



**Welcome to  
Clemton Park Public School's**

**2020 Kindergarten Transition  
Session 2**



# Welcome to Country

We acknowledge the traditional custodians of this land, the Bediagal people.

We pay respects to the Elders, past, present and future for they hold the memories, the culture, and the hopes of Aboriginal Australia.

We must always remember that, under this concrete and stone, this is, and always has been traditional Aboriginal land.



# Guest Speakers – Session 2

## September 11<sup>th</sup>

- **Nicole Moss** – P&C President
- **Paul Robinson** – Principal (Rel.)
- **Anna Skribias** – Community Languages
- **Therese Borg** – Learning and Support Teacher (LaST)
- **Nadia Cannizzo** – English as an Additional Language/Dialect
- **Students** from the **SRC & EST**
- **Mary Nikolakopoulos** – Teacher/Librarian & ICT
- **Sally D'Arrigo** – Deputy Principal (Rel.)





**Nicole Moss**  
**P&C President**





**Paul Robinson**  
**Principal (Rel.)**



# Attributes

- o Social
- o Physical
- o Emotional
- o Academic
- o Language
- o General Knowledge
- o Rules



# SCHOOL READINESS

## Social

### Individual Attributes

- Positive mood
- Not excessively dependent on adults

### Social Skills

- Not intimidated by students
- Assertive
- Express frustration and anger without harming others
- Take turns, negotiate, compromise, enjoys peers from other ethnic groups

### Peer Relationship Attributes

- Accepted by others, invited by other to play and work and are named by others as a friend



# SCHOOL READINESS

## Physical

### Physically healthy

- Sleeps well
- Eats recess and lunch without hesitation
- Limited your child's TV viewing
- Allow the child to play outside

### Motor Development

- Can run well with alternative movements
- Can climb confidently
- Can hop, jump and skip
- Can catch and throw a large ball with direction





# SCHOOL READINESS

## Emotional

### Emotional Development

- Coping without an adult
- Interacting with other students
- Coping with not being the centre of attention



# SCHOOL READINESS

## Academic Ability

### Intellectually inquisitive

- Eager to learn
- Asks questions
- Not embarrassed

### Can perform simple tasks

- Recognise first name
- Can name colours, name shapes, select patterns
- Enjoys looking at books, can differentiate between a printed word and picture
- Can draw a person with a neck, fingers, eyebrows etc
- Can recognise some sounds in their name



# SCHOOL READINESS

## Language

### Language Skill Development

- Can your child speak in full sentences
- A wide vocabulary
- Maintain conversation
- Relate to something just seen or experienced
- Initiate conversation with both adults and peers
- Make up stories when looking at pictures
- Pronounce words clearly
- Able to speak without fidgeting and maintain eye contact
- Answer questions appropriately



# SCHOOL READINESS

## General Knowledge

### General Skill Development

- Independent actions
- Toileting
- Tying shoelaces
- Able to use a tissue
- Unwrapping their lunch
- Able to recognise their own bags and property
- Able to put on shoes
- Able to hold a pencil
- Able to use scissors



# SCHOOL READINESS

## Rules

Understanding expectations of the school teacher and school community

- Sitting up straight
- Putting rubbish in the bin
- Putting bag in the right place
- Walking on the asphalt
- Wearing a hat outside in the playground
- Recognising bells
- Responding to a clap/bell to obtain whole class attention
- Sitting on the mat with legs crossed and hands to themselves
- Answering questions by raising their hand and not calling out



# HELPING WITH THE TRANSITION

- Teach your child to say their name
- Teach your child to recognise their belongings and put them on on their own. **Label all items**
- Show your child how to hold a pencil, use scissors and write their name using **lower case**
- Showing your child how to use a public toilet
- Establish a school routine at home - no sleeps, eating at 11am and 1pm, unwrapping their own lunch and recess and distinguishing between the two.
- Ensure your child can make polite requests
- Give your child the opportunity to play with other students





# Anna Skribias

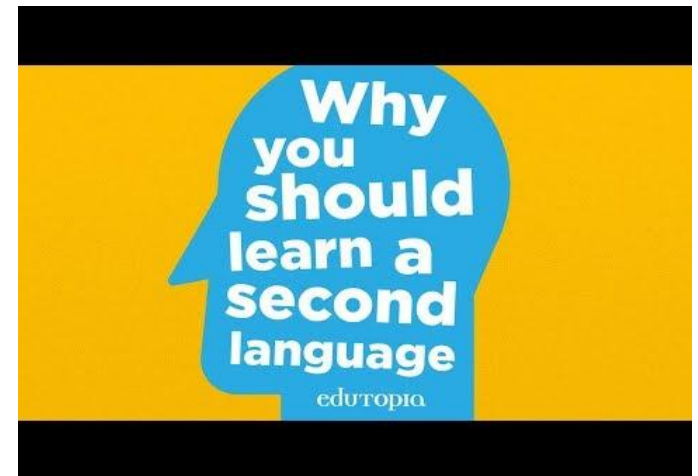
## Community Languages



# Importance of learning a Second Language?

The study of languages at Clemton Park Public School provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

- ✓ Boosts brain power
- ✓ Improves memory
- ✓ Improves multi-tasking
- ✓ Protects brain in old age
- ✓ Enhanced general literacy skills



The advantages of being bilingual are powerful. This video explains the benefits of learning a second language. any parents fear that learning a second language interferes with the learning of English.

There is actually a lot of research which states that not only is this not true, but learning a second language actually enhances the learning of the first language.



At Clemton Park Public School the students have the opportunity to study one of two languages:

**GREEK** or **ITALIAN**

There is a two hour allocation for each grade per week K-6

We have five language teachers, plus a seconded teacher from Greece.

**The Greek teachers are:**

Mrs Skribias

Ms Spanos

Mrs Vassiliou

Mrs Eleni from Greek Embassy



**The Italian teacher is:**

Mrs Bambridge



# At the beginning of the year

Parents choose which language they want their child to study.



or



In the Greek program, the classes are levelled into:

**Beginners, Intermediate and Advanced**

The students are assessed prior to being placed into the appropriate class.

This allows the Greek language teachers to provide instruction that is attuned to the level of competency of the children in the group. When ability grouping is used properly, it can benefit all children.

**There is only one Italian class.**

Sometimes, due to class numbers, your first choice of language cannot be guaranteed.

AHEPA Australian Hellenic Educational Association support our Greek program with donation for new technology for our Greek classes. We look forward to our new laptops, iPads etc.



We thank Mr Bill Skandalakis AHEPA President & Dr Panayioti Diamandis AHEPA Treasurer

# Community Language Special Events and Activities

## Public Speaking Competition Greek & Italian

Stage 2 & 3 all Levels **coordinated by Mrs Vassiliou**

Dance Performance eg Open Day, Kingsgrove North HS etc.





Both the Greek and Italian language students experienced hands-on cooking Greek sweets and Italian pasta and biscuits.

## ITALIAN CLASS



# Language Achievement Awards

- Every year students from year 6 “Greek Advance Class” take part in the Certificate of Attainment in Greek Examinations which is recognised internationally.
- We had a great honour to have a visit from the Greek Consulate General in Sydney. Students from Stage 3 each year receive the prestigious awards “ATHENA and PHOEVOS” for excellence in Greek – At the NSW Parliament House.

## 2019 PHOEVOS AWARD RECIPIENTS - AUSTRALIAN HELLENIC EDUCATORS' ASSOCIATION AWARDS





# EASTER CELEBRATIONS: DYING RED EGGS





Therese Borg  
Learning and  
Support Teacher





# What is the Learning Assistance Support Program LaST?

How are children selected for participation in this Program?

- Referrals by the classroom teacher to the Learning Support team.

LaST provides:

- Explicit instruction in Literacy and/or Numeracy.
- Small group instruction with up to 12 students.
- Short term support for students following any type of individual intervention as part of their learning program.



# How LaST is structured at CPPS

LaST is a two tiered program:

**Tier 1. For children having difficulty grasping numerous concepts** – lessons run on the Community Languages line. So these children will not study a language.

- Students receive 1 hour of instruction with their classroom teacher and one hour with the LaST teacher.



**Tier 2. For children who need to reinforce the principles they have been taught** - lessons run independently from the Community Languages line. So these children will have the opportunity to study a language.

- Students are withdrawn from the classroom for 2 x 1 hour sessions per week.

Group sessions will include:

- Guided reading &/or guided writing (tier 2) with the teacher

Plus any of the following:

- Spelling & phonics activities
- Literacy games to teach and reinforce newly acquired skills
- Handwriting activities



# How often are there changes to the groups?



- Participants in the Tier 1 program may discontinue their attendance at the end of a semester.
- Participants in the Tier 2 program may discontinue their attendance at any time through the year.





**Nadia Cannizzo**  
**English as an**  
**Additional**  
**Language/Dialect**



EAL/D stands for English as an Additional Language or Dialect. This is a new acronym that has replaced the old ESL (English as a Second Language) term.

## Who are our EAL/D Learners?

EAL/D learners include:

- students recently arrived in Australia with a home language other than English
- students born in Australia but speak another language or dialect at home



- students born in Australia but have been educated in another language or country



- students born in Australia and speak English at home but whose parents are only occasionally using English



- students with a refugee background



- EAL/D learners may also be Aboriginal and Torres Strait Islander students whose first language is a language other than English



# Why EAL/D support?

Developing English language proficiency is essential for success at school.

The aim of the EAL/D program is to provide targeted literacy support for students learning English as an additional language or dialect (EAL/D) so that they can fully participate in schooling and reach their full potential and successfully participate in more formal and academic contexts.





# EAL/D Selection

EAL/D students are identified on school enrolment, during Kinder Transition or in the first few weeks of Kindergarten.



# How your child receives EAL/D support

At Clemton Park P.S. there are 3 EAL/D teachers that work with students from Kindergarten to Year 6. These include myself, Mrs Solidakis and Ms Fleischer.

EAL/D students typically receive support mainly during their first few years from arrival to Australia, or in the first few years at school, although some students continue to receive support for longer periods if assessed as requiring this.



The EAL/D program is delivered in a variety of ways:



Withdrawal Groups: students from different classes in each grade are grouped together for 2 hours per week and receive intensive literacy support at the same time the rest of the students are at community languages.



These are small groups of no more than 12 students and are reviewed at the end of Term 2 and Term 4



In Class Support: Specialist EAL/D teachers also provide in class support where they may work with mainly EAL/D students in their mainstream classroom. The focus in this small group setting is language development and teaching skills in reading, writing and talking and listening.



Team teaching: Specialist EAL/D teachers also team teach pre planned lessons simultaneously with the classroom teacher to cover curriculum area content with a language development focus.





# EST & SRC Representatives





Mary  
Nikolakopoulos  
Teacher/  
Librarian & ICT  
Coordinator



# Library

- **Library – 1hr lesson per week**

Can borrow up to **4 books**

**Must have a library bag to borrow**

(to protect books especially from leaking water bottles)

- **Priority to instil a “Love of Reading”**

**We learn how to borrow & return**

**We discuss looking after our books, research skills & Cybersafety**

- **Premier’s Reading Challenge**

**30 books read together by class & library teachers.**




# Technology

- We are a very well ICT resourced school with ipads, laptops, coding etc
- School website is the **best place to keep up to date...notes home, calendar etc**



## Online Services

- Please ensure you have marked 'Yes' to  I give permission otherwise students are given **NO ACCESS** to any technology, not even to use Microsoft Word





# Online services

The Department provides students with filtered access to the Internet. Students also have access to a secure learning portal. After logging into their portal, students have access to a personalised email account and online applications. These resources enable students to collaborate with peers, publish online, and securely store their data for access within, or outside of, school.

When accessing some online services, data, including your child's name and files they have saved, are stored with the online application service provider in a location outside of the Department's network. The Department has worked closely with online application providers to assess privacy impacts and data security controls. Information about student privacy for parents is available from <https://education.nsw.gov.au/going-to-a-public-school/privacy-information> or from your school.

I give permission     I do not give permission

for my child to have access to online services provided by the Department. This permission remains effective until I advise the school otherwise.

Make PAYMENTS

MAKE A PAYMENT ENROLMENT NEWS LETTER EVENTS GALLERY



# Clemton Park Public School

Play the Game

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About Clemton Park PS

Supporting our students

Learning at our school

Gallery

Notes and Newsletter

Canteen

P and C

School years



NOTES HOME, News  
P&C Updates

## Welcome to Clemton Park

We believe that strong partnerships between home and school support students development.



→ View our latest newsletter

## Latest news

View all news

From the department

/News category

How to be smart and safe on social media

## Clemton Park Public School

Today September 2019

Print Week Month

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30		Sep 1
Healthy Ha! +2 more	Healthy Ha! Year 5 Dance	CPSMF Ban +2 more	Year 3 Sea	Father's Day Sam Kindergarten		
2	3	4	5	6	7	8
CPSMF Con +3 more	Principal Ne +3 more	Kindergarte		K-6 Assemb Kindergarte		
9	10	11	12	13	14	15

Calendar of Events



# Technology

## How to start assisting your child

Practise typing child's name on a keyboard  
username is **firstname.surname** (possibly a  
number) eg **george.chambers14**

This username will usually stay with students  
until Year 12

**If your child has a preferred name, PLEASE  
inform the office** eg Dionyios = Dion

- If first name changed - No need for documentation
- If surname changed - Need **official** documentation





**Sally D'Arrigo**  
**Deputy Principal**  
**(Rel.)**





**Learning Support Team  
CPPS**

**Supporting students with  
additional educational  
needs**

# Composition of Learning Support Team: CPPS

Principal/Executive

School counsellor

Support teacher/s e.g. LaST,  
EAL/D, Maths Mentor

Class teacher/s

LaST teacher

## Working with.....

Parent representative/s

Consultants

External e.g. Speech Therapist,

OT Therapist, Counsellors

# School Learning Support Team

- The school learning support team plans and implements whole school programs to ensure the learning needs of all students are met.
- The school learning support team decides how support is organised in our school.
- The learning support team establishes mechanisms to coordinate support personnel in our school e.g. LaST, STLA, EAL/D.
- The school learning support team establishes guidance and support systems for all staff on order to cater for students with support needs.
- The school learning support team establishes communication and liaison procedures within the school community e.g. school/home/parent referral procedures.



# School Learning Support Team

## LEVEL ONE SUPPORT

- Students in this level receive funding directly through Integration Funding Support. The amount of funding for these students is in excess of \$6,400 per annum.
- The funding attributed to these students must be used directly to support them.
- The way in which this funding is allocated is at the discretion of the school, but is generally used to engage a SLSO to work with these students.

## LEVEL TWO SUPPORT

- Students in this level do not receive any specific funding on an individual basis through Integration Support Funding.
- Students in this level have been identified by the school and are supported with SLSO time on an individual basis.
- Students on this level have been identified through academic, behavioural or other school devised checklists as needing support at this level.
- Students who receive this level of support will have Semester review meetings with parents.

## LEVEL THREE SUPPORT

- Students in this level do not receive individualised support.
- Students in this level have their additional learning and support needs met through LAP funding.
- Support in this level is provided targeting specific areas of need and is usually in a small group setting.
- Support at this level is reviewed regularly through the LST and is not necessarily an annual allocation.

## LEVEL FOUR SUPPORT

- Students in this level do not receive support through Integration Support Funding or LAP funding.
- Students in this level have their needs met through STLA, ESL, LaST programs, Reading Recovery, Multi Lit, Peer Reading Program or other school based initiatives as supervised by the LaST.
- The Playground Social Skills program will be monitored by the Deputy Principal.



# Programs to Support Learning

- ❑ **LST** – Teachers refer students or parents can refer their child
- ❑ **MULTILIT** Years 2 to 6 – Volunteers welcome
- ❑ **Maths Mentor** – Additional support
- ❑ **EAL/D & STLA** – In class and whole school programs
- ❑ **NAPLAN** (National Assessment Program – Literacy and Numeracy) **follow up**
- ❑ **Pre-school and High School Transition Programs**
- ❑ **Enrichment Groups** across stages
- ❑ **Best Start** – Entry into Kindergarten

# Additional Resources

**Transition to School 1mins 20sec**

<https://www.youtube.com/watch?v=jSwR01Lcyv0>

**Kindergarten Advice 54sec**

<https://www.youtube.com/watch?v=zEY9uxSmgT4>

**Advice for Starting Kindergarten 2019 56sec**

<https://www.youtube.com/watch?v=HHjTfkeDmhM>



# Session 3 September 18<sup>th</sup> Guest Speakers



**Peta Lloyd – Assistant Principal**  
**Early Stage One**



 **School Tour**

 **Guest Performers**

**Kindergarten 2019**





**Thank you for attending  
Clemton Park Public School's  
2020 Kindergarten Transition -  
Session 2**

**I look forward to seeing  
everyone next Wednesday for  
Session 3**

