



Kindergarten Parent Information Session Balgowlah North Public School



February 15th,
2023.



Acknowledgement of Country

We acknowledge and respect the traditional custodians on whose land our school rests. Their footsteps and whispers blow in the wind, drift on the clouds, remain deep in the sandstone and float on the waterways of this place.

Their memories and Dreaming stories will continue to connect us to the land and guide future generations of our school community. Country is alive if you take the time to look, listen and learn.





Agenda

- ❖ Introduce Teachers
- ❖ Key Learning Areas
- ❖ Kindergarten and School Routines
- ❖ Communication



Teachers

Classroom Teachers:

KC: **Sascha Carroll-** R/Assistant Principal

Cassie Coburn-(Tuesday)

KM: **Jenny Mercer**

KR: **Eliza Ross**

Specialist Teachers:

Creative Arts: **Eliza McAllister**

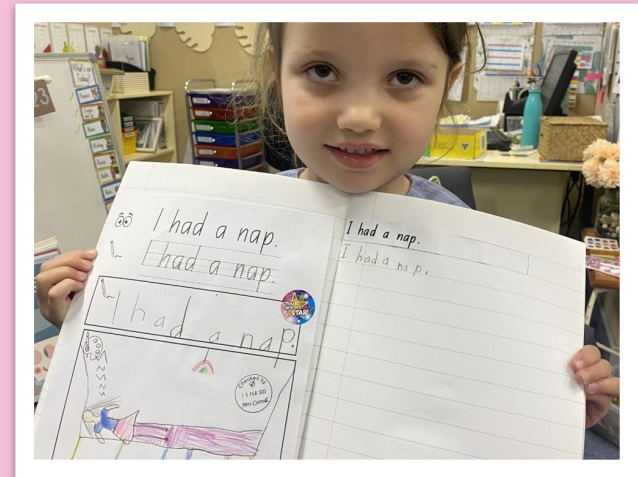
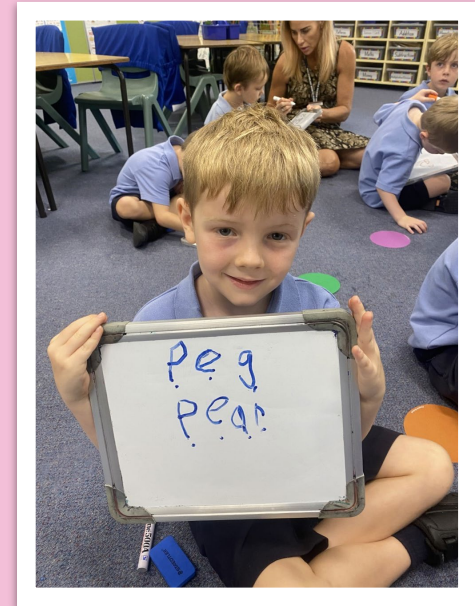
Teacher Librarian: **Debbie Horsley**

Physical Education: **Kerry Kelly/Eliza McAllister**

English

Learning in English includes:

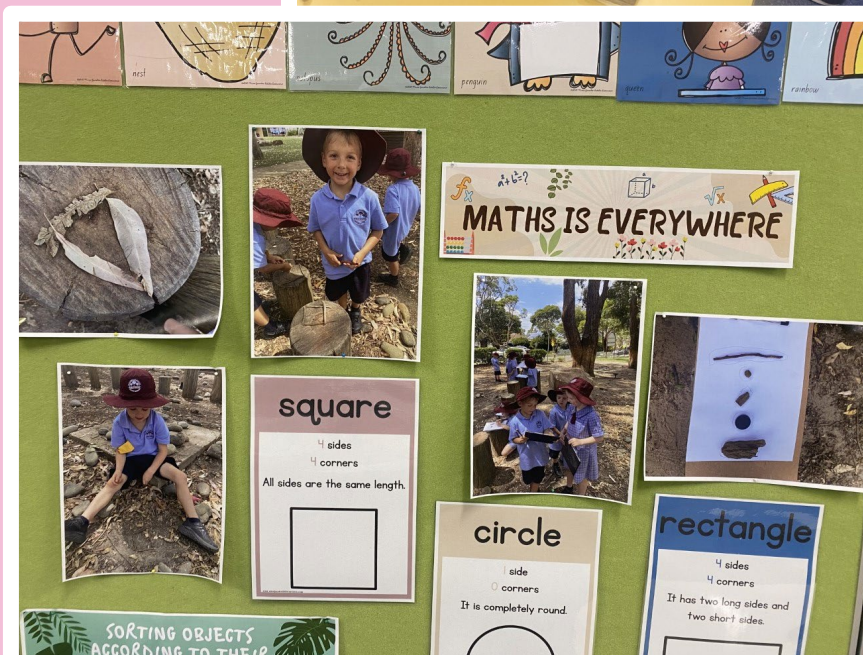
- ❖ Oral language and communication
- ❖ Developing letter/sound knowledge
- ❖ Reading fluency
- ❖ Reading comprehension
- ❖ Learning about sentence structure, grammar and punctuation
- ❖ Expressing ideas in writing
- ❖ Developing vocabulary knowledge
- ❖ Spelling
- ❖ Handwriting



Mathematics

Learning in mathematics includes:

- ❖ Forward and backward counting
- ❖ Numeral recognition
- ❖ Representing whole numbers in different ways
- ❖ Combining and separating quantities
- ❖ Forming equal groups
- ❖ Repeating patterns
- ❖ Two-dimensional shapes and three-dimensional objects
- ❖ Measurement - Position, Length
- ❖ 2D shapes and area
- ❖ 3D objects and volume
- ❖ Data



Differentiation across the curriculum

What is differentiation?

- ❖ Differentiation is a high impact strategy used by teachers to craft lessons that have the right amount of support and challenge for every student.
- ❖ Differentiation engages all students in meaningful ways, including those working below, working at or working past expected learning outcomes.
- ❖ All students are exposed to the same core content and taught the same key concepts and big ideas. Teachers differentiate for their individual students whilst maintaining high expectations of all students. An example is setting individual learning goals.
- ❖ In every class, including composites, there are a wide range of ages and abilities. Teachers are experts in finding key opportunities to meet learners where they are 'at' in order to propel them forward in knowledge, understanding and skills.

Diverse Learners Team

- ❖ Our Diverse Learners Team supports any students with additional needs. These may be academic, social, emotional or behavioural needs.
- ❖ If your child's class teacher is concerned about your child they will discuss these concerns with you. If it is deemed necessary for these issues to be referred to the Diverse Learners Team, your consent will be obtained.
- ❖ The Diverse Learners Team will develop a plan to support your child and you will be updated on how program modifications and adjustments are progressing.
- ❖ Our Diverse Learners Team is comprised of our Principal, School Counsellor, Learning and Support Teacher, the Assistant Principal and Class Teacher of identified students.

Library

- ❖ Teacher: Debbie Horsley
- ❖ Weekly 40 minute lesson
- ❖ KC & KR - Wednesday, KM - Friday
(Please bring a bag for weekly borrowing.
- ❖ Lunchtime at the library - Tuesday
Wednesday and Thursday
- ❖ Storybox Library UN: books
PW: books
- ❖ Premier's Reading Challenge
- ❖ Book Week



Creative Arts

- ❖ Teacher: Eliza McAllister
- ❖ Term 1 & 4 - Dance, Term 2 & 3 - Music
- ❖ Weekly 40 minute lesson
- ❖ Syllabus outcomes of performing, composing and appreciating dance
- ❖ This term we are focusing on Aboriginal Dance, dance through time and dance around the world
- ❖ Lessons will include a warm up/stretch, explicit teaching, learning activities, reflection time and a cool down/meditation



Physical Education

- ❖ Teachers: Kerry Kelly and Eliza McAllister
- ❖ PE Program - focus on fundamental movement skills and fitness.
- ❖ Weekly grade sport on Tuesday afternoons
- ❖ All Kindergarten to wear sports uniform on Tuesday and their PE day (Thursday -KC/KR, Friday-KM).



Visual Arts

Learning in Visual Arts includes:

- ❖ Making pictures and other artworks using different media and materials.
- ❖ Representing both real and imagined situations.
- ❖ Appreciating that artists create artworks and beginning to describe some aspects of artworks.
- ❖ Investigating and appreciating Aboriginal art
- ❖ Visual arts program links to quality texts we're studying in English as well as our phonics program.



PDHPE - URSTRONG

- ❖ URSTRONG is a friendship skills program taught across K-6.
- ❖ Child-friendly, proactive approach to help children navigate the ups and downs of friendships.
- ❖ Empowers children to make healthy decisions about friendships.
- ❖ Parents have access to a free membership to support their children. (See the week 4 newsletter for details.)



In Term 1, PDH teaching and learning includes:

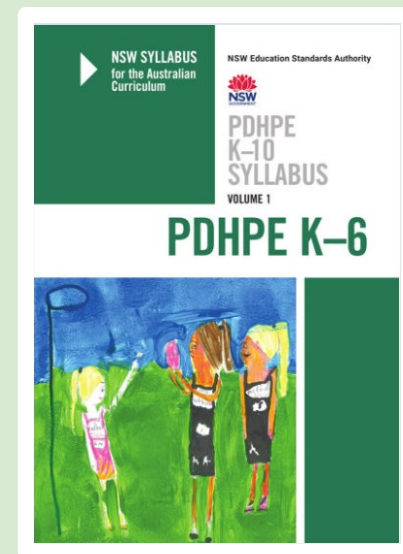
- ❖ making friends
- ❖ naming feelings
- ❖ resolving friendship conflicts or misunderstandings



PDHPE - Child Protection

Mandatory from K-10, Child Protection content includes:

- ❖ Body appearance, external body parts and senses
- ❖ Identify and name body parts which are private
- ❖ Use of the correct names for male and female anatomy.
- ❖ Changes in body and abilities since birth
- ❖ Recognising and responding to safe and unsafe situations
- ❖ Developing assertiveness (No Go Tell)
- ❖ Appropriate and inappropriate touching
- ❖ Child Protection is the focus on Term 3 PDH



History and Geography

Learning includes:

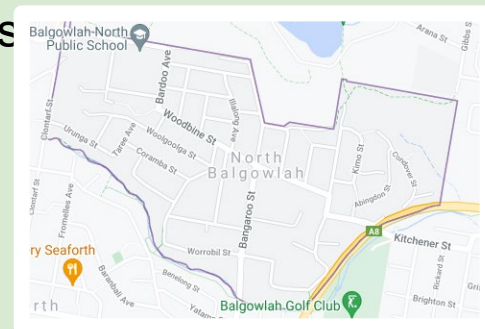
History:

- ❖ Communicating stories of their own family heritage and the heritage of others.
- ❖ Identifying similarities and differences between families and recognise how important family events are commemorated.
- ❖ Posing questions about their own and their family's past.



Geography:

- ❖ Identifying familiar places and recognising why some places are special or important to people and how they care for them.
- ❖ Recognising places can be represented on maps
- ❖ Investigating the Country and Places important to Aboriginal or Torres Strait Islander Peoples.



Science and Technology

Learning in Science and Technology includes:

- ❖ Engaging in the processes of **Working Scientifically**, and **Design and Production** to make sense of the world around them.
- ❖ Identifying different types of weather and how the weather changes
- ❖ Recognising that **living things** have different features and basic needs which can be met.
- ❖ Identifying the **objects** are made from different **materials** depending on their purpose.
- ❖ Investigating how objects move using **push and pull forces**.
- ❖ Interacting with **digital systems** and following a simple set of **instructions**, including programming **Bee-Bots**.



Opportunities for Kindergarten to Build Relationships Across the Grade

- ❖ Kindergarten eat recess and lunch in the fort area. They play together at recess and lunchtime.
- ❖ Weekly Kindergarten sport on Tuesday afternoons
- ❖ Incursions and excursions (Salaka Drumming incursion in Term 1, Possum Magic in Term 2, Taronga Zoo in Term 3 and Field of Mars in Term 4)
- ❖ Special Events - Assemblies, Book Week Parade, Sports Days, etc.
- ❖ Friendships are generally fluid at this stage. Encourage your children to see their new class as an opportunity to form friendships.



News

Students will have the opportunity to:

- ❖ Build confidence to address an audience and improve their formal speaking skills.
- ❖ Communicate clearly and purposefully.
- ❖ Practise their active listening and questioning skills.
- ❖ **Term 1 - Free choice news on even weeks (This week we are practising.)**
- ❖ **Week 5 - Why I'm special**
- ❖ **Week 7 - My Family**
- ❖ **Week 9 - My Favourite Animal**
- ❖ **Week 11 - My Favourite Toy**
- ❖ No powerpoints, please.
- ❖ Children may bring in a small item from home, like a photo, to support their news. (Please keep precious, fragile items at home.)

Buddies

- ❖ The buddy program helps create a culture of kindness and enhances community in our school.
- ❖ Provides leadership opportunities to our Year 6 students.
- ❖ Each kindy student has their own Year 6 buddy.
- ❖ Buddies eat lunch together on Tuesdays and Thursdays.
- ❖ Participate in learning activities together .
- ❖ Buddy excursion in Term 3 - Taronga Zoo



Positive Behaviour for Learning (PBL)

- ❖ We have high expectations and encourage safe, respectful and responsible behaviour.
- ❖ Each week there is a different whole-school focus for PBL.
- ❖ Teachers and students use the language of PBL throughout the day.
- ❖ Familiarity with it often helps students to make more reasoned choices.
- ❖ We encourage parents to model similar language and promote positive interactions.



Reward System

Our reward system involves an accumulation of certificates over your child's school years as follows:

- **10 Mini Merits = 1 Certificate of Merit**
- **5 Certificates of Merit = 1 Principal's Award**
- **2 Principal's Awards = 1 School Banner**
- **2 School Banners = School Medal**

Respectful

Mini Merit
Awarded to

For

Class:

Date:

Signed:



Certificate of Merit

Awarded to

for

Signed

Date

When your child has collected **Ten Mini Merits**, they need to bring them into their classroom teacher to get a Certificate of Merit.

Three class **Certificates of Merit** will be awarded at each of the K-2 assemblies on alternate Mondays. Please encourage your child to keep all certificates in a safe place.

Assemblies

- ❖ An important time for us to come together to celebrate and recognise student achievement .
- ❖ Monday afternoons in the hall (alternate weeks)
- ❖ Term 1 - K-2 Assemblies 2:20 (Weeks 4, 6, 8, 10)
- ❖ K-6 Assemblies 1:45 (Weeks 5 and 11) *SRC badges will be handed out on Monday, Week 5 (20/2/22).
- ❖ Each class hosts one assembly per year.
- ❖ **KC -T3, W3 - Monday, July 31st**
- ❖ **KM - T3, W7 - Monday, August 28th**
- ❖ **KR - T3, W9 - Monday, September 11th**
- ❖ Parents are welcome to attend assemblies

Student Representative Council

- ❖ At BNPS we like to foster responsibility in our students.
- ❖ We have our **Student Representative Council (SRC)** where elected students from each class guide decisions on improving an area of school and helping with fundraising for charities to help others less fortunate than ourselves.
- ❖ The SRC reps liaise with their class and promote decisions and directions the council make.
- ❖ There are two elected representatives from each class per semester. They receive their badge in the Week 5, K-6 assembly in Term 1 or Term 3.

Crunch and Sip

- ❖ Opportunity for students to have a quick snack of fresh fruit or vegetables during the morning learning session to recharge their energy.
- ❖ Please send in a separate **small labelled container** (in addition to their lunchbox) with chopped up fruit and/or vegetables.
- ❖ Crunch and Sip happens inside the classroom and is for 5-10 minutes. Pack something small and as mess-free as possible, please. Students can eat a more substantial snack at recess time.



Canteen

- ❖ Open daily.
- ❖ Order through the **Flexischools website or via the app by 9:00am.**
- ❖ Helpers from each class go up to the canteen to collect the baskets at recess and lunchtime.
- ❖ Please do not send any money to school in Kindergarten.



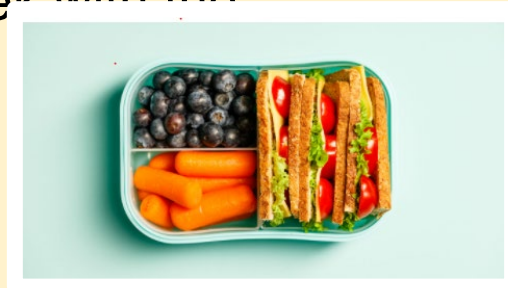
Birthdays

- ❖ We love to celebrate our students' special day.
- ❖ If you would like to send in treats for your child to share with their class, please ensure they are ready as individual serves and that you are mindful that we have numerous students with allergies at the school (including nuts and eggs).
- ❖ The canteen has **birthday buckets** available for order on Flexischools. These are a popular choice as they are inclusive of students with various allergies.



Waste Free Wednesday

- ❖ Balgowlah North Public School values environmental education and promotes sustainability across our school every day.
- ❖ Each Wednesday, students are asked to reduce the amount of waste they produce by packing a waste free lunchbox.
- ❖ Waste free numbers are collected by the SRC with classes competing to have the least amount of waste. Photos of the SRC reps from the winning class will appear in the newsletter. Our mascot, “Waste Free Wendy”, spends the week with the winning class.



Routines: Our School Day

- ❖ 8:30am Playground Opens
- ❖ 8:45am Have children at school in the playground
- ❖ 8:55 Line up outside the classroom
- ❖ 9:00-11:00 Morning Session
- ❖ 11:00-11:20 Recess
- ❖ 11:20-12:40 Middle Session
- ❖ 12:40-12:50 Eating Time
- ❖ 12:50-1:40 Lunchtime Play
- ❖ 1:40-3.00 Afternoon Session (*245 finish until 17/2)



*(*Note: On Friday, starting from next week, there is a different timetable due to 3-6 interschools sport. Recess 11am-11:15am and Lunch is at 12pm-1pm.)*

SEAT - Scripture, Ethics and Additional Activities

- ❖ SEAT will commence in Week 5, running from 2:10-2:40 on Thursdays.
- ❖ SEAT is compulsory across all DEC schools for 30 minutes/week.
- ❖ Please ensure you send in your General Permission form ASAP with your preference.
- ❖ If the first choice isn't available, your child will attend 'Additional Activities'.
- ❖ No academic instruction or formal school activities can occur during time set aside for Scripture and Ethics.
- ❖ Ethics volunteers are needed. Currently, we do not have any Ethics teachers for Kindergarten. Please refer to the call out in the newsletter if you're interested in volunteering.

Hats and belongings

- ❖ Label all items. Hats and jumpers need your child's first, last name and class.
- ❖ Hats must be worn everyday. If students do not have a hat, they will play in a shaded area.
- ❖ Please put sunscreen on your child before school.
- ❖ Lost property is located outside the Year 1 block. Lost property is emptied regularly and items are returned to classrooms.
- ❖ Please pack a labelled raincoat in your child's bag (no umbrellas).
- ❖ Encourage your child to be responsible for their belongings and ask them to help pack their own bag.



Koolkuna - Before and After School Care

- ❖ Koolkuna educators will come and collect students from their classrooms just before the bell each day for the beginning of term.
- ❖ Later in the term, students will meet at the frog statue in the playground and a Koolkuna educator will take the roll and walk them down.
- ❖ Please let your child know if they are going to Koolkuna in the morning.
- ❖ More information about Koolkuna is available at their website.
- ❖ <https://www.koolkunaoshc.com.au/>



Seesaw Class



- ❖ **Seesaw Class** is a digital platform that allows teachers and students to share their learning and school experiences with families.
- ❖ During the year, teachers will post photos of students at school events and some snapshots of student learning.
- ❖ Teachers will send home instructions, **Seesaw Class** learning codes and important privacy information you need to read. **Please ensure you download the Seesaw Class app.**
- ❖ **PERMISSION TO PUBLISH - If you sign 'do not publish' on the General Permission Form, your child's photo will not be in the newsletter or posted on Seesaw. If you wish to change that preference, please send an email to the school email address.**



Home activities to support learning

- ❖ **Home Reading Program** commences in Week 5 (Friday, February 24).
- ❖ Please make sure you have sent in a Home Reading folder with your child's name marked on it before then.
- ❖ **High Frequency Word Program** commences in Week 7.
- ❖ Information notes will be sent home outlining each program and how you can support your child at home.
- ❖ **Parent Home Reading Workshop - Tuesday, February 28th at 9:00 in the library.**
- ❖ Logins details for **Reading Eggs, Wushka (online readers)** and **Mathletics** will be sent home in your home reader folder on **Friday, February 24.**

Parent Helpers

- ❖ Reading Groups - Volunteers start in Week 7.
- ❖ Excursions
- ❖ Working With Children Check - Must be completed and 100 points of identification taken to the office prior to starting.
- ❖ [DECLARATION FOR CHILD-RELATED WORKERS | NSW Department of Education](#)

Communication

Class Parent Role:

- ❖ Make a list of names and contact details of class families.
- ❖ Support your class teacher as required, including Reading Group volunteers.
- ❖ E-mail important information to class families from the school or P&C Committees.
- ❖ Organises social activities for class families.
- ❖ Attend P&C Meetings or read the minutes if unable to attend



Communication

Modes of communication include:

- ❖ School App/Website/Newsletter (Newsletter is sent out via the app every Wednesday.)
- ❖ Parent-Teacher Interviews
- ❖ Student Reports (Emailed out at the end of Term 2 and the end of Term 4.)
- ❖ Emails (Assistant Principals may be copied into an email to a parent/caregiver.)
- ❖ Phone Calls (A phone call to a parent/caregiver may be the preferable mode of contact.)
- ❖ P&C Meetings
- ❖ Notes
- ❖ The school **Communication Policy** is available on the **School Website**.

Communication

If your child is sick:

- ❖ Please keep them at home.
- ❖ Please lodge all absences through the school app. This is a legal requirement.
- ❖ **School email address:** balgowlahn-p.school@det.nsw.edu.au
- ❖ **School contact number:** 9949 4499



Communication

Contacting your teacher:

- ❖ If you need to contact your child's teacher, please do so via our school email address: balgowlahn-p.school@det.nsw.edu.au
- ❖ The office will forward your email appropriately.

We couldn't be more excited to be working with your children this year. We look forward to an incredible year of learning, discovery, creativity and fun.

Thank you for such an enthusiastic and supportive start to the year.

We have so much to look forward to in 2023.

The Kindergarten Team.



Kindergarten Calendar

- ❖ P & C - Kindergarten Drinks
- ❖ Friday, February 17
- ❖ See app for details.

*This date was not in the Kindergarten Newsletter.

