Lining up at the dots
We have noticed that with many parents, siblings etc, in the line-up area that some of our students are getting anxious. For safety reasons, we ask that you give us space as our students enter the building. Please do not stand in front of the doorway as this makes it difficult for us to enter the building safely. We ask that you stand past the cones and on the grass area whilst your child lines up on his/her coloured dots. We will bring our classes into the building and ask that you do not follow your child in with us as we encourage our students to develop independence, resilience and organisation. Your support in encouraging your child to carry his/her own bag and enter the building will set the stage for the development of independent and confident learners. If you have an urgent matter to discuss with us, please come and see us before the 8:45am bell. It is difficult to have a discussion when we are organising our children.

Yes, there may be tears. Transitioning into school can take time and for some, much longer. It is difficult for some children to say goodbye to mum or dad due to their attachment to you. Experiencing varying emotions is normal and has an ‘ebb and flow’ effect. One day your child may happily come into class yet on another day, he/she may feel reluctant to do so. We give reassurance and assist our students to feel at ease once they are in the classroom. Usually the tears only last for a very short while and once the students are interacting and in the care of their teacher, those tears very quickly dissolve.

Some children have found that bringing something small from home (e.g. a soft toy) has helped them to cope with anxiety and we encourage this if it supports them to transition into school life.

Enduring Understanding
An enduring understanding is an idea that is continuously ‘unpacked’ and allows students to explore concepts and think critically about the world around them. Our enduring understanding this term is ‘I am unique and I belong to different communities’. We encourage the children to bring a photo or an item that we could display as we unravel the complexities of ‘me’. Examples: Photos of family, pets and celebrations, cultural artefacts and costumes.

Digital Texts
If your child comes home and says “We watched a movie/TV today”, it is highly likely that he/she has viewed a digital text. Digital texts vary in their format – stories, non-fiction, songs and animations accompanied by music. A large component of the English curriculum is reading and responding to a range of different texts; fiction, non-fiction, poems, songs, instructions and recipes, for example. The Victorian Curriculum specifies the exploration of literature and developing an appreciation of literature in its many forms. Students begin to understand that texts can take many forms and that imaginative and informative texts have different purposes. We develop understandings of concepts about print and screen, including how books, film and simple digital texts work. As part of exploring our enduring understanding each term, we may also view DVDs that supports learning.
Fine Motor Skills
Fine motor skills are finger and hand skills such as cutting, threading, weaving, opening lunch boxes, and tying shoelaces. Fine motor tasks assist with strengthening the small muscles controlling the hand, fingers and thumb; crucial to writing development. Many of the activities we do at school involve using scissors. Have your child practise using scissors at home and focus on how to hold a pair of scissors correctly.

Friends
Making good friends is instrumental in developing a child’s sense of belonging. Having friends is a top priority for children and it is one of the main reasons they come to school. The students are learning to play co-operatively, fairly and safely. They are learning to negotiate, take turns and share and, are beginning to develop an awareness of how their actions affect others. When issues arise, we as teachers address them through what we term ‘Restorative Practise’ during class meetings. We discuss how to solve friendship issues in a calm, safe and non-threatening way. This allows students to learn strategies that they can use to solve problems. We also encourage you to talk about ‘making friends’ at home and support the need to be fair, respectful and tolerant.

Emotions
Displaying a range of emotions is normal for children. Often children do not know how to express how they are feeling and different children react to situations in different ways. It is our role as teachers and parents to have discussions about how we can best manage our feelings. Play gives children a chance to express their feelings and practise managing them. Role playing different scenarios is also helpful to learn how to regulate emotions. It is important that your child is given the opportunity to explain what he/she is feeling - validation and why they may be feeling that way. How can we turn that feeling of sadness into happiness? There is some very useful information that you can access via the ‘Kids Matter’ website. Click on the link below:

https://www.kidsmatter.edu.au/families/about-behaviour/getting-along/why-feelings-are-important

Consent Forms and Levy Form
You will have received a consent form for Local Walking Excursions and a consent form for Photography of Students. Please sign both forms and return to school as soon as possible. The green Excursion Levy Term 1 form that was attached to the Information Night notes will also need to be signed and returned to school. It is important that the slip is signed for consent to be given for your child to participate in activities.

We also require you to send back the information sheet regarding your child given out at the family interviews.

Communication
As we cannot check emails regularly during the day it is important that you contact the office if you need to arrange for your child to be collected by another adult. Email us directly if you need to arrange a time to talk about your child.

Timetable Changes
Prep C, Prep S and Prep N will now have The Arts on a Tuesday.
2:00 pm finishing time
As children transition into school life we strongly believe that an early finishing time is crucial to this process. Thank you for making arrangements to have children collected at 2:00pm. We do not encourage students to stay after 2:00pm but greatly recommend rest time after school and limiting after school activities whilst your child settles into school. If your child has an English assessment at 2:15, he/she will remain at school until 3:00pm.

Once the children have left school the teachers will continue to conduct English Interviews with students from 2:15pm until 3:45pm therefore, we ask that you leave promptly at 2:00pm. We understand that some parents may have other commitments and it would be convenient for you to leave your child at school but our priority is ensuring that your child is well rested and ready for the next day. We would appreciate it if you can email us if you have any concerns or issues as we are conducting interviews and find it difficult to talk with you at that time.

Labelling
Please ensure that ALL school lunchboxes, water bottles, hats and clothing are clearly labelled, including girls’ headbands. If your child does not have a school hat, he/she will need to play under the big tree next to the Multi-Purpose Centre.

Have a great week!

Prep Team
Connie, Angela, Steph, Nikita and Amanda