Foundation Information Booklet 2016

TORQUAY COLLEGE

Living and Learning by the Sea
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Welcome

Dear Parents

We look forward to your child attending Torquay College in 2016. Starting school is a major transition for your child and marks the beginning of an important new phase in his or her life. Helping to make the first year of school enjoyable and rewarding is an important goal for our school.

The first year of school is very important and together with your cooperation and understanding we can ensure that your child finds the whole experience exciting, challenging and, most importantly, enjoyable. We urge you to read the contents of this book. It is designed to familiarise you with the Foundation program and the matters that will be important in ensuring a smooth transition to school for your child.

Please feel free to approach us at any time if you have any matters you would like to discuss or seek clarification about. By working together as a co-operative team, your child will benefit immensely from his or her experiences in the years ahead.

We look forward to working with you to provide your child with an enjoyable and challenging first year of school.

Yours sincerely

Pam Kinsman
Principal
**Term Dates 2016**

Term 1:  
- Friday 29th January, 2016  
- children start on Friday 29th January  
- Staff start on Wednesday 27th January

Term 2:  
- 11th April – 24th June

Term 3:  
- 11th July – 16th September

Term 4:  
- 3rd October – 20th December

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**The First Day**

Getting off to a good start is a joint effort. It is natural for children to experience excitement and some concerns about school. If you have a positive attitude and look forward to the first day of school, your child is likely to feel that same way.

Here are some ideas:

- Ensure your child knows what is in his/her school bag – let them help you pack it.
- Bring your child directly to the Foundation classroom for the first few days.
- Locate your child’s nametag and attach appropriately.
- Locate your child’s locker and encourage them to place bag in locker.
- Experience has shown that if parents leave promptly after introducing their child to the teacher, then the child settles more successfully.
- Parents are most welcome to enter the class after dismissal (3.00pm) to see the teacher and their special work.

**All children will require play lunch and lunch each day.**

To make the transition to school as smooth as possible for your child the following commencement timetable will operate:

**From Friday 29th January to Friday 24th March** Foundation children attend school from 8.30am-3.00pm on Mondays, Tuesdays, Thursdays and Fridays with no school for Foundation children each Wednesday to allow for Entry Assessment Interviews.

**As from 11th April, Term 2,** Foundation children will attend 8.30am-3.00pm, 5 days a week.
Preparing Your Child For School

As a parent you are your child’s first teacher. You have assisted your child to learn many things such as crawling, walking and communicating. You can continue your valuable role in sharing in the learning and teaching that is happening for your child at Torquay College.

Progress from home or pre-school to school is among the first and most dramatic social transitions made by young children. Parents can do a great deal to support their child and ease this transition.

Children grow and learn at different rates. Given encouragement, opportunity and time, most children master skills of speech, movement and formal learning. Parents can provide encouragement and opportunities but need to wait while the child takes the time needed to master the skill. Children learn to walk and talk at different times even within the same family. This range applies to all learning. Therefore, we need to be careful not to expect the children to begin reading, writing or developing mathematical skills at exactly the same age.

It is important that you do not compare your child with brothers and sisters or with other children. Accept that most Foundation children are eager and keen to please and are anxious to show you their “work”. Praise effort and achievement, however small it may seem and be “sparing” in your criticism.

What Do Foundation Students Learn?

They learn:

• To speak to a variety of audiences and to listen when others speak
• To read and write
• To develop mathematical ideas and skills
• To appreciate their heritage and the natural world in which they live
• To express themselves through drama, art and music
• To participate in regular exercise and develop good healthy habits
• To understand and interact with another language and culture
• To interact socially with peers, students and teachers
• To inquire about the world they live in.
**Before School Starts**

As the time gets close for your child to start school there are a number of ways you can help them. Here are some ideas:

- Walk with your child to school so that he/she is familiar with the way. Even if you plan to drive your child, it’s a good idea for your child to know which way to walk home, in case there is any misunderstanding about meeting times, etc.

- Spend some time at school with your child over the Christmas holidays, so that he/she is familiar with the layout of the school.

- Point out the various school buildings and playground areas. Once school starts, make sure the child understands your picking up arrangements. It is important if the child is to feel secure, that his/her parents meet him/her on time.

- Talk about how long the day will be in terms your child can understand e.g.: “It’s as long as kinder but you’ll have your lunch after that, and perhaps some stories and then I’ll come and get you.” If your child has not attended Pre –school ensure that he/she has had times away from you for 2 or 3 hours. The knowledge that a parent can leave the child and will come back needs to be learned by experience. If a child comes to school with that knowledge, separation is so much easier.

- Talk about the difference between “Play Time” and “Lunch Time”. When your child starts, show him/her each morning what food you’ve packed and when you expect him/her to eat it. Make sure your child can open the lunch box and drink container easily. Have some practice picnics in the holidays.

- Consider including some school equipment in your child’s Christmas presents such as a lunch box, drink bottle, school hat etc.

- Label all clothes and possessions together. You may like to add stickers etc. for easy identification. A ribbon, key ring etc. will assist your child to find his/her school bag.

**The First Weeks**

- Be enthusiastic and share the excitement of starting school. Visit your child’s classroom, ask about favourite school activities and listen to what your child has to say about what’s happening at school.

- Expect your child to be tired and irritable after school for a week or two, or even a term or two. Give them some unwinding time after school, together with time to tell you about their day.
The Foundation Year – A Brief Outline

Reading
While some children are able to read before they come to school, other children need more than a year at school before they begin to read.
In the Foundation classrooms, literature provides the focus for much of our teaching. We use many books, as well as the ones we make with the children. We use familiar and repetitive language. Parents can assist by:
- Reading regularly to and with their children (sharing take home books together)
- Exploring the pictures in books
- Encouraging children to borrow regularly from the library.

Writing
The specific aim of the writing program in Foundations is to:
- Develop fine motor co-ordination
- Learn to hold the pencil correctly
- Learn the letter shapes (lower case initially)
- Learn other basic shapes (ovals, horizontal and vertical lines)
- Develop correct posture
- Write in Victorian Modern Cursive Script.

Written Expression
Children are encouraged to ‘have a go’ when writing their own stories. This sometimes commences with scribbling or lines, moving onto letters, then initial sounds and then proper word formations. It is important to stress that what children produce is important to them.
Parents need to praise and ask about children’s writing. A good way to start is - “Tell me about your story”.

Spelling
Children are introduced to letters and sounds. As their knowledge of letter/sound relationships develop they are encouraged to use this knowledge to attempt spelling.

Speaking and Listening
Children are encouraged to listen attentively, interact with a speaker and respond with interest, using language in a variety of ways. Show and Tell is one way for children to become confident when speaking formally to others. It is an integral part of the Speaking and Listening Program.

Mathematics
Mathematics helps us make sense of the world around us. It is more than sums and learning tables. It involves skills that we use throughout life.
A major part of the Foundation Mathematical Program is based on learning and understanding concepts. Much of this is done orally, with hands on experience, through play and using concrete materials.
Early preparation for mathematics occurs when parents or others:
• Help children to count a few objects such as (plates on the table or buttons on a cardigan)
• Talk to children about time, for example, “Five minutes until bedtime”, “Four sleeps till Grandma comes”
• Let children find out what they can buy with a few coins
• Talk to children as they use construction toys, e.g. “Can you make it bigger?” or “Find the blue blocks”
• Let children play with water or sand to learn how much will fit into different containers.

**Inquiry learning**
During the Foundation year, Science, Technology, Health and Study of Society and the Environment are integrated into planned units of work, making it more meaningful for the children.

**Information Technology**
Foundation children have access to a variety of computers in the classroom and regularly visit the Information Technology Centre.

**Physical Education**
The program includes:
• Perceptual Motor Program. An integrated program which develops many areas of physical skills
• Fundamental Motor Skills
• Ball handling skills
• Minor games
• Fitness skills
• Gymnastics.

**Physical Development**
Some particular areas for parents to consider are that children need to be able to:
• Undo a lunch box
• Unwrap their lunch
• Unscrew the top of a drink container
• Peel a piece of fruit
• Drink from a bubble tap
• Take off and put on own socks and shoes
• Attempt to tie own laces
• Tell the difference between their play lunch and lunch
• Know when and how to use a handkerchief
• Attend to their own toilet needs. Boys need to become familiar with the use of urinals
• **Carry** their own belongings, **especially** their backpacks.
Eye / hand co-ordination is important for activities such as writing, cutting, drawing and ball games. This is developed through:

- Drawing
- Building with a variety of toys and objects
- Throwing and catching balls
- Modelling with dough and plasticine
- Jigsaw puzzles.

**The Arts**

Music, Art and Craft are integrated into the curriculum. We have a stand alone Art and Craft room and a music room, where children attend regular sessions.

**Library**

Foundation children have access to a well-stocked library, both during a 30 minute session each week and some lunchtimes.

**Languages Other Than English (LOTE)**

Our LOTE is Indonesian. The children are involved in learning to communicate in Indonesian – listening, speaking, reading and writing. Children also are encouraged to develop an appreciation of and respect for the Indonesian culture.

**Buddy System**

To make the children feel more comfortable at school, they will be paired [buddied] with a year 6 child. Throughout the year, buddies work together in classroom activities. This may be reading, drawing or writing together. The activities vary and are prepared cooperatively by the classroom teachers. This is a very special and rewarding relationship for the children.

**How You Can Help Your Child**

- Children often work in groups in school and this means they will need to take turns, share materials and cooperate. They need the same skills in the playground.
- Playing games with adults helps teach children how to take turns and how to cope with success and failure.
- Children should be encouraged to pack up and tidy away their toys and belongings. This is expected at school.
- Give your child simple jobs at home. This will help to foster confidence in the performance of small tasks.
- Allow your child to stay with friends for short periods so he/she will accept the fact that it is not always possible to be with parents.
- Talk to your child about positive aspects of school, for example making friends, learning new tasks and playing games.
- Often a small problem takes on major proportions with children. Talk to your child, listen to what is said and comment constructively. Your teacher is always available and willing to assist and clarify any issues.
- Encourage your child by admiring work when it is brought home. Give paintings and handwork a place of honour for at least a few days.
You Can Do It (YCDI)
The program encompassing the foundations of Getting Along, Persistence, Confidence, and Organisation is implemented across the school. In recognition of the children’s efforts, the school presents students with certificates at Monday morning assemblies.

Lunches
Lunch is eaten in the classroom from 1.00 – 1.15 PM. Children are under the supervision of staff members throughout the full lunch hour and morning recess. There are teachers on rostered Yard Duty. The children are encouraged to find the teacher on duty for any problems encountered in the playground.

Please label the lunch container clearly with your child’s name and class. Play lunch should be packed separately.
Lunches should be nutritious and include a piece of fruit.
We encourage nude lunches to reduce rubbish in the playground.
Children are expected to take home any part of their lunch that is not eaten, so that you can gauge their appetites and note their dislikes.
Please do not overload the lunchbox with processed and packaged food.
Water in a drink bottle preferable

Safety
Our program aims to positive, safety habits in your child. It is important, however, for his/her safety and the welfare of others that your child should know his/her full name and address and be trained in the following:
- Obey the crossing supervisor
- Travel directly between home and school and school and home
- Stop and look both ways before crossing streets
- Never run behind parked cars
- Never accept rides from strangers
- Show respect for those in charge of his/her safety, including teachers, parents, crossing supervisor and senior students
- Stay on the footpath
- Not to bring to school items that may cause accidents
- Skateboards and roller skates/blades are not to be brought to school at anytime

Before and After School Care
The Out of School Hours Care is available from 7.00am to 6.15pm daily. If you have any enquiries, please do not hesitate to contact the co-ordinator.
The direct phone number is 5261 0946.
What Your Child Should Bring on the First Day

- School bag (named)
- Lunch in a lunch box (named) and drink of water in a plastic container (named)
- Play lunch. We suggest that you provide a small snack (sultanas, cheese or fruit) for your child to eat at morning recess. This should be packaged separately from the child’s lunch.
- School broad brimmed hat (labelled)
- Art smock. This can be made from an old shirt with the sleeves shortened and elastic at the wrists, or it is possible to purchase an art smock from the uniform shop.
- Spare underwear. Children who may need it should have spare underwear and change of clothes in a bag clearly labelled in their schoolbag for use in an emergency.
- Box of tissues to share in the class over the course of the year

Make sure that all clothing is named.
For example – jumpers, jackets, coats, hats and shoes.
Small children often have difficulty recognising their own clothing, particularly if it is similar to that worn by other children

Once Your Child is at School

- Check bags for notices sent home from school.
- Encourage children to go to bed early.
- Do not bring children to school before 8.15am unless they are attending Before School Care.
- Do not send valuable or breakable toys to school. Clearly name all toys brought to school. Teachers are not responsible for lost or broken toys.

Become Involved Parents

Show by your actions that you think school is a happy place.
As parents you can:
- Read the school Newsletter
- Sign up for the App
- Assist with the Perceptual Motor Program
- Attend School Council meetings or join sub-committees
- Attend open days
- Attend parent/teacher interviews
- Assist in the classroom with literacy and numeracy tasks
- Attend working bees
- Attend performances
- Assist at fundraisers

Thank-you for choosing Torquay College