Dear Parents and Carers

Welcome to Georgiana Molloy Anglican School. We look forward to a wonderful year of playful, engaging and successful learning experiences with your child.

At Georgiana Molloy Anglican School (GMAS) Pre-primary is the first compulsory year of schooling. Students attend fulltime, five days a week. There are three streams of Pre-primary. Each class has a Teacher and an Education Assistant.

This booklet aims to provide you with important information about your child’s year with us.

Staff

Principal
Mr. Ted Kosicki

Head of Early Childhood
Mrs Kathryn Campbell

Teachers
Ms Lee Jamieson – PPG
Miss Tran Ngo – PPM
Ms Marni Redstall – KA

Education Assistants
Mrs Rebecca Retzlaff – PPG
Mrs Jennifer Joslin – PPM
Mrs Linda Humphrey – PPM (Wednesday only)
Mrs Deborah Harrison – PPA
Mrs Kerri Peters – Reading Recovery Program
Mrs Denise Green – Speech Program & Phonics

Session Times

Monday/Tuesday/Wednesday/PPG, PPM, PPA
Thursday/Friday
8:40am to 3:20pm

Term Dates

Term 1
Monday 2\textsuperscript{nd} February – Thursday 2\textsuperscript{nd} April

Term 2
Wednesday 22\textsuperscript{nd} April – Friday 3\textsuperscript{rd} July

Term 3
Tuesday 21\textsuperscript{st} July – Friday 25\textsuperscript{th} September

Term 4
Tuesday 13\textsuperscript{th} October – Monday 7\textsuperscript{th} December
Pre-primary Philosophy

Early childhood is a time to foster children's learning through acknowledging each individual's characteristics of belonging, being and becoming in a play-based and reflective environment. Strong collaborative relationships between a child's family, culture, educators, professionals and the community empowers a child to co-construct and further develop his or her own identity, voice and understanding of the world.

Children's learning and developmental outcomes should foster children to:

~ Have a strong sense of identity
~ be connected with and contribute to their world
~ Have a strong sense of wellbeing
~ be confident and involved learners
~ be effective communicators

We believe that play is an integral part of the Early Childhood setting. The children use intentional play, teacher directed play and free play to explore their world and to make sense of new concepts and ideas. The curriculum is directed by the Australian Curriculum (AC) and Early Years Learning Framework (EYLF) and is driven by the children’s needs and interests, allowing them to develop at their own pace. We believe in fostering independence, confidence and a sense of self by providing a supportive and nurturing classroom environment in which students feel safe to take risks with their learning.

Stationery Requirements

All books and stationery items required for Pre-primary classes are purchased and supplied by GMAS. This means savings for parents and the school, as we can purchase supplies at a discounted price in bulk. The only purchases required for the school year can be purchased from the GMAS Uniform Shop. Parents will be charged an amount to their school resource levy.

Daily Requirements

1 X Piece of fruit/vegetable for ‘shared fruit time’
1 X Packed lunch box (i.e. sandwich, wrap, salad, fruit, yoghurt, no lollies or junk food please, as per our GMAS Healthy Eating Policy)
1 X Drink bottle (water only no juice/cordial)
1 X School bag (with a change of clothes in case of accidents)
1 X Hat (No Hat – No Play Policy Term 1 & 4)

We discourage toys and valuable items being brought to school. When they are lost or damaged it is a very distressing time for children. Issues with sharing and ownership occur when personal items are brought from home. (Special occasions such as birthdays are an exception)
Timetable:

Classes at GMAS are organised around a five-day timetable. The Pre-primary curriculum is based on the targeted requirements of the Australian Curriculum (AC), and the Principles and Practices of the Early Years Learning Framework (EYLF). We run an integrated program including investigations and intentional play sessions based on The Kathy Walker Approach. Dedicated literacy and numeracy lessons are also explicitly taught each day. The program balances indoor and outdoor educational periods and allows for both active and quiet time throughout the day. Each day students have a short time to have a healthy, shared fruit break to keep their minds active and alert, and are encouraged to drink water from their own water bottles throughout the day. A specialist teacher works with the Pre-primary students for Information Communication Technology (ICT), Physical Education, Health, Explicit Reading Skills and The Arts.

Communication

Open communication between home and school is imperative. You are invited to come and speak with your teacher about any concerns or queries you may have regarding your child or the program. Any knowledge of changes in home situations and circumstances that you think may affect your child at school are always appreciated.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held within the first two weeks of the first term. Parents meet with the teacher who will brief them on routines, expectations and proposed learning intentions and activities relevant to this year group.

A Homework Diary is a daily source of communication between School and home. Parents are encouraged to read and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers will sign the diary each day, too. Some calendared school events are also noted in the diary.

We will communicate formally with you in several ways during the year. There will be the opportunity for Parent/Teacher interviews in Term 1 and 2, plus end of Semester Reports. Student portfolios, which contain assessments and work samples will go home at the end of Term 3. Early childhood classes are unique in the way that most parents are given an opportunity to communicate daily in an informal way during drop offs and pick ups.

Teachers often create weekly or fortnightly class newsletters to share classroom events and the GMAS School Newsletter, the “What’s On” is emailed to families on Fridays and is available on the GMAS Website.

**Early Childhood learning offers a range of experiences that will:**

- Assist in developing a positive self-image.
- Provide learning experiences, which will enable each child to develop at their own rate with small learning steps and recognise their individual needs.
- Promote oral language skills, which will help in understanding the different uses of language e.g. communicating to others, learning to ask and answer questions, learning to choose and select.
- Assist each child to show respect for others and form Christian values for community living.
- Provide an organised, consistent daily routine offering security so children can make choices and be creative.
- Provide continuous evaluation of the programme to ensure it is within each child’s abilities and achievements.
- Ensure home and school is complementary where parent participation is encouraged.
**Education in the Early Childhood years:**

- Recognises the individual differences in each child.
- Provides a programme, which promotes developmental learning integrating social, emotional, spiritual, physical and cognitive growth.
- Develops each child’s natural curiosity and eagerness to learn.
- Realises that play-based learning is essential for all children.
- Provides opportunities to discover and explore through sensory material, as this is the basis for all areas of learning.
- Recognises that children must learn from each other, learn how to learn, experience achievement and responsibly, and respect themselves and each other.
- Develops independence and the ability for children to think for themselves.
- Realises that children need a safe, secure, stress-free environment knowing it is all right to make mistakes and show emotion.
- Offers no pressure for children to be working with symbols i.e. letters and numbers, before experiencing and understanding ‘hands on’ activities.

**Assembly**

Pre-primary students attend Junior School Assembly each Tuesday afternoon.

**Spiritual**

As a part of a Christian school, Pre-primary students are a part of a holistic approach to learning. They wonder at God our Creator through song and prayer. They begin to learn the meaning of the Church including why we go to Church and what we see inside. Children begin to thank God through their own (made up) prayers for things they are grateful for or ask God to help those in need. The children are encouraged to live the Gospel through their own actions and treat each other kindly as Jesus would. Students attend Chapel services lead by our Chaplain each Friday. Each class takes a turn to present prayers, read from the Bible and sing songs of praise.

**House Structure**

Each student is allocated to a House. The Houses are named after Bays within the Busselton region. There are six Houses.

They are as follows:

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Each House includes students from each of the Years Kindergarten to Year 6. Kindergarten students participate in the Early Childhood Beach Carnival, Early Childhood Cross Country Carnival and Early Childhood Athletic Carnival.
Parent Involvement

Parent involvement in Pre-primary is very important. All parents and special people in your child’s life are invited to come along and participate. Parent Roster is the most common form of parent involvement. Your child loves to share their learning with you and an extra pair of hands enables us more time to work with individuals and small groups of children. Parent assistance during the morning and afternoon session is very much appreciated and a valuable part of your child’s learning experience. A roster is displayed in the classroom during each term. In order to give children time to settle into their new classroom routines, parent helpers will not begin until a few weeks into term.

When on roster you can help by:
- Interacting, playing and communicating with the children
- Assisting and guiding children during activities while encouraging their own creativity and independence.
- Assisting with preparation for morning tea.
- Assisting in setting up outside play.
- Encouraging and helping children to clean up and pack away.
- Assisting with the preparation of future activities.

Correct Letter Formation

When your child is eager to start writing letters, it is always best to encourage them to use the correct form from the beginning. When printing, always use Lower case letters and only use capitals at the beginning of names and sentences. E.g. write your child’s name with a capital letter followed by lower case.

GMAS currently uses the New South Wales Foundation Font when handwriting.

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DESCRIPTION OF LEARNING AREAS

Christian Religious Education

The Christian and Religious studies program covers six learning strands:

1 Bible
2 Story of the Church
3 Philosophy
4 World Religions
5 Meditation, Prayer and Worship
6 Ethical Decision Making and Living

Bible
Students understand that the Bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church
Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy
Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions
Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship
Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living
Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Bible stories are a feature of the Christian Religious Studies for this age group, as well as learning about significant Church calendar events such as Easter and Christmas. Pre-primary students help to create a Nativity play at the end of the year.

English Learning Area

English in Pre-primary is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs will balance and integrate all three strands. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The Pre-primary English program includes language experiences, phonological activities, language activities, print activities and oral language activities. Modelled and shared reading and writing, and guided reading and writing sessions take place daily using whole class and small group learning sessions. Oral discussions and oral language skills are promoted and modeled constantly. These include oral retells, assembly performances, barrier games and role-playing. Children undertake formal handwriting activities to
Mathematics Learning Area

The Pre-primary Mathematics program is based on the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability from the Australian Curriculum (AC).

Students establish an understanding of the language and processes of counting by naming numbers in sequences up to 20, connecting number names, numerals and quantities, and by subitising small collections of objects. Pre-primary students will compare, order and make connections between collections and represent practical situations to model basic addition and sharing.

They will sort and classify familiar objects and copy, continue and create patterns using objects and drawings. Students use direct and indirect comparisons when measuring length, weight and volume and compare and order everyday events, using the language of time. They sort, describe and name familiar 2D shapes and 3D objects in the environment.

Pre-primary activities are usually material and play based in small group rotations. A variety of manipulatives and technologies such as iPads are used to teach concepts and skills at this level.

Society and Environment Learning Area

The Pre-primary curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Children explore, question and wonder about the world they live in. They are encouraged to develop a sense of community, by learning about their environment. They begin to understand about the need to conserve, recycle, and care for the places, plants and animals that are near to them. Children learn that conservation relies on teamwork and that together we can all make a difference.

Science Learning Area

In Pre-primary, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions and making observations is a core part of science. They also learn how to record their findings using simple pictures and basic graphs. Pre-primary students are encouraged to use all of their senses to develop the skills of observing, labelling, comparing, describing and sorting, and to wonder about the differences and changes they observe in their everyday world.

Physical Education

Physical Education at Georgiana Molloy Anglican School is a developmental program, which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well being. In Pre-primary the focus is placed on learning the
fundamental movement skills necessary for a child’s development and getting students to participate competently and confidently in physical activities such as play and games. Emphasis is placed on locomotion skills, body management and object control skills. Skills and strategies are teacher directed and students will learn the importance of playing fairly and sharing equipment.

Health Education

Making healthy choices for eating, as well as the need for cleanliness in daily activities is discussed, role played, sung and talked about. Awareness of our emotions and how to express them and use them effectively is developed in small and large group activities using the Challenges and Choices program, which teaches resilience, promotes self esteem and encourages children to make appropriate choices when playing and working with others. The Protective Behaviours program is also taught in Pre-primary. It is an internationally acclaimed child abuse prevention and personal safety program.

Technology and Enterprise and Information Technology

The Pre-primary program allows children to develop skills in basic tool and materials use. This includes, using scissors, glue, tape, recycled materials, and other products to make simple constructions that represent a basic design or thought. They will use simple drawings to present their ideas and explain to others what they have done. They understand that collecting materials, cutting shapes and joining together, are steps that are needed to make something.

A 1-to-1-iPad program has been introduced into Pre-primary to provide tools and resources for the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the entire educational program and all learning areas of the Australian Curriculum.

The Arts

Children participate in a wide variety of art forms, including: Visual Arts, Drama, Dance, and Media. They are encouraged to use their creativity and imagination to begin expressing themselves and responding to various stimuli. The Early Childhood Music Program is designed to give students an introduction to the basic principles of music. It focuses on using play and imagination as a way to create their own music, use basic elements of sounds and movement, share music with others, respond to music in their own way and gain an awareness of music in everyday life. Beat, rhythm, pitch and dynamics are explored using voice and an assortment of percussion instruments. Dance and music games also help ensure that music is an enjoyable and engaging subject. Pre-primary music focuses on an introduction to the key musical elements. Students begin learning about beat, rhythm, pitch and dynamics through a variety of songs, games and the use of musical instruments. Pre-primary music lessons are both energetic and fun.

In The Art students will design, construct and experience in a range of areas of The Arts. Children are introduced to the foundation skills necessary to develop their gross and fine motor skills, a basic understanding of The Arts’ relevance to their lives and the ability to enjoy and participate with artistic self-expression.

Library

Encouraging children to enjoy books, care for them and use them respectfully is a feature of the library program for Pre-primary students. They will learn how to re-shelve a book using shelf markers and will explore fiction books and learn how to recognise the features of a book. The difference between authors and illustrators will also be taught. The concept of the alphabetical order of books in the library will be taught and children will practice shelving a book using this order. Students are exposed to a variety of literature activities to retell and reflect stories.