tuesday and Friday each with alternating Wednesdays.

(Please Note - Historically NTPPS begins each term with *Kindy A* in Odd weeks and *Kindy B* in even weeks)

Attendance

The Department of Education requires that all absences be explained either in writing or verbally. Each note or Skoolbag Absentee Form should contain the following information:

- date of absence
- child's name
- child's class/room number
- reason for absence
- parent/guardian signature and date.



Regular attendance at Kindergarten is vital for your child's academic, social and emotional progress. Holidays are classified as unauthorised.

Sleep

It is very important that your child has sufficient sleep, especially in the first few weeks of Kindergarten. The new environment, people, experiences and rules are exciting but tiring, and a tired child finds it difficult to focus on a given experience.

Bringing Your Child to Kindergarten

School commences at 8.00am and finishes at 2.10pm.

- Parents are required to bring and collect children on time.
- Please wait outside the front gates which access the Early Childhood area with your child prior to 7.50am.
- At 7.50am the Early Childhood staff will open the gates and welcome your child into the school. For pick up, parents are welcome to wait **outside the door** of your child's classroom until your child is called and released to you.
- There will be a transition period in week one of Term 1, where parents will be allowed to drop students at the classroom door.
- It is important to note that Kindergarten children should be dropped off and collected by a responsible **ADULT** at all times.

Picking Up Your Child

At the end of the session the children will be seated on the mat and called by name as each parent is sighted.

Children will only be released from our care to their **parent** unless we have been notified of other arrangements. If your child is to go home with a babysitter or with other children please **let us know**, preferably in writing. We are sorry if these rules inconvenience you, but the welfare of the children is our utmost concern. We will not release children to anyone other than a parent/caregiver without prior arrangements being made.

Please try to be on time collecting your child, especially in first term when children are settling into the routine of coming to Kindergarten. If something comes up and you know you may be late, please phone us on 9188 3600.

If you need to collect your child before the school day ends, please obtain a "Sign Out Pass" from the school office before collecting your child from the classroom.

The name and telephone number of an emergency contact needs to be provided in the event that parents are unable to be contacted and your child needs to be taken home.

**PLEASE KEEP THE
GATES TO THE EARLY
CHILDHOOD AREA
CLOSED AT ALL
TIMES**

Voluntary Contributions

The following contributions are requested to support the school programs and priorities:

Kindergarten child	\$40.00
P&C Donation	\$20 per child or \$50 per family

Please contribute - your voluntary contributions are of great assistance to our school to support the educational programs offered to our students.

Healthy Morning Tea Program



Each student needs to bring some pre-cut fresh fruit or vegetables to enjoy at morning tea time. Please Note: fruit and vegetables are not shared. Staff are unable to cut up whole pieces of fruit. Students will be encouraged to eat their fresh fruit or vegetables before eating any other items of food.

This will help to encourage your child to develop a sound nutritional outlook to eating. Please assist us to expose your child to a wide selection of fruits and vegetables by providing them with a variety of items.

What to Wear

All children should wear the school uniform. Please see the School Uniform Policy (Appendix 1). Please help your child to feel independent by training them to dress themselves, eg. zips, buttons, buckles and carry their own bag.

- Children need to wear appropriate shoes, ie. sports shoes or sandals secured by a strap. No thongs, scuffs or slip-on shoes should be worn.
- Please choose footwear that your child has the best chance of managing by themselves - laces are very tricky!
- **A hat is essential for outdoor activity.** We are a sun safe school so the “no sun safe hat, no play in the sun at school today” rule applies. Only a broad-brimmed or bucket hat should be worn. Caps and visors are not considered sun safe.
- Please apply sunscreen to your child before attending Kindergarten.



Nametags are essential on clothing that can be removed, especially shoes and sandals. A good rule of thumb is: if your child can put it down somewhere – LABEL IT – just in case they do! Please note that names on size tags can and do come off easily.



What to Bring

- A **school bag** large enough to fit all their belongings in eg. Lunchbox, drink bottle, home bag for completed work and library bag.
- A broad-brimmed or bucket hat.
- A spare set of seasonally appropriate clothes, to be in your child’s school bag each day.
- Pre-cut fresh fruit or vegetables to eat at healthy morning tea time.
- **LUNCH TIME** – For lunch time sessions children will require a lunch box that will fit into the classroom fridge. We suggest a sandwich, a piece of fruit and a drink for lunch. We recommend ‘special treats’ are limited to special occasions.

What to Bring (cont.)

- **WATER BOTTLE** – one that is leak proof and can be easily used by your child, filled with water (no soft drinks, juices or cordial).

Please label all of the above items clearly as young children are very good at misplacing things!

- Please *do not* send jewellery or toys to Kindergarten with your child as these invariably cause problems. This school is a war-toy free zone.
- Children are, however, encouraged to bring items of interest to show and talk about at news time. For example, something found in the garden, or something special they have created at home. Your child's teacher will advise you of your child's news day.
- A change of clothes for little accidents that may happen throughout the day.

Equipment Requirements for Kindergarten

Your child will need to bring along the items on the Kindergarten Requirements List on the first day of Term 1. The Requirements List will be sent to you as soon as they are available.

Parents should also supply:

2 x boxes of tissues

1 x home bag (available from NTPPS office or uniform shop)

1 x Library Bag (available from NTPPS office or uniform shop)



PARENT RESPONSIBILITIES

Volunteering assistance by putting your name on the parent roster. This way you can assist with the running of the program and become aware of exactly what your child is doing. All members of the family are welcome.

- Sending children **on a regular basis** so they benefit from the continuity of the program. Kindergarten children who miss more than half a day a fortnight are considered to be at educational risk.
- All absences must be explained. Please see "Attendance" for more information.
- Keeping the teacher informed about your child's health and wellbeing.
- Showing your child that you value and appreciate his/her work and are interested in what he/she is doing at Kindergarten.
- Picking your child up promptly. It can be very stressful to a child when they have to wait behind when their friends have gone home.
- Please be sure your child gets a good night's sleep before school days and that he/she eats a good breakfast.
- **Carefully reading** any notes that are sent home with your child.
- If your child is ill or has a contagious infection/disease, please seek medical advice and do not send them to school.

Parents are encouraged to contact the teacher over any matter regarding their child. Please remember, however, that the teacher's first responsibility during school hours is to the children. Interview times can be made before or after school at a mutually suitable time.



GENERAL

Parent Help Roster

The parent help roster enables parents to observe the Kindergarten program and how their child is reacting in the Kindergarten environment. Being a parent helper involves assisting children with activities, encouraging completion of puzzles, reading stories and/or playing games and some cleaning up.

We enjoy having you spend time with us. You do not have to stay all session if you don't wish to – we value any assistance, anytime.

Parent Involvement

We appreciate any help with general preparation such as cutting out, book covering, sewing or making resources. We look forward to hearing from you if you feel you could help us out in any of these areas.

We aim to enrich the children's experiences, so if you or any friends have special talents you would like to share, please let us know. For example, if you or a friend are happy to:

- Play an instrument
- Sing or tell a story
- Talk about a hobby or craft
- Talk about an occupation and show the tools used
- Cook a special dish
- Talk about your country of origin

All or any of these will be welcome additions to the Kindergarten program.

P&C and School Board Involvement

Kindergarten parents are encouraged to involve them selves in school life. Involvement in the School Board, via nomination and to attend our thriving P&C meetings are two ways to be part of your child's schooling. Information regarding meeting times and venues is published in school newsletters.

Birthdays

Birthdays are usually special events in a child's life, however if handing out party invitations, please do so discretely to avoid hurt feelings. You are most welcome to bring in cupcakes for the class to help celebrate, however please check with the teacher to ensure there are no allergies.

Library

Children will borrow books from the school library. When and how this will be run will be determined by the class teacher. Before borrowing, each child will require a library bag/waterproof bag in order to protect the borrowed book. A hardy durable bag can be purchased at the uniform shop or school office for \$15.00.



Sports Factions

Your child will be placed into a sports faction. Our factions are Bruce (blue), Meharry (green) and Nameless (red). Each year a sports carnival is held where children from Kindergarten and Pre-Primary are able to participate in a variety of events. This is a fun-filled day where families are able to join in with the activities.



Recycling

Recyclable materials are of great value in Kindergarten. Please collect and send along items suitable for collage work eg. cardboard boxes and cylinders (no toilet rolls), foam trays, packing foam, greeting cards, cotton reels, plastic containers, wrapping paper, fabric, egg cartons, buttons, beads, corks etc. Dress-up clothes (shoes, bags etc) and doll's clothes are most welcome for the home corner.



Laundry Roster

We will prepare a laundry roster to ensure the students' aprons and tea towels are always clean. Your support in helping out with this is appreciated.

Animals

Animals, including dogs, are not allowed on school grounds. Please tie your dog up offsite (e.g. fence) if you walk your child to school with you.



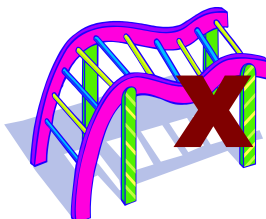
Canteen

The School Canteen is open for lunch and recess on Monday, Wednesday and Friday. Menus will be sent home throughout the year. Lunches can be ordered via QuickCliq online. **NO CASH** before 8.00am.



School Grounds/Playground

School grounds and playgrounds are out of bounds before and after school hours. It is encouraged that families leave school grounds directly after collecting your child from Kindergarten. Playground equipment is not to be used after school hours.



Positive Behaviour Expectations

Our Positive Behaviour Management processes at North Tom Price Primary School helps to create positive learning environments. Our school values guide the behaviour of everyone in our school: staff, students, parents and community members.

At the start of each year, teachers will go through the Positive Behaviour Expectation Matrix (please see below) with students. A copy of this will be displayed in each classroom and regularly referred to. Teachers will explain behaviour expectations and procedures in detail to parents at the parent information sessions at the beginning of the year.

Positive incentives will be given in each classroom. These will vary with each teacher, but it is strongly recommended that whole school approaches, such as virtue tokens, will be used. Sticker charts, Peg boards, Dojo points, marbles in a jar, group points and token money are some common forms of positive incentives and may be used alongside whole school rewards.

Infringements of classroom rules will be dealt with in a clearly understood and agreed manner including incidents of intentionally unkind or physical behaviour.

North Tom Price Primary School – Positive Behaviour Expectation Matrix

*Together we strive for excellence in nurturing successful learners,
confident individuals and active citizens*



	Always	Classroom	Playground/ Outside	Toilets	Assemblies & Parade
<i>Excellence</i>	<ul style="list-style-type: none"> - actively listen - follow instructions - ignore distractions - set goals - have a go - learn from mistakes - reflect on our learning - take responsibility 	<ul style="list-style-type: none"> - do our best - keep transition time short - keep our equipment organised - move around the room safely 	<ul style="list-style-type: none"> - show good sportsmanship - allow others to join in games - take turns and share - bring a Waste Wise lunch - say thank you to the canteen staff - sit to eat or drink in the undercover area 	<ul style="list-style-type: none"> - we don't play in the toilets 	<ul style="list-style-type: none"> - enter and exit assembly in a quiet and orderly manner - sit patiently - watch and listen to performers with interest - carry chairs safely
<i>Respect</i>	<ul style="list-style-type: none"> - use appropriate language and manners - be supportive of others - act safely - use technology safely and appropriately - enter and exit school grounds safely 	<ul style="list-style-type: none"> - take care of our school and our own equipment - I stay in our own personal space - take turns to speak - I make sure our classroom is tidy and clean 	<ul style="list-style-type: none"> - walk on paved areas - eat all our recess and lunch - place rubbish in bins - remain seated until duty teacher releases us - wait patiently in queues - walk bikes and scooters on school grounds - remember to return sport equipment to the classroom 	<ul style="list-style-type: none"> - we walk into the toilets and out of the toilets 	<ul style="list-style-type: none"> - applaud others appropriately - stand still to sing the National Anthem and wait to be asked before sitting - shake hands and say thank you when receiving an award - hold our certificate with pride
<i>Unity</i>	<ul style="list-style-type: none"> - manage conflict responsibly - be fair - we wear our school uniform - arrive to class on time - greet others when we see them - talk about our school with pride - faction shirts are worn each Wednesday 	<ul style="list-style-type: none"> - let others learn - celebrate your successes and those of others - work co-operatively 	<ul style="list-style-type: none"> - show and teacher each other new games - wear your hat outside - join in with student councilor games - present attractive virtues display outside admin building 	<ul style="list-style-type: none"> - make sure the toilet area is left clean and tidy - we flush the toilet - we wash and dry our hands 	<ul style="list-style-type: none"> - learn the words to our school song and sing with pride
<i>Resilience</i>	<ul style="list-style-type: none"> - be kind, considerate and appreciative of others - be responsible for your own behaviour 	<ul style="list-style-type: none"> - share ideas and participate in class discussions and activities - listen to our teachers' feedback and learn from our mistakes - try before asking for help 	<ul style="list-style-type: none"> - try to work conflicts out on our own or with our peers - inform teachers about playground conflicts - use the buddy benches 	<ul style="list-style-type: none"> - we report any problems in the toilets to a teacher - we give people privacy and use inside voices 	<ul style="list-style-type: none"> - ignore disruptions and negative behaviour around us

Positive Behaviour Rewards

Kindy – Year 6

Positive Behaviour Matrix

Teach and model expected behaviours to all students



VERBAL AND NON-VERBAL

Frequently

- building rapport
- praise
- high fives
- feedback
- humour
- body language
- stickers



VIRTUE TOKENS

Frequently

- All staff to be provided with tokens to hand out during class and play times
- Students to place tokens in the faction boxes in the classroom on the day they receive them



INDIVIDUAL CLASSROOM SYSTEMS

Frequently

- Staff manage their own classroom management system to support the Positive Behaviour Expectations Matrix

Weekly

- At the end of the week the totals of each box are recorded by student councillors and announced at Parade. Names of student who received a token will be put into a hat. Student chosen will receive an ~~icypole~~ ~~icypole~~.

Fortnightly

- Students who are seen to display positive behaviours in the playground by student councillors are chosen and awarded a playground award at assembly
- The Golden Broom award is awarded at assembly to the tidiest class and is chosen by student councillors

Fortnightly

- A running total of faction points given that week are displayed on an electronic scored board in the assembly area for students to see.
- Students from the winning faction at the end of the term receive extra play and ice cream.

Fortnightly

- Students receive merit awards from their classroom teacher when displaying positive behaviours (2 x per fortnight)
- Virtue award is presented to a student from their class teacher (1x fortnight)

OVERVIEW

Kindergarten is the transition between home and formal education and recent developments with the Early Years Learning Framework and the implementation of the Western Australian Curriculum (Kindergarten Guidelines) are reflected in the curriculum that is offered at North Tom Price Primary School.

A holistic approach to child development is the basis of all programs encouraging the child to develop at his/her own rate to assist in achieving long term positive outcomes.

The program is organised into six aspects of learning:

Health and Physical	fine motor skills gross motor skills coordination
Critical and Creative Thinking	thought processes memory and reasoning
Personal and Social Learning	group work social skills such as sharing, waiting, taking turns cooperation control over emotions – eg. fear, joy, anger
English	oral language syllables and rhyme sentence structure letter sounds speech patterns
Mathematics	numbers counting shapes patterning sorting
Knowledge of the World	Science History Geography The Arts Technology



As well as promoting growth in these development areas, the program encourages individuality and independence and aims to enhance each personality to its fullest. The child whose “self” is respected, is the one who will have the confidence and desire to succeed in future schooling and future life.

School Readiness

Kathy Walker (an Early Childhood expert based at the Early Childhood Foundation in Melbourne) stresses that school readiness is not about being able to read or write, know colours or count. "These skills will be taught at school so they are not a priority for starting school".

"Readiness is set to enter school ready to thrive, flourish and enjoy the challenges. Readiness is really mostly about emotional and social maturity - aspects of development that we cannot fast-track. We cannot make a child who lacks the necessary maturity become mature".

Kathy has put together 10 points to use as a checklist for your child's school to build readiness in your child.

1. Do they have ideas of their own?
2. Can they follow two or three instructions at the same time?
3. Can they move on to new activities easily?
4. Do they separate well from their carer?
5. Do they show interest in other kids?
6. Do they interact with other children?
7. Can they recognise and express their feelings and needs?
8. Can they concentrate on a task?
9. How do they deal with frustration?
10. Can they make an independent decision and follow through on this?



Practising Separation

Entering a new environment can be scary for students.

Although starting Kindergarten is a major milestone, it often comes with lots of crying, uncertainty, and heel digging. For children, the main source of anxiety around entering preschool is that they have absolutely no idea what to expect. They have spent the first three to four years learning the rules and routines of their family life and they are completely unfamiliar with the new rules and routines they will encounter.

Preparing Kids for Kindergarten

Preparing your child for Kindergarten can greatly reduce any separation anxiety they may feel when you leave. Here are some ways to familiarise your youngster with their new environment.

Explain the routines of Kindergarten

Tell them about the games they'll play, the kids they'll meet, and how you'll always be there to pick them up at the end of the day. Don't overhype school, and don't make promises about things you can't control (like making new friends). If your child's initial experience doesn't match their expectations, school may already seem scary, not exciting.

Keep a positive mindset Your child will take cues from you, so be calm and confident that everything will go well. You don't want to ask them if they are scared too many times—that might make them even more fearful. But if they seem anxious in the days preceding school, reassure them that they'll be okay and that you're nearby if they need you.

How to Handle Preschool Drop-Off

No matter how much you prepare, your child will still be full of nerves on their first day. Here's how to make drop-off a little easier.

Create a goodbye ritual

Having a goodbye routine provides comfort and familiarity, so your child knows what's to come. This could be anything you and your child decide on, such as a special hug or handshake followed by a "See you later, alligator!" Once you've said your goodbyes, it's best to leave so that your child doesn't become preoccupied by your presence. A long farewell scene might only serve to reinforce a child's sense that Kindergarten is a bad place.

Don't sneak away

It might be tempting to bolt from the room, but your little one will feel more afraid if you suddenly disappear.

Remind them that you came back

When you pick them up at the end of the day, reinforce the idea that you came back, just like you said you would. This way, each day's drop-off won't feel like you're both starting teary and upsetting goodbyes all over again.

Kindergarten Staff Are Your Friends

Our prime concern is the welfare of your child. We realise that you are the most important people in your child's life and you are most welcome to come and see what your child is doing and ask questions about his/her progress.

If you want to ask the teacher questions, please send your child to play so he/she is not within earshot when we are discussing him/her.



Do You Or Your Child Need Special Help?

We are always available to help you with issues concerning your child. It may be as simple as arranging a lift with another mum, through to referring you to others who can help.

We have access to a health nurse, school psychologist and many other professionals that may be able to assist. You don't have to cope alone.

Please let us know of anything happening at home that may affect your child's mood. If we know things are unsettled at home we understand children's behaviour at school. For example if your child is crying because Dad has gone away to work for awhile.

I NEED TO LEARN ALL OF THESE SKILLS TO GROW INTO A HAPPY HEALTHY PERSON

MAJOR ASPECTS OF THE PROGRAM

Firstly and Most Importantly

I learn to:

- be away from you, my parents, and this may take me some time
- work with teachers and other adults
- work with a large group of children
- work alone
- share and co-operate
- follow simple rules and routines
- complete a task or activity
- question and answer
- be independent, but not afraid to ask for help
- share my family and experiences with others



I MAY GET DIRTY OR WET WHILE I AM FINDING OUT ABOUT THINGS, BUT IF I MAKE A DISCOVERY, THEN IT'S BEEN WORTH IT

I Need to Learn About the World Around Me



By finding out:

- what things are called
- how they work
- where they come from
- what they are made of and who makes them
- how they feel, taste, smell, look and sound
- if they can hurt me
- how they grow and develop

I May Have Difficulty Explaining or Understanding My Feelings at a Young Age But ...

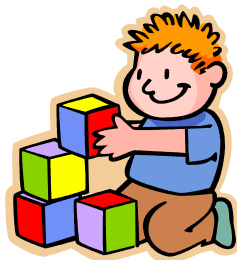
I can:

- act them out in play
- express them in my art
- find successful activities to let off steam

Before I Can Learn Mathematics

I need to:

- know the names of numbers
- be able to say them in the right order
- match each number with the correct amount of things
- know the names of shapes and colours, and be able to match them
- know how to put things that are alike into sets (groups)
- know about size (more, less, big, small)
- know about weight
- know about space (in, on, behind, through)

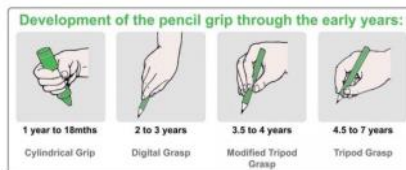


I LEARN PRE-MATHS SKILLS IN ALL AREAS, ESPECIALLY SAND, WATER AND BLOCK PLAY. I LEARN THAT THINGS ARE CONSTANT (WATER IN A TALL DISH IS STILL THE SAME IN A FLAT DISH).

Before I Learn to Write

I need to:

- know what happens when I put pencils or paint to paper
- be able to hold a pencil or brush comfortably
- have time to firstly scribble, draw circles and make shapes before I am able to draw things or letters. This may take me a long time.
- enjoy drawing and painting in order to learn to write
- learn about the sounds letters make, letter names and words
- be praised and encouraged even if you cannot see what I have created
- have lots of practice, plenty of paper, paint and pens



If your child wants to print their name, please encourage lower case formations.

Before I Learn to Read

I need to:

- know what a book is
- know that books contain words and pictures
- know that the words are what is read
- know that a book has a beginning and an end, back and front
- know that reading (and writing) is done from left to right, top to bottom and that each printed word represents one spoken word
- learn to love and care for books
- know that books are enjoyable, I can learn so much from them



REMEMBER – I WILL LEARN AT MY OWN RATE AND THIS MAY BE SLOWER OR FASTER THAN OTHERS - I WILL NOT LEARN ALL OF THESE SKILLS AT ONCE.

I Learn a Great Deal from a Variety of Basic Activities

Dough is fun to touch and squeeze. My hand muscles develop and I can learn maths concepts.

Collage, Drawing and Painting are important areas for me to express myself creatively in my own way. Skills are developed for cutting, careful placing and writing.

Blocks develop my building and balancing skills as well as my imagination. Many maths skills are learned here because blocks are made in wholes, halves, circles, quarters, triangles etc.

Puzzles are fun and I learn about shapes, colours and how to place pieces. My eye/hand co-ordination develops as does my memory and concentration.

Nature & Science - I begin to learn all about the world around me by exploring and investigating.



Family Play - It's always fun to dress up. I can act out my feelings, fears and anxieties which helps me accept them. I really enjoy cooking.

Music - I'm happy when I sing. I learn many songs, music games and all about instruments and how to play them. I develop my sense of rhythm and my memory.



Movement in games - I learn to cooperate and join in with others. I learn to enjoy using my body and learn new ways to use it.

Puppet Play allows me to develop oral and social language skills. Puppets help me express my feelings.

Sand & Water - I love the feeling of sand and water, the many ways I can mix and use them all help me to learn science and maths concepts.

Climbing & Jumping helps develop my gross motor skills, co-ordination, spatial awareness and balance and will keep me fit and healthy.

Adventure Play - I can construct my own towers, huts etc. and learn to organise and direct my play while learning about safety. My physical strength will grow.

ALL THE ACTIVITIES AT KINDERGARTEN ARE PROVIDED TO ALLOW ME TO DEVELOP MY CURIOSITY, IMAGINATION AND CONCENTRATION.



CONCLUSION

The information contained in this booklet has been designed to give you a better idea of what Kindergarten is about, the program requirements of both children and parents, and ways you can assist. The more you support your school, the greater the value your child will obtain from it.

We wish your child a happy and positive start to Kindergarten in 2022 and look forward to sharing this special year with them.

NORTH TOM PRICE PRIMARY SCHOOL SONG

Together we strive for excellence
To build our minds and resilience
North Tom Price, the best school
That's where we are.

Jarndunmunha, it's standing by
Looking out to a bright blue sky
The best place, the best school in the Pilbara

Tom Price, the highest town in the west
It's famous for its Iron Ore
They say it's the jewel of the Hamersley's
It's a town that offers so much more
And when we visit Karijini
In the gorges we explore and swim
We've got bushwalking trails and waterholes
And we always wear a hat with a nice broad
brim

Yes, we strive for excellence
To build our minds and resilience
North Tom Price, the best school
That's where we are.
Jarndunmunha, it's standing by
Looking out to a bright blue sky
The best place, the best school in the Pilbara

North Tom Price, the best school in the Pilbara
North Tom Price, the best school in the Pilbara

Appendix 1 - School Uniform Policy

The student councillors, staff, parents and School Board have determined the school uniform and the School Uniform Policy. We expect children to be proud of our school and to identify with it by wearing the uniform.

Rationale

We have a school uniform because:

- it plays an important role in promoting a positive image of our school;
- it creates a sense of identity among students and encourages equity among students;
- it assists in building school and team spirit;
- it promotes the safety of students through easier identification and ensures they are safely dressed for specific school activities;
- it is SunSmart as outlined by the Cancer Council (e.g. school t-shirts are SPF 50+);
- it keeps the cost of clothing within reasonable limits for parents;
- it assists students to learn the importance of appropriate presentation, and
- it prepares students for work, as many work places have dress and safety codes.

School Uniform Recommendations

All students need to maintain high standards of personal presentation. The following information pertaining to the wearing of denim, hair being tied back, the wearing of closed-in shoes/sandals, wearing unobtrusive earrings and SunSmart hats are requirements. The remaining information are recommendations.

- *Hair* – to maintain health and safety requirements, hair that is shoulder length or longer must be tied back and be worn clear of the face, regardless of gender. There should be no unnatural colours. Ribbons, clips and headbands should be worn for functional not fashionable purposes.
- *Piercings* – should be unobtrusive (e.g. studs, small sleepers and single stones) and non-offensive and exclude anything which is a **safety hazard** to the student or others (e.g. hoop or dangly earrings or spacers). Visible body piercings are to be limited to the ears only and should not exceed 2 (functional not fashionable) earrings per ear.
- *Jewellery* – should be limited to a watch and a medic alert bracelet/necklace.
- *Wrist bands*- should be only worn if supplied by the school for special occasions (e.g. NAIDOC or swimming carnival) and may be worn for a maximum of one week after the special occasion.
- *Cosmetics* – limited to clear nail polish and clear lip balm.
- *Footwear* – closed in (functional not fashionable) shoes or sandals with a back strap that are secure on the feet and are suitable for physical activity. It is recommended that socks should be black or white and be of ankle length.

Appendix 1 - School Uniform Policy (cont.)

- *Body Decoration* – students should not have any writing or removable tattoos on parts of their body that are visible.
- *Denim* - As per the Department of Education's 'Dress Requirements for Students' policy, denim items are excluded from our school uniform.
- *Inappropriate items of jewellery, piercings, ribbons, clips or headbands will be required to be removed if they pose a safety hazard. These may be kept by the teacher and returned at the end of the school day.*

Availability of School Uniforms

The P&C coordinate the Uniform Shop which is located in the undercover area near the canteen. The Uniform Shop is only available online via QuickCliq, orders made will be delivered to the student on Tuesdays.

	Boys	Girls
School	plain black shorts (3/4 length of thigh or longer) plain black tracksuit pants	plain black shorts or skorts (3/4 length of thigh or longer) plain black jazz/track pants
Sport	plain black shorts faction t-shirt	plain black shorts or skorts faction t-shirt
	Students representing the school in interschool sporting events may be provided with NTPPS school sport shirt to wear.	

All students:

maroon school t-shirt or faction shirt;
maroon jacket or school jumper with hood; and
maroon broad-brimmed hat or maroon school bucket hat only. No other headwear to be worn at school including caps. NTPPS enforces a 'no SunSmart hat, shade play' policy.

Year 6 Students: each year our Year 6 students may have the option of purchasing a Year 6 Leaver's Shirt to be worn at school in place of their school maroon t-shirt (but not at official or interschool events).

Faction polo shirts to be worn on Wednesdays only

Polly Farmer polo shirts to be worn Mondays and Thursdays only

Appendix 1 - School Uniform Policy (cont.)

Exemptions

Exemptions may be formal or informal and cover short or long term periods. The Principal may provide an exemption on any of the following grounds:

- the unavailability of an item;
- a matter relating to the student's health;
- a matter relating to the religious beliefs of the students or the student's family;
- a matter relating to the cultural background of the student or the student's family; or
- any other matter which in the Principal's opinion is sufficient to exempt the student from complying with the requirement.

The Principal will inform staff of any student/s granted a temporary or permanent exemption to the dress code.

The Principal will also give consideration to conscientious objectors to a school's dress requirements.

Assistance with Compliance and Sanctions for Non-Compliance

- All students are expected to meet dress requirements unless an exemption has been granted. Parents are informed of the school's School Uniform Policy at the time of enrolment and asked to take responsibility for outfitting their children according to the requirements. However, enrolment is not conditional upon agreement.
- The family of the child who is not complying with the School Uniform Policy will be contacted by the classroom teacher advising them of the non-compliance and a request for their support.
 - i) verbal reminder to the student
 - ii) if non-compliance continues, a reminder note to be sent to parents (in an envelope via their child) to be returned signed to the school (classroom teachers to enter in Integris under Student Activities that a note was sent home)
 - iii) if note not returned within a week, parents to be phoned to ensure they received the note
- Students and their families who do not comply with the requirements are counseled, by either the Principal or the Deputy Principal, and their concerns resolved where possible. Assistance and support are effective ways of achieving compliance.
- Where all other avenues for achieving compliance are unsuccessful, and provided it can be demonstrated that financial reasons are not a contributing factor, the Principal may:
 - prevent a student from attending any activity in which the student would have been representing the school; or

Appendix 1 - School Uniform Policy (cont.)

- prevent a student from attending or participating in a school activity which, in the opinion of the Principal, is not part of the educational program.
- The Principal may not apply suspensions, exclusions, or prevent non-complying students from attending or participating in any school activity which, in the opinion of the Principal, is an essential part of the student's educational program.

This policy was discussed and agreed to by the 2020 Student Councillors on 17/08/2020.

This policy was ratified by staff on 26/07/2020.

This policy was approved by the School Board on 17/09/2021.











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