

# Leanyer School



## Junior Primary Handbook

2012

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## **Principal's Introduction**

It is our pleasure to welcome you to Leanyer School's Junior Primary Years and provide you with this handbook. This statement has been developed to provide Parents and Caregivers with information that will aid in developing an understanding of Leanyer School. It adds to the general information in our School Community Handbook.

The document is edited annually so that it is always up to date. It reflects the changes that occur from time to time in educational trends and directions. We encourage you to read it carefully and discuss its contents with your children.

### **Early Childhood Years are Very Important**

The beginning years at school are foundational years. If a strong educational foundation is built, children will be able to build on early learning. This will help them move up the grades and through the years with confidence. The best outcomes will happen when parents and caregivers work together in close cooperation with school teachers and support staff.

There is a myth that suggests children can always 'catch up'. Therefore, the beginning years of school are not always considered to be important. Nothing could be further from the truth! During their early years, children build educational foundations on which future learning is based. Basic academic precepts, work and study habits and attitudes all establish during these vital years.

### **Sharing Accountability**

In line with our commitment to education, we ask that parents and caregivers make every effort to have children at school on time every day. Our aim is for children to avoid absence and lateness that detracts from learning opportunities. This will help us in optimising learning opportunities.

It can be hard to get children up early and to school on time. Nevertheless, the need to be on time is important if schooling is not to be disrupted. If children are late, they miss out on instructions already given. Alternatively, teachers have to go over what has already been covered and that disadvantages others in the class. Being on time every day is a very important attribute that needs to become a good habit.

We look forward to sharing the 2012 Academic year together. Please feel welcome to offer comment and feedback about Leanyer School and our educational emphasis. Sharing conversation promotes accord and builds the school community we share.

Regards

Anne Tonkin  
Principal

## Welcome To Junior Primary Years

### Dear Parent / Caregivers

A warm welcome is extended to parents and caregivers of children in the Junior Primary Modules.

The information in the Handbook is to give assistance in your understanding of the school situation your child has entered.

Please do not hesitate to discuss any queries that may arise regarding your child's involvement at school with the Class Teacher or Senior Staff.

Leanyer School has an 'open door' policy. Parents and caregivers are welcome in classrooms. If you wish to volunteer time, please arrange this before hand; in order that the appropriate authority, including police clearance, can be organized (see parent help). Teachers appreciate assistance on a regular basis with such things as listening to children read and changing home reading books, art, craft, and cooking. Please do not hesitate to volunteer your services. If you wish to discuss a particular issue then please make an appointment time with your child's teacher.

The front office opens at 7.45am and closes at 4pm.

#### Primary School Hours

8.05am – 10.15

10.15 – 10.45 (Recess)

10.45 – 12.45

12.45 – 1pm (Eat Lunch)

1 – 1.35pm (Lunch Play)

1.35 – 2.35pm

#### 2012

##### Term 1

**Monday 30 January - Friday 5 April**

(Students resume Tuesday 31 January)

Easter break

Friday 6 April - Monday 9 April

Midsemester break

Monday 9 April - Friday 13 April

##### Term 2

**Monday 16 April - Friday 22 June**

Semester break

Monday 25 June - Friday 20 July

##### Semester two

##### Term 3

**Monday 23 July - Friday 28 September**

(Students resume Tuesday 24 July)

Midsemester break

Monday 1 October - Friday 5 October

##### Term 4

**Monday 8 October - Friday 14 December**

Please ensure that your child is at school by at least **8.00 a.m.**

#### Arrangements for picking up children after school each day.

To avoid congestion in classrooms and to ensure safety, parents meeting children of an afternoon are asked to wait in our assembly area. Children will be dismissed from class and walked by teachers to their parents and those meeting them. If there are changes to the person who collects your child, please contact the school teachers. Teachers cannot release children to another adult unless notified.

Parents and caregivers who wish to speak with teachers about their children will be able to return to the module for interviews after collection of children.

### **Early Years Modules ( incorporating Pre-School & Transition )**

Transition is a time of significant learning. It is an extension of the Preschool experience and allows children to consolidate for the onset of readiness for formal learning that is the prerequisite for success in Year 1 and later academic and social achievement.

**In 2012** Leanyer School will have one intake. This will be at the beginning of the year. If your child turns 5 years by June 30, he or she may commence in January. **There will be no intake at the beginning of Term 2 or 3.**

In Transition the educational programs provided will cater for students to progress at their own rate and cater for individual developmental needs.

Students, after successfully completing the Transition program will enter Year 1. In some cases, further time in Transition may be recommended. Each student will be considered separately, after consultation with parents, teacher, Senior Teacher and the Assistant Principal or Principal.

### **Absences:**

A note of explanation **must** be provided for all absences in order to record the correct non-attendance code on our class rolls.

As we are responsible for children during school hours you can assist us fulfil this responsibility by providing a written explanation if your child is absent from school or is to leave the school grounds during school hours.

This especially applies to leaving the school grounds during recess and lunch.

**All Students leaving the school grounds during the school day must be signed out through the front office.**

If your child is going to be late for school could you please inform the school by telephoning the school on 89274022. Or alternatively you can send the school an email via the school's website: [www.schools.nt.edu.au/leanyr](http://www.schools.nt.edu.au/leanyr)

### **Bullying/Teasing:**

Bullying and teasing are issues which come up occasionally. In the first instance, the children concerned are spoken to. In the event of reoccurrence parents and caregivers are called in and all concerned are informed of the consequences, which may include suspension for a period of time. Parents and caregivers are encouraged to inform the class teacher at their earliest convenience, of any issues of bullying and teasing. We would prefer to nip these in the bud. Our policy is not to ignore issues of this nature but to engage in action that leads to problems and issues being resolved.

### **Canteen:**

Lunch orders are to be written on a bag and placed in the basket in the classroom. The child's name, module, teacher's name and the amount of money should be marked on the bag. Lunch bags may be purchased from the canteen for five cents each. Current price lists are available from the Front Office. Thursday specials are sent home every Wednesday with the newsletter. Friday specials are sent home once a month.

### **Consumable Materials**

Early Childhood classes require a great deal of consumable material. *Your help in recycling material from your home would be appreciated.*

Please do not send glass or dangerous goods e.g. the aluminium cutter should be removed from glad wrap containers. Toilet rolls cannot be accepted in the classes.

Men's **shirts make ideal art smocks**. Please remember this when clearing out the wardrobe. Donations to your child's classroom set will be gratefully accepted.

## **Development of Skills in Early Years**

### **Writing**

Children's story writing develops through a writing process over many years. In The Early years it begins by the child inventing their own written language. The teacher may then scribe the story directed by the child. Sometimes the child may begin by simply drawing a picture about which the story may be told. Later as reading/writing skills develop the child will be able to write their own stories, using invented spelling. During the writing of a story children are encouraged to express their ideas rather than concentrating on correct spelling or neatness. They "have - a - go".

For more information on all areas of literacy please refer to the "Parents as Partners, Helping Your Child's Literacy & Language Development", First Steps book which is available from the Library.

### **Excursions/Performances:**

From time to time we will be attending various performances or places of interest as part of the school program. A note explaining details of the excursion and permission requests will be sent home prior to an excursion.

### **Homework**

In the Early Childhood classes homework is usually focused on home reading and small revision tasks. See appendix 3 for a variety of ways you can assist with homework.

### **Holiday Work:**

From time to time students may go on family holidays during school term and wish to take work with them. The following activities are appropriate:

- Keep a diary of your holiday; include maps, brochures, photos and notes.
- Take some novels to read.
- Ask a teacher for areas that the child can practise e.g. tables, number facts, reading etc.

Please realise that it is not possible for teachers to prepare individual work, nor do they have time to correct extra holiday work. It is much more beneficial for your child if the work is corrected as soon as possible after completion, with your supervision.

Enjoy your holiday and we look forward to hearing about it on your return.

### **ICT**

ICT is integrated across all curriculum areas of the School programs. All classes visit the school computer lab for a 1 hour lesson each week. In addition, there is a Year 5/6

Laptop class that utilises an ICT focus to achieve NTCF Learning outcomes across key learning areas.

### **Library**

Library is available for regular borrowing. Years T- 2 may borrow 1 book, Year 3 may borrow 2 books. Borrowed books must be returned before new books can be taken out. Each class will access the Library each week. This is the time when borrowing is encouraged and library skills introduced. Please check with your child's teacher as to which day is Library Day.

### **Lunch**

Early Years of schooling provide an excellent opportunity to establish or reinforce correct eating habits. It is important that children have a well balanced lunch and that they have something at recess. One snack item is usually enough for recess and allows time for play. Please remember that children's eating habits fluctuate.

Children put their lunch in Module fridges on arrival each morning.

Lunch eating is supervised in the classroom from 12.45 to 1 pm. We aim for children to complete lunch eating during this time so food does not need to be taken outside.

Our canteen is open every day at recess and lunch for children to buy snacks. Lunch orders should be written out on a paper bag with the child's name, teachers name, order, price, and the amount of money being included. Lunch bags can be purchased from our canteen for 5 cents each. Orders are placed in the class lunch box and sent to the canteen.

Module microwaves are not to be used to reheat lunches.

### **Severe Food Allergy- ANAPHYLAXIS**

At Leanyer School there are children who have **severe** food allergies, in particular, to nuts of all sorts. This is called Anaphylaxis and can be a **life –threatening situation**. In these children's case, eating, touching or even inhaling trace elements of peanut or nut products can trigger a serious reaction. There are also several other children who have allergies to nuts but the reaction is not as severe and requires different approaches when dealing with the condition.

Each year a note will go home to parents in the modules where the children are placed making parents aware of these children and their condition. Plans are in place and staff have been trained for any situations that may arise.

There is an excellent web site for those who wish to gain further understanding of allergies/ anaphylaxis : [www.allergyfacts.org.au](http://www.allergyfacts.org.au).

Please contact the front office if you have any further queries.

### **Mathematics**

**Before entering primary school**, children have already spent several years exploring their world and have formed a number of mathematical ideas.

For example:

some awareness of time through routine of daily living  
sorting/ classification of toys and other material  
helping adults with tasks involving measuring (cooking), money (shopping),  
matching, sharing etc.

The more mature children may be able to count accurately with one-to-one correspondence as well as rote counting.

In Early Childhood, mathematical understanding, develops from a 'hands on' approach using concrete materials and open ended activities, (e.g. counters, blocks, patterning of beads) leading to the more formal recording of mathematical concepts. The ability to understand concepts develops progressively as the child matures.

The **teacher's role is to:**

- Provide materials and situations that will actively involve the children.
- Pose problems and encourage children to use materials to arrive at a solution.
- Encourage awareness of chance situations to make children think mathematically.
- Use the children's questions as a starting point for discovery.
- Provide repetition with variety by using different materials in varied situations.

### **Mathematics**

In most classrooms, organisation is flexible and varies from an extremely teacher controlled situation with all children engaged on the same task, to a child centered situation in which each child is free to choose a different task.

- A daily free-play or choice period allows the children to extend informally, the concepts of language as activities stimulate discussion with other children and the teacher.
- Play with sand, water and containers, modeling materials, boxes and blocks, allows the children to use and add to their ideas about quantity.
- The routine of school allows the children to use and add to their ideas about quantity.

Through making and comparing of collections, children will associate number names with easily recognised small groups.

### **Maths Groups**

Children in year 3 and up will be placed in Maths groups, which suit their abilities. These groups are flexible and children may be repositioned throughout the year. Conversation with parents and caregivers takes place if change is contemplated.

### **Medicines:**

Department of Education and Training (DET) regulations require that students needing to be medicated at school must store their medication in the Front Office, from where it will be administered by staff.

Please assist us by providing a written note outlining all information relevant to the correct administration of medication.

**Please note: Asthma medications are exempted.** Your child may keep their asthma medications in their bags, desk or at the Front Office.

### **Mobile Phones**

Are to be kept in bags and turned off during school hours. They are the student's responsibility. Students caught using mobiles during school hours will have them confiscated until the end of the day.

### **Money and Valuables:**

Children should not bring more money to school than is necessary for the canteen. Should money be required for special excursions or activities a note specifying the amount and purpose will be sent home.

Parents are advised that it is unwise for students to bring to school valued and valuable items - especially card collections, 'walkman' cassette/radios, computer/video games.

**Any item brought from home is your child's responsibility.**

**The school's preference is that these items be left at home.**

### **Nits and Headlice:**

Teachers are not permitted to check children's hair but parents and caregivers will be contacted if we think attention is necessary. Department of Education and Training policy is that students with head lice be treated at home. Once the lice are successfully treated students may return to school. Please check your child's hair regularly and let the teacher know if you notice any instances of lice in your child's hair, so that other parents may be notified. Headlice is an issue in most schools contact and awareness is necessary. Your assistance in trying to control the problem is appreciated.

### **Parent Help:**

Classroom teachers always value parent and caregivers help to support a number of programmed areas. Please speak to your child's teacher and see if you can help in some way. Alternatively, teachers may approach parents and caregivers seeking support.

### **Play is Important**

To adults, play may seem simply a waste of time. In fact it is a complex and important learning experience and is a vital part of children's development. Children set up pretend situations in which they play out what they understand of emotions,

relationships and physical aspects of particular roles. It is an acceptable way to express strong feelings, rehearse experiences and interact socially.

The Early Childhood Educator provides the appropriate resources, time, explicit teaching and support for children to make discoveries, investigate alternatives, practice skills and gain understandings. Ongoing assessment by the Early Childhood Educator gauges achievement against each outcome and helps with future planning.

There is much research to show that children who participate in quality integrated play in the Early Years are more likely to experience success in early learning environments and become confident learners.

### **Social and Cultural Development**

Discuss current events with your child and encourage them to share their point of view about matters.

Listen and discuss openly any health issues which might arise.

Help your child to be aware and appreciate the differences in the cultural backgrounds of the people in the community.

Always be aware that the development of a positive self esteem is the most valuable asset your child will have not only during schooling years, but in all the years that follow.

Watch T.V. News and then find the countries/cities/ towns etc. on a map.

When traveling in the car, measure distances.

Discuss physical changes as you travel. Take the time to stop and look at historic features.

Visit the museum.

Plan a balanced meal with your child.

### **Sport/Physical Education Lessons:**

Students require appropriate clothing for Physical Education: hats, runners, shorts and house shirts. House shirts may be worn only on the day your child has physical education.

### **Water Bottles**

All children are encouraged to bring water bottles to school. Regular consumption of water is recommended and is especially needed on P.E. lesson days

### **Uniforms**

The wearing of school uniform is compulsory at all times. School colours are lime green and royal blue. Polo shirts, shorts and bucket hats with the school logo are available from the front office. Children must wear school uniform. Sports shoes must be worn for all PE activities to prevent and/or reduce injury. Refer to the Uniform Policy.

## Footwear Requirements

For the safety of your child it is required that they wear shoes. A type of covered shoes such as sports shoes is highly recommended. Thongs and 'Masseur' type shoes are not recommended as they do not adequately protect feet and are also unsuitable especially during physical activities. If your child has a foot condition requiring the wearing of such footwear, a note would be appreciated.

## Hats

As part of the compulsory school uniform policy bucket hats are to be worn. These are available at the front office.

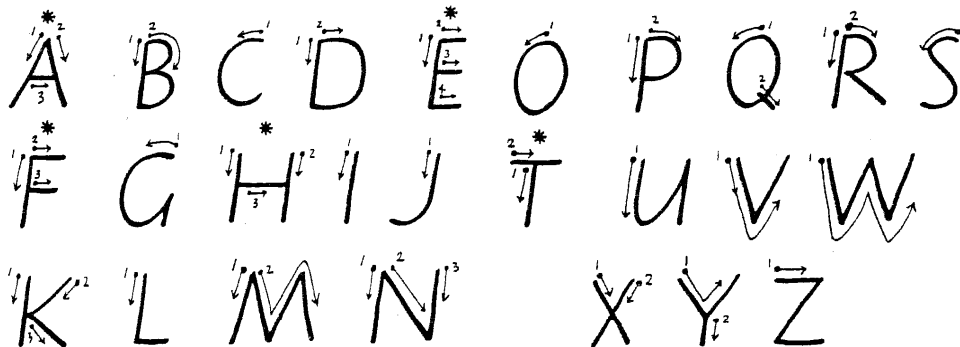
The school has a policy that hats be worn whenever children are in the sun.

Children not wearing hats are required to stay in the undercover areas. Children must also wear hats for PE sessions.

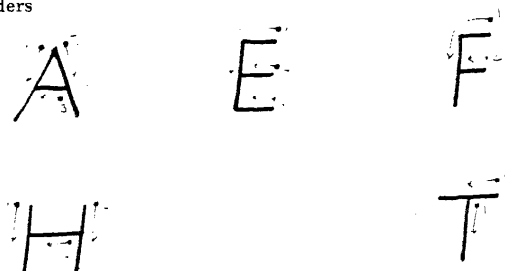
## Appendix 1 – Handwriting

### Construction of capital letters

#### Capitals for right-handers



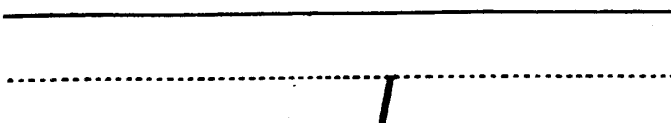
#### Capitals for left-handers



## The anticlockwise letters

### The "a" family

The introduction of letter shapes within a parallelogram is an excellent teaching strategy in developing children's understanding of these letters.

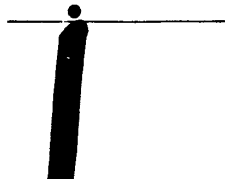


Start letter at 1 o'clock position.  
Push back past 12 o'clock.

**Other clockwise letters**

*h k n*

**Start**



**Crisp turn**

## Appendix 2

Schools build on the successful learning provided in the home by parents. Parents and teachers working together in partnership will help a child achieve success.

## Appendix 3

### **Helping your Child to Read**

- Read often in front of your child and try to help the child see that it

is a useful and enjoyable occupation.

- Draw your child's attention to words everywhere; signs, packets etc
- Let your child help you with reading jobs e.g. shopping lists.
- Let your child see the words as you are reading: Lap reading will do the trick.
- Visit the library together.
- Talk and share ideas about books, TV programs, music etc.
- Keep reading a game. Pressure will do more harm than good.
- Keep encouraging your child. They need just as much help after they have learned to read.
- Make reading fun. We learn better when we are having fun.
- Ask children sometimes to retell the story. This will tell you how much they have understood.
- It is not necessary for children to read every book to you. They may read to another child, or quietly to themselves, and afterwards tell you about the story, or they may read their favorite part of the book to you.
- Whenever children self-correct to regain meaning, praise them e.g. "Good, now it makes sense."

### 30 HANDY HOMEWORK HINTS

1. Play Scrabble, dominoes, chess, snap.
2. Watch T.V. shows together and discuss the characters, story, etc.
3. Listen to radio programs together and discuss.
4. Listen to the words of a song and attempt to remember them afterwards.
5. Read street signs.
6. Read shop signs.
7. While driving, classify all passing cars.
8. While driving, count all the passing cars.
9. Locate the specials in the newspaper. Compare the prices. Do the sums.
10. Send your child on a shopping expedition.
11. Visit the library together.
12. Discuss the classification of the food on the plate at dinner time.
13. Write a letter to a relative.
14. Let your child help compile the shopping list for a week.
15. Cook a cake together.
16. Plant some seeds in the garden.
17. Do a jigsaw puzzle together.
18. Go for a walk in the park and classify the trees, shrubs, etc.
19. Start a photo album together
20. Read the daily paper together and discuss main events.
21. Compare the tide times every day.
22. Let your child read the T.V. Guide and tell you at what time their favourite program is on.
23. Watch the evening news together.
24. Plan a fantasy (or real journey) on a map.
25. Obtain a street directory of the area and plot in the route to school.
26. Play ball games together.
27. Have a family skipping competition.
28. Read alternate chapters in a book.
29. Sort your button collection.
30. Play (junior) Trivial Pursuit.