



Address: 657 Hay Street
JOLIMONT 6014

Telephone: 9383 7918 (Early Childhood Centre)
9387 2622 (School)

Fax: 9383 7599

E-mail: Jolimont.ps@det.wa.edu.au

Homepage: <http://www.jolimontps.det.wa.edu.au>

Principal: Wally Malanczak
Volodymyr.Malanczak@det.wa.edu.au

Deputy Principal: Sonia Price
Sonia.Price@det.wa.edu.au

Registrar: Claire McGree
Claire.McGree@det.wa.edu.au

Contents

Welcome	3
Contact Information	3
Session Times	3
Term Dates	3
Arrivals and Departures	4
Late Arrivals/Late Collections	4
Emergency Contact Numbers	4
Contributions	4
Communication	4
What to Expect in the Learning Program	5
Our Beliefs About Learning and Teaching	5
How do Children Learn?	6
What do Children Learn?	6
Social and Emotional Development	6
Monitoring and Assessment	6
Parent Involvement	7
Importance of Correct Pencil Grip	7
What to Expect in the First Few Weeks	8
Family Happenings	8
Custody	8
Information About Health Issues	9
Medical Requirements	9
Administering Medication	9
Infectious Diseases	9
What to Bring to the Centre	11
Clothing to Wear	11
Stains	11
Children's Belongings	11
Birthdays	12
P & C	12
Working as a Team	12
APPENDIX	
Useful Junk List	13
Map of Jolimont Primary	14

Welcome

Over the next year we will be working together as a team with you as parents, your child and the staff to build a happy and positive environment in which your child will learn. The Early Childhood program is part of the total educational program being provided at Jolimont Primary School. We hope the time you and your child spend with us proves not only to be fruitful, but above all, a happy time for everyone. The goals, policies and organisation of the centre are set out in this booklet. Please keep it in a safe place for easy reference.

Contact Information

Contact with the centre is made through the school. Contact numbers are:

Telephone: 9383 7918 (Early Childhood Centre)
 9387 2622 (Primary School)
Fax: 9383 7599

Session Times

Schooling for kindergarten and pre primary students is not compulsory. However at Jolimont we encourage our students to attend regularly for the continuity of the program. For the first two weeks of the school year it is suggested your kindergarten or pre primary child attend only for the morning session to allow a phasing in time to adjust to the full time routine.

Kindergarten

The kindergarten sessions will be conducted over two whole days.

- Suggested attendance Term 1, Weeks 1 – 2: 8.50 am – 12.20 pm
- For the rest of the year the session times will be: 8.50 am – 3.00 pm

Pre Primary

Pre Primary students attend full time.

- Suggested attendance Term 1, Weeks 1 – 2: 8.50 am – 12.20 pm
- For the rest of the year the session times will be: 8.50 am – 3.00 pm

2009 Term Dates

Term 1	Monday 2 February – Thursday 9 April 2009
Term 2	Wednesday 29 April – Friday 3 July 2009
Term 3	Tuesday 21 July - Friday 25 September 2009
Term 4	Tuesday 13 October – Thursday 17 December 2009

Arrivals and Departures

Your child must be brought to and collected from the centre by an authorised adult. Your child will remain inside the room until collected. If someone, other than yourself or your normal caregiver will be collecting your child, please notify the staff of the change either in writing or by telephone. There is a book in the centre that we ask you to use to let us know who is collecting your child if you are not able to do so. Children collected early must be signed out.

Late Arrivals / Late Collections

To establish a regular routine, please ensure your child arrives on time. Children who are late may feel unsettled and embarrassed. If you are going to be late, please notify the centre. To a young child, five minutes is a huge amount of time and he or she may fret as they see their classmates heading home. Staff will be able to reassure a child if they have some knowledge of why a parent is late.

Important: For some children the first few weeks in a new centre can be a bit frightening and your child may find it difficult to part from you. If your child is displaying separation anxiety it is best to alert the staff and then say goodbye and leave. We suggest you telephone after about half an hour to find out how your child has settled. If your child is still unsettled the staff will discuss with you the action that should be taken.

Emergency Contact Numbers

It is important you provide at least two current emergency contact numbers for your child. In an emergency we need to be able to contact you or a designated adult who lives no more than twenty minutes driving time away. It is critical to keep current the emergency contact details.

Contributions

The school voluntary contribution is \$60.00 per person. Parents are also asked to contribute to the P&C contribution which is directed back to the centre to purchase equipment and to supplement consumable resources.

Communication

The school values parent and school communication. To achieve this:

- ☛ A school newsletter will be sent home each fortnight.
- ☛ The staff will provide regular class newsletters.
- ☛ Parents are encouraged to attend P & C meetings and Early Childhood Committee meetings.
- ☛ Parent / staff interviews will be held as necessary.

Parents are welcome to discuss any concerns or interests as they arise. However, parents should be aware that during session times the first duty of the staff is to the children. An appointment can always be made for a suitable time.

What to Expect in an Early Childhood Program

The early childhood centre is an exciting place. The staff encourage children to explore, experiment, discover improvise, innovate, create, question, discuss and construct. Above all, the staff encourage a lifelong interest in learning for the child. You will see children purposefully engaged in a variety of learning experiences together with other children and adults in groups or individually. Many areas of the centre will be used simultaneously. Children will take the opportunity to explore a planned and stimulating indoor and outdoor environment using all their senses. The overriding impression will be one of play and conversation in a place where children feel happy and safe.

Our Beliefs about Learning and Teaching

Staff will be supported to create learning environments that stimulate and challenge students to achieve optimum learning. The principles about learning and teaching are based on shared beliefs about the learning environment all schools should provide and contemporary research and professional knowledge about how learning can be supported.

At Jolimont we believe that:

- ☛ All children and young people are capable of learning.
- ☛ Students learn in different ways and their learning programs need to recognise this.
- ☛ The teacher is a critical factor in a child's learning success.
- ☛ Teaching needs to foster students taking responsibility for their own learning and set challenging yet realistic goals for improvement.
- ☛ Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- ☛ Learning programs need to acknowledge and build on where students are at with their learning. They need to be culturally and developmentally appropriate and have real-life application.
- ☛ Students should have the opportunity to observe and practise and teach other students the actual processes, products, skills and values, which are expected of them.
- ☛ The mental, physical health and well being of students and staff is a priority.
- ☛ Students need opportunities to engage in higher order thinking and reflection about learning.
- ☛ The core-shared values in practice are the important foundation for all learning and teaching.

Learning happens best when student-teacher relationships are based on mutual trust and respect.

Learning occurs where student, home and school have a common goal, interact positively and are mutually supportive.

How Do Children Learn?

Children choose from a wide variety of learning experiences that may include:

- ☛ Exploring and playing with materials and found objects (eg sand, water, blocks, wood, clay, play dough, leaves);
- ☛ Drawing, writing and creating with paper, paints, collage, boxes;
- ☛ Looking at books, stories, magazines and other print;
- ☛ Climbing, jumping, running, swinging, balancing, dancing, ball play, gardening;
- ☛ Exploring music, stories, poems, rhymes, sounds, words;
- ☛ Observing the natural world;
- ☛ Pretending and role playing;
- ☛ Talking, listening, absorbing, viewing, discussing and testing ideas and understandings.

These interactive activities stimulate new understandings and with skilled staff guidance, become more complex and more involved as time passes. Children will be actively involved in planning their own learning with an adult. They will develop improved skills, deeper understandings and more meaningful close relationships.

What do Children Learn?

In Western Australia, the document that guides our schools is the Curriculum Framework. It sets out the learning outcomes for all children describing what children will know, understand value and be able to do as a result of their learning at school. The teacher observes and values the heritage, skills, abilities, knowledge and understanding each child brings to school and builds upon it. The integrated learning programs in early childhood help children develop more skills and understandings in the following areas: Maths, English, The Arts, Technology & Enterprise, Science, Health and Physical Education and Society and Environment.

Social and Emotional Development

It is not uncommon for a child to display varying behaviours and changing ways of coping with the following: separation, turn taking, conflict/resolution, solitary play, parallel play, interactive play, sharing and friendships. The early childhood program allows the child to learn and practise appropriate expressions and acceptable behaviour with individuals and in groups. It also develops and fosters positive feelings in the child about the uniqueness of themselves.

Monitoring and Assessment

Parent and staff communication is invaluable in understanding and monitoring children's development. Samples of work will be collected at regular intervals to monitor progress and development. These samples may include pieces of art/craft, writing and photos of constructions and students involved in social

play. At some point, we may suggest referral of your child to a therapist or medical professional. This is to ensure your child is working to the best of his or her ability before moving onto the next phase of learning. Early intervention strategies are vitally important to ensure all children are working confidently and successfully. For the best interests of our students, it is important to work with parents as partners.

Parent Involvement

To assist in the running of the centre, parents are asked to help us in a number of different ways:

- ☛ Keep in touch with the staff on matters concerning your child's health and well-being.
- ☛ Take an active interest in our activities and incursions.
- ☛ Assist with parent help and laundry rosters.
- ☛ Assist and take part in social and fund raising activities.
- ☛ Attend parent meetings.
- ☛ Collect junk material e.g. small boxes, fabric, seedpods etc. (Refer to junk material list in Appendix 1)

Throughout the year we will send home newsletters as a means of keeping you informed about the program and about forthcoming events. We will also use the notice board to keep parents informed. Please check these regularly so that your child can participate fully in our program.

Importance of a Correct Pencil Grip

When your child is drawing, cutting or painting at home, please encourage the correct pencil grip demonstrated below. It is important to encourage this grip from an early age, as a poor grip is difficult to rectify once it becomes a habit. Children in early childhood are only experimenting with pens and paper, lines and shapes. When writing your child's name only the first letter should be written with a capital. The rest of the name should be written using lower case letters e.g:

Caitlin Smith



What to Expect in the First Few Weeks

The early weeks are an important time for your child. For some it is their first time away from home and for others it may mean adjusting to a new educational setting. It is a time when your child will be:

- ☛ Meeting and learning to trust new people.
- ☛ Working in a group situation.
- ☛ Having to mix and share with other children.
- ☛ To help your child adjust to the early childhood program there will be half-day sessions for the first few weeks. It will be an opportunity for your child to begin to feel comfortable with the staff and allow time to adjust to the centre.
- ☛ A range of activities will be set up to give the children time to learn:
- ☛ How to use the equipment properly.
- ☛ Where things belong and the areas for each activity.
- ☛ How to become accustomed to working within a timetable and as a member of a group.

To foster a positive self concept, we ask that you:

- ☛ Talk about the school experience as a pleasant experience.
- ☛ Share information to help us to understand your child.
- ☛ Send your child regularly and punctually.
- ☛ Show interest in what your child does, both at home and at the centre.
- ☛ Praise the efforts of your child.
- ☛ Talk and read to your child as often as possible.

Please be aware: Some children may experience difficulties with fine motor skills, following instructions or sustaining concentration. For example, the child who comes home with a piece of woodwork with one nail in it, may have given just as much effort in achieving this as a child showing off a piece covered in nails. Each child is an individual and will progress at his or her own rate.

Family Happenings

Home situations can greatly influence a child. Please let the staff know if there are any changes to the normal routine at home such as a parent being away or someone close to the family being hospitalised. The child's attitude may change and if the staff are aware of a change, they will be more prepared to cater for the child's special needs if required.

Custody

If only one parent or guardian has legal custody of a child, the Principal must be informed and provided with written documentation of access provisions for the other parent. Proof of custody orders must be shown.

Information about Health Issues

Should your child have any specific medical needs, please notify the class teacher immediately. Allergies can be of particular concern. Coughs, colds and stomach ailments tend to go in cycles and it is best children are kept at home to reduce the chances of infecting other children. If your child has any of these conditions it is imperative you notify the school immediately.

Medical Requirements

All children are required to be fully vaccinated when commencing school. Please check with the Child Health Clinic for clarification.

Administering Medication

Parents are encouraged to administer medication to their own child. If a staff member is required to administer medication, the following steps need to be completed:

- ☛ Make a request to the teacher for assistance.
- ☛ Complete the relevant health forms required by the school.
- ☛ Provide explicit written guidelines for the administration of the medication and training if applicable, for the person administering the medication.
- ☛ Provide the medication in a correctly labelled container and a device such as a medical spoon to administer the medication.

Infectious Diseases

If your child is absent due to an illness, please notify the school. Also, if your child is unwell, it is best to keep him or her at home from the first sign of infection. Young children find it difficult to cope in large group situations when they are not feeling well and keeping them at home reduces the chance of infecting others.

Should your child contract any of the following illnesses, they may need to be excluded from school. In the interests of others it is important to notify the school immediately.

Conjunctivitis: Exclude from school until discharge from eye has ceased.

Chicken Pox: Incubation period of 10 – 21 days. It is infectious from five days before the rash appears to 6 days after onset of last crop of blisters. Should not return to school until recovered or until at least one week after the first eruption appears. Some remaining scabs do not justify continued exclusion.

Diphtheria: Exclude from school until a medical certificate of recovery is issued. Exclude family contacts until a medical certificate is issued.

German Measles (Rubella): Communicable from 3 days before, to at least 4 days after the onset of symptoms or rash. Exclude from school for at least 4 days after the onset of rash.

Glandular Fever: Develops over 5 – 14 days and is not infectious. It is recognised by swollen glands in the whole body, fever, sore throat and abdominal pains. Should not return to school until clinically well.

Hepatitis A: Exclude from school until a medical certificate of recovery is issued.

Hepatitis B & C: Exclusion is not necessary.

Measles: An incubation period of 7 – 21 days and is infectious five days before the rash appears to five days after the rash develops. May be re-admitted on Medical Certificate of recovery or at least four days after appearance of the rash. Non-immunised contacts should be excluded for 14 days after the appearance of the rash in the last case identified in the school.

Mumps: Communicable 2 – 3 days before and during period of swelling. Exclude from school for at least nine days after the onset of symptoms.

Parvovirus B19 (“Slapped Cheek” Syndrome): Airborne or droplet viral infection. Symptoms are fever, red cheeks/neck, and itchy lace-like rash on the body/limbs. An incubation period of 1-2 weeks. Not infectious after the rash appears. Exclude from school until well.

Ring Worm: A fungus infection transmitted by direct contact. Must stay home until completely healed.

Scabies: Itching usually begins within 48 hours. Exclude until the day after treatment has commenced.

School Sores (Impetigo): A bacterial infection, transmitted by direct contact. Should remain at home until all sores are healed.

Whooping Cough: Exclude from school for two weeks from onset of illness or for five days after starting antibiotic treatment.

Vomiting Before School: Kept at home for the day.

Head Lice: Look for small whitish specks stuck to hair, especially behind ears and on the back of the neck. These are nits (eggs). Lice are seldom seen, except when combing. Lice are smaller than fleas or a pinhead. If you find nits, see your chemist or contact the school nurse regarding treatment. We ask that you also notify the school. It is important to inspect the hair of everyone in the family and treat if affected. Your child may need several treatments before the head lice are eradicated. We appreciate that the occurrence of head lice can be considerably stressful for a family. However it is critical that all members of the school community accept the control of head lice. If a family does not treat their child’s hair when infected, in all likelihood the child will infect other students. Children may attend school one day after treatment has commenced.

What to Bring to the Centre

- ☛ A large fabric bag is best. If it has to be a backpack, make sure it is large enough to hold the precious paintings and box creations as well as a wide brimmed hat, spare clothes etc. Children have trouble handling the catches on backpacks.
- ☛ Anything off the useful junk list is welcome at any time.
- ☛ A piece of fruit, cheese, vegetables etc, to be shared each session.
- ☛ A small named water bottle. (No cordial or juice please).

Clothing to Wear

Play clothes are a 'must'. It is better if the children do not have to worry about getting dirty. While most paint splashes come off in the wash, there are some pigments that are difficult to remove. Shorts, jeans, leggings and tracksuits are most suitable for the activities that are part and parcel of the program. Full-skirted dresses do sometimes make it difficult to climb freely. We do have a small supply of spare clothing and change children who get wet for whatever reason. However we do ask parents to return these as soon as possible as our wardrobe is far from extensive. A spare set of clothes kept in your child's bag is a good idea. Please ensure a wide brimmed hat (clearly named) lives in your child's bag at all times. To minimise slips and falls, children remove their shoes when climbing, unless wearing shoes with a suitable non-slip sole.

Stains

Again, we stress; play clothes are the "best" clothes for the program. We suggest the following procedure for paint stains:

- ☛ Soak in COLD water overnight
- ☛ Scrub with soap
- ☛ Wash
- ☛ Do not use hot water as it sets the paint. All paints used are labelled as washable vinyls. However sometimes they "stick" on some fabrics. Care is taken to ensure children have aprons on and use paintbrushes correctly. However, accidents sometimes do happen.



Your Child's Belongings

Please label all removable items of clothing and check the take "home box" regularly for missing items. Unless specifically requested by staff, children should not bring toys and treasures. It can lead to jealousies, or to your child becoming upset if a favourite item is lost or damaged.

Birthdays

On the session closest to your child's birthday you are welcome to send along a cake or enough small cakes for the class to share. Perhaps if you can, come along on roster to help us celebrate!



P & C

The P&C plays an important role in school affairs. Meeting times are advertised in the school newsletter. In particular, parents are encouraged to become involved in the Early Childhood committee, which meets regularly to enhance the learning environment of the centre.

Finally Working as a Team

We value and encourage open communication. If you have any queries or concerns during the year, please come to the centre and discuss the issues with the staff. It is important the staff are aware of parent concerns to enable them to work together with you as a team to manage the problems or to allay concerns. We look forward to working with you during the year to provide a stimulating and positive environment in which your child will learn and grow.



Appendix 1 Useful Junk List

One person's junk is another's treasure. We treasure all sorts of clean junk. Some suggestions are listed below:

Yoghurt containers	Shirt boxes with plastic lids	Spray can tops
Lino scraps	Small cardboard boxes	Wood off cuts
Tissue paper	Wood shavings	X-ray paper
Nuts, shells	Leather scraps	Feathers
Wire coat hangers	Margarine containers	Cereal boxes
Fabric scraps	Coloured wrapping paper	Picture calendars
Match boxes	Plastic detergent bottles	Old jewellery
Newsprint paper	Clear plastic tubing	Lace & ribbon
Cellophane	Old hats	Pop sticks
Foam pieces	Ice cream containers	Old cards
Beads	Corks, pegs	Confetti
Baby food jars	Toothpaste tops	Magazines
Electrician's wire	Egg cartons	Cotton reels
Felt pieces	Rubber bands	Ceramic tiles
Wallpaper scraps	Streamers	Dress up clothes
Printer's off cuts of paper	Buttons	Carpet scraps
Cardboard cylinders	Change clothes for accidents	(And more)

Please remove metal stripping from Gladwrap and similar type boxes. No cigarette, soap, jelly or pet food boxes and toilet rolls please. Please ensure that all junk is clean. If in doubt – don't throw it out!





