

Welcome to Lihir International Primary School

Junior and Senior Kindy



At LIPS, we understand the importance of making learning for young children a rewarding and enjoyable experience in which they explore, investigate, discover, create and consolidate their developing knowledge, skills, understanding and attitudes.

Our curriculum is made up of activities that will encourage the children to learn as they play, and we surround them with toys, musical instruments, art materials, games and equipment designed to stimulate and stretch their imaginations.

Children's learning in the Early Years is not confined to the classroom. Outdoor play, snack time, excursions and special event days also offer the opportunity for the children to develop their social skills, have new experiences and express their own opinions and ideas.

The LIPS staff encourages the children to take 'risks' outside their comfort zone, develop their self-esteem and confidence in a safe, caring, happy and stimulating environment.

At Kindy we aim to create:

- An atmosphere where the children feel secure, happy and valued.
- A learning environment which has been carefully organised to encourage independence and decision making; present challenges and to increase opportunities for co-operative play.
- Purposeful activities which are appropriate to the needs of each child and which are exciting and stimulating.
- Teaching approaches which are flexible, imaginative and sensitive in responding to the changing needs of the children.

We believe that effective education rests upon a partnership between home and school; one supporting the other for the benefit of the child.

ELIGIBILITY:

- Junior Kindy: Your child must turn 3 on or before 30th June. If they are born between 1st February and 30th June they may start on the day they turn 3.
- Senior Kindy: Must turn 4 before 30th June.

*Kindy applicants will attend a short readiness assessment with the Principal and Kindy teacher. Lihir International Primary School reserves the right to not accept enrolment if your child is deemed developmentally not ready for our Kindy program.

What to bring on the first day..... and the next

Hat

The children are required to wear a school hat every day for outside play. Please ensure that your child's name is clearly written inside the hat as they are not to be shared.

Morning Tea and Drink Bottle

Children will need to bring a healthy packed morning tea and a drink bottle.

Please ensure that your child has at least one piece of fruit and water only in their drink bottles.

If your child requires medication which needs to be kept at school, then we will need a Doctor's medical action plan for the classroom.

Uniform

Children are required to wear the Lihir International Primary School sports uniform for Kindy. This is the maroon shorts and yellow polo t-shirt. Long hair should be tied back at all times and kept out of the children's eyes. Please ensure that all uniform items are clearly labelled with your child's name.



Spare Clothes

In case of an 'accident' please supply your child with a normal set of spare clothes in their bag. To make it less obvious to the other children, maroon shorts and yellow top are most desirable.

Daily Kindy Routines

The Kindy time table can be found on the classroom door at the commencement of the year. In Kindy we follow a timetable to establish routine. However, we are very flexible within our day and love taking advantage of incidental learning opportunities.

Arrival: 8am

Start time: 8:15

On arrival we would like **your child to:**

- Put their bag in their cubby hole.
- Put their lunch box and water bottle in the fridge.
- Identify their name tag and place on the 'I am at school' poster.
- Trace and/or write their name at the writing table.
- **Complete a puzzle and/or read a story with their carer. (At this time we ask that you say goodbye).**
- Assembly (Senior Kindy only)
- Attendance/ morning routines
- Focus mat session
- Indoor rotation activities (usually literacy and numeracy based)
- Morning tea
- Music and Movement
- Outside play
- Learning Centres/ Child initiated Play
- Show and share
- Story time/ reflections of the day
- Goodbye

Finish time: 12:15pm



Children will have the opportunity to access a variety of activities each day. Activities will vary daily and include indoor and outdoor play, cooking, story reading, painting, craft activities, songs, games and much more. The Kindy staff will work with the children each day to ensure that each individual is catered for according to their needs and abilities.

We help children to develop in the following domains - ***intellectual, physical, social, emotional and creative***. The development of their self-concept is central to all of these. Play is integrated into many of the activities children will take part in each day.

LEAVING AND COLLECTING YOUR CHILD

Arriving at School

If you arrive early and the door is shut, we want you to know that we are preparing for the day and would appreciate that you wait until the door is open. Once the door is open, please bring your child into the classroom rather than letting them come in by themselves (for safety reasons) and in case we need to speak with you.

Throughout Kindy we would love your child to grow into greater independence. To help us foster this, please encourage them to put their drink bottle and lunch box in the fridge themselves.

The children are expected to complete the other morning tasks (as discussed above). Parents are encouraged to prompt and encourage their child during this time. The parents can then move onto reading a book or completing a puzzle with their child.

When the children hear the pack away signal, this is the time to put away their activities and for parents to give a clear and defined goodbye. This allows children to become secure that you will always let them know when you are leaving.

Communication

If you need to pass on any information in regards to your child or simply have a question please make sure you speak to the teacher directly in person or via email. It is not appropriate to communicate with the teacher's aide in regards to your child's progress or any specific care they may need.

Leaving your child

Some children may experience some separation anxiety and become distressed at their parents leaving them, however sometimes the best (and hardest) way is to simply leave your child with the teachers, wave goodbye and leave. We will phone you if your child is inconsolable.

Collecting your child

At the end of each day the children will be seated on the mat ready to go home. We encourage parents to arrive 10 mins before the end of the day to listen to 'show and share' and the last story of the day. Each child will then be dismissed into the care of a specified adult.

If someone different is to pick up your child from Kindy, we ask that you notify us beforehand.

The Kindy day finishes at 12:15pm, which is when parents or caregivers are asked to pick up their child. If for any reason you are unable to pick up your child at this time, please contact the office to let us know and we will take your child to the office to wait for you.

General Information:

Helpful Habits

Toilet Routine

You can help your child be prepared for a school routine by introducing some helpful habits at home. The first is toilet training.

All children **must be toilet trained** before attending Kindy. It is important that your child can visit the toilet without help and redress themselves afterwards. Please teach your child to automatically flush the toilet after use and then wash their hands.

Name Recognition

It is very helpful if children answer to their names. Some children recognise their Christian name, but may need help to become familiar with their surname.

Next, teach your child to recognise their name when it is written, so that they can quickly locate their name tags and belongings. If your child is having a go at writing their name please encourage them to use a capital letter for the beginning letter and lower case letters for the remainder of their name. In Kindy we use **Early QLD Cursive. (see example attached)**

Toys

Unless children are requested to bring a specific toy for a learning activity please leave all toys at home. Toys can cause negative peer pressure and inappropriate play.

No responsibility can be taken for lost or broken toys.

Kindy is a war-toy free zone and violent role play games are discouraged.

Birthdays

We enjoy making children feel special as they celebrate birthdays. You are most welcome to send a cake to share on your child's birthday. The most manageable method is to send a small iced cup cake for each child.

Health and Safety

Please do not send children to Kindy if they are sick. Remember the impact on other families! If your child is ill, or absent, a signed note or phone call to the school is appreciated.

The following illnesses require exclusion from school:

Chicken Pox, Head Lice, Cold Sores, Vomiting, Diarrhoea, Influenza, School Sores, Ringworms, Measles, Mumps.

Useful Box

You can assist your child's Kindergarten program by saving us your junk (well, some of it anyway!) We would appreciate the following items (please ensure they are thoroughly clean):

Perhaps you would like to donate something? Items such as the following would be appreciated.

Easter egg wrappers	Gumnuts	Velcro off-cuts		
Foil wrapping paper	Shells / pebbles	Foam trays		
Plastic soft drink bottles	Wool and string	Material		
Used greeting cards	Buttons / beads	Cereal packs etc.		
Shoeboxes /matchboxes	Cotton reels /overlocker spools			
Off-cuts of wood, dowel	Unheaded matchsticks	Balloons		
Wood shavings	Coloured paper patty pans	Rice / pasta (uncooked)		
Bodkins or blunt tapestry needles	Lids from milk / fruit juice			
Wax crayon / candle ends	Old magazines (please censor)			
Puzzles	dolls	dress ups	Corks	Keys

Anything else? If you have access to other items that you think may be useful, please ask us. It may be just what we are looking for. We have good imaginations!

Curriculum:

The LIPS Kindy Curriculum is based on the ***Early Years Learning Framework for Australia***. (education.gov.au/early-years-learning-framework)

At Lihir International Primary School we believe that the early years of education make a positive contribution to children's early development and learning. We provide an integrated early education which prepares children for school. The curriculum which we follow ensures that the students are provided with opportunities to develop each of the following areas:

Reading and Writing:

- Typically children around the age of four are at the 'role play' stage of development.
- They may start to notice environmental printing (e.g. Signs, symbols), realize print has meaning and display reading-like behaviours but make up words as they go along.
- They may re-tell familiar stories from memory believing that they are reading.
- They begin to understand that speech can be written down and often use scribble, numbers and letters to represent writing.
- Any attempts your child makes to read or write should be accepted and encouraged.

Speaking and Listening:

Young children are learning to communicate their experiences in many ways both verbally and non-verbally. In the Early Learning environment educators provide many opportunities for one-to-one communication and interaction.

Early childhood educators:

- Set the environment which stimulates children to develop listening skills and to use oral language, print, books and other texts in individual and creative ways.
- Model rich language, positive communication, reading and writing.
- Use play activities to assist children to use language to describe, analyse, question, hypothesise, recall and recount experiences.

Ideally at LIPS all lessons are taught in English and our students are encouraged to use English to communicate to the best of their ability. However we understand that some of our students are still learning to communicate using oral English and we aim to accommodate each individual's needs.

We strongly encourage any families where English is not their first language to role model and encourage communication in English every day.

Physical Education

Physical Education provides an opportunity for children to not only develop their physical skills but also to increase their confidence and sense of self-worth. All children are encouraged to be involved in a wide range of sporting and physical activities, with an emphasis on participation.

Fundamental movement skills and game skills are covered in the program.



Information & Technology

It is our aim to assist students to develop the skills that will enable them to use information technology across the curriculum.

Students are able to access computers and interactive whiteboards at school.

Mathematics

Children are taught mathematics in the following areas: Space (leading to geometry); Measurement, using arbitrary units (leading to standard measurement); Number; Chance & Data and Working Mathematically.

In a range of contexts, including play, and over time, the children will use their knowledge of the world to build mathematical ideas about numbers, their environments and the objects within including:

- Recognising which symbols are numerals in the environment
- Combining, separating and sharing collections of objects

At Kindergarten children learn to:

- Count using one-to-one correspondence.
- Read, write and say as many small whole numbers as possible, using them to say how many things there are.
- Make comparisons of 'more/less', 'longer/shorter', 'heavier/lighter', 'before/now/after' and 'the same'.
- Make non-numerical estimations of size.
- Make, continue or copy patterns.
- Make collections of a given size and describe order.
- Begin to sequence objects and events.
- Talk about the way they use numbers, shapes and time.
- Understand and use appropriate language to describe positions.
- Label 2D geometric shapes.
- Classify items and talk about likenesses and differences.



Monitoring and reporting on children's progress

Please show an interest in your child's work. It is very significant to him/ her. Bear in mind, many learning experiences do not produce tangible end products. In addition, feedback will be given on your child's progress on request. If an area of concern is identified we will work together to help your child continue to progress. Please remember not to compare your child's progress with his/her peers and or siblings. All children are individuals and progress along a developmental continuum at their own rate.

Portfolios are sent home at the end of term 1 and term 3 followed up by parent/teacher interviews.

A formal report is sent home at the end of Semester 1 and Semester 2.

Term Dates for 2017

Term 1:	Wednesday 25th January – Friday 31 st March
Term 2:	Tuesday 18 April - Friday 23 rd June
Term 3:	Monday 17 th July – Friday 15 th September
Term 4:	Monday 2 nd October – Thursday 7 th December



"We worry about what a child will become tomorrow, yet we forget that he is someone today."

Stacia Tauseher

Education is
not a
preparation for
life. Education
is life itself.

John Dewey