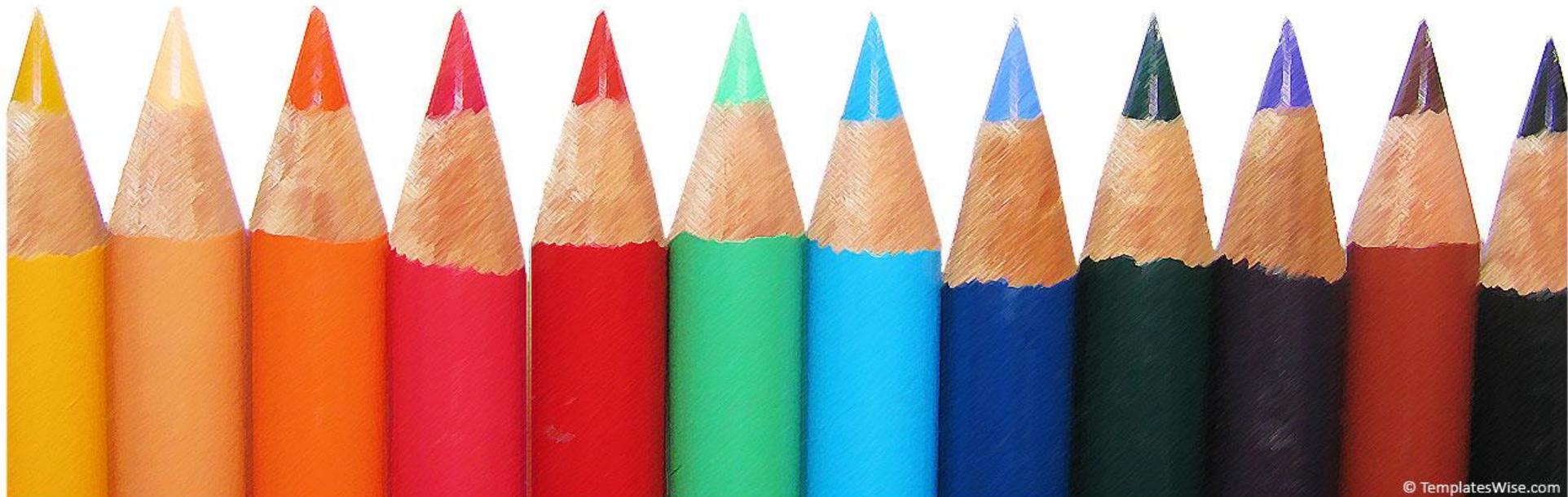


Welcome to Clemton Park Public  
School's

2020 Kindergarten Transition

Session 3

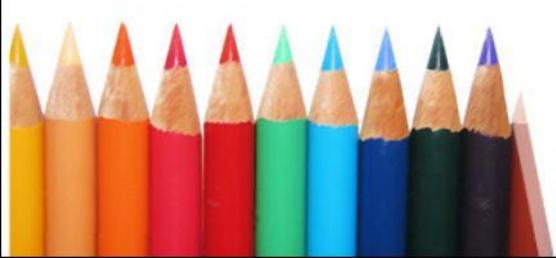


# **Welcome to Country**

**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 Speaker – Session 3**

## **September 18<sup>th</sup>**

**Peta Lloyd**

Assistant Principal – Early Stage One

## **School Tour**

## **Guest Performers**

**Kindergarten 2019**



# Values at Clemton Park Public School

## Our Values

### **FREEDOM**

**COOPERATION** To work or act together or jointly cooperating; showing a willingness to cooperate.

**CARING** Concern for, serious attention to, protection of; to have thought or regard for; to make provision for.

**RESILIENCE** Readily recovering; returning to the original form. Resilient action; rebound; recoil.

**COMMITMENT** To bind by pledge or assurance; the act of committing, pledging or engaging oneself.

**RESPECT** To hold in esteem or honour; to treat with consideration, regard or esteem

## Our Beliefs

Students have a right and responsibility to reach their personal best, our school is accountable to providing high quality education to enable our students to achieve their potential.

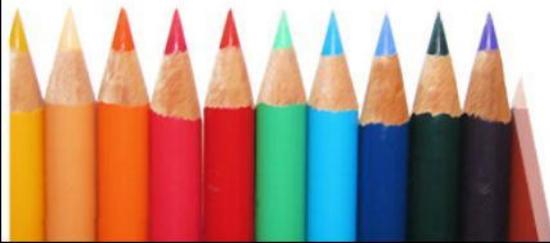
We will work together in all areas of activity to achieve results that would not be possible by individual effort.

Students have a right to work and play in a safe and nurturing environment. Our school is accountable for providing a safe and supportive school environment.

Students will accept the skills to recover and learn from setbacks and develop skills to respond appropriately.

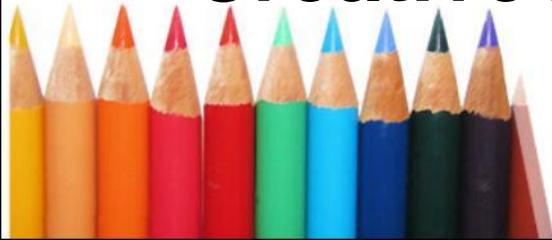
Students, staff and community members have an obligation to follow through to completion, [to the best of their ability] on promises or assurances, they make to the school and each other.

Our school community acknowledges the value of worthiness of others and to their property; and is committed to treat others as we would wish to be treated.



# Key Learning Areas

- **English**
- **Mathematics**
- **Science and Technology**
- **H.S.I.E. - History**
- **H.S.I.E. - Geography**
- **Personal Development, Health and Physical Education (PD/H/PE)**
- **Creative Arts (CA)**



# Best Start Kindergarten Assessment

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The best possible start for all children

# About Best Start Kindergarten Assessment

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Best Start Kindergarten Assessment is a state-wide assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten.



# Providing the best possible start for your child

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# Your child

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All children start school with a range of early literacy and numeracy knowledge, skills and understandings.

Every child has their own unique set of experiences and are already engaging in the world around them to express their ideas and feelings.

# Assessment

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The Best Start Kindergarten Assessment is designed to identify early literacy and numeracy skills and concepts.

The assessment is not a test and no preparation is required.

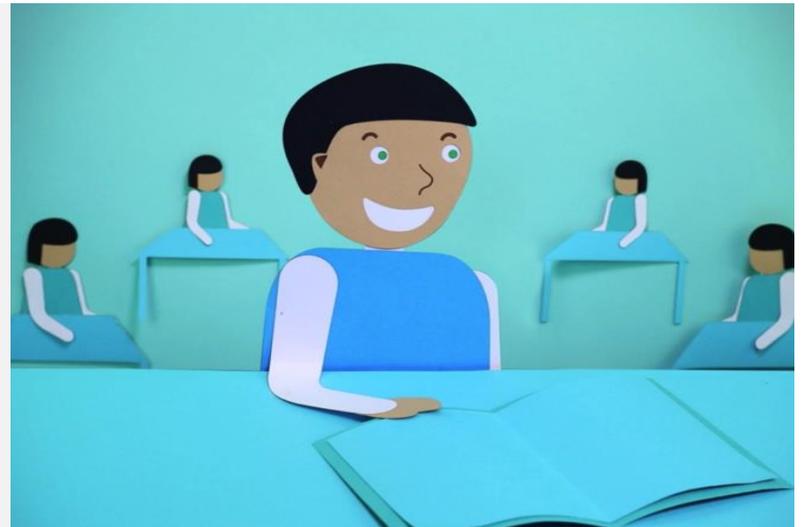
The teacher will ask a series of questions to gather information about your child and record their responses.

# Best Start Kindergarten Assessment - Literacy

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The literacy assessment tasks are designed to identify your child's literacy skills, such as:

- recognising familiar words;
- identifying sounds and letters;
- writing their own name; and
- understanding how books work.



# Best Start Kindergarten Assessment - Literacy

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For instance, the teacher will read a picture book to your child and ask:

*'Can you tell me about the story that I just read to you?'*



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## Best Start Kindergarten Assessment - Numeracy

The numeracy assessment tasks are designed to identify how well your child can count; which numbers they recognise; and whether they can add or subtract small numbers.



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## Best Start Kindergarten Assessment- Numeracy

The teacher will ask questions like:

‘Start counting from one and I’ll tell you when to stop.’

‘Can you tell me what number this is?’ [show ‘5’]



## Understand and plan

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The information gathered will help teachers to develop effective learning programs that can build upon what each child knows and can do when they start Kindergarten.

# Feedback

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Teachers will provide you with feedback about how you can support your child during the first year of school.

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# Best Start Kindergarten Assessment

## Assessment

Your child will answer questions to assess their literacy and numeracy at the beginning of Kindergarten. There is no preparation required for the Best Start Kindergarten Assessment.

## Feedback

You will be provided with feedback about how you can support your child during the first year of school.



## Your child

We know that every child starts school with their own set of experiences, skills and abilities.

## Understand and plan

The information gathered will help teachers to develop effective learning programs that build upon what each child knows and can do when they start Kindergarten.

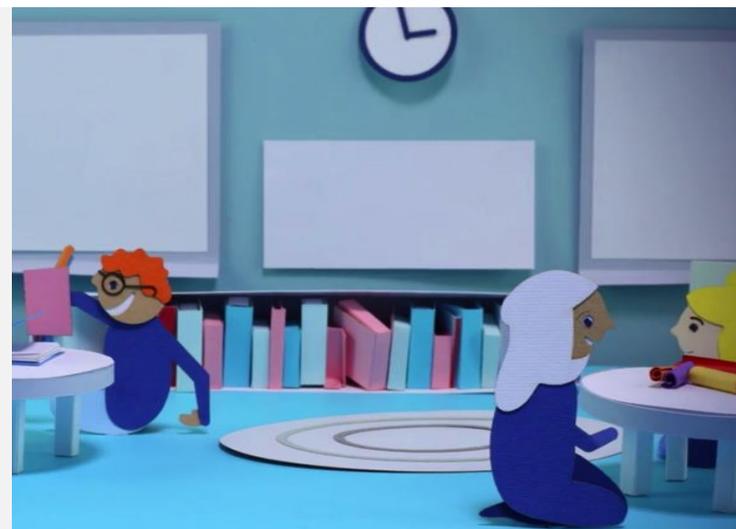
## Best possible start

The Best Start Kindergarten Assessment will ensure your child receives the best possible start to formal school education.

# Inclusive for all children

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All children beginning Kindergarten in NSW public schools will participate in the Best Start Kindergarten Assessment.



## Best Start Kindergarten – Key dates for 2020

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Wednesday, 29 January through to Monday, 3 February

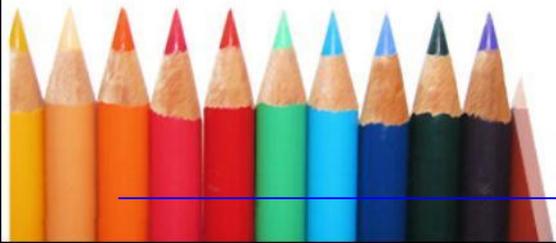
Conducted one-to-one during allocated appointment times with a Kindergarten teacher their classroom (look for coloured dot)

Takes approximately 45 minutes.

# First Day in Kindergarten

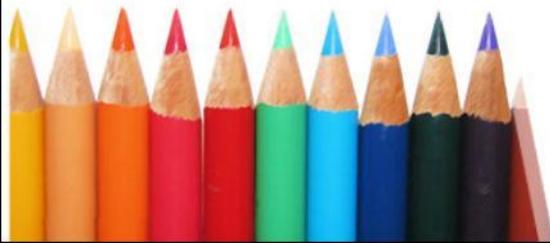
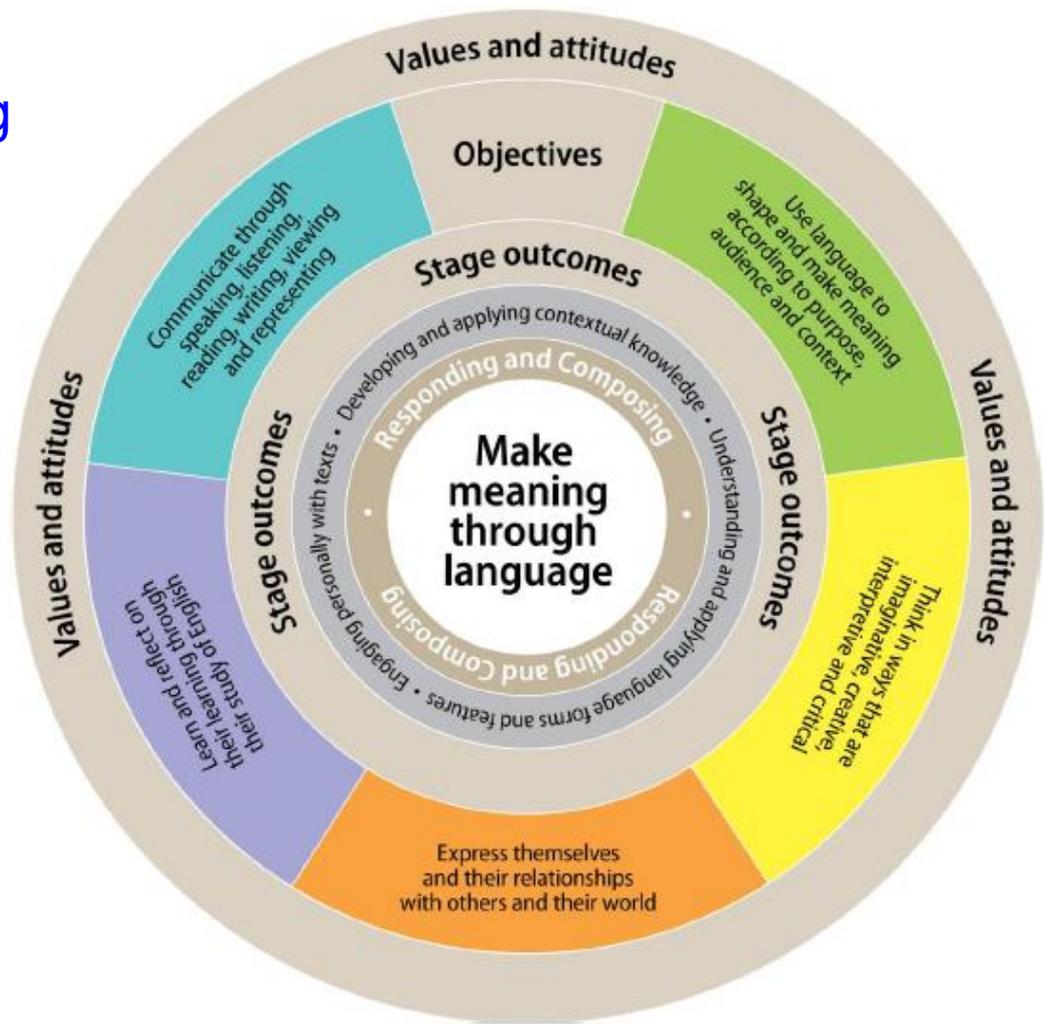
You will receive a letter with information regarding your child's first day of Kindergarten on **Tuesday, February 4**.

- **Arrival** – students are given a staggered start time between 9-10:30am
- **Classroom entry** – bring your child to the coloured dot that has been outlined on your letter
- Let your child know who will be picking them up at 3pm
- You do not need to provide your child with a pencil case but will receive a classroom requirements list for tissues, glue etc

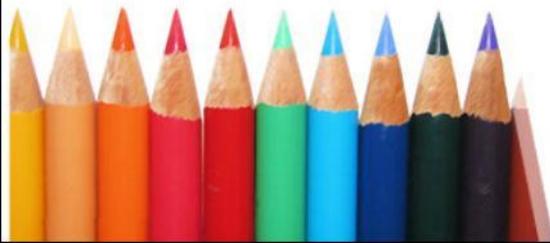
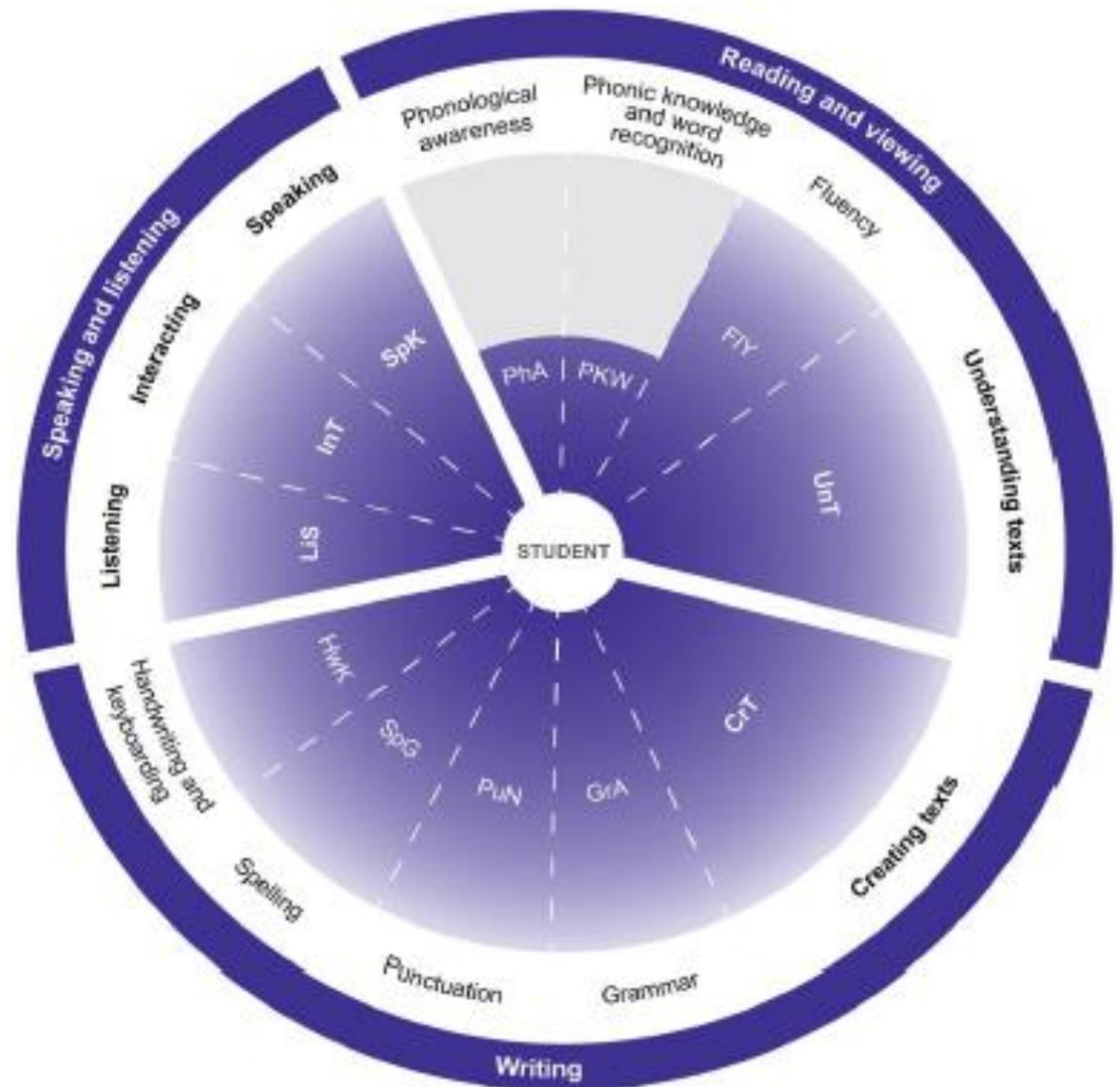


# English

Speaking and Listening  
Writing and Representing  
Reading and Viewing  
Handwriting and Using  
Digital Technologies  
Spelling  
Grammar, Punctuation  
and Vocabulary  
Thinking Imaginatively  
and Creatively  
Expressing Themselves  
Reflecting on Learning

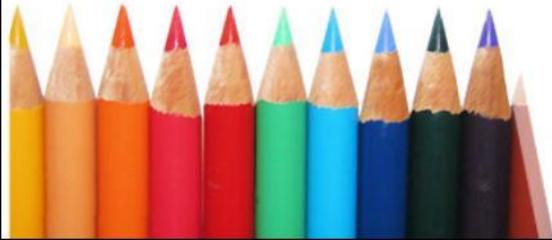


# Literacy Progression



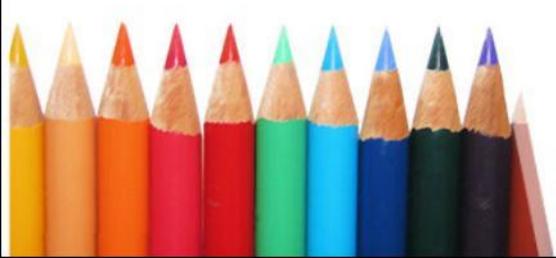
# What you can do to help your child succeed in English

- Read to them daily using lots of expression. When they read to you – pause, prompt and praise them.
- Let them draw pictures and you can scribe the story for them underneath.
- Teach them lower case letters using both the letter name and the sound it makes.



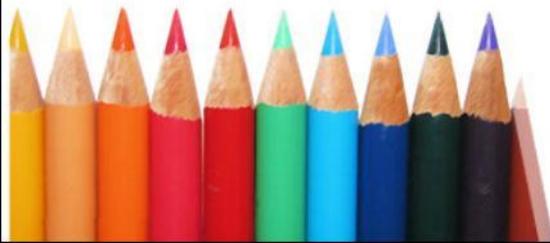
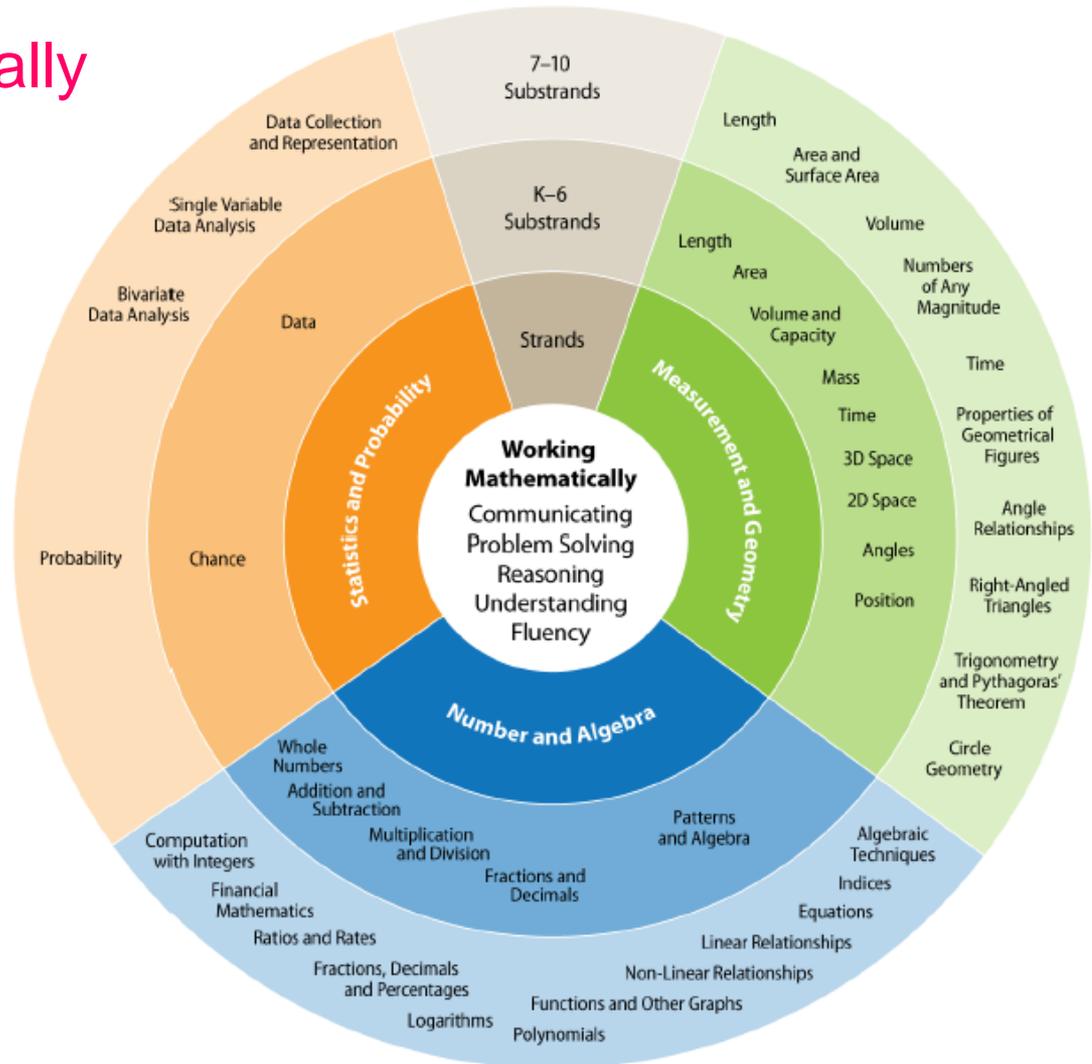
# How to help your child have a variety of ideas for News time and for writing stories

- As a family, visit the zoo, a farm, an aquarium, the mountains, the beach, a stage show etc.
- Talk about what can be seen and heard and how they felt about it
- Encourage your child to ask questions

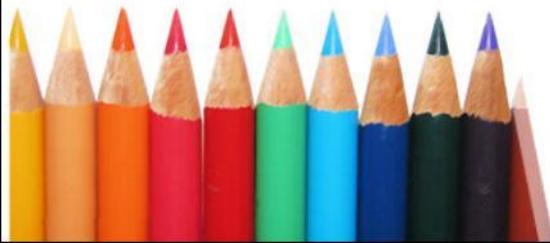
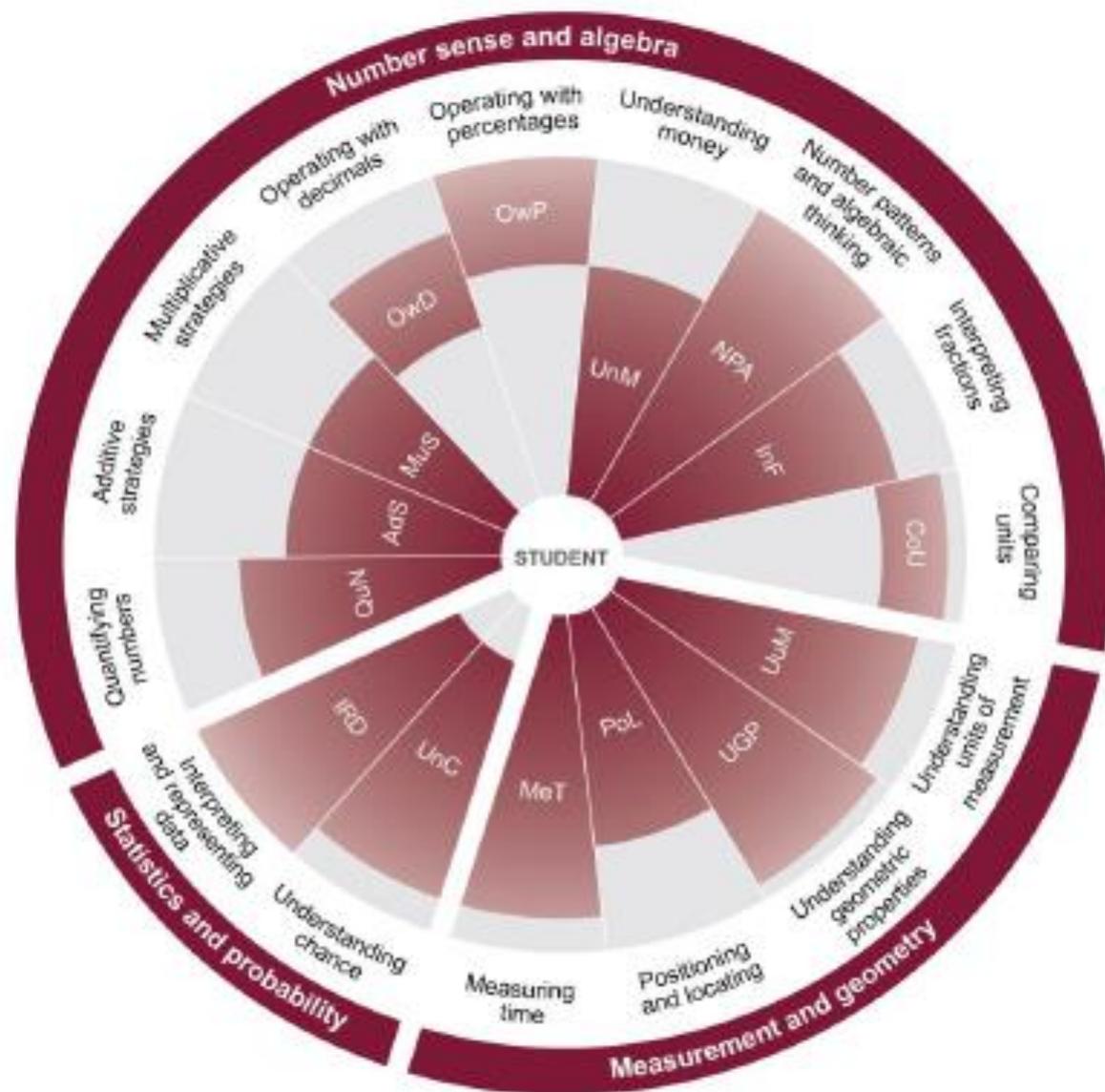


# Mathematics

Working Mathematically  
Number and Algebra  
Measurement and  
Geometry  
Statistics and  
Probability

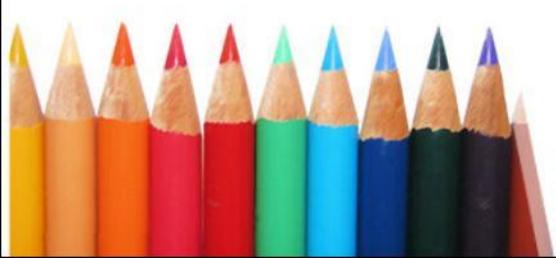


# Numeracy Progression



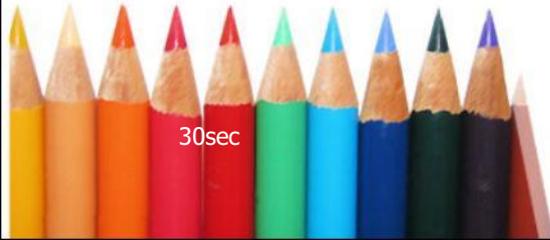
# What you can do to help your child succeed in Mathematics

- Use songs and discussion and play counting games.
  - How many Weet Bix have you got?
  - Who has the most chips left?
  - Which bean is larger?
  - How many steps will it take us to get to the letter box?
  - Let's count how long it takes us to stop at these lights.
  - Look at letter box numbers and say them out loud.
  - Play Snakes and Ladders etc.



# What you can do to help your child succeed in Mathematics

**Adam Spencer**



<https://www.youtube.com/watch?v=0-vuz4VZW-0>

# Science and Technology

## Living World (Animals & plants)

- What do we notice about living things?
- How can living things be used to meet our needs?

## Material World (Products & their properties)

- What are some of the observable properties of materials?
- How do the properties of materials affect their use?

## Physical World (Moving Objects)

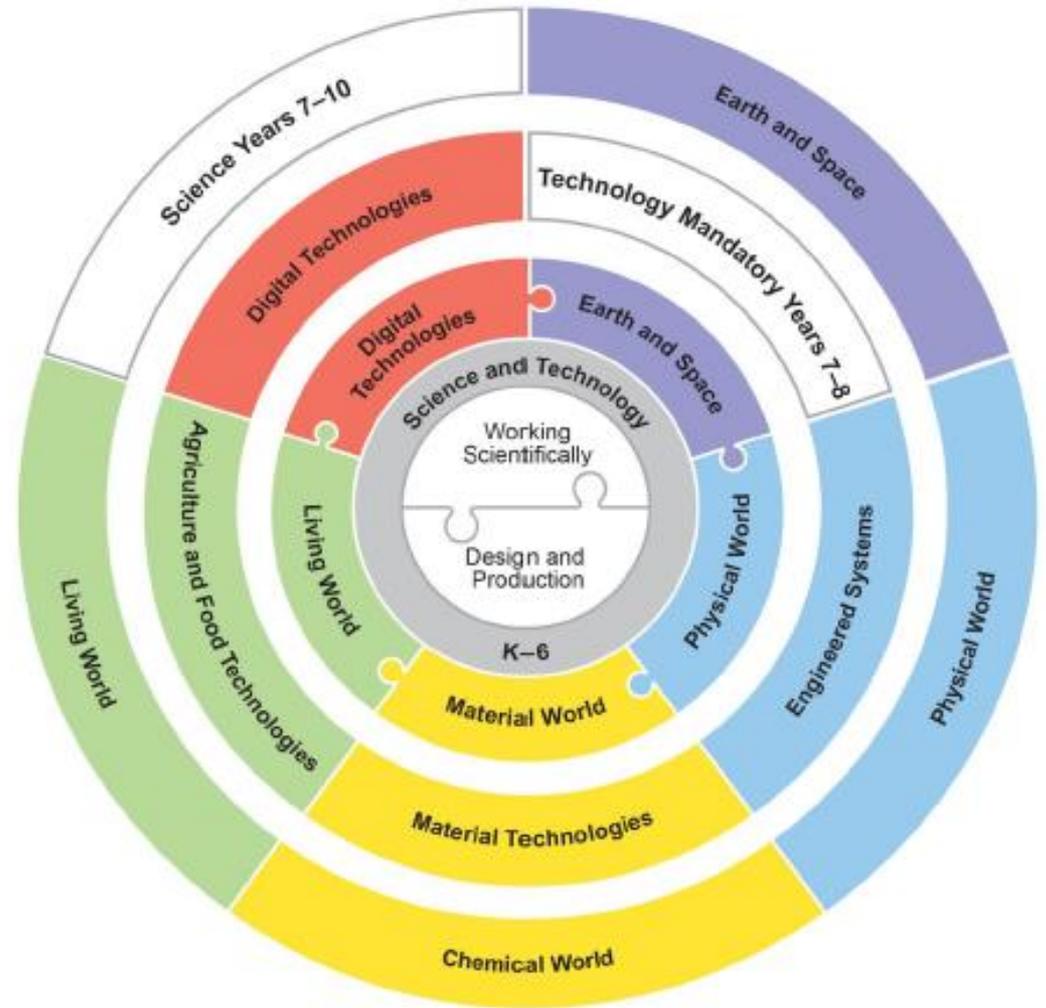
- What causes objects to move in different ways?

## Earth & Space (Weather)

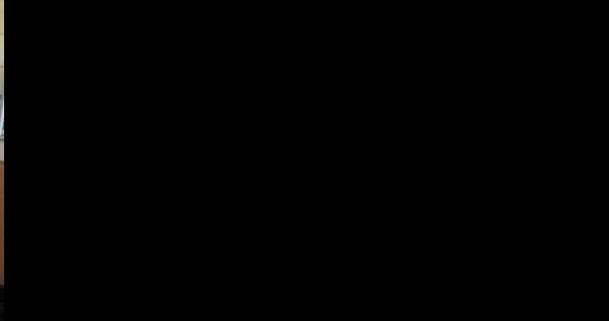
- How do daily and seasonal changes affect the environment?

## Digital Technologies (embedded)

- How are digital technologies used in everyday life?
- How does following steps help to achieve a goal?



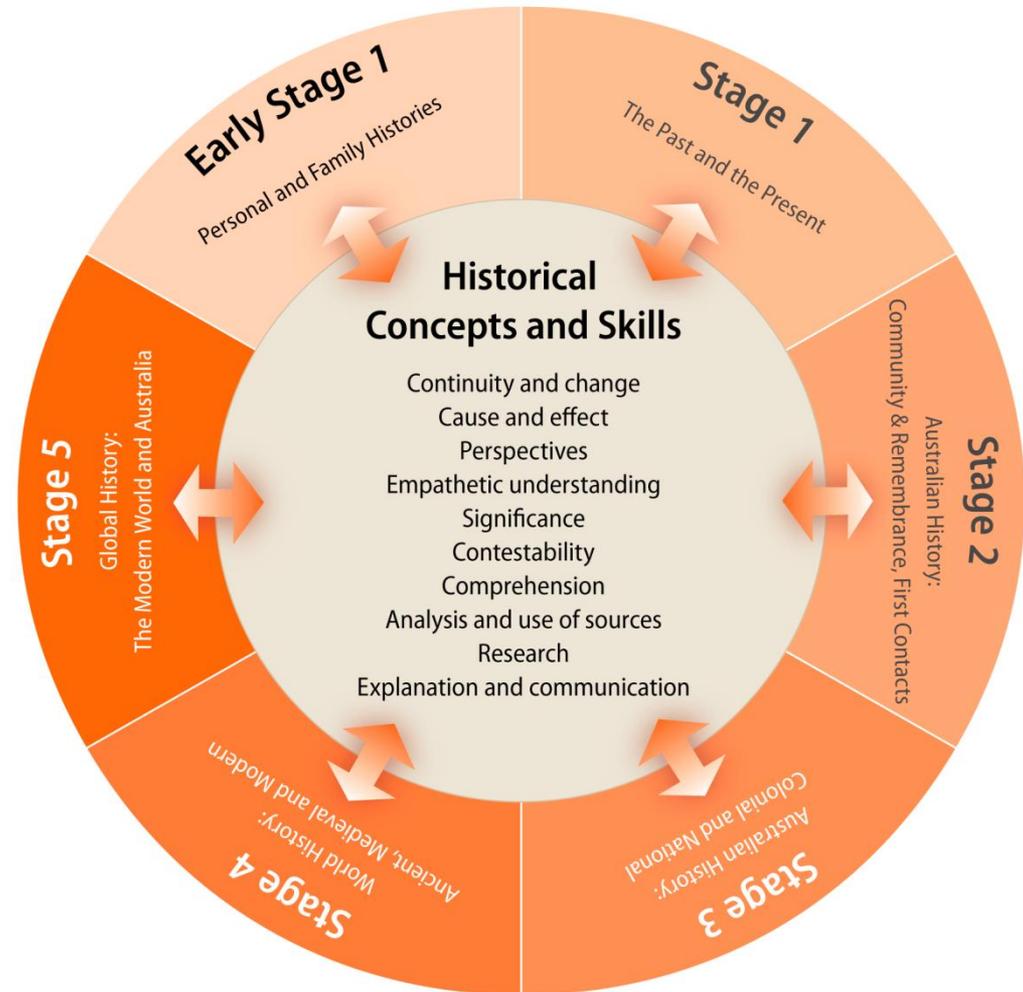
Flexible learning spaces - Interactive whiteboards - iPads & laptops & coding



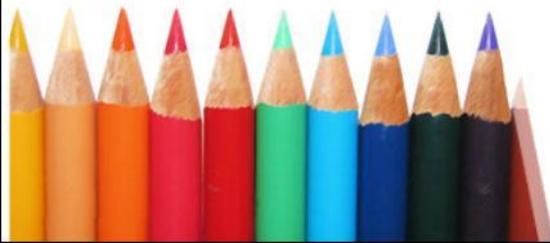
# H.S.I.E. - History

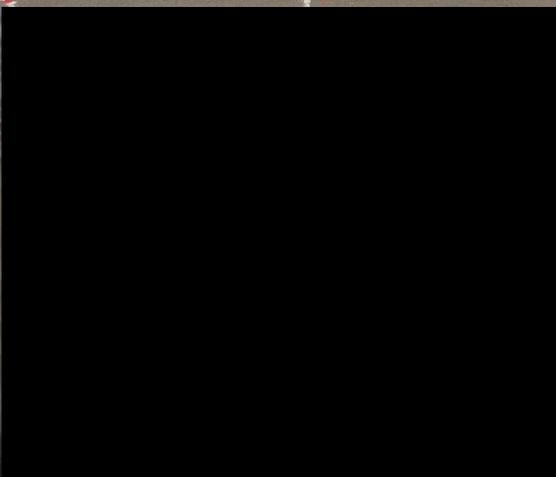
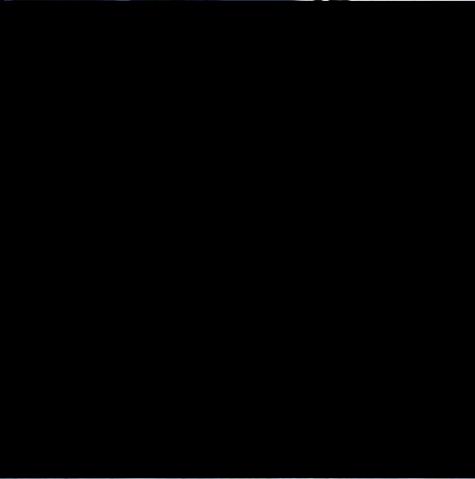
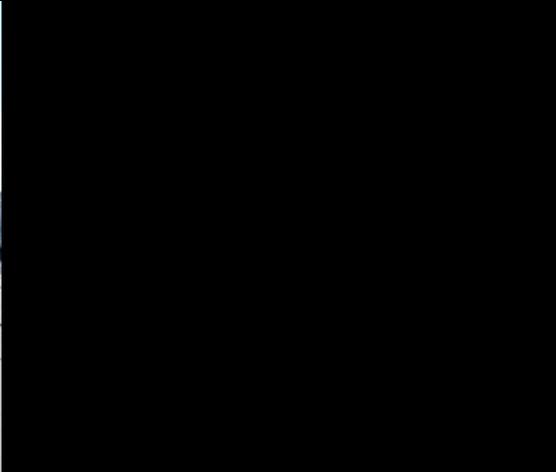
## Key inquiry questions:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?



ES1 – Personal and Family Histories  
Little Diggers Archaeology excursion

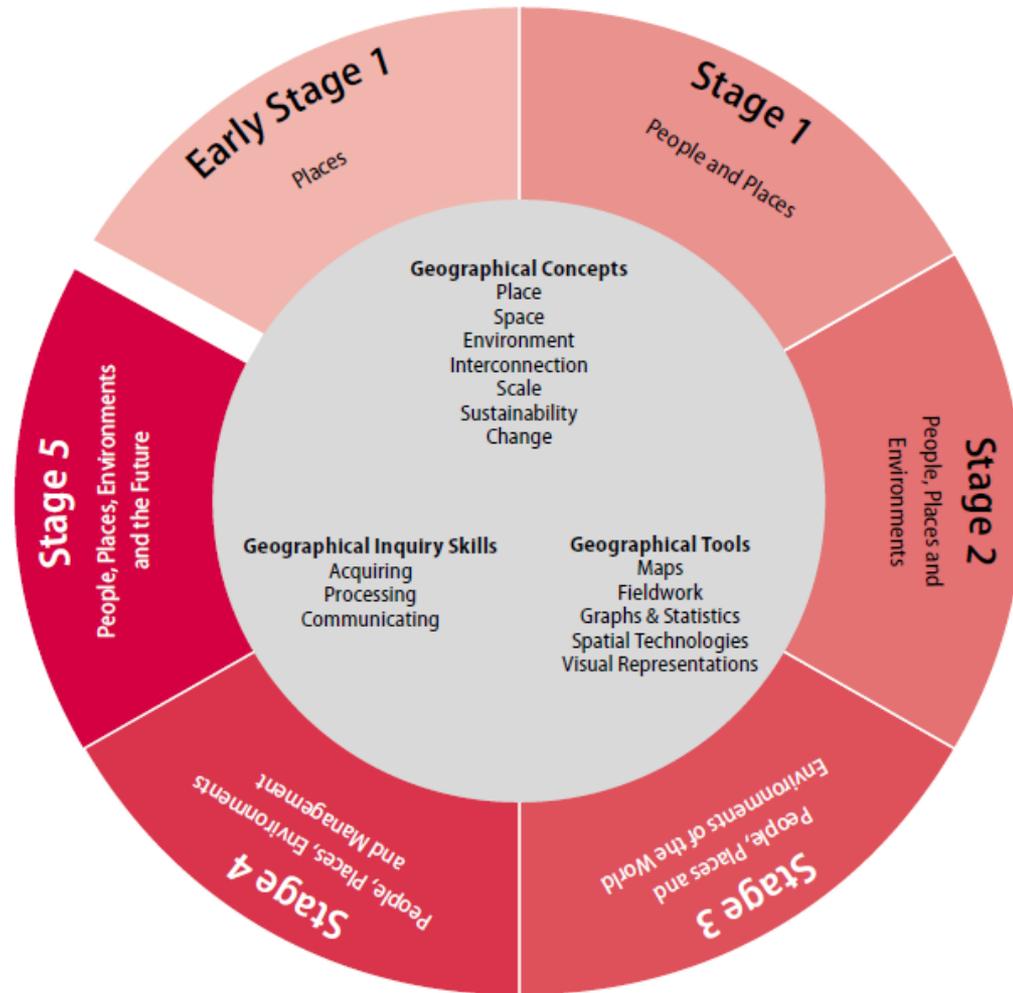




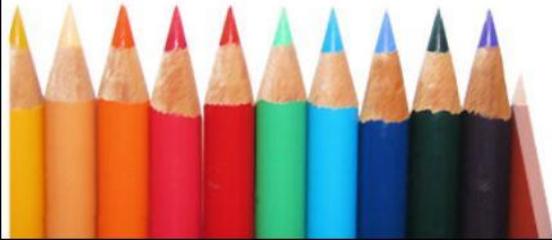
# H.S.I.E. - Geography

## Key inquiry questions:

- What are places like?
- What makes a place special?
- How can we look after the places we live in?



ES1 - People Live in Places



# Personal Development, Health and Physical Education

## Health, Wellbeing & Relationships

- What makes me unique?
- How do we grow?
- How can we care for and include each other?

## Movement Skill & Performance

- How do we move our bodies?
- How can we solve problems when moving?
- How do we participate with others when we are active?

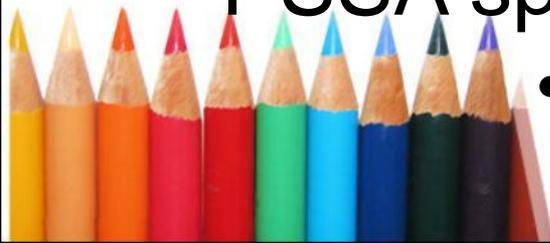
## Healthy, Safe & Active Lifestyles

- What choices can help make me safe, supported and active?
- What helps us to stay healthy and safe?
- How do we make healthy and safe choices in different situations?



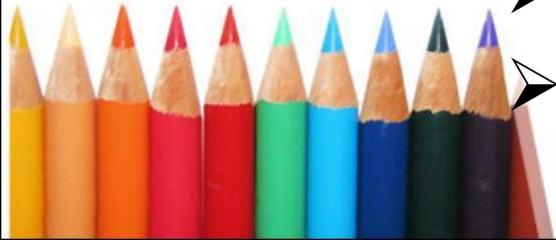
# Personal Development, Health and Physical Education

- Crunch 'n' Sip
- Drug Education
- Child Protection
- Anti-Bullying Program
- Road safety
- Sport & Fitness
- Athletics Carnivals K-2 & Yrs 2-6 (8+ year olds)
- Swimming Carnival Yrs 2-6 (8+ year olds)
- PSSA sport for Years 3-6
  - Year 2 Learn to Swim Program



# Creative Arts

- Alternate between a Term 3 Open Day or Term 4 K-6 Concert
- **Visual Arts** – making and appreciating
- **Drama** – making, performing, appreciating
- **Dance** – performing, composing, and appreciating
  - Ballroom Year 5
- **Music** – performing, organising sound, and listening
  - Recorders Year 2
  - Band Years 3-6
  - Choir Years 3-6



# Extras

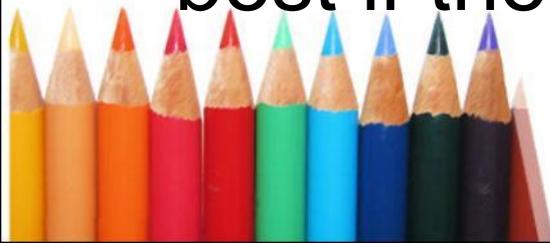
- Soccer Knockouts
- Futsal
- Paul Kelly Cup
- Maths Mentors – K-2 & Years 3-6
- Enrichment Writing – Years 3-6
- A Learning Support Team
- School Learning Support Officers supporting students with additional learning needs
- Public Speaking (K-6) and Multicultural Public Speaking (Yrs3-6)
- Debating Years 5-6
- Dance Group
- Student Representative Council and Environmental Specialist Team



# Our Expectations

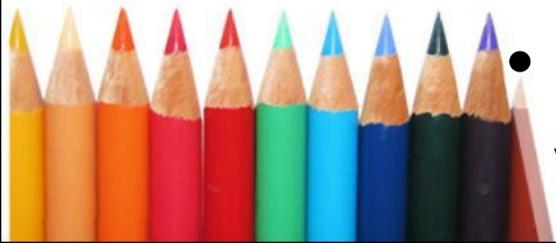
The children will:

- be able to recognise their own name and belongings, particularly their school bag. It is best to have an easily identified key chain or name tag
- know how to ask for help
- listen to and follow a set of instructions
- use the toilet by themselves
- put on and take off their school jacket
- open up their lunch box and recess. It is best if their recess is in a separate section/container with their name on it.



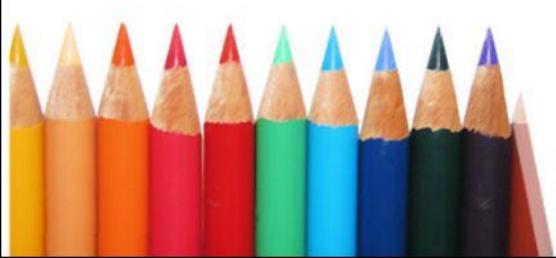
# How you can support the school

- Become a parent helper in your child's classroom
- Join the School's Parents' and Citizens' Association
- Volunteer your time on the fundraising committee, covering library books or in the uniform shop
- Follow through on suggestions made by the classroom teacher
- Provide a written explanation of your child's absence within 7 days



# At Clemton Park we would appreciate your assistance by:

- Obeying all road rules in regards to parking and crossing the road
- Dropping your child at school between **8:30** and **8:55am** for a prompt start to the day
- Not putting peanut products into lunch boxes
- Tying long hair back and not wearing jewellery
- Rechecking your child's name labels regularly on all their items



# Thank you for attending Clemton Park Public School's Kindergarten Transition

We look forward to seeing our  
new Kindergarten students in  
**2020**

