Kindergarten ~ General Information

Kindergarten Red: Days to Remember
Days and Times: Tuesday and Wednesday 8.45-2.30 (Room open at 8.30)
Teacher: Mrs Sandra Mazengarb. Teacher Assistant: Mrs Heather Ringwaldt
Banking: Tuesday; books will be returned Wednesday
Music: Tuesday (teacher Mrs Pam Monk)
Library: Wednesday
Physical Education: Tuesday (teacher Mrs Jill Long)
Email Contact: smazengarb@shc.tas.edu.au

Kindergarten Fawn: Days to Remember
Days and Times: Thursday and Friday 8.45-2.30 (Room open at 8.30)
Teacher: Mrs Sandra Mazengarb. Teacher Assistant: Mrs Heather Ringwaldt
Banking: Thursday books will be returned Friday
Music: Thursday
Library: Friday
Physical Education: Friday (teacher Mrs Jill Long)
Email Contact: smazengarb@shc.tas.edu.au

Banking:
Please place your child’s bank book in the envelope on the front table by 9.00 a.m. Application forms are available from the College Office or from the Kindergarten.

Book Club:
Scholastic book order forms will be sent home once a month. Orders are to be placed in an envelope with cash or credit card details. Please check the Kindergarten notice board for the due dates of book clubs. The Kindergarten directly benefits from the purchases made and this is an excellent method of acquiring additional reading resources for our classroom.

College Newsletter:
The College Newsletter is available once a fortnight on Thursdays. Kindergarten Fawn will receive the Newsletter on Thursday and Kindergarten Red on the following Tuesday. You are able to arrange with the College Office to have the Newsletter sent to you via email or post.

Kindergarten Notices and Communication Folders:
Notices informing you of Kindergarten events will be sent home via the clear plastic communication folder. It is important that the folders are returned each day and placed in the box on the front table. It is our intention to complete a weekly Kindergarten Communication newsletter to inform you of what has been happening during your child’s two days in Kindergarten.
**Illness:**
If your child is unwell or absent please contact the College office by 9.00am. We are able to administer medication if required and forms for parental consent are available from the Kindergarten.

**Communication:**
We are in a partnership with you in order to make your child’s Kindergarten year happy, fun, enjoyable and a wonderful year of learning. Parents, friends and family are always welcome in the Kindergarten. If you have a concern or question please do not hesitate to see us. You may contact us by telephone or speak to us personally; usually before 9.00 am and at pick-up time is the most convenient. Should you wish to discuss something in more detail please make an appointment. It is important to communicate anything which may be relevant to how your child may be feeling e.g. illness, bereavements, and changes in family circumstances.

**Parent/Guardian Help:**
Parent/Guardians are always welcome in the classroom. You may wish to help on a regular basis by becoming part of the help roster or just pop in if you have a spare moment. Details regarding parent help will be provided after the first few weeks of settling in. A Registration for Volunteers in a Catholic School form will need to be filled in and sent to the Catholic Education Office so that you are legally covered to work with the children whether in class or on excursions.

**Behaviour Co-Management:**
A copy of the College policy concerning Behaviour Co-Management is available upon request. In Kindergarten, we focus on caring for ourselves and others, our belongings and our environment. We positively affirm behaviour and will discuss with parents any concerns we may have regarding a child’s behaviour.

**Nut Minimisation Guidelines**
Sacred Heart College Kindergarten is committed to providing a safe environment that meets the special needs of our students. Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening.

Some students at Sacred Heart College Kindergarten have severe anaphylactic allergies triggered by peanuts. The key to preventing an anaphylactic reaction is to avoid exposure to the trigger.

It is possible to minimise the risk factors within the school environment with parent/carer assistance in adopting the following strategies:
Please do not send nuts or peanuts to school. There is an increased risk of other food allergies in peanut allergic children and because of the risk of cross contamination it is usually recommended that peanut allergic people avoid all nuts.

Please do not send foods containing nuts or peanuts to school. In particular peanut butter, hazelnut spread (Nutella), certain muesli bars, chocolate bars and biscuits containing nuts. This applies to items with nuts as a listed ingredient, but does not apply to those foods labelled ‘may contain traces of nuts’.

No nut oils such as peanut oil.

Please avoid nuts and peanuts in birthday cakes or treats that may be brought to school.

Please encourage thorough washing of hands and face with a damp cloth if children have eaten these foods before coming to school.

Provide drink containers and lunch boxes which are clearly labelled with the name of the child for whom they are intended.

Continue vigilance when there is a change from usual routines e.g. excursions, family picnic days at school, sports carnivals or discos.

Nutrition and Lunch Boxes:
It is a policy of the College to develop healthy eating habits and we encourage parents to make healthy choices in regard to lunch and morning tea. Fruit is an essential part of our Healthy Eating Policy. We will be sharing fruit each day at morning tea as well as having something from our lunch boxes. In addition it is important to remember that some children are unable to eat all that is provided and we will send home any uneaten food in order for parents to develop an awareness of what their children need to eat. We love to celebrate children’s birthdays; we do however ask that if you are going to bring something to share could it please be manageable by the children, i.e. cupcakes or Freddo Frogs.

Show and Share:
A show and share roster will be distributed. Each child will have a turn once a fortnight. During Term 1 children may bring along any item to share. During Term 2 and 3 the focus will be on natural and collected items.

The Kindergarten Curriculum
Catholic education by its very nature challenges us to be a community and to build an atmosphere where children can be gradually made aware of God’s love for them and be supported in reaching out to those people around them.
The goals of the Sacred Heart College Kindergarten are as follows:

- For each child to experience a safe, nurturing environment which is stimulating and challenging and in which individual children's cognitive, physical, social and emotional needs are met.
- For each child to experience a program which is flexible and meets their individual and group needs.
- For each child to experience a friendly environment which respects their differences, cultural influences and gender.

The children in Kindergarten will be involved in learning in the key learning areas listed below:

**English/Literacy:**
Children will be provided with opportunities to talk to others, be talked to, listen to others and be listened to, read and be read to, write and read back and to extend their experience of book language. This will be achieved through directed play and experiences in writing, reading, and spelling, speaking and listening.

**Mathematics/Numeracy:**
Children will develop mathematical concepts through investigating, experimenting and discovering. They will be given opportunities to develop these in number, space, measurement, pattern and algebra and data.

**Religious Education:**
During the Kindergarten year children will develop an understanding that God thinks they are special and loves them all the time and that God is loving and caring. The children will also be introduced to the Church community by visiting the church and participating in daily prayers and paraliturgies.

**Integrated Units: (Science, Society and History, Health)**
The Kindergarten child is naturally curious about the environment and this can be fostered with the indoor and outdoor environment structured so that exploration is freely encouraged and appropriate challenges are provided. This will develop from planned integrated inquiry units and from the children’s experiences. The initial focus will be upon caring for each other and the environment.

**The Arts:**
Through the Arts children are encouraged to develop their creative skills. Experiences will be provided through music and movement, drama, role-play, visual arts and dance.
**Constructive, Manipulative and Problem Solving Tasks:**
It is essential that Kindergarten children have experiences with construction materials such as blocks, duplo, Lego, threading, stacking equipment as well as a variety of puzzles, cooperative games, dominoes, lottos, matching, classifying, sorting and patterning activities. Time needs to be set aside during each session for children to be engaged in these types of activities as they promote and encourage the following:

* gross and fine motor skills
* cooperation, interchange of ideas, sharing and working together
* mathematical and language skills

**Kindergarten Development Check**
The Kindergarten Development Check is a check for appropriate development and takes place in the first part of the Kindergarten year and again at a later date. The check highlights the importance of the Kindergarten year in the K to 12 continuums of teaching and learning. The Kindergarten Development Check is not a teaching guide but it is used to provide basic information about a child’s development through teacher observations and to highlight those children who may need additional support or referral.

**Excursions**
Excursions form an integral part of the Kindergarten Program. Parents will be advised of each excursion prior to the event.

**Reports**
Kindergarten reports will be issued mid term and end of year. There will be two opportunities for parent teacher interviews. Accompanying the report will be the student portfolio which is an ongoing record of children’s work.