2016
St Thomas Aquinas
Kindergarten
Enrolment Information Booklet
St Thomas Aquinas

Declaration of Purpose and Living the Purpose

**Declaration of Purpose**

With Jesus Christ at the heart of our school, our purpose is to celebrate the uniqueness and giftedness of our students and to engage them deeply in an education that will enable them to make a powerful contribution to a just, merciful and compassionate world.

**Living the Purpose**

Communicating a sense of faith, hope and love for the world, and with Jesus Christ our model and inspiration, our relationships are dynamic and transformative, tender and just, loving and merciful, compassionate and equitable; and we communicate the dignity and worth of all people to the world.
THE FIRST WEEK

**Week One**

Monday 1 February  
First Day for Year 1 to Year 6 Students 9:15 am

**Tuesday 2 February**  
First Day for Kindergarten 9:30 - 12:30

**Tuesday 2 February 2016** - First day of school for Kindergarten. Kindergarten children are to arrive between 9:15 and 9:30am and are to go directly to their classroom where their teachers will meet them. Children are to be collected at 12:30pm from their classroom. Please pack fruit break, a drink bottle containing water and recess for your child.

**Week One**

Wednesday 3 to Friday 5 February ½ day attendance each day (12:30 pickup from classroom)

After the first day, Kindergarten will continue to go directly to their classrooms at 9:15am. For the remainder of the first week pick up time will be 12:30pm. Please collect your child from their classroom. Children require something to eat for fruit break and recess only for the first week.

The Kindergarten Teachers will make appointments with families for an individual interview and assessment of your child. Interviews will be available on Monday 1st February between 9:30am-4:00pm and then Tuesday 2nd to Friday 5th February between 1:30 pm to 4:00pm.

**Please note that during the first week the Kindergarten students will be having their recess break at 10:45-11:15 so they will not be able to go to the canteen in this first week.** (This gives time for the children to get used to the playground on their own).
**Week Two** – Full Day Attendance from 8th February. Kindergarten will join with the whole school for morning assembly. Class places will be marked with labelled chairs for the children to form their lines. Assembly begins at 9:15am.

Please drop your child at the class lines for morning assembly by 9:15am. If you wish to wait please move to the side of the class lines. Please do not wait near the lines. This only delays the children settling for morning assembly. Dismissal time is 3:15pm. The children are dismissed from their classrooms when the adult picking them up arrives there to collect them. Please send a note to school if your child’s home time arrangements differ. Young children (and especially Kinder children) can easily become confused and upset when their departure arrangements change. Your child’s teacher must be provided with full (written) details of how your child is to depart from school, e.g. the new bus number or the name of the person collecting your child. Students who attend the after school care in the ELC or OSHC will be collected by the carers.

**Please pack fruit break, Recess and Lunch for your child.**

At recess and lunch the students spend the first 10 minutes of the break eating inside the classroom supervised by a teacher.

**Regular School Times:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong></td>
<td>9:15am</td>
</tr>
<tr>
<td><strong>Recess:</strong></td>
<td>11:15am – 11:45am</td>
</tr>
<tr>
<td><strong>Lunch:</strong></td>
<td>1:15pm – 1:45pm</td>
</tr>
<tr>
<td><strong>Whole School Departure:</strong></td>
<td>3:15pm</td>
</tr>
</tbody>
</table>

**Term Dates 2016**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>1 February — 8 April</td>
</tr>
<tr>
<td>2nd Term</td>
<td>26 April — 1 July</td>
</tr>
<tr>
<td>3rd Term</td>
<td>18 July — 23 September</td>
</tr>
<tr>
<td>4th Term</td>
<td>10 October — 21 December</td>
</tr>
</tbody>
</table>
**11 Points to Remember…..**

1. **Toileting**  
   Prepare your child to use the toilet independently. In case of accidents please include spare underwear and clothes.

2. **Bags**  
   Ensure that your child can identify their school bag by attaching a special key ring, a piece of ribbon or their photograph in a plastic wallet.

3. **Shoelaces**  
   Practise tying shoe laces at home.

4. **Jumpers**  
   Let your child practise taking his/her jumper off independently. Please ensure it is clearly labelled.

5. **Hats/Sunscreen**  
   "No Hat, No Play!"  
   Please emphasise to your child the importance of wearing a hat at all times while outside.

6. **Fruit Break**  
   Each day at 10.00am the school participates in fruit break. Please pack a small piece of fresh cut up fruit (not oranges) for your child to eat during class time.

7. **Little Lunch (Recess) and Big lunch**  
   Can your child differentiate between little lunch and big lunch?  
   Can your child unwrap gladwrap, open lids and lunch boxes?

8. **Money**  
   We suggest you do not use the Canteen initially. Kinder teachers will give the children an orientation of the canteen. We will notify you through the Kinder Newsletter the appropriate time to begin using the canteen. Once this does happen $1.00 is more than enough.

9. **Notes**  
   If your child is absent please ring the school to inform your class teacher and provide the teacher with a written note regarding your child’s absence the following day they attend school. If your child arrives late you will need to escort your child to the front office and fill in a late slip. If you are taking your child early you will also need to sign them out at the front office.

10. **Reading and Writing**  
    Please read with your child everyday and practice writing their name using lower case letters. (Refer to NSW Foundation Style Print p.13)

11. **Labelling**

   PLEASE LABEL EVERYTHING CLEARLY, ESPECIALLY ALL ITEMS OF CLOTHING. LABELS SHOULD SHOW YOUR CHILD’S NAME.  
   Please check regularly to ensure your child’s labels have not washed off!
SCHOOL THEME

Each year we choose a theme for the community to focus on. We are currently choosing a new theme for 2016. The students will use this theme during the year to unpack our school values and our relationships with each other.

A specially designed logo will be displayed throughout the school and a specific song will be played at our Assembly and Masses to reinforce our theme.

OPEN COMMUNICATION

Children sometimes go home with stories that may seem odd. Often they have very different perceptions about statements they overhear or observe. Please reassure your child and contact the teacher if your child is distressed by any occurrence at school. Good communication between parent and teacher often avoids problems.

NEWSLETTER

The school newsletter will be emailed home every Tuesday. Limited paper copies are available in the foyer from Wednesday. The Newsletter is also posted onto Skoolbag and the school website.

ACCEPTABLE BEHAVIOUR

Many commercial television programs aimed at children portray ‘hands on’ behaviour as an acceptable means of resolving conflicts. Young children are often unable to distinguish between fantasy and reality, and some will try to imitate the aggressive behaviour of some TV characters. St Thomas Aquinas teachers aim to teach and model peaceful ways of resolving conflicts with a zero tolerance to hands-on or violent behaviours. Parents can greatly assist the development of a harmonious classroom atmosphere by being aware of what their child watches on TV, and if necessary, by restricting the viewing of programs where aggressive behaviour is rewarded and appears to be acceptable. The school has zero tolerance for any hands-on behaviour. The students will become more familiar with the school and classroom rules when they begin school.

DEVELOPING POSITIVE ATTITUDES

Help to instil in your child positive attitudes towards school and peers by accentuating the positive stories they tell you. Your child’s teacher will also be teaching them strategies to assist them in becoming a resilient member of our community. Remember the importance of working together and please feel free to contact the school if you ever have a concern.

St Thomas Aquinas is a Kidsmatter school. ‘KidsMatter Primary’ is a mental health and wellbeing framework for primary schools. For more information please visit the Kidsmatter website http://www.kidsmatter.edu.au/primary/resources-your-journey/starting-school
WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Your child will need the following:

- School bag with a clear form of identification on it
- Library bag – please label
- Art smock – please label
- School hat - please label
- Lunch box – please label
- A box of tissues to share
- Play dough (commercial)
- Cleaning sponge

NB: Each child is separately invoiced for a book pack at the beginning of Term One. This fee covers stationery, renewable software licences, etc. There is no need to send any stationery items with your child as all requirements will be provided by the school.

News

Every child will begin sharing in weekly news during Term 1. We encourage this as a ‘talking’ rather than a ‘showing’ time. Please do not send valuables to school as we do not take responsibility for any accidents.

Spending Money

$1 is a reasonable amount of spending money. It is also a good idea to talk to your child about what they will buy and how much money they will need. We will be giving the children an orientation of the Canteen when full day attendance begins.
FOOD

Fruit Break, Recess and Lunch

Your child will need food for fruit break, recess and lunchtime. Lunch orders are available from Week Two if you require this service. You will receive a 2016 price list early in Term 1.

Please restrict the amount of high sugar and/or fat foods included in your child's lunch. Encourage your child to eat healthy foods. Children find it difficult to make healthy choices when they are tempted by pre-packaged snacks. Please make sure all food can be opened and managed by your child independently. Sandwiches and fresh fruit should be staple items in your child's lunchbox.

Our school has a nut free policy. Any foods sent to school must be nut free.

Check your child’s lunch box each afternoon for any uneaten food so that you can establish how much your child needs. It is common in the first few weeks that the children do not eat as much as usual. If you have a concern that your child is not eating enough please send a note to your child's teacher.

Birthdays

If you wish the class to celebrate your child’s birthday please send cupcakes or wrapped lollies etc rather than one larger cake as they are too hard to distribute amongst the class. Homemade treats must have a list of ingredients (shown to the front office before taking to the classroom teacher). Lit candles are no longer allowed in schools for safety reasons. Once again, please ensure cakes do not contain ANY nut products.

You may prefer to order Cupcakes or icy poles from our Canteen (Available Wed to Fri). Order forms are available from the front office or can be downloaded from the Web page. Please allow three days’ notice for your order to be processed.
My name is

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

01 2 3 4 5 6 7 8 9

Sitting Straight  Pencil Grip (right)  Paper Tilt  Pencil Grip (left)
As you’ve probably surmised, the “right muscles” are not those in the fingers. You must use the shoulder-girdle and forearm muscles. This muscle group is capable of much more intricate action than you think and tires much less easily than fingers, besides giving a smooth, clean, sweeping look to the finished writing. Though it seems paradoxical, since we’re accustomed to thinking of small muscles having better control, the shoulder-girdle group, once trained, does the job better.

To get a feel for the proper muscles (and start training them correctly), hold your arm out in front of you, elbow bent, and write in the air. Write big. Use your arm and shoulder to shape letters; hold your forearm, wrist and fingers stationary and in writing position. You’ll feel your shoulder, arm, chest and some back muscles doing most of the work. That’s good. That’s what they’re supposed to do. Try to duplicate it each time you practice.

**Some fun activities to try... using your Pincer grip! (Thumb and one finger)**

- Poking holes in balls of clay, plasticine or playdough.
- Poking holes in plastic wrap stretched over a bowl.
- Pushing finger into a balloon. (watch out!).
- Drawing with the tip of one finger in fingerpaint or shaving cream on table or mirror.
- Using toys with push buttons or dials (e.g. toy phones).
- Pushing holes in soil to plant seeds.
- Pointing to pictures or parts of pictures.
- Tracing patterns and shapes in wet sand.
- Picking up grains of rice, sultanas, etc using pincer grip.
- Hide buttons in playdough and retrieve them using pincer grip.
- Taking pegs on and off an ice-cream container using fingers only.
- Stretching elastic bands using your fingers only.
All Chants and Actions are introduced at the beginning of the year so that students are aware of all phonemes before formally studying each one.

### Activity Ideas

- Teacher begins the chant and students respond with the sound, for example, Teacher says Bounce balloons. Students reply b, b, b. (pronounced as /b/. This could be used throughout the day as a signal for students to stop, look and listen.
- Students create their own chants for each sound. More complex chants can be created. For example, Actors act like alligators and abandoned astronauts – a, a, a (pronounced as /a/).
- Students create chants using their names. For example, Jackson jiggles giant jellybeans – j, j, j (pronounced as /j/).
- The Sound Waves Let’s Sing the Sounds CD can be used to introduce the chants. Students can hop along to the beat as they say the chants and point to the sound boxes on the Sound Waves Teaching Charts or Student Chart.

### Chants and Actions for Consonant Sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Chant</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>b as in balloon</td>
<td>Bounce balloons – b, b, b. (pronounced as /b/)</td>
<td>Hold hands out palm up. Move as if bouncing balloons up into the air.</td>
</tr>
<tr>
<td>k as in kite</td>
<td>Crazy kites – k, k, k. (pronounced as /k/)</td>
<td>Raise arms above head holding a two-stringed kite. Pull arms down, up, down for k, k.</td>
</tr>
<tr>
<td>d as in duck</td>
<td>Ducks dive down – d, d, d. (pronounced as /d/)</td>
<td>Use hands to make duck diving movements.</td>
</tr>
<tr>
<td>f as in fish</td>
<td>Five, fat fish – f, f, f. (pronounced as /f/)</td>
<td>Weave hand with fingers spread wide for five, fat fish swimming through water.</td>
</tr>
<tr>
<td>g as in girl</td>
<td>Girls giggle – g, g, g. (pronounced as /g/)</td>
<td>Nod head from side to side with a big grin.</td>
</tr>
<tr>
<td>h as in house</td>
<td>Happy house – h, h, h. (pronounced as /h/)</td>
<td>Form a roof with hands overhead.</td>
</tr>
<tr>
<td>j as in jellyfish</td>
<td>Jumping jellyfish – j, j, j. (pronounced as /j/)</td>
<td>Hold hands with fingers hanging down for tentacles. Jump hands around to j, j, j.</td>
</tr>
<tr>
<td>l as in lizard</td>
<td>Lizards like lollipops – l, l, l. (pronounced as /l/)</td>
<td>Mime holding a lollipop on a stick and licking it.</td>
</tr>
<tr>
<td>m as in moon</td>
<td>Mummy on the moon – m, m, m. (pronounced as /m/)</td>
<td>Bounce outstretched arms as if moving in a low gravity environment.</td>
</tr>
<tr>
<td>n as in net</td>
<td>Nanny has a net – n, n, n. (pronounced as /n/)</td>
<td>Wave a net about catching insects.</td>
</tr>
<tr>
<td>ng as in ring</td>
<td>Ring on a finger – ng, ng, ng. (pronounced as /ŋ/)</td>
<td>Push a ring on a finger.</td>
</tr>
<tr>
<td>p as in pig</td>
<td>Pretty, pink pig – p, p, p. (pronounced as /p/)</td>
<td>Put hands up to each side of head and waggle for ears of a pig.</td>
</tr>
<tr>
<td>r as in robot</td>
<td>Rusty robot – r, r, r. (pronounced as /r/)</td>
<td>Bend arms at elbow. Move lower arms up and down with jerking motion.</td>
</tr>
<tr>
<td>s as in seal</td>
<td>Seals swim, seals slide – s, s, s. (pronounced as /s/)</td>
<td>Use hands to make up and down swimming and sliding movements.</td>
</tr>
<tr>
<td>t as in tiger</td>
<td>Trotting tigers – t, t, t. (pronounced as /t/)</td>
<td>Move fingers in a trotting motion.</td>
</tr>
<tr>
<td>v as in vase</td>
<td>Vase in a van – v, v, v. (pronounced as /v/)</td>
<td>Make a vase shape by putting heels of hands together and finger tips well apart.</td>
</tr>
<tr>
<td>w as in web</td>
<td>Water on a web – w, w, w. (pronounced as /w/)</td>
<td>Trace a web outline in the air with a finger for Water on a web. Draw three diagonal lines across web for w, w, w.</td>
</tr>
</tbody>
</table>
### Chants and Actions for Vowel Sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Chant</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a as in apple</td>
<td>Ants on apples – a, a, a. (pronounced as <strong>a</strong>)</td>
<td>Hold fist in a ball to make a round, apple shape. Walk two fingers over it like ants crawling over an apple.</td>
</tr>
<tr>
<td>e as in egg</td>
<td>Empty eggs – e, e, e. (pronounced as <strong>e</strong>)</td>
<td>Make cup shapes with hands to be empty egg shells.</td>
</tr>
<tr>
<td>i as in igloo</td>
<td>In the igloo – i, i, i. (pronounced as <strong>i</strong>)</td>
<td>Hold up arms around body and shiver as though cold.</td>
</tr>
<tr>
<td>o as in orange</td>
<td>On the orange – o, o, o. (pronounced as <strong>o</strong>)</td>
<td>Hold fist to be a round, orange shape. Tap top of fist.</td>
</tr>
<tr>
<td>u as in umbrella</td>
<td>Umbrellas up – u, u, u. (pronounced as <strong>u</strong>)</td>
<td>Put up an umbrella and hold it up.</td>
</tr>
<tr>
<td>ai as in snail</td>
<td>Snails play – ai, ai, ai. (pronounced as <strong>ai</strong>)</td>
<td>Hold arms in front with fists facing down and thumbs stuck out. Move slowly to be snails sliding along.</td>
</tr>
<tr>
<td>ee as in bee</td>
<td>The bee – ee, ee, ee. (pronounced as <strong>ee</strong>)</td>
<td>Hold arms up with hands under armpits. Move arms to be a buzzing bee.</td>
</tr>
<tr>
<td>i as in ice-cream</td>
<td>I like ice-cream – i, i, i. (pronounced as <strong>i</strong>)</td>
<td>Hold up hand in front of body as though holding an ice-cream.</td>
</tr>
<tr>
<td>oo as in boat</td>
<td>Row the boat – oo, oo, oo. (pronounced as <strong>oo</strong>)</td>
<td>Mime rowing a boat.</td>
</tr>
<tr>
<td>ar as in star</td>
<td>Be a star – ar, ar, ar. (pronounced as <strong>ar</strong>)</td>
<td>Stretch arms and legs out to the side to make a star shape.</td>
</tr>
<tr>
<td>ir as in bird</td>
<td>Birds turn – ir, ir, ir. (pronounced as <strong>ir</strong>)</td>
<td>Hold out arms to be wings of a bird. Turn from side to side.</td>
</tr>
<tr>
<td>or as in horse</td>
<td>I saw a horse – or, or, or. (pronounced as <strong>or</strong>)</td>
<td>Hold hands in front and nod head as though holding reins and galloping.</td>
</tr>
<tr>
<td>oo as in book</td>
<td>Look at the book – oo, oo, oo. (pronounced as <strong>oo</strong>)</td>
<td>Hold hands in front of body as though opening a book.</td>
</tr>
<tr>
<td>oo as in boot</td>
<td>Two, new boots – oo, oo, oo. (pronounced as <strong>oo</strong>)</td>
<td>Stomp feet in time to chant.</td>
</tr>
<tr>
<td>ow as in cloud</td>
<td>Cloud like a cow – ow, ow, ow. (pronounced as <strong>ow</strong>)</td>
<td>Draw a cloud shape in the air with a finger.</td>
</tr>
<tr>
<td>oy as in boy</td>
<td>Boy with a toy – oy, oy, oy. (pronounced as <strong>oy</strong>)</td>
<td>Zoom a toy plane through the air.</td>
</tr>
<tr>
<td>eer as in deer</td>
<td>Dear, little deer – eer, eer, eer. (pronounced as <strong>eer</strong>)</td>
<td>Mime paddling a deer.</td>
</tr>
<tr>
<td>air as in chair</td>
<td>There is a chair – air, air, air. (pronounced as <strong>air</strong>)</td>
<td>Hold one hand up flat and vertical. Press fist against palm to make a chair shape.</td>
</tr>
<tr>
<td>er as in ladder</td>
<td>Mother and father on a ladder – er, er, er. (pronounced as <strong>er</strong>)</td>
<td>Move arms as though climbing a ladder.</td>
</tr>
</tbody>
</table>
You Thought I Wasn't Looking

A message every parent and grandparent should read, because the children around you are watching you and doing as you do, not as you say …

- When you thought I wasn't looking, I saw you hang my first painting on the refrigerator, and I immediately wanted to paint another one.
- When you thought I wasn't looking, I saw you feed a stray cat, and I learned that it was good to be kind to animals.
- When you thought I wasn't looking, I saw you make my favourite cake for me and I learned that little things can be the special things in life.
- When you thought I wasn't looking, I heard you say a prayer, and I knew there is a God I could always talk to and I learned to trust in God.
- When you thought I wasn't looking, I saw you make a meal and take it to a friend who was sick, and I learned that we all have to help take care of each other.
- When you thought I wasn't looking, I saw you give of your time and money to help people who had nothing and I learned that those who have something should give to those who don't.
- When you thought I wasn't looking, I felt you kiss me goodnight and I felt loved and safe.
- When you thought I wasn't looking, I saw you take care of our house and everyone in it and I learned we have to take care of what we are given.
- When you thought I wasn't looking, I saw how you handled your responsibilities, even when you didn't feel good and I learned that I would have to be responsible when I grow up.
- When you thought I wasn't looking, I saw tears come from your eyes and I learned that sometimes things hurt, but it's all right to cry.
- When you thought I wasn't looking, I saw that you cared and I wanted to be everything that I could be.
- When you thought I wasn't looking, I learned most of life’s lessons that I need to know to be a good and productive person when I grow up.
- When you thought I wasn't looking, I looked at you and wanted to say, Thanks for all the things I saw when you thought I wasn't looking”

Each of us, parent, grandparent or friend, influences the life of a child.