



Wembley Downs Primary School
Early Childhood Booklet



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Welcome

On behalf of the WDPS community I am very pleased to extend a warm welcome to all our new families.

Wembley Downs Primary School is an Independent Public School. Briefly, this means that we make many of our own decisions as a school and we are responsible for the outcomes of those decisions. It is also important to note that WDPS is an Education Department of Western Australia school and a proud member of the public school system.

All of staff have every confidence that, over the coming years, your family will experience an enjoyable and a constructive relationship with Wembley Downs Primary School community. It is a community that learns together.

It is the considered view of our staff team that you have become members of a dynamic, vibrant and supportive school community. Members of our School Board, Parents and Citizens committee, school staff and students all work together to create a learning environment that strives to build excellence into everything that we do.

Our school is becoming renowned for implementing unique and innovative programs. Our excursions for each year group are highly anticipated events in the school year.

A recent external *School Review* (October 2019) assessed our school as being an '*effective school*'. Indeed the reviewers noted, amongst other things;

- A. "*Staff demonstrate genuine interest, care and consideration for students, and each other, and are invested in fostering positive relationships.*" and that,
- B. "*Parents view staff as highly responsive and skilled. Communication is enhanced through Seesaw and parent representatives in each class.*"

We are beginning to develop some key themes. These themes are crucial to our ongoing development and our position as a 'school of choice'.

- (a) Our future cannot be found in the past and,
- (b) I think we can do better and here is my idea and,
- (c) What can I do to help the students, my team and the school community to meet its goals?

The school is enthusiastically supported by a progressive, cohesive and hardworking School Board and P & C committee. The members of these groups work diligently and productively to provide many additional resources for all students. The recent edition of a \$105,000.00 nature-scape playground reinforces the commitment of our school community to providing opportunity for play within a balanced curriculum.

The effective delivery of educational programs for our early years kindy to year 2 is a priority for our school. The school's 2020 Business Plan focuses on the early identification of students requiring learning support.

You may, at times, hear debate between those who promote formal / explicit teaching as opposed to play based learning and vice versa. The two positions need not be oppositional. Our Early Childhood team believes that both views have merit and are either misunderstood and or misrepresented. Our teaching team employs a range of teaching strategies in their teaching practice.

At times, some parents feel that their child might be advantaged or benefit from some 'extra tutoring'. Our teaching team believe, and it has been their experience, that all students succeed when there is a balance between academic achievement and simply having the time to *climb a tree* and *play with their friends*. There is little evidence that "hothousing" children in additional tutoring programs produces longer term academic benefit for children.

We all appreciate (many of us are parents as well) that *balancing* our parental desire for our children to succeed at everything at school with affording them the time to simply *play*, is difficult. It is easy, at times, to feel anxious or overwhelmed by '*playground chat*' that often extolls the value of '*program x*' versus '*program y*'. Our advice - ignore that stuff!

Experience has shown us that combining teaching strategies from many different teaching approaches enables our teaching team to provide a balanced and engaging educational experience for all students.

The academic achievement of children (those who attend long hours of additional tuition), can 'spike' for a short period. As children progress through the school that initial performance 'spike' plateaus and becomes comparable to the child's cohort.

Our staff values the formation of a strong partnership with the parents of each student. The home/school partnership is a key focus for our teachers. It is a crucial relationship in the development of essential skills and knowledge of your child.

Again, welcome to our school. If you have a question, or an idea, please seek me out during morning drop off or afternoon pick up as I am always happy to have a friendly chat and so are my administrative colleagues. I have found that many concerns of parents are often a result of misperceptions and misinformation that arise in many schools. I have also found that the students can be the beneficiary of many innovative ideas received from mums and dads. So ... let's catch up soon! :)

Lincoln Day
Principal
December 2019



OFFICE

OPENING HOURS

8.30 am to 3.30 pm
Monday to Friday

TELEPHONE

9222 9300

EMAIL

wembleydowns.ps@education.wa.edu.au

Manager Corporate Services
Kerry Blechynden
kerry.Blechynden@education.wa.edu.au

SCHOOL OFFICERS

Vicki Westcott
Mon-Wed

Catherine Smith
Thurs-Fri



Kindy Days



All kindergarten children in Western Australia receive 15 hours of Kindergarten instruction per week.

The Kindergarten operates according to the school year with four terms and holidays at the same time as the school

There are two Kindergarten classes in 2020

<p>Group A</p> <p>Ladybugs </p>	<p>Monday Tuesday - alternate Wednesdays (Weeks 1,3,5,7,9)</p>	<p>9.00 am to 3.00 pm</p>
<p>Group B</p> <p>Butterflies </p>	<p>Thursday Friday - Alternate Wednesdays (Weeks 2,4,6,8,10)</p>	<p>9.00 am to 3.00 pm</p>

“Sometimes I’ve believed as many as six
impossible things before breakfast”

Through the Looking-Glass

Lewis Carol



School Hours

Kindergarten

Classrooms Open	8.50 am
Class begins	9.00 am
Morning recess.	10.30 am
Lunch	12.30 pm
End of Day	3.00 pm

Pre-primary

Classrooms Open	8.40 am
Class begins	9.00 am
Morning recess.	11.10 am
Lunch	1.20 pm
End of Day	3.10 pm

Term Dates 2020

Term 1	Monday 3 February - Thursday 9 April
Term 2	Tuesday 28 April - Monday 3 July
Term 3	Monday 20 July - Friday 3 September
Term 4	Monday 12th October - Tuesday 17th December



Communication

- Working Together

Communication

At Wembley Downs we keep in contact with parents through a variety of ways.

- Connect - you receive a "P" number and password to login via email.
- Parent emails.
- Box containing a file for each student's take home work outside the classroom.
- Seesaw - classroom communication and student portfolios.
- School Newsletters. - fortnightly
- Term Kindy or Pre-Primary newsletter.
- Class Room Representatives
- Term 2 and 4 student reports.
- Parent/Teacher interviews can be organised at anytime throughout the year.

Open, regular communication with parents is critical in our aim to work as a team.

Communication is a critical factor in the partnership between parents and the school. We communicate with each other in a respectful, fair, honest and open manner. Please help us to provide the best environment for your child by bringing any concerns or queries to us as they arise.

Your child's teacher should be the first point of contact for any concerns or queries. Teachers email addresses will be provided to all parents and guardians.

If the issue is not resolved, or affects the wider school community, please contact the Principal or Deputy Principal to make an appointment.

The sooner we contact each other about a concern, the sooner we can work together to help resolve it.

P & C Association

Wembley Downs Primary School has a strong and active P & C Association that raise funds to support the school, hosts family and parent functions, assists in organising sporting events and supports new families. The P & C Association always welcomes new members and would love you to become involved.



“The more that you read,
the more things you will know,
the more that you learn,
the more places you’ll go.....”

- Dr Seuss

Starting Off



Preparing you child

Here are some suggestions for parents, to make your child's transition into school effective and enjoyable. Each idea, if acted upon, will compliment what we, your partners in education, are doing at school.

- Give your child opportunities before school begins to stay with friends or relatives for a few hours while the parents are elsewhere.
- Spend time daily with your child in conversation, in play and in the reading of suitable stories.
- Realise that all children are individuals who develop in different ways, at different rates and are not to be compared with any other child.
- Encourage imaginative play. When children dress up or play different types of make-believe games, they are developing the creative side of their personality.
- Encourage your child to take turns, be patient and share.
- Have a family policy that puts screen time firmly in its place. A balanced screen time program leaves plenty of time for homework, hobbies, reading, play and family conversation.
- Show your child how to use a public toilet independently - particularly boys.

Each day your child will need:

1. **Backpack**-the school backpack is available from the school uniform shop and fits the child's work, library bag/book and notes. Bags must be clearly labelled both inside the zip and on the outside to make them easily identifiable for the students. They will be placed by a special name label outside their classroom. Please ensure your child can open and close their bag.
2. **Crunch 'N' Sip** — Please provide a piece of fruit (already cut up) or vegetables in a small container with child's name clearly shown. This food is to be eaten at morning recess.
3. **Water Bottle** with child's name clearly shown.
4. **Lunch** refer to page 14. Please ensure your child can open their lunch box and containers prior to starting Kindergarten. This helps provide a sense of independence and success.
5. **The school hat** - as part of our sun safe initiative, the school has a NO HAT, NO PLAY policy all year round.
6. **A change of clothes** and spare pair of underpants (just in case).
7. **Sunscreen** - applied before school

Please make certain that all personal items, including uniform, are clearly labelled with your

Attendance

In line with the Education Department's Attendance Policy, Wembley Downs is required to record and report on lesson attendance for all students.

What do you need to do?

If you know your child is going to be absent, please notify the classroom teacher or by emailing the office. Please be advised, an explanation/reason for their absence is a requirement of the Department of Education. If no reason is given your child's absence will be marked on our system as unexplained. If you are wishing to take your children out of school for a family vacation an email to the Principal is required prior to leaving.

Before and After School

Your child must not be left unsupervised before or after school. Students should be accompanied by an adult to their Kindergarten and Pre-primary classroom each morning.

Staff in Kindergarten and Pre-primary have a duty of care and can only release students to an authorised adult or carer (over 18). Please be prompt at pickup time to avoid the upset that can occur if your child is left waiting. If your child is leaving with a new person, friend or family member, please write in the pickup book located in their classroom

Parent Helper

A child's view of their Kindergarten and Pre-primary experience will be greatly influenced by their parents' attitude and interest. Children will enjoy Kindergarten and Pre-primary even more when their parents come along to share part of their day with them.

A parent help roster which may include laundry, making play dough etc., is provided at the beginning of each term. From time to time we would love to have you join us for a morning or perhaps assist on a special day or excursion. Mums, Dads, Grandparents, Uncles, Aunts and any other special people are also very welcome to join us.

Birthdays

To celebrate birthdays, some parents like to send in a treat for the students to share. When sending in birthday treats be conscious we are a nut aware school. Please check with your classroom teacher if there are any additional allergies you need to be aware of. Please check the packaging on items such as birthday cake or icy poles etc., to make sure they are free of these products. Individual cupcakes or icy poles are preferred.

If you are having a party, you are not required to invite the entire class, numbers are always your choice. To avoid disappointment please hand invitations out directly to parents, before or after school and not to students during class time. This can save a lot of heartache for those not invited.

Library

Your child will choose a library book to take home each week. This book is to be returned the following week. Another book cannot be issued until the first book is returned. Your child will need a library bag that is clearly labelled with their name on the outside. No library bag will mean that your child is unable to borrow a book.

Scrap Materials

We can use your scrap materials in the most creative ways, they will come back to you transformed into a creative masterpiece. Items we can use:

Boxes, corks, feathers, lace, bottle tops, cotton reels, wrapping paper



Drop Off

At the beginning of each session please wait outside with your child until a staff member opens the door. Accompany your child into their classroom and ensure that they are left with a staff member.

Young children starting Kindergarten and pre-primary may take a little while to settle until they become comfortable with their new routine.

Parents are welcome to spend some time in the classroom each morning and their child and perhaps read a story or complete a puzzle together. Once the bell rings at 9 am parents are asked to leave an class will begin.

Pick Up

When collecting your child, please wait at the door before your child is dismissed. If there is any change to your child's normal arrangements or they are being collected by anyone other than yourself please ensure the sign out booklet has been filled out.

Leaving School Grounds

All children must be signed out when leaving the school . An iPad is located in the front office.

Illness

Children who are obviously ill before school should not be sent to school. We do not have the facilities or the staff to look after sick children. **If your child has a temperature, diarrhoea or vomiting please keep them home for 24 hours after their last episode.**

If your child will be absent due to illness. Please contact the school via phone or email. Your child's class teacher will then be informed.

If your child is feeling unwell?

Should your child become ill while at school, you will be contacted to take your child home.

If you child has a medical condition which requires ongoing attention or a Medical Emergency Response Plan, please notify the school and make an appointment to with a Deputy Principal.



Important Information

Staff are unable to administer any medication including non-prescriptions without you filling in a Administration of Medication form available at the front office.

In the best interest and protection of all students and staff if your child has contracted a communicable infection or disease such as head lice, measles, conjunctivitis, influenza, chicken pox or school sores you must notify the school immediately.

“Around here, we don't look backwards for very long..... We keep moving forward, opening up new doors and doing new things because we're curious..... And curiosity keeps leading us down new paths”
- Walt Disney

Healthy Eating

Children are encouraged to eat healthy food at school.

Drink Bottles

Please provide your child with a named drink bottle filled with WATER ONLY. Their drink bottle will be sent home at the end of each day.

Crunch&Sip® Morning Tea

In Pre-primary all students will be asked to eat their own food. We encourage parents to pack healthy fruit and vegetable alternatives for Crunch&Sip® morning tea.

Lunch Time

Please provide your child with an appropriate healthy lunch.

It is helpful if children have containers that can be managed independently. Please make sure that your child's container and lid are named.

We promote '**rubbish free lunches**' and encourage you to provide your child's food in a reusable container. Many parents have found that '**wrapping free**' lunch boxes suit their requirements well and are environmentally friendly. Please label these with your child's name.

Lunch Orders

Parents can also place a lunch order for children in Kindergarten and Pre-primary at the school canteen twice a week.

Please, No Nuts

Wembley Downs is a nut aware school. As some of our students have life threatening allergies to nuts, please do not send items that contain nuts or nut products to school.

If you are uncertain about an item, please check with your child's teacher. Your assistance in keeping all of our children safe is appreciated.





To maximise the development and learning outcomes for our students, we need to pay particular attention to the early years of schooling from Kindergarten to Year two. These years lay the foundation for every child to love learning and become a successful student. At Wembley Downs we have a focus on a combination of play based education strategies and explicit teaching.

Raising Expectations In The Early Years

We are initially steered in our planning by three important documents – the Early Years Learning Framework, Kindergarten Curriculum Guidelines and National Quality Standards.

Early Years Learning Framework

The first four years in a child’s life are vitally important in terms of education, as they are the years when a child is laying down foundations for future learning and participation in society. This document describes five broad outcomes that underpin our teaching pedagogy.

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of well-being.
- Children are confident and involved learners.
- Children are effective communicators.

Kindergarten Curriculum Guidelines

The School Curriculum and Standards Authority is responsible for curriculum guidelines for all Western Australian Schools K-12. The Kindergarten Curriculum Guidelines focuses on children’s learning and development, consistent with the Early Years Learning Framework. In Kindergarten we focus on personal and social competence, pre-literacy and pre-numeracy skills. Every student is an individual and we strive to plan and support each student at their own developmental level, addressing students’ academic, social, behavioural, emotional, psychological and physical needs.

National Quality Standard (NQS)

The National Quality Standard sets a national benchmark for equality in early childhood education and care services across Australia and establishes a set of standards that all service types are expected to meet. This document outlines seven standards that we demonstrate through our Kindergarten program.

- Quality Area 1: Educational program and practice
- Quality Area 2: Children’s health and safety
- Quality Area 3: Physical environment
- Quality Area 4: Staffing arrangements
- Quality Area 5: Relationships with children
- Quality Area 6: Collaborative partnerships with families and communities
- Quality Area 7: Leadership and service management
- Quality Area 2: Children’s health and safety
- Quality Area 3: Physical environment
- Quality Area 4: Staffing arrangements
- Quality Area 5: Relationships with children
- Quality Area 6: Collaborative partnerships with families and

Western Australian Curriculum

As students enter Pre-primary the Western Australian Curriculum is implemented and covers the content areas to be taught along a continuum from Pre-primary to Year 12. The WA Curriculum learning areas include:

- English.
- Mathematics.
- Science.
- Humanities and social sciences (including history, geography, civics and citizenship and economics and business).
- The Arts.
- Health and physical education.
- Technologies.

Developmentally Appropriate Learning

Children learn through playing and being actively involved in experiences planned by their teachers. Children are encouraged to explore, discover, improvise, create, question, discuss and construct. We aim to capture children's natural love of learning while developing literacy and numeracy skills that are essential for future learning.

In planning our program for the early years, we understand that:

- Children learn through play and exploration, as well as explicit teaching.
- Children develop and learn at different rates and in different ways.
- Learning is continuous and all areas of learning are interrelated.
- Early experiences affect learning and attitudes to learning in later years.

We build on existing knowledge, skills and interests. Our program is supportive but it is also challenging. It is based around a balance of:

- Child-directed play – The child chooses how, when, with what and with whom to engage.
- Teacher-guided play - The teacher manages the play environment to achieve specific outcomes.
- Intentional teaching – The teacher plans and delivers explicit instruction to achieve specific outcomes.

Planned and incidental learning occurs throughout the day as a whole class, in small groups and individually

Learning is hands on and takes place through touching, seeing, hearing, exploring and experimenting. Some of the activities children may participate in include:

- Designing and creating.
- Dressing up.
- Dancing.
- Doing puzzles.
- Making collages.
- Listening to and playing music.
- Singing with actions.
- Painting and drawing.
- Cooking.
- Reading books and storytelling.
- Playing with clay, play dough, blocks, sand and water.
- Using technology.

The style of handwriting your child will be learning at Wembley Downs Primary School is NSW Foundation Style. Whilst there is no expectation that your child can write their own name at Kindergarten we ask parents to familiarise themselves with this style and use it when writing their child's name.



PREPARING YOUR CHILD



A child's ability to read or write depends very largely on the extent of the quality of language experiences they enjoy at home.

Language

Listening develops and leads directly to speech and is of prime importance throughout schooling

- Engage your child in conversation.
- See that your child answers in sentences.
- Speak clearly and carefully so that the child hears correct pronunciation of words.
- Allow your child to answer the phone to assist discrimination of voices and to listen carefully.
- Play sound guessing games e.g. voices, noises, crumpling paper, knocking, scraping etc.
- Listen to music - can they identify a song or instrument?
- Provide experiences for learning new words, new ideas and talk about the experiences and feelings.
- Play word games to develop vocabulary and attention to sounds, e.g. I spy, what animal, fruit, vegetable etc. starts with an "o".
- Listen for sounds in the bush or park.
- Recite favourite rhymes and poems together

Reading

- Take every opportunity to read to your child. Try to make story-reading part of the routine of going to bed. Children who are read to frequently learn the language of books from their parents.
- When reading to your child, encourage them to turn the pages and discuss what's happening in the pictures. Let them read the story back to you, 'reading' the pictures is fine.
- Listen to your child and encourage them to relate experiences to you. It is often said that 'good talkers make good readers', so ensure your child knows that what they say is important.
- Enrol your child in the local library and encourage them to borrow books of their own choice.
- Let your child see you reading. Children model themselves on their parents' behaviour.
- Take your child to interesting places - zoos, farms and so on to develop language about the world we live in.
- Encourage children to identify pictures and letters in newspapers and magazines.

Writing

Interest is the key - the more curious children become about the written word, the better chance that they will want to learn to write.

- Take every opportunity for your child to walk, run, climb, kick, catch, jump, ride, etc. to develop not only the big muscles, but also hand-eye coordination.
- Display writing in the home - reminders, cards and noticeboards.
- Model uses for writing - shopping list, letter, phone message.
- Provide your child with opportunities to draw, trace, cut, colour in, do jigsaw puzzles, finger plays, paste, tear paper, use nuts and bolts, fingerpaint, use play dough, hammer, etc.
- If your child wishes to write their name, teach them correctly using a capital letter to start and lower case to follow.
- Get excited about first attempts (even if it looks like scribble). Ask them what they have said.
- Buy things that will encourage writing.

Mathematics

Mathematics is part of children's everyday life from a very early age. Activities such as playing with blocks, shopping, setting the table and counting cups allows meaningful learning experiences to support your child's development in understanding numeracy skills.

- Give every opportunity to use concrete objects when learning to count - blocks, stones, matchsticks, buttons (have a box of objects), counting forks to set table, buttons on a shirt. Have the child touch each object as they count.
- Help with cooking to learn concepts - large/small, full/empty, big/little, heavy/light etc.
- Help unpack shopping - on top of, below, big, low etc.
- Sorting – rough/smooth, hard/soft, round/striped.
- Solve simple problems - Birthday Party - how many friends, balloons? Visitors - how many glasses?

- Time - time of the day, tea will be ready in one hour, TV program at 5pm, birthday on Saturday, how many days until the holidays?
- Encourage participation in hobbies that require 'hands on' experiences for example model kits.

In Summary

Children from homes that are rich in language, where people enjoy talking and listening to each other, where anecdotes are told and stories are read, have been wonderfully prepared for school, particularly for reading and writing.

Children who have been encouraged to ask questions, make sense of their surroundings, play imaginatively and express themselves creatively, move with confidence into school.

Children who have been encouraged to face challenges, who have been praised for appropriate behaviour and who have experienced general approval and success, come to school with expectations that everything will be fine and it usually is! We look forward to sharing your child's learning journey at Wembley Downs Primary School.





OUR UNIFORM

GIRLS UNIFORM

Kindy

- Kindy t-shirt
- Black shorts/skorts
- Check Dress (K-2)
- Red School Hat

Pre-Primary

- Red Polo shirt
- Black shorts/skorts
- Check (K-2)
- Red School Hat

Winter

- Black shorts/skorts
- Black track pants
- Polar fleece zip front jacket
- Black leggings

Shoes

- Choice of closed in shoes, sport shoes or sandals
- Please consider shoes your child can put on without adult assistance.

BOYS UNIFORM

Kindy

- Kindy t-shirt
- Black shorts
- Red School Hat

Pre-Primary

- Red Polo shirt
- Black shorts
- Red School Hat

Winter

- Black skorts
- Black track pants
- Polar fleece zip front jacket
- Black leggings

Shoes

- Choice of closed in shoes, sport shoes or sandals
- Please consider shoes your child can put on without adult assistance.

OUR VISION and Values



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OUR VISION

Wembley Downs is a school where respect is a central element of our culture. It is the cornerstone of relationships between staff, students, parents and the wider school community. Respectful behaviour extends to relationships between staff and those taking on leadership roles and they are supported by all. Communication at all levels and in all circumstances is open, honest, supportive and constructive. The school communicates with the community and parents with a consistent, easy-to-use process.

Our school community is united, cohesive, engaged and happy. We are a school and community learning together.

At Wembley Downs we strive for excellence in teaching practice and innovation where possible. There is time and opportunity for teachers to work collaboratively. The school community is engaged, committed and takes an active responsibility in student learning. There is a whole-school approach addressing and supporting mental health. Teachers engage students in learning by using a balance of explicit teaching, cooperative and play-based learning, and independent work opportunities. Student achievement is acknowledged and celebrated at all year levels every day. There is a whole-school assessment schedule that identifies student needs, guides future planning and allows teachers to monitor progress. We employ differentiation to support the diverse needs and abilities of students. We recognise and celebrate this diversity.

Staff at our school are supported and well resourced. An education assistant in every classroom allows teachers to cater for students at educational risk. There are well developed systems in place for teachers and parents who have SAER students in their care. Support is available, including access to remediation programs, for teachers with students at risk in the area of literacy. Professional development enables staff to understand students with different learning needs and utilise resources to support all learners. The allocation of resources and manpower is decided by consideration of the needs of teachers and students, and prioritised accordingly.

Our school is a welcoming and safe place for all. Both the interior and exterior environments are inviting, interesting and stimulating. Our learning environments enhance student learning, particularly through flexible learning spaces and utilisation of digital resources. As our students are preparing for life in an increasingly digital world, our school promotes a cross-curricular STEAM approach, supported by up-to-date technology and fully trained, confident staff.

We are committed to providing opportunities and support for shared leadership at Wembley Downs. Leadership opportunities, mentoring and professional development are encouraged and provided to all staff in line with the identified needs of the school. Prospective leaders have a clearly defined role and purpose and are given extra time as required. They are positive role models in the community.

OUR VALUES

- **We value and respect each other**
- **We make everyone feel safe**
- **We take pride in everything we do**
- **We work together and challenge ourselves to make a positive difference**
- **We support the mental and physical well-being of our school community**



Opening Hours

Monday to Friday 8.15am—3.30pm

Payment Methods

1. Credit Card/Eftpos facilities are available in the administration office.
2. Electronic Banking—BSB: 066161 Account No: 10035840
Reference: Student Surname
3. Cheques made payable to Wembley Downs Primary school can be posted or delivered to the office.

P & C Contributions and Charges schedule for 2020 is available on our school website <https://www.wembleydownsps.wa.edu.au/>

Please contact the school for further enquiries at
wembleydowns.ps@education.wa.edu.au



