

Curiosity > Courage > Challenge

FAMILY HANDBOOK



**North
Harrisdale**
PRIMARY

CONTENTS

School Map	3
Contact Details & Term Dates	4
Vision	5
Absences	7
Behaviour Management	9
Enrolments	12
Health Information	13
Medication	17
Payments	18
Reporting to parents	19
Specialist Programs	20
Uniforms	22
Pre-Primary Information	25



PRINCIPAL'S WELCOME

Welcome to North Harrisdale Primary School. As an Independent Public School, we are committed to building a positive reputation in the community as a school of excellence, focused on high quality teaching and learning, and developing happy, resilient children within a nurturing and welcoming environment. Our vision is to be a 'Visible Learning' school focused on every child making at least one year's progress for one year of teaching.

Our logo represents both the 'North Star' and the four points of the compass which symbolises our desire to provide guidance, direction, and purpose to our students as they navigate their journey of learning and life to reach for the stars. The 'H' for Harrisdale sits behind the star and is encircled in blue to signify our community connection. The colours represent the dark blue of the night sky, the ochre gold for the stars and country, and the lighter blue for Balannup Lake which is located nearby.

Opened in February 2021, our school is located within the older established area of Harrisdale, as well as near to future-planned and recent housing development. Our families reflect many different cultures, languages, and life experiences. Their backgrounds include Australian, English, Indian, South African, and Malaysian.

The school is a member of the South Metropolitan Education Region and the Nicholson Network of local public schools. There are over 55 staff employed at North Harrisdale Primary School in various roles, both full-time and part-time. The school engages the expertise of a School Psychologist, Chaplain, and School Nurse to support student learning.

Our curriculum focuses on the achievement of outcomes as described in the Early Years' Learning Framework and the WA K-10 Curriculum and Assessment Outline. Teaching and learning programs are based around the learning areas of English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Design and Digital Technologies, and The Arts. Our language program is AUSLAN and is taught by a deaf tutor from Access Plus WA Deaf in Years 3-6. Specialist teachers in Physical Education, Music & Performing Arts, Visual Arts, Philosophy, & STEM enrich the school curriculum.

Families are welcome to take an active role within the school. You are encouraged to visit or assist in your child's classroom whenever you are able. Opportunities exist to be involved in the life of the school through the School Board, Parents & Citizens Association, and the learning area committees of the school.

We look forward to working in partnership with your family in sharing your child's learning journey. I hope you have a positive, rewarding, and memorable association with our school throughout your child's time here.

Jacqui O'Donnell
Foundation Principal



NORTH HARRISDALE PRIMARY

Contact details	100 Reilly Road Harrisdale WA 6112
Telephone	9397 8140
Email	northharrisdale.ps@education.wa.edu.au
Website	www.northharrisdaleprimary.wa.edu.au
Principal	Jacqui O'Donnell
Deputy Principals	Paul Cassir & Rochelle Lloyd
Manager Corporate Services	Janie Street
School Officer	Michelle Bubrzycki & Emma Brolly

TERM DATES FOR STUDENTS

Term 1	Wednesday, 1 February – Thursday, 6 April
Term 2	Wednesday, 26 April – Friday, 30 June
Term 3	Monday, 17 July – Friday, 22 September
Term 4	Tuesday, 10 October – Thursday, 14 December

PUBLIC HOLIDAYS

Labour Day	Monday, 6 March
Good Friday	Friday, 7 April
Easter Monday	Monday, 10 April
ANZAC Day	Tuesday, 25 April
WA Day	Monday, 5 June

SCHOOL DEVELOPMENT DAYS

Term 1	Monday, 30 January Tuesday, 31 January Friday, 3 March
Term 2	Monday, 24 April
Term 4	Monday 9 October Friday, 15 December

NORTH HARRISDALE PRIMARY VISION

Our vision is to be our children's 'North Star' to guide and lead them to strive for excellence and reach for the stars. We are both their anchor and compass in providing direction and purpose as they navigate their journey of learning and life. Your children are at the forefront of every decision and action we take.

We are committed to being an innovative, inspiring place of learning where every child is curious, courageous, and challenged every day to learn at high levels and flourish, within a nurturing, joyful learning community. We are a 'Visible Learning' school, focused on every child making at least one year of progress for one year of teaching.

We value our children being happy, respectful, resilient, and confident individuals who demonstrate empathy and gratitude. We aspire for them to be our future leaders, pioneers, and explorers with a deep sense of global and social responsibility and a desire to make an impact on our world.

Quality teaching is the hallmark of our school and our programs reflect contemporary research and evidence-informed best practice. Our team works collaboratively to build our collective expertise in teaching and learning on our journey of continuous improvement.

With a commitment to providing opportunities for all, our school will:

- *Be a connected, nurturing and welcoming school community where everyone belongs*
- *Have a reputation for striving for excellence in all that we do*
- *Have programs designed to foster deep learning*
- *Foster sound values and character*
- *Develop our future leaders and citizens to be globally and socially responsible to make meaningful contributions to our world*
- *Be a professional learning community focused on high quality teaching and learning*

CONNECTED COMMUNITY

Our school is the heart of our community where everyone feels welcome, included and valued. Our strategic direction reflects the aspirations and dreams of our diverse school community. We foster a sense of belonging so students feel safe and respected. We value the partnerships we have with families in ensuring children have a rich, engaging and challenging education at our school. We draw on expertise in the wider community to enrich the experiences provided for our students.

NURTURING ENVIRONMENT

Our school is a safe, happy and nurturing environment where students and staff flourish and grow. It is a joyful place to come to learn and play. Encouraging self-acceptance and self-respect results in attitudes and actions that develop each child's unique identity and individuality. We foster concern for others and their rights with sensitivity, care and compassion. Embedding mindful practice as a core strategy across the school develops positive mental health and wellbeing for all.

STRIVE FOR EXCELLENCE

We aim to be a high-performing school of excellence where students are encouraged to strive to exceed their potential. We believe every student can learn at high levels and every child is supported to experience success. Having high expectations and making learning visible for students makes a significant impact on their achievement. We are proactive in enriching learning opportunities for students by engaging in external competitions and activities.

DEEP LEARNING

Our school is at the forefront of using the science of learning to arouse curiosity and inspire children to question, solve problems, and challenge themselves. We are committed to deep learning and building the core competencies of critical thinking, creativity, collaboration, communication, character and citizenship. Engaging in innovative, inquiry projects based in Science Technology Engineering and Mathematics (STEM) provides the framework to develop these competencies.

Our focus is on developing the qualities of effective learners, such as determination, curiosity, and resourcefulness, so students embrace challenge and see mistakes as opportunities to learn. We want our students to not only think, but know how to think effectively. We use 'philosophy for children' as a key feature of our approach to developing a thinking culture.

CHARACTER AND CITIZENSHIP DEVELOPMENT

Raising good people who choose kindness and have strong values is of utmost importance to us as a school community. It goes hand in hand with being active citizens who feel a deep sense of global and social responsibility for the world we live in. We value everyone's **RIGHTS**:

- **R**espect
- **I**ntegrity
- **G**ratITUDE
- **H**umility
- **T**rust
- **S**ervice

Our students will be confident individuals who are resilient and show empathy for others. Service to our community will be the foundation of our school.

LEADERSHIP

We see everyone as a leader in our school. Our aim is to grow and develop leaders who make a positive contribution to our school and the wider community. To drive our leadership approach, we draw upon Covey's '7 Habits of Highly Effective People':

1. *Be proactive*
2. *Begin with the end in mind*
3. *Put first things first*
4. *Think win-win*
5. *Seek first to understand and then to be understood*
6. *Synergise*
7. *Sharpen the saw*

PROFESSIONAL LEARNING COMMUNITY

Our school is a professional learning community where we focus on student learning, build a collaborative culture, and have a results orientation. Our learning programs reflect contemporary, evidence-informed best practice characterised by high quality teaching in every classroom. Our staff regularly review and reflect on their own and each other's practices, providing feedback, coaching, mentoring and supporting one another.

School Hours

8:15 am	Enter classroom & morning activity
8:30 am	Lessons commence
11:30 am	Lunch
12:05 pm	Lessons resume
1:30 pm	Afternoon Recess
1:45 pm	Lessons resume
2:30 pm	School ends

Staff are available 15 minutes before and after school to supervise children. Before this time, teachers have a responsibility for classroom preparation, and supervision of children is difficult. Hence, for safety reasons, children should not come to school before 8:15am. Any student arriving before then must wait outside their classroom, seated on the benches, until their teacher opens the door at 8:15am for students to come in and set up for the day and complete morning activities.

School commences promptly at 8:30am. We ask your assistance in ensuring children arrive on time and come prepared for their day's lessons. If a child arrives after 8:40am, a note of explanation is required from families. Students need to sign in at the front office and a Late Note is handed to their teacher.

Families collecting children are respectfully asked to do so promptly at 2:30pm. Children who are not engaged in organised after school activities should leave promptly at the final bell and be away from the school grounds by 2:45pm.

School Safety

Teachers provide a nurturing and caring environment that allows all children the opportunity to achieve and be successful, free from interruption and distraction from others. Our guidelines are for the safety and well-being of all members of the school community:

- Respect the rights of others.
- Follow instructions from all staff.
- Move sensibly and safely around the school.
- Keep the school environment clean and tidy.
- No hat, play in the shade.

Absences

Families are requested to advise their child's class teacher in writing of the reason for their absence within three days of the child's first day of absence. This includes Kindergarten students. The principal may request a certificate from a medical practitioner to support the reason for absence.

The school uses SMS Messaging to inform families when a child is absent and there has been no notification of the absence. Families can respond to this text providing a reason for their child's absence or phone the school on 9397 8140. Alternatively, you can submit absences via the school website: www.northharrisdaleprimary.wa.edu.au, the Compass app, or email the school at northharrisdale.ps@education.wa.edu.au.

Any families wishing to take their child/ren out of school for holidays during term time must seek approval from the principal indicating their reasons for doing so. Please be aware frequent absences can have a significant impact on students' learning, friendships, and socialisation.

Accidents

If your child is injured or becomes ill, all care and attention will be given and you will be contacted. Minor injuries or illness during the day are attended to at school and children then return to their class. In an emergency, the school will seek outside medical assistance. If you have a change of address or telephone number it is important to inform the school, so there will

not be delays in contacting you. It would be helpful for the office to have 2 or 3 emergency contact numbers for you.

Allergies

We have some students in our school with severe and potentially life-threatening allergic reactions to nuts and nut products. Traces of nuts left on other children's hands and close contact during eating or children laughing, spitting, sneezing or coughing after consuming nuts or nut products can cause these children to have an allergic reaction. This means that they do not need to eat the food to get a reaction.

The North Harrisdale school community will work together to reduce the danger to these children. You can help by avoiding sending the following products to school with your children:

- Peanut butter, Nutella or other nut spreads
- Peanuts or other nuts
- Nuts in or on top of birthday cakes.
- Food where the packaging clearly states traces of nuts.

Thank you for your understanding and cooperation in assisting us to provide a safe environment for all children in our care. If your child has an allergy, please ensure you notify the office and complete the appropriate medical forms.

Assemblies

Assemblies are held on a Friday morning for Pre-Primary to Year 6 classes, commencing at 8.40am. All classes have an opportunity to present an item at assembly during the year. Merit Certificates are presented to deserving students at each assembly. Details of assembly dates will be advised through our school newsletter, Seesaw, and the Compass app. All families and community members are welcome to attend.

Assessment & Reporting

Assessing children's learning is a continuous process throughout the year. A Department of Education Formal Report will be issued at the end of Semester 1 and Semester 2. Families are invited for an interview at the end of Term 1 to discuss their child's progress. We use the digital portfolio app Seesaw to share ongoing progress and achievement across all learning areas. Families are provided with a QR Code to access their child's portfolio on Seesaw. You are welcome at any time to come in to class and look through your child's learning tasks and workbooks.

Attendance

It is a legal requirement that every child of school age attends school every day, unless they are unwell. There is an obvious link between student rates of attendance and their progress at school. Attendance of below 90% is generally recognised as placing a student at risk. This equates to one day's absence at school per fortnight. Unfortunately, it does not matter whether the absence is due to illness, family holidays, or urgent appointments.

Family holidays during school terms are not encouraged. School holiday periods provide a considerable amount of time for families to enjoy holidays together. All family holidays during term time must be approved by the principal. A written note stating dates and reasons for holidays should be submitted to the Principal for consideration.

The figures below are worth considering:

- *A student with a 90% attendance rate each year over the course of 12 years of formal instruction will miss 1 year and 1 term of schooling.*
- *A student with an 80% attendance rate over the same period effectively misses more than 2½ years of schooling.*

Behaviour Management

We want our students to be confident individuals who are resilient and show empathy for others. Our school is a safe, caring environment where we aim to develop self-disciplined students who are able to interact respectfully and happily. Students accept responsibility for their behavior and the choices they make. The school community believe that students, staff and families have the right to work together in a supportive environment, free from bullying, harassment and discrimination. Achieving this environment will maximise quality teaching and learning. Please see the Behaviour Management Policy for more information.

Raising good people who choose kindness and have strong values is of utmost importance to us as a school community. We value everyone's **RIGHTS**:

- **R**espect
- **I**ntegrity
- **G**ratITUDE
- **H**umility
- **T**rust
- **S**ervice

We have high expectations and base our approach on positive reinforcement. We focus on recognising and rewarding students for their positive behaviour. Our school uses the following initiatives and incentives to build a supportive culture and safe learning environment:

- **Zero tolerance of 'put downs'** – any negative message given by a person to make them feel superior to or make fun of another person
- **Zero tolerance of bullying** – deliberate and persistent negative behaviour towards another person
- Merit Certificates
- House points
- Recognition of effort, progress, achievement, kindness to others by the principal and deputy principal
- Positive comments to families through face-to-face meetings, phone calls, emails, or Seesaw messages
- Classroom individual or whole class rewards

We use the 1-2-3 Magic approach consistently across the school as consequences for misbehaviour. Students are expected to follow all class and school expectations and understand the following consequences will be given if they do not follow them:

- 1. Warning – student is reminded of expected behaviour**
- 2. Time Out in class**
- 3. Time Out in another class**
- 4. Detention in the library at break time**
- 5. Sent to the Deputy principal. Teacher contacts families to discuss child's behaviour**

Good Standing

As part of our Behaviour Management approach, we have an expectation of 'Good Standing' as per Department of Education policy. At North Harrisdale Primary 'Good Standing' is all about doing the right thing. Students who comply with behaviour expectations and school safety guidelines have Good Standing.

Good Standing emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impacts academically and socially on themselves and others. It aims to provide recognition for the majority of students who consistently behave appropriately. Students with Good Standing may participate fully in all curricular and extra-curricular activities of the school and are eligible to represent the school in sporting, musical, and social activities.

What can students do to help maintain Good Standing?

- Always follow teachers' instructions
- Always get to class on time
- Wear correct uniform
- Work cooperatively with peers and staff

How do students lose their Good Standing?

- Engaging in bullying behaviour
- Using offensive language
- Intentional physical contact with other students that causes harm or injury
- Fighting
- Two detentions during the term

The student's class teacher will discuss the behaviour that led to the loss of Good Standing and explain the consequences, including the loss of Good Standing for a period of five weeks. Families will be informed by phone or in writing of this action. They will be invited to discuss the situation at a face-to-face meeting. Good Standing will be reinstated when acceptable behaviour has been noted for the duration of the loss of Good Standing. Continued misbehaviour during a loss of Good Standing will result in the Principal or Deputy principal imposing an additional period of 5 weeks' withdrawal of Good Standing.

Consequences of losing Good Standing

Students who lose their Good Standing may not attend camps, class reward events or represent the school in sporting carnivals, music events, or external or internal competitions during the loss of their Good Standing. Depending on the severity of the reason for a student losing their Good Standing, the Principal will have the discretionary power to determine whether a student will be allowed to attend any incursion or excursion for educational purposes.

Any leadership positions held will be forfeited until Good Standing resumes. Badges will be handed to the Principal or Deputy principal. A second loss of Good Standing would see this as a permanent arrangement.

Bikes and Scooters

Bikes, scooters, skateboards etc. need to be walked into our school grounds, inside our boundary fences. By law, children are required to wear helmets for their personal safety. Racks for bicycles are located to the right of the Administration building and by the car park on Colville Street. Children are requested to park their bicycles in the racks at all times. To prevent theft, it is advisable that bicycles are locked to the racks.

Birthdays

Birthdays are an important event in children's lives and we are happy to celebrate them as a class. Please feel free to bring in a birthday cake with a list of ingredients used as we need to be mindful of children with allergies. We recommend small individual cupcakes in preference to a large cake to share.

Book Awards

"Rising Star" and "Shining Star" class Book Awards are presented at the Presentation Assembly at the end of Term 4 to deserving students who make significant and noticeable progress and/or achievement or demonstrate responsible citizenship during the year. Selected students receive special book awards in our specialist learning areas at the end of the year.

Book Club

The school participates in the Scholastic Book Club program. Twice per term, brochures are distributed to students. There is no obligation for students to purchase books. All orders and payments are completed online by parents. Delivery is made about four weeks after ordering. We hold a Book Fair twice a year for students and families to purchase books. The school receives free books based on our sales during these fairs that add to our library collection.

Chaplain

We have a chaplain in the school each week from Tuesday to Friday to support students through the provision of pastoral care. This is funded primarily through the National Chaplaincy Program and our chaplain is provided by YouthCare. Chaplains support the social, emotional, and mental well-being of students, staff, and families, as needed. They are there to listen, and provide a supportive place to talk.

Contributions & Charges

Families receive a schedule of proposed Voluntary Contributions & Charges prior to commencement of the school year. Voluntary contributions are used to enrich the opportunities available to your child by assisting us in providing additional materials and programs. Library resources, learning resource materials, digital technologies, as well as visual art materials are purchased from the contributions received.

The approved voluntary contributions for North Harrisdale Primary are:

- \$60 per student
- \$150 for three or more children

We also ask families to contribute the following voluntary donations:

- Library Fund \$10 per family
- Playgrounds Fund \$10 per family
- P&C donation \$20 per family

Throughout the year, students may participate in excursions, incursions, in-term swimming, camps, etc. which attract additional charges. Families will be notified of the events as they take place.

Payments for Voluntary Contributions and Charges can be paid by:

- EFTPOS/Credit Card at the school office
- Direct Deposit to the school bank account:
 - North Harrisdale Primary School BSB 633-000 A/C 180 619 884
 - *Please enter your Child's/Family name as a reference.*
- Compass Pay app using a phone or iPad

If you are having difficulties with making payments, please see Janie, Manager Corporate Services.

Collecting Students during School Hours

If you are picking up your child/ren at any time other than the normal school times, please come to the office for an early release form and identify yourself. If a family member or a friend is collecting your child, please ring the office to let us know and ensure they bring identification. We recommend you place anyone who will be collecting your child on the emergency contact list, including day care providers. This procedure helps to protect our students and their wellbeing. Children will not be released into the care of any person not on your contact list. The early release form is given to the child's teacher and becomes the child's Absentee Note.

Communication

Staying in touch with our school community and ensuring everyone is fully informed of what is happening in our school is very important to us. We use several methods to communicate with you. However, **our preferred method is using Compass.**

Facebook We have a very active Facebook page where you can find important information, upcoming events, and links to useful information for families. Please like or follow our page to be notified of new posts: <https://www.facebook.com/northharrisdaleprimary>

Website You will find a wealth of information and documents on our website, including links to send absentee notes, download enrolment forms and personal items lists, and purchasing uniforms. You can view our term planners and calendar of events as well as our fortnightly newsletter.

Compass is a multi-function software solution to many school processes including communication to families and payment facilities. You download the app onto your digital device.

Seesaw is a great way for you to communicate directly with your children's teachers through the messaging facility in the app. Teachers also post class notices using Seesaw.

Confidential Declaration

All families and community members who assist in classrooms, attend school camps, and volunteer in other activities need to complete a Confidential Declaration to comply with the Department of Education's policy. The completed forms will be treated with the utmost confidentiality at all times. These forms are available at the office and can be downloaded from our website.

Court Orders and Custody Arrangements

If there are current court orders, including custody arrangements, which pertain to your child/ren, please advise the principal and deputy principal and provide copies of relevant documentation to be held on your child/ren's record files.

Crunch & Sip

North Harrisdale Primary is a Crunch & Sip school. Children are encouraged to eat fresh fruit & vegetables at an allocated time each morning. This must be fresh fruit or vegetables; no cheese, biscuits, yoghurt or popcorn, please. Children are able to drink water from their water bottles all day. Children are encouraged to ensure water bottles are cleaned daily and are on desks before school commences.

Curriculum

Our teachers plan, teach and assess a rich, holistic learning program designed to meet the cognitive, social, emotional, creative and physical needs of every student. We use the Early Years' Learning Framework, National Quality Framework & Standards, and the WA K-10 Curriculum and Assessment Outline to ensure our students are provided with opportunities to learn developmentally appropriate concepts and content. Parents are able to view the curriculum at this website: <http://k10outline.scsa.wa.edu.au>.

Dental Therapy

The School Dental Service provides free general and emergency dental care for all students enrolled from Pre-Primary up to Year 11. If you are not already enrolled, it's not too late to enrol. The Dental Therapy Centre is located at Harrisdale Primary School and is open on Tuesday from 8am-4pm and Thursday from 8am-5pm. They can be contacted on 9393 2482 or by email: HarrisdaleDTC@dental.health.wa.gov.au.

Digital Permissions

There are several consent forms that need to be signed by families to allow students to access digital resources whilst at school:

- **Media Permission:** consent to publish images and/or work samples on our website or Facebook page
- **Online services account:** consent for students to have an online services account. This allows students to log into computers and iPads with their individual account.
- **Third party services:** notification and/or consent to use the various software programs and apps in their learning program
- **Online agreement:** Understanding of the guidelines for use of digital devices and online content in school

Dogs on School Grounds

Please note that dogs are not permitted on school grounds, including the oval, at any time unless prior arrangements have been made with the Principal. If you walk your dog to school, please leave it tied to the boundary fence if you are bringing your child into the school grounds.

Emergency contacts

It is important that families ensure that the office is notified of any changes of address, telephone numbers or emergency numbers, so that in the event of an emergency we are able to promptly contact you. Please ensure you have at least 2 other emergency contact names and phone numbers for your child.

Enrolments

Under the Education Act 1999, parents are required to complete an Application for Enrolment (Part A) and upon the application's acceptance, a Student Enrolment Form (Part B). Enrolment Forms are legal documents which, when completed, contain important information relevant to your child. A birth certificate or similar documentary evidence of the stated date of birth is required for all new admissions. Children must be enrolled with the name as it appears on their Birth Certificate. Enrolment is not complete until this evidence, immunisation history, and proof of address are sighted.

Excursions and Incursions

Most teachers use excursions and incursions to enrich students' learning. Any costs associated with these are provided by families. Every care is taken to keep the costs for families to a minimum. Under the Department of Education's Excursion Policy, a Medical Consent form is required to be completed each year by a child's parent or guardian. These are provided in Compass. Students are not permitted to attend an excursion without medical information being completed. Families are reminded that students are required to be in full uniform whilst attending excursions, as specified in our Dress Code.

Fundraising

The P&C Association conducts all school fundraising initiatives, except for those that are managed by the school in raising funds for approved charities. All fundraising initiatives must be approved by the principal who will ensure all such activities are well-spaced across the calendar of school events.

Gates

To ensure the safety of students and staff, our boundary gates will remain locked during the day between the hours of 9am and 2:15pm. If students, families or visitors arrive during these hours, they need to come through the front office to sign in and/or be identified.

Hats

In line with Cancer Council of Western Australia recommendations, our school has a 'No hat, play in the shade' policy. During sport and physical education, children will not be able to participate unless they are wearing a bucket hat or a wide-brimmed hat. We encourage children to be 'Sun Smart' and ensure they cover their heads, necks and face with an appropriate hat when playing outside. During lunch and recess breaks, children without hats will be directed to play in the shade.

Head Lice

It is expected that families will monitor their child's hair for signs of head lice and treat accordingly. Where there is an outbreak of head lice within a classroom, a note will be sent home to all families with children in that class.

How are head lice spread?

Head lice are spread by head-to-head contact with another person who has head lice eg. when doing group work at school, playing or hugging. Head lice can run from one head to another in seconds. Brushes and combs are unlikely to transfer head lice and do not transfer viable eggs, as these are hard to detach from the hair shaft. Head lice are not spread through bed linen, clothing or hats as they do not leave the scalp unless they are dead or dying. Eggs (nits) do not fall off until weeks after they have hatched as the egg shells are glued tightly to the hair shaft.

What are the signs of head lice?

The scalp may itch as the skin reacts to the saliva of the head lice. Itchiness can take weeks to develop. Crawling head lice may be seen in the hair, but they can move at 30cm a minute and

can be difficult to spot. Head lice can quickly run and hide from searching hands. Adult lice are usually dark brown and about 2 to 3mm long. Eggs (nits) may be seen attached to the hair shaft but they may be very tiny and hard to see, especially newly-laid eggs close to the scalp. They are grey-white and about the size of a grain of salt.

How do I look for head lice?

Carefully comb plenty of hair conditioner through the dry hair, then comb again in sections with a fine-tooth comb. The hair conditioner slows the head lice down so they can be trapped in the comb. Wipe the combings on a white tissue. Check behind the ears and at the nape of the neck.

What do I do if I find head lice?

- Check all family members to see if anyone else has head lice
- Select a treatment – see the school for alternative treatments or check the Health Dept's website http://healthywa.wa.gov.au/Articles/F_I/Head-lice
- Inform the school and any other close contacts that your child has head lice
- When treatment is completed, with all head lice and eggs removed, check the hair regularly for further head lice infestation

What will the school do if head lice are found?

- Notify the parents of the child with head lice via letter at the end of the day
- Treatment must be commenced and all live head lice removed before the child is permitted to return to school. Confirmation of treatment needs to be in writing to the child's teacher.
- When the child returns to school a section of the letter needs to be completed and returned to the child's teacher
- Under the School Education Act 1999, the Principal may exclude a child with head lice from school until treatment has commenced.

Prevention

- Check hair regularly
- Tie long hair back / place in braids
- Apply hair gel or mousse to keep stray hair strands from contact with other heads
- Avoid head-to-head contact with other children

Health Information

If your child has a medical condition that requires them to take medication at school, or there needs to be a specific plan in place to manage their condition, please ensure you provide detailed information at enrolment, or any time after, should their health condition change. To ensure we provide the best care for your child, we need particular documentation from doctors regarding how to manage their health at school eg. asthma plans, diabetes plans, anaphylaxis, etc.

Homework

All children should be reading every night to develop their skills and foster a lifelong enjoyment of reading. Research shows that homework, other than reading, has little impact on students' learning outcomes in the primary years. As such, homework may include finishing off work not completed in class, and research projects or tasks required for activities the following day. We value the time that children spend playing sports, music or after school activities as members of clubs or as a family.

Houses

Upon enrolment, children (including siblings) are placed into one of four houses:

- **Sirius** – green – Koolbardi (magpie)
- **Rigel** – red – Karrakin (red-tailed black cockatoo)
- **Bellatrix** – blue – Waalitj (eagle)
- **Hadar** - yellow – Kaa-Kaa (kookaburra)

The Houses are all named after bright stars in the Southern Sky, in keeping with our vision of being our students 'North Star'. We organise many activities throughout the year where students can earn House Points towards our North Star Spirit Shield, which is awarded at our House Athletics Carnival in Term 3.

Illness

We believe that the best place for an ill child is with his/her family. Please consider others if your child has been ill within the last 24 hours. This includes high temperature, vomiting, eye, ear or nose discharge. As per Department of Health Guidelines, children should not return to school following vomiting or gastroenteritis for 24 hours after cessation of symptoms.

The school is unable to look after children who become sick during the day. When your child becomes ill, families will be contacted and arrangements made for them to go home. It is important that the office has up-to-date details of your current emergency contact details.

It is possible that at some time during your child's education he/she will contract one of the common diseases of childhood. Parents are asked to note the exclusion periods for particular diseases, as the danger of spreading the infection is prominent, not only whilst the child is suffering from early symptoms, but they can still retain infection in their person or clothing after symptoms fade. For some conditions, exclusion period details are provided by the Health Department:

RECOMMENDED MINIMUM PERIODS OF EXCLUSION FROM SCHOOL FOR CONTACTS OR CASES OF INFECTIOUS DISEASES

CONDITION	EXCLUSION	EXCLUSION OF CONTACTS
Chicken Pox	Exclude until all vesicles have crusted.	Refer any immuno-suppressed children (e.g. leukaemia patients) to their doctor. Do not exclude other contacts.
Conjunctivitis	Exclude until discharge from eyes has ceased	Do not exclude.
Covid-19 (Coronavirus)	Exclude if showing flu-like symptoms	Do not exclude.
Diarrhoea	Exclude until diarrhoea has ceased.	Do not exclude.
Hand, Foot and Mouth disease	Exclude until vesicles have crusted.	Do not exclude.
Hepatitis A	Exclude until 14 days after onset of illness or 7 days after jaundice appears.	Do not exclude. Contact management will be coordinated by Department of Health staff.
Herpes simplex "Cold Sores"	Young children unable to comply with good oral hygiene practices should be excluded if lesions are uncovered and weeping.	Do not exclude.
Impetigo	Exclude until day after antibiotic treatment has commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressing.	Do not exclude.
Measles	Exclude for 4 days after the onset of rash.	Do not exclude vaccinated or previously infected contacts. All other contacts should be excluded until 14 days after the onset of the rash

		in the last case. If susceptible contacts are vaccinated within 72 hours of their first contact with the first case they may return to school following vaccination. Contact management will be coordinated by Department of Health staff.
Meningococcal infection	Exclude for 24 hours after antibiotic treatment commenced.	Do not exclude. Contact management will be coordinated by Department of Health staff.
Molluscum contagiosum	Do not exclude.	Do not exclude.
Mumps	Exclude for 9 days after onset of symptoms.	Do not exclude.
Parvovirus (B19 erythema infectiosum, fifth disease)	Exclude until well.	Pregnant women who have been exposed to parvovirus B19 should consult their doctor.
Ringworm, scabies, pediculosis (lice), trachoma	Exclude for 24 hours after treatment has commenced.	Do not exclude.
Rubella (German Measles)	Exclude for 4 days after onset of rash.	Do not exclude. Refer pregnant contacts to their doctor.
Streptococcal infection (including scarlet fever)	Exclude for 24 hours after antibiotic treatment has commenced.	Do not exclude.
Whooping cough	Exclude for 21 days from the onset of cough or for 5 days after starting antibiotic treatment.	Contact management will be coordinated by Department of Health staff.
Worms (intestinal)	Exclude until diarrhoea has ceased.	Do not exclude.

Immunisation Status

Parents are asked to advise the school as your child's immunisation status is upgraded. Up to date immunisation details for your child is available from Australian Childhood Immunisation Register.

In-term Swimming

Each year, children in Pre-Primary to Year 6 are offered swimming lessons held during term time. No tuition contributions are charged for these lessons although bus transport and pool admission charges must be met by parents. These lessons are part of the school curriculum.

Internet and Social Networking

Social websites, such as Facebook, Instagram, and TikTok, are commonly used by children. Parents should be aware that Facebook has an age restriction of 13 years and over. Hence, primary school students should not have access. Often children are exposed to these sites before they are socially and emotionally ready. Students will not be allowed to access such sites whilst at school.

Our students are expected to meet the requirements of the Acceptable Usage Agreement when using digital devices at school. Inappropriate use whilst at school will see the right to use the internet revoked for that student. Families are encouraged to always supervise children's use of computers, particularly social networking sites, to ensure appropriate use.

Insurance Cover and School Children

To avoid any misunderstandings with regard to school children and insurance cover, your attention is drawn to the following:

- *The Department of Education does not insure children against injury at school or on an excursion, camp, visit, etc. This is considered to be the responsibility of the parent. School children's accident insurance cover is available from the C.G.A. Accident Insurance Co. This insurance provides twenty-four hour per day cover.*
- *The Department of Education does have public liability insurance cover that covers their liability in cases of accidents caused through defects in school buildings, equipment or playgrounds, or through negligence on the part of an employee of the Department.*
- *On school excursions, camps, swimming etc, whether children travel by bus or private transport, they are covered while travelling by normal third party insurance cover, the premium for which is part of both car and bus registration contributions.*
- *Bus companies carry an additional public liability policy, but again it would only cover negligence on the part of the company.*

Late Arrivals

Punctuality is essential to maintain continuity of learning. If students arrive after 8:40am they must report to the school office to sign in and collect a late note. Please endeavour to have your child/ren at school on time as they miss valuable learning when late and this can affect their progress. Classroom lessons commence at 8:30am, therefore we ask you to have child/ren at school at 8:15am so they have time to prepare for the day.

Leaving School Grounds

Children are not permitted to leave the school grounds at any time without a written request from families. Families collecting students before the end of a school day must complete an Early Release Form from the school office, prior to collecting their child from class.

Library

Our library is fully automated and is staffed by a Library Officer. Children may borrow books from the library for up to one week at a time which may be renewed upon presentation of the book/s. If books are lost, families are asked to pay for the cost of the book. Should the book be located and returned in good condition a full refund is made. Library bags are required for borrowing of books. School library bags are available for purchase for \$5 from the front office. Please ensure library books are treated with respect and returned when due. We appreciate any time that families can volunteer in the library to help with book repairs, covering books, and other library duties. Please contact Michelle in the library if you would like to volunteer.

Lost Property

All items of clothing should be clearly marked with your child's full name. This is most important during swimming lessons. A lost property bin is located adjacent to the library doors. Please check for misplaced items regularly.

Medication

Please read the Administration of Medication Policy below. This refers specifically to administration of prescription medication to children by the school. **A reminder that children's asthma inhalers are to be kept with them at all times. Any medication should be handed to the front office and must not be left in students' bags.**

Administration of Medication

Where there is agreement between staff and families, through written instruction by a Medical Practitioner and a parent/guardian, prescribed medication can be administered by school staff. Medical forms will need to be completed when a student is requiring any type of medication. These forms are available from the front office or on the school's website.

Students should administer their own medication, where capable of doing so, and have authorisation for the taking of medication. The student may be supervised/assisted by staff in

administering their medication where there is an agreement to do so. Where possible, it is requested that parents/guardians ask their doctor to stagger the doses around the school day. **Students should not keep any medication in their bags.**

It is the families' responsibility to provide the school with adequate information regarding the details of the child's medical condition which may require specific action and/or treatment under emergency conditions (i.e. arising from Asthma, Diabetes and serious allergic reaction). A Health Care Plan and Emergency Action Plan will then be developed, if necessary, between the school, parents, family doctor and school nurse.

Students should not bring bulk supplies of any drug to school. Medication which is not labelled correctly will not be accepted for use. It is the families' responsibility to ensure that medication is clearly labelled, is not out of date and is provided in sufficient quantities for the child's needs.

Parents wanting students to take non-prescription drugs such as paracetamol are still required to fill out the medical forms. Form 3 Administration of Medication is available at the Office or on the school's website.

Mobile Phones

We understand the need for some children to have mobile phones with them at school eg. for security reasons walking to and from school. If this is the case, your child's mobile phone needs to be handed into the office. Under no circumstances should mobile phones be brought into class by students or left in school bags. The school takes no responsibility for the loss of mobile phones or other electronic devices such as iPads etc.

Money, Toys and Valuables

Children must not leave money or valuables in their bags, desks etc. If children are bringing money for collections at school please place it in an envelope marked with the child's name, the amount enclosed and the purpose of payment and hand to the class teacher in the morning.

No responsibility can be taken by the school for damage, loss or theft of any non-school item, such as jewellery, toys, sport equipment etc. brought to school by children. Families are asked to discourage students from bringing toys to school.

Newsletters

A Newsletter is published the week following each class assembly using Sway. The link is available on our website, or can be accessed through the Compass app on your mobile phone. Newsletters are to celebrate events, inform families of upcoming activities and events. Community notices are welcomed. We respectfully ask that all families please read the newsletter regularly.

Nurse

The Community Health Nurse is in our school every Tuesday. Full medical checks are no longer part of the program. All Kindergarten children are screened, and any new students are checked in Pre-Primary. The Nurse can be contacted if you have any health concerns regarding your child.

Outside of School Hours Care (OSHC)

An onsite outside-of-school-hours care is available through "Camp Australia". Every family is encouraged to register their child/ren for free to ensure care can be accessed in an emergency. Please see the link on our website to register.

Parents & Citizens Association (P&C)

The Parents and Citizens Association has a valuable role to play in the development of the school's resources and facilities. Its purpose is to work in partnership with the school to provide the best learning environment for your children. All families are invited to join the P&C and attend meetings held twice a term on Tuesday evening at 6pm in Week 2 and 7. Membership fee is \$1. You can contact the P&C via email: northharrisdalepandc@gmail.com

Parking

The school has 225 on-site parking bays for staff and families, including 8 disabled bays. Parking can be an issue around the school in peak times before and after school. Please exercise extreme caution when dropping off or collecting your children. Families are asked not to park in the designated staff bays in front of the admin building. Please be patient and courteous to other drivers around the school. **A current ACROD sticker is required for any vehicle parking in a Disabled Bay.**

Please be considerate to other families and not stop in the drive throughs of the carparks or the turnaround space near to Mookaroo block to drop off or pick up children. Park in the designated bays. There is a "Kiss and Drive" on Colville Street for you to use to do drop offs in the morning and pick ups in the afternoon. If your child is not waiting for you near the "Kiss and Drive" in the afternoon, please move out of the zone until they are.

Payments

Any payment to the school for your children can be made by:

- EFTPOS/Credit Card at the school office
- Direct Deposit to the school bank account:
 - North Harrisdale Primary School BSB: 633-000 A/C: 180 619 884
 - Please enter your Child's/Family name as a reference.
- Compass Pay app to enable mobile payment using a phone or iPad

Playgroup

Parent volunteers from our school co-ordinate a 0-3 year old playgroup. It is supported by Playgroups WA. The playgroup will operate out of an Early Childhood classroom. You can email Playgroup Coordinators at: NHPS.playgroup@gmail.com if you are interested in being a part of our playgroup.

Primary Extension and Challenge (PEAC) program

The PEAC program provides special courses for talented primary school students in years 5-6. Students are tested in year 4 and letters offering placements are forwarded to parents. Responsibility for transporting students to PEAC courses is the family.

Once students have been accepted into PEAC they have the opportunity to complete an introductory course that provides social interaction with like-minded peers and covers thinking strategies, subject areas and time management skills. There are three cycles of PEAC courses each year offering different topics every cycle. Courses run for half a day a week during normal school times at designated PEAC centres. Each cycle runs for 8-10 weeks.

Psychologist

The School Psychologist is in the school three days each fortnight for the purpose of assisting teachers in the planning of programs for children with particular learning or social/emotional needs. If parents have concerns regarding their child, please speak to our deputy principal, who manages Student Services in the school. A referral to the School Psychologist will be made, if appropriate, with family consent.

Reporting to parents

Reporting to parents will occur in various ways throughout the year. Teachers use the Seesaw app to share students' work completed in class. Families are always welcome to visit your child's classroom to view work completed throughout the year. You are also encouraged to discuss your child's progress regularly with their teacher.

- **Term 1** Teacher-Family Connect during Week 1; Progress Interview Week 8
- **Term 2** End of Semester One Report;
- **Term 3** NAPLAN reports for Year 3 and 5 students;
- **Term 4** Learning Journey in Week 2; End of Semester Two Report

School Board

As an Independent Public School, the role of the School Board is involvement in the governance of the school. This means taking part in the shaping and monitoring of the school's objectives, priorities and general policy directions. The School Board includes the principal, teachers, parents, and community members. Elections for vacant board positions will be advertised through the school newsletter. Meetings are held twice a term.

School Transfers

Where it is known that a child is going to transfer schools, early advice to the school office will ensure that the Department obligations associated with such transfers are completed in time to accompany the child's move. Students take with them all their personal belongings, and if transferring interstate or overseas, their school records, reports etc. Please ensure that any resources belonging to the school are left at the school before leaving ie. library books, home readers etc.

School Watch

Children should only be on the school grounds out of school hours if they are under the direct supervision of a teacher or another adult who has been given approval to use the school. If outside school hours, you see any suspicious behaviour in or around the school, please contact one of the numbers listed. No further action will be needed as the person you contact will do whatever is necessary.

Police Communication	131 444
School Security	1800 177 777

Specialist Programs

Music & Performing Arts

All students from Pre-Primary to Year 6 participate in Music & Performing Arts lessons provided by the Specialist teacher every week. Students have opportunities to become members of our Choir. The choir performs publicly throughout the year. Year 4 students can test for entry into the Instrumental Music School Services WA (IMSS) program to learn an instrument in Year 5 and 6. Tuition is provided during school hours by a qualified music teacher.

Physical Education

All students engage in physical activities each week. It is important all children are suitably attired to participate in physical activities. Children should have a bucket or wide-brimmed hat, water bottle, and suitable closed-in footwear. If a child cannot participate for medical reasons, then a note must be sent. Movement and games skills are taught from Pre-Primary to Year 6. Interschool sport takes place for selected Year 3 to 6 students. A House Athletics Carnival is held for Pre-Primary to Year 6 students during Term 3. A separate Sports Carnival will be held for Kindy students in Term 3.

Visual Arts

Students from Pre-Primary to Year 6 participate in a Visual Arts lesson with a specialist teacher each week. Children learn various art creative techniques using a variety of mediums such as paint, crayons/pencils, clay, sculpture, papier mache, etc.

Philosophy

All students from Pre-Primary to Year 6 engage in a weekly Philosophy lesson with a specialist teacher. Philosophy for children is a teaching approach that centres on teaching thinking skills and the ability to question and reason. There are 4C's of philosophical thinking:

- **Critical:** *respectful disagreement, look for evidence, challenge ideas, point out faults*
- **Creative:** *new ideas, expand on other's ideas, be different, make connections*
- **Collaborative:** *building on ideas, working with others, everyone involved, share ideas*
- **Caring:** *listening to other's ideas, participating, respect, encouraging, waiting your turn*

Rather than **teach** philosophy, we try to **do** philosophy with children by creating spaces for them to explore the questions that interest them.

STEM

Students from Pre-Primary to Year 6 participate in a STEM lesson with a specialist teacher each week. Children develop skills of inquiry through engaging in STEM projects that focus on collaboration, creativity, critical thinking, and problem-solving on real-world issues.

Languages: Auslan

Year 3 to 6 students learn Auslan as our languages program. It allows hearing students to see deafness and disability in a positive light as "different", and the acquisition of Auslan as a valuable tool for communicating with the hearing impaired. It is also accessible for visual learners and other non-traditional learners. The visual-gestural nature of sign language appeals to children who have good kinaesthetic skills, and who find it easier to learn concepts and information when they are incorporated with physical movements.

Student Leaders

North Harrisdale student leaders are Year 5 and 6 students who self-nominate and undergo a selection process involving a written application and interview with selected staff members. Successful applicants are chosen who can demonstrate the school's values and be exemplary role models for their peers. Leaders have various roles and responsibilities including presenting school assemblies, PA announcements, assisting at sporting events, in the library, STEM, music, garden, and Art.

Student Personal Items Lists

In Western Australia, government funds provide most resources used by children in schools. However, personal items used by students in class remain the responsibility of families. Student Personal Items lists will be available for download on our website in Term 4 and through ordering online at our supplier's website, Champion Education. Champion will deliver orders prior to school commencing, or items can be purchased direct at their Canning Vale store. However, families are free to purchase the items on the lists from wherever they choose. Please ensure all items clearly show your child's name. Parents may be asked to replenish personal items throughout the year.

Subscriptions

Mathletics & Mathseeds

Students will be using *Mathseeds* (PP & Year 1) or *Mathletics* (Year 2-6) in their mathematics program at school. As it is an app, children will be encouraged to access the resource at home to consolidate their mathematics skills. Through Voluntary Contribution payments, we are able to subsidise the cost to each student at \$10 for the year, which is a substantial saving on the \$99 that families would normally pay if subscribing to the resource privately. Families pay the \$10 subscription fee on your child's Personal Items List each year. Student login details will be provided when payment is received.

Resiliency Project School Partnership Program

We are partnering with the Resilience Project to deliver a mental health program across Pre-Primary to Year 6. The program supports mental health in the classroom, staffroom and family home. It aims to INSPIRE and ENGAGE the whole school community through the evidence-based GEM (Gratitude, Empathy & Mindfulness) principles. They embed GEM through a combination of accessible resources, engaging lesson plans and inspiring digital presentations for students, staff, and parents. The \$10 subscription fee covers the cost of the Student Workbook and access to the online Hub for parents.

Teacher / Family Connect

All teachers contact families by phone or email at the start of the year to introduce themselves and to find out a little more about your child. Each class will send home via Seesaw an Information Package outlining classroom policy, expectations and programs for the year, and a class timetable during the first weeks of Term 1.

Teacher / Parent Interviews

We encourage you to keep in close contact with your child's teacher regarding their progress by arranging an interview. Towards the end of Term 1 each year, the school closes for a half day to conduct family interviews to update you on your child's progress and discuss any concerns. Families are encouraged to visit the school to discuss with your child's teacher any problems or concerns you may have as often as you need to. You will appreciate though that teachers are very busy before school preparing for the day's lessons so making an appointment to discuss your child at a time when they can give you their full attention and privacy is advised.

Term Planners

Our Term Planners are available on our school website to assist families with planning for school activities. Additional information will be noted in our school newsletter as events approach.

Therapists

We partner with *Down South Therapy Services* to provide greater accessibility for families wanting Speech Therapy and Occupational Therapy for their child to support their Documented Plans at school. The cost of the service is provided by families to Down South Therapy directly, either through private health funding or NDIS funding. The school is simply providing an office space for the therapists on site. Visit their website for more information: <https://downsouththerapy.com.au/> There will be NO or MINIMAL WAITLIST for any new North Harrisdale Primary students requiring Speech Therapy or Occupational Therapy by Down South Therapy.

The process is as follows:

- Complete the '**External Providers Family Request Form**' and '**External Providers Service Schedule**'. These are Department of Education requirements for approving access to students during school hours by external service providers. These need to be returned to the Deputy Principal: Student Services. Therapy plans must link to goals & outcomes in the student's Documented Plan.
- Once approval is granted, contact Down South Therapy administration directly to organise times for the session/s to occur. We aim for all sessions to take place after 12pm so as not to interrupt core learning in literacy.

Families are welcome to continue to use their current service provider or any other company in Speech Therapy or Occupational Therapy if they so wish. If access is sought during school hours, the two forms mentioned above will need to be completed and submitted for approval.

Transition Programs

In Term 4 each year, new kindergarten students complete an orientation program prior to them starting in the following year. All students in Kindy to Year 5 will have a half-day transition with their next year's teacher and class during Week 10 of Term 4. This alleviates anxiety for some students who worry about their new class over the Christmas holidays. Year 6 students will participate in an orientation and transition to secondary school program during Term 4.

Uniforms

The North Harrisdale Primary School community believes a school dress code:

- instils pride in the school and builds school spirit;
- gives students a sense of belonging;
- enhances the public image of the school;
- ensures students are safely and appropriately dressed for school activities;
- promotes equity among students;
- increases safety while walking to and from school or on school excursions; making identification of our students easier;
- fosters an understanding amongst students that being suitably attired and presented is an expectation of any future workplace; and
- is cost effective for families

The School Board endorsed the Dress Code and any review or future changes will be made with the approval of the Board. Students not following the dress code will not be permitted to attend

excursions and represent the school at official school activities including choir, sporting, social and leadership events.

Guidelines

The school dress code colours are navy blue, gold and cornflower blue. Students are able to choose amongst the following uniform items to wear to school:

- polo shirt
- shorts
- trackpants
- skort
- dress
- active pants
- navy blue tights
- jacket
- v-neck jumper
- House polo shirt
- Reversible school hat / house colour
- Closed in footwear, preferably black, appropriate for physical activity and sports

All items are available from Uniform Concepts, Unit 2/26 Solomon Road, Jandakot, Tel 9270 4650.

Please ensure all items of school uniform are clearly marked with your child's name.

All students

- Hair must be tied back, neat and tidy, off the face, natural in tone and style
- Headbands must be school colours and of plain style
- Only the following jewellery items are permitted:
 - One small single gold/silver stud/small ring per ear;
 - One unobtrusive finger ring
 - One necklace/bracelet
 - Watch

The school Dress Code does not include the following items and should not be worn to school:

- Denim (including jeans/shorts/skirts/jackets).
- Board shorts, skate pants and similarly styled garments.
- Makeup and coloured nail polish are not permitted. If students come to school wearing either, they will be asked to remove it.
- Fingernails must be kept short for safety reasons
- Strapless / backless slip-on footwear eg. sandals, thongs; except on medical grounds accompanied by a written note to class teacher
- For safety reasons, body piercings are not permitted.
- No excessive or valuable jewellery for safety and security reasons.

Dress-Up Days

Dress-up days are held to support community fundraising activities. Students are expected to wear clothing in accordance with our Sun Smart policy and safety requirements; allowing them to fully participate in daily activities. These days may require a gold coin donation.

Outdoor wear

Navy blue parkas, jackets and appropriate rainwear are acceptable for outside wear at recess and lunchtime only.

Year 6 students

Each year, our Year 6 students have an opportunity to purchase the Year 6 Leavers polo shirt as part of the Dress Code.

Modification to the Dress Code

Students who, for religious or health reasons, may wish to modify the school dress code are required to make an appointment to discuss this with the Principal or Deputy principal. Staff will be informed of any students granted a modification to the dress code.

Non-compliance with the Dress Code

If students continually attend school out of school uniform, families will be contacted to discuss the issue with the Principal or Deputy principal.

Family Responsibility

All families will receive a copy of the Dress Code and it will be included in the enrolment package. Acceptance of enrolment at this school assumes an agreement between the school, the family, and the enrolling student, that the student will dress within the guidelines of the school dress code. Families will be expected to purchase uniform items for the child's use in school activities. Issues of financial hardship may be discussed with the Principal and assistance may be arranged.

Visitors on School Grounds

All visitors on the school grounds, including families, must sign in at the front office on arrival and sign out as they leave. This excludes visits for assemblies and sporting carnivals.

Volunteers

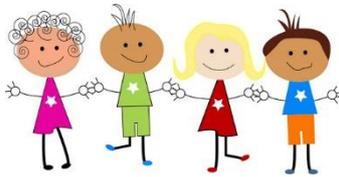
All volunteers in classrooms, library, or on excursions must sign a Confidential Declaration Form available from the office. These are updated annually and are available at the office.

Working with Children Check

All staff are required by law to have a current Working with Children Check (WWCC). Parents volunteering at their child's school are exempt from requiring a WWCC, unless they are attending an overnight camp or engaging in coaching or mentoring with other students. In the WWC legislation, a parent is defined as anyone who at law has the day to day care of the child. Grandparents and other family volunteers will require a WWC Check in order to volunteer at school, unless they meet the definition of a parent.

Year 6 Graduation

An assembly will be held at the end of Term 4 to celebrate our Year 6 Graduation. Various book awards are presented to deserving Year 6 students. Students have the opportunity to attend a special Graduation Lunch and Activity during the final week of the school year. This is an optional activity and paid for by parents.



NORTH HARRISDALE PRE-PRIMARY INFORMATION

Welcome to North Harrisdale Pre-Primary, your child's first year of compulsory schooling. This year is one of excitement and fun for your children. Our program aims to:

- Provide children with the opportunity to enjoy a safe, fun, and challenging learning experience
- Encourage individuality, independence and the development of cognitive, social, emotional, creative, and physical skills
- Promote open communication between families and staff by encouraging interest and participation in the program. Please keep us informed about any changes that may have some bearing on your child's educational progress.

Pre-Primary Curriculum

The School Curriculum and Standards Authority (SCSA) is responsible for curriculum, policy advice and guidelines for all Western Australian schools from Kindergarten to Year 12.

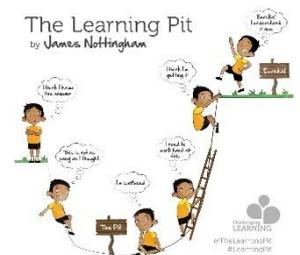
The Pre-Primary Curriculum is drawn from the WA Curriculum & Assessment Outline for the Foundation Year as well as the *Early Years Learning Framework*. Early childhood educators take into consideration contextual factors when designing and implementing quality curriculum. We take a holistic approach to integrating learning across all curriculum areas, wherever possible, to develop children's physical, cognitive, social, emotional, and creative knowledge, skills and understanding.

Cognitive Development

We use research-informed effective practices across our early years to ensure our students have a quality first learning program. These are described below:

Learning Pit

We use the model of the 'Learning Pit' (James Nottingham) to support children to understand that learning anything new can be challenging, hard, and confusing, and requires determination, persistence, and resiliency to get 'out of the pit'. Children see that making mistakes is how they learn and recognise the value in not giving up when faced with challenge.



Phonological Awareness

Phonological awareness is an ability to hear, explain, and manipulate the sounds in spoken language. Some of the key skills include breaking words into syllables, or beats, recognising and producing rhyme, and segmenting words into individual sounds. These skills are critical for successful reading and spelling because they create a foundation for identifying and manipulating the sounds in words. We use the *Language Express* program, which combines phonological awareness teaching with oral language and vocabulary development.

Phonics

We use a synthetic phonics approach to teaching reading and writing. Students are taught to decode (read) and encode (write) through learning the simple sound for each letter or groups of letters first. Phonics teaching begins in Kindy with children learning to recognise and say simple sounds for letters of the alphabet. Students are encouraged to refer to letters by their most common sound, /s/ as in snake or /a/ as in apple, rather than the letter name as this helps children learn to blend the sounds to read. We teach phonics using the *Phonics International* program. Their website www.phonicsinternational.com has a series of videos on how to pronounce the sounds which can support you to help your child at home.

Reading

Reading aloud to your child is very important in helping them build a range of pre-reading skills such as story structure: beginning, middle, ending; book title, author, and illustrator, making predictions and connections to characters and events in stories, learning new vocabulary, and saying what they liked or did not like about a story. We use picture books and targeted questions to support students to build their understanding of stories.

When children have learned a few key sounds and can blend them together to read words, they are ready for decodable books. These are books that only contain words using sounds the children have learned. This gives children a real sense of themselves as readers, and success builds success!

Talk 4 Writing

Talk 4 Writing is an exciting and motivating program which develops writing skills, vocabulary, and comprehension. The program involves orally learning a text, such as a story or poem, with the help of a picture story map. Students then study the features of the text including characters, settings, and conflicts to better understand how to create a high quality piece of writing. Students are exposed to a range of different types of texts, such as narratives, procedures, poems and recounts. They build an understanding of how these texts are different and the special features, or conventions, of each type.

Hands-on Mathematics

Learning early concepts in mathematics is best supported using hands-on materials such as blocks, counters, straws, popsticks etc. in a play-based, problem-solving environment. The maths program is focused on children developing a sound understanding of number, principles of counting, measuring, and shapes. Learning the particular vocabulary of maths and talking about what they know and understand is vitally important.

Social and Emotional Development

Children learn how to interact and play with others. Taking turns, sharing, including others, being kind and respectful are a focus of the health and wellbeing program. Children learn to recognise their feelings and emotions, and develop the skills of self-regulation. We use mindful practice to help students manage their emotions and anxiety. Children will engage in daily quiet time where they learn to breathe deeply and calm their thoughts and feelings.

Arrival

Pre-Primary commences at 8:30am. Families are asked to stay with their child/ren outside the classroom until the doors open. For safety reasons, it is very important that children are not left unattended and are brought into the room and handed into the care of the teacher. The doors open at 8:15am each morning. Please encourage your child to unpack their own school bags on arrival at school. It is important that the children become independent, although they may still require you to remind them of what they need to do. Parents and children are welcome to complete a puzzle, table activity or read a book until 8:30am when the bell goes. This enables us to say hello and discuss any daily issues that may need attending to.

For your child/ren's safety, and to meet our 'duty of care' obligations, we respectfully ask that our playground equipment is not to be used before and after school by children, including young siblings.

Departure

Please be prompt when picking up your child. Children can become quite distressed if their family is late picking them up and other children have left. Remember, children at this age can feel that parents have "forgotten" them. Please ring the school if you are running late, as it saves a child becoming upset. Our phone number is 9397 8140 and the office will let the teacher know.

At the end of the day, please collect children from the door. If someone other than parents or a legal guardian is going to collect your child, a note must be written to identify the person. If this is a regular occurrence, the person will need to be added to your emergency contact list with the office.

The Duty of Care owed by a teacher to a Pre-Primary student necessitates the teacher being satisfied that no foreseeable harm will come to the student when discharging him/her at the end of the school day. A child will only be allowed to leave the centre accompanied by a nominated parent/caregiver. Older siblings will not be given the care of Pre-Primary children.

Attendance

Students must attend school, as required by Section 23 of the School Education Act 1999. At North Harrisdale Primary, families are requested to advise their class teacher in writing of the reason for their child's absence within three days of the child's first day of absence.

Family holidays during school terms are not encouraged. School holiday periods provide a considerable amount of time for families to enjoy holidays together. Absence during school terms disrupts children's learning and their social development with friends. All family holidays during term time must be approved by the principal prior to the holiday. A written note stating dates and reasons for holidays should be submitted to the Principal for consideration.

Late arrivals to school, after 8:40am, must collect a late note from the school office. Children being collected from school early must be signed out at the front office and a slip given to the class teacher.

What to wear

Children are expected to wear school uniform. As children will be involved in many activities, such as painting, gluing, water play and climbing, it is suggested that spare clothing is provided in their bag for 'accidents'. It is imperative that ALL items of clothing are labelled with your child's name.

We encourage children to be active outdoors. Children will be climbing equipment, running, crawling and playing in the sand pit. It is important that appropriate, closed-in footwear be worn at all times so that these activities can be carried out with ease and safety. Bare feet are not permitted outside. We encourage children to be sun smart all year round, by wearing a bucket or wide-brimmed hat. Our school policy is "no hat, play in the shade."

What to bring to Pre-Primary

- Large school bag. Please mark child's name clearly on the rear or side of the bag. Children find it difficult to pack small bags and fit in all their equipment.
- Drink bottle for water. No cordial or juice please. Mark your child's name clearly on the front.
- Crunch & Sip. Each child brings their own piece of fruit/vegetable (whole or in a container) to eat during the Crunch & Sip break. This must be fruit or vegetables. No cheese, biscuits, yoghurt or popcorn, please.
- Lunch in a named container.
- A bucket or broad-brimmed hat to play outside.
- Library bag with your child's name printed clearly on the outside of the bag.
- Spare clothing, just in case of 'accidents', water play or getting wet during winter.

Birthdays

Birthdays are an important event in children's lives and we are happy to celebrate them as a class. Please feel free to bring in a birthday cake with a list of ingredients used as we need to be mindful of children with allergies. We recommend small individual cupcakes in preference to a large cake to share.

What your child will do at Pre-Primary

We aim to provide a fun, stimulating learning environment where all children are given the opportunity to encounter new challenges and experiences. Our program is based on the Early Years' Learning Framework and meets the National Quality Framework and Standards. It provides a balance of purposeful play and intentional teaching. We will cater for your child's individual needs and interests to inspire curiosity and a love of learning. Building early literacy and numeracy concepts is a significant focus of the learning program. Teachers use the West

Australian K-10 Curriculum for the Foundation (Pre-Primary) year to plan their teaching and learning program.

Students will learn to:

- *Share and cooperate with other children and adults*
- *Work independently*
- *Follow routines*
- *Communicate clearly and confidently*
- *Think critically, question, problem-solve, and be creative*
- *Learn to read and write*
- *Count, measure, and recognise, draw, and make shapes*

Reporting to parents

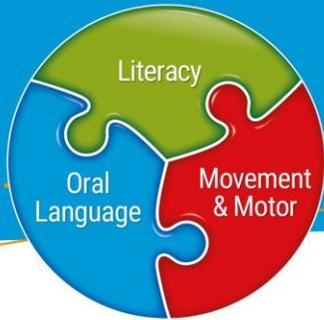
Teachers will share children's work and photos using Seesaw, a digital portfolio app that families access through a QR code provided by the teacher. At the end of each semester, a report will be provided to families showing their child's progress and achievement. We encourage parents to discuss their child's progress regularly with their teacher. Please inform us as soon as possible of any issues/incidents that may affect your child's learning or attitude to school.

Family Roster

Families will be invited to place their name on the Family Roster each term. The roster enables families to learn about the pre-primary program and see how their child is developing and interacting with other children. Children love having their family come and see what they do at pre-primary! We encourage all families to be involved, including grandparents and other relatives. To allow for maximum participation, we would prefer that babies and toddlers not attend.

How you can support your child at home

- Encourage your child to be responsible for their belongings.
- Teach your child to respect others and their possessions. The hardest thing for a child to do is to share their space and often their belongings.
- Develop their language, listening and comprehension skills. Read stories to them, play memory and matching games, sing nursery rhymes together.
- Listen to them read their home reading books to practise their blending each night. Talk about the events and characters in stories. Individual word lists, using the focus sounds, will also be sent home for children to practice each day.
- Build their mathematics skills by counting, sorting, and matching objects, and identify colours and shapes. Recognise and write numerals.
- Help your child to develop a healthy self-esteem especially when they find things difficult, they lose or fail. This helps them to face minor problems and meet new challenges.



Key Area: Oral Language

Semantic Development Milestones



A 3 year old child should be able to:

1. Name objects or pictures.
2. Name parts of objects e.g. The tail on a dog or the wheels on a car.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into common groups such as food, clothes and animals.
4. Locate matching items.
5. Identify items that are different (the one that doesn't belong).
6. Identify items by exclusion (the ones that are not...) e.g. Find the ball that is NOT red.
7. Concepts - Know common shapes and colours and understand size concepts big and little, and location concepts in, on and under.

When working on any of these elements with 3 year old children, use whole objects or items rather than pictures. Please note however that the picture cards can be used for older children or for 3 year old children who are excelling at tasks with whole objects.

A 4 year old child should be able to:

1. Describe an item by 3 elements, usually visual or tactile e.g. Size, colour, shape or parts. Later, they may describe by taste, feel or smell, **where** the item can be found and **what** an item is used for.
2. Recognise the function of common objects.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into groups (such as clothes, animals, food).
4. Name the group when given some examples from a common category e.g. sheep, dogs and frogs are all... "animals".
5. Name 3 items that belong in a group e.g. Name 3 things that belong in the food group "sausage, apple, biscuits".
6. Identify obvious differences and similarities e.g. The colour or size of items. For example: "This elephant and this hippo are both big".
7. Location concepts - Understand next to, behind, in front.
8. Identify things that go together (associations) e.g. Knife and fork.
9. Give common antonyms e.g. Hot vs cold.

A 5 year old child should be able to:

1. Describe an item by 3 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example, "A cow is an animal that lives on a farm and gives us milk".
2. Name functions of common objects.
3. Sort items into common closely related groups e.g. Sort items into zoo and farm and bush animals rather than just an animals group.
4. Name less common categories e.g. Pets, body parts, toys, transport.
5. Name 5 items that belong in a group e.g. Name 5 things that belong in the clothes group "shirt, shorts, singlet, hat, jumper".
6. Identify less obvious differences and similarities e.g. The parts of items or where the items are found. For example: "A spider is different from a bee because a spider has 8 legs and a bee has 6 legs". Or "A pencil is different from the paints, because pencils are kept in the pencil tin and the paints aren't".
7. Concepts - Understand before, after, near, far, first, last.
8. Name things that go together (associations) e.g. Shoes and socks.
9. Define familiar words e.g. "Comfort" means to make someone feel better.

A 6 year old child should be able to:

1. Describe an item by 4 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example: "A cow is an animal that lives on a farm, gives us milk and goes moo".
2. Sort items into closely related groups e.g. Fruit and vegetables, or winter and summer clothes.
3. Name less common categories e.g. Appliances, furniture, transport.
4. Name 6 items that belong in this group e.g. Name 6 things that belong in the toy group "ball, doll, puzzle, hula hoop, blocks, tea set"
5. Identify less obvious differences and similarities e.g. The function or category of items. For example: "a car is different from a motorbike, because a motorbike carries one person and a car carries lots of people". Or "a giraffe is different from a cow, because a giraffe is a zoo animal and a cow is a farm animal".
6. Understand concepts – Second, third, all except, unless, neither/nor, either/or.
7. Give synonyms and less common antonyms e.g. Rough vs smooth.
8. Explain homophones (multiple meanings) e.g. Bear vs bare.

PLD's programs that develop the above skills can be viewed by searching the codes: 10m4, Sem4, 10m5, Sem5 available from www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Oral Language

Now that I am 5 years old... I should be able to;



Speech and Language Developmental Milestones

Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don't know.
- Plan and rehearse your child's news before to the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child's speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'.
- Understand everything said to me (age appropriate).
- Answer 'when', 'why' and 'what' questions.
- Understand opposites (hot and cold), location words (next to, between, in front).
- Understand humour and laugh at jokes.

Speaking

- By 5 years old, children should be very verbal with a spoken vocabulary of 2000 words.
- Speak intelligibly with a few speech immaturities remaining.
- Use basically adult like grammar.
- Tell news or stories without any assistance.
- Retell a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

Play and Social Skills

- Enjoy social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginary play.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc5, AR35, 10m5, Pbr5, Sem5 on www.pld-literacy.org
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Key Area: Movement and Motor The Development Of Cutting Skills



Developmental Norms For Children Learning To Cut With Scissors

At age 2 - 2½ years...

- Child is able to open and shut scissors with two hands.
- Child is able to snip paper. Child holds scissors in one hand (dominant hand is not likely established at this stage). The paper may be held by an adult.

At age 3 - 4 years...

- Child is able to cut a 10cm piece of paper in approximate halves. No line is placed on the paper.
- Child is able to cut along a 10cm straight line. Their cut line should not be wider than 1.7cm.

At age 4 - 5 years...

- Child is able to cut along a curved line. Their cut line should not be wider than 1cm.
- Child is able to cut out a range of squares (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of triangles (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of circles (and with diameters measuring as small as 12cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of large, simple shapes while staying within a line that is 0.6cm wide.

At age 5 - 6 years...

- Child is able to cut around corners (with wide angles) while staying within a line that is 0.6cm wide.
- Child is able to cut along curves while staying within a line that is 0.6cm wide.
- The child is also able to manoeuvre their non-cutting hand to support the cutting.
- Child requires frequent practise to consolidate their cutting skills.

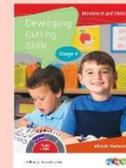
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A Note About Dominance

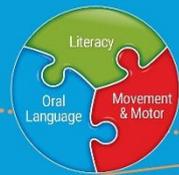
Research suggests that the majority of children show a dominant preference by 3 years and most by school age, however some actually establish dominance as late as 8 or 9 years old. Making a preference is important as it allows the child to develop skill and endurance with that hand. If a child has not yet made a preference, it is suggested that the child be encouraged to participate in activities:

- that involve crossing the midline,
- that use both hands together,
- where both are active and
- where one hand does the work and the other one assists.

Don't try to choose the dominant hand but observe which hand is used the most often or is more skilful. It may also be helpful to refer the child to an Occupational Therapist for an assessment, prior to commencing year one.



PLD's programs that develop the above skills can be viewed by searching the codes: Mcs123, Mcs4 on www.pld-literacy.org mail@pld-literacy.org Phone: (08) 9227 0846



Key Area: Oral Language Speech Sound Development



"I should be able to say..."

p, b, m, n,
w, n, g,
k, d, t, ng,
h, y



by 3 years

"do away"
(go away)

"tat"
(cat)

"my du"
(my duck)

f, l,
sh, ch



by 4 years

"I have a tish"
(I have a fish)

"I want tips"
(I want chips)

"a wion"
(a lion)

z, r,
j, s



by 5 years

"I can dump"
(I can jump)

"to the doo"
(to the zoo)

"dope"
(soap)

v,
consonant
blends
eg: bl, tr, sk,
st, sp, pl



by 6 years

"berry big"
(very big)

"poon and fork"
(spoon and fork)

"a twuck"
(a truck)

th (voiced)
eg: this
th (voiceless)
eg: teeth



by 8 years

"the right fing"
(the right thing)

"get dem"
(get them)

"finking"
(thinking)

NOTE: Under each age range are examples of speech errors that should not be present by the listed age.

PLD's speech screening tool can be viewed by searching the code Ssd on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846 Copyright Terms of Use at <https://pld-literacy.org/copyright>

Source: Developmental Phonological Disorders - a practical guide for families and teachers: (1998) Caroline Bowen



Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



When children first begin to draw using crayons, pencils or brushes they use a dagger grasp. In a natural developmental sequence they will hold the writing implement in a variety of grasps until they settle on a functional tripod grip for handwriting. The developmental sequence is a result of neurological and physical growth in the child.

As we look below at the development of different grasps and drawing skills we can observe that there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increases as the child develops more control over the pencil or crayon in his or her hand. [See the following pages for more information.](#)

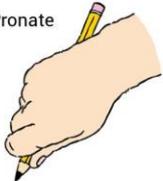
Dagger



12 Months to 2 Years

- Development of fine pinch grip and precise release of small objects
- Both hands develop skilled function and work together
- Crayon is held initially in the palm (*Palmar Supinate or Dagger grasp pictured right*).
- Movement mainly occurs from shoulder, the arm and hand move as a unit.
- Makes marks on paper with crayon
- Vigorous scribble in imitation
- Scribbles spontaneously
- Draws a stroke then obliterates by scribbling
- Imitates drawing a vertical line

Pronate



2 Years To 3 Years

- Crayon or tools may be held across all fingers, with the palm facing down. Digital Pronate grasp (*pictured right*) movement mainly occurs at the elbow, the forearm and hand move as a unit.
- Imitates drawing a circle
- Copies a horizontal line
- Copies a vertical line
- Draws 2 or more strokes when attempting to copy a cross

Quadropod



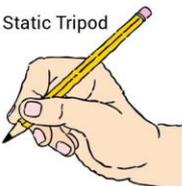
3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. Quadropod grasp (*pictured top right*). Movement can occur from the wrist, the hand moves as a unit with the fingers static. Static Tripod grasp (*pictured bottom right*). Adjustments to the pencil are made with the opposite hand (3½ - 4 years).
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time a 7cm wide horizontal line.

Static Tripod



Static Tripod



4 Years To 6 Years

- Child developing ability to manipulate objects between the fingers and palm and rotate objects with the fingers.
- Uses a *Static Tripod grasp* (*pictured right*) of a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist elbow and shoulder (4½ to 6 years).
- Copies a diagonal line, a square, a diagonal cross, circle and triangle
- Draws a man with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a man with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mliff/Mlfc, DSPPf/DSPPc, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Page 1 of 4



Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



It is suggested that it is much easier to introduce and reinforce the proper way to hold a pencil than to try and change an inefficient one later in school life where the child has grown accustomed to using it for several years. It is felt that handwriting difficulties could be avoided in later years if there is an early emphasis on strong fine motor skills, learning how to hold a pencil and regular practice on how to use it.

The goal of a proper pencil grip is that it is stable, comfortable and is able to be moved with the smaller muscles of the fingers rather than the whole hand. One important feature of this type of grip is an open and rounded web space, the space formed by the thumb and index finger. It is much harder to move a pencil with finger movements if that is closed.

There are a number of ways to encourage the right grip. One idea is as follows:

Make ok sign with fingers. Place pencil between thumb and index fingers then drop the middle ring and little fingers under the pencil. The last joint of the middle finger sits next to the index finger so that it can support the underside of the pencil.

Children can be reminded to hold their pencil with their 'ok' fingers.

Alternatively the pinch action of the index finger and thumb, with the middle, ring and little fingers tucked into the palm mimics the action of a bird's pecking beak. Children can be reminded to make the bird's beak and hold their pencil.

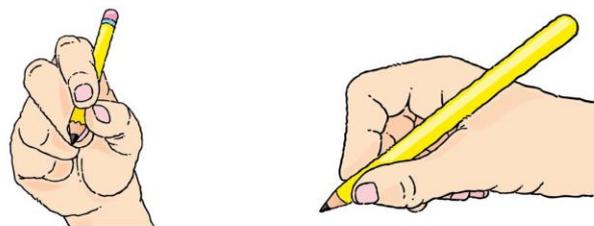
Sometimes children find it hard to keep their middle, ring or little fingers tucked into their palm, often they climb onto the pencil shaft too. Children can try holding a small marble or wishing stone in the palm of their hand as they write to help them maintain the right grip. There are also a large number of commercially available pencil grips that help children hold their pencils correctly as they begin to write.

Another useful activity to practise the right grip is to use extremely short pencils to encourage the child to use finger tips rather than the whole hand. The shaft of the pencil should rest gently in the webspace. Children can check to see if their pencil is 'lying back on its pillow'

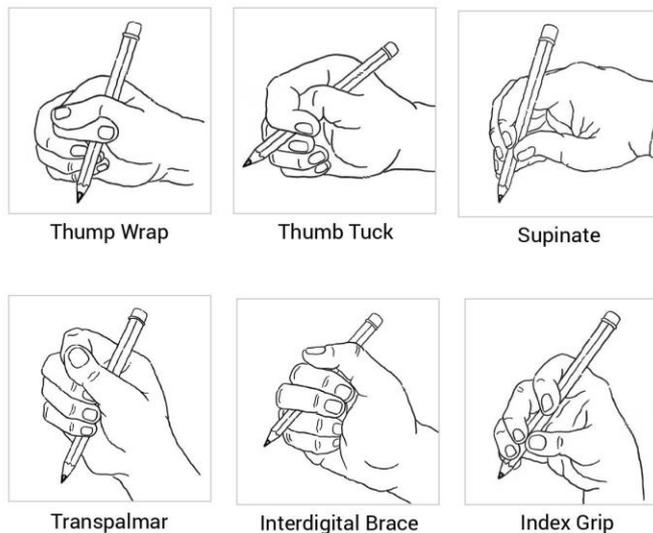
What Is A GOOD Pencil Grip?

- The pencil shaft is held between pads of index finger and thumb of dominant hand.
- The middle finger sits along side the index finger supporting under the pencil.
- The ring and little fingers curl gently into the palm.
- There is an open, fairly circular web space formed by the thumb and index finger. This is where the pencil shaft will rest.
- Sometimes the pad of the middle finger on the pencil too, this is acceptable if the web space remains open.

See the following pages for more information.



What Is NOT A GOOD Pencil Grip?



PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mliff/Mlfc, DSPPF/DSPPC, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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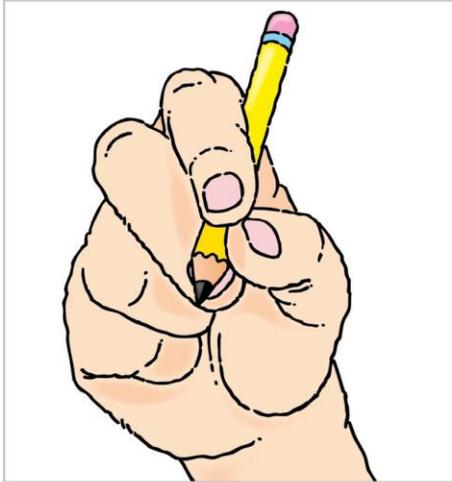
Page 2 of 4



Key Area: Movement and Motor

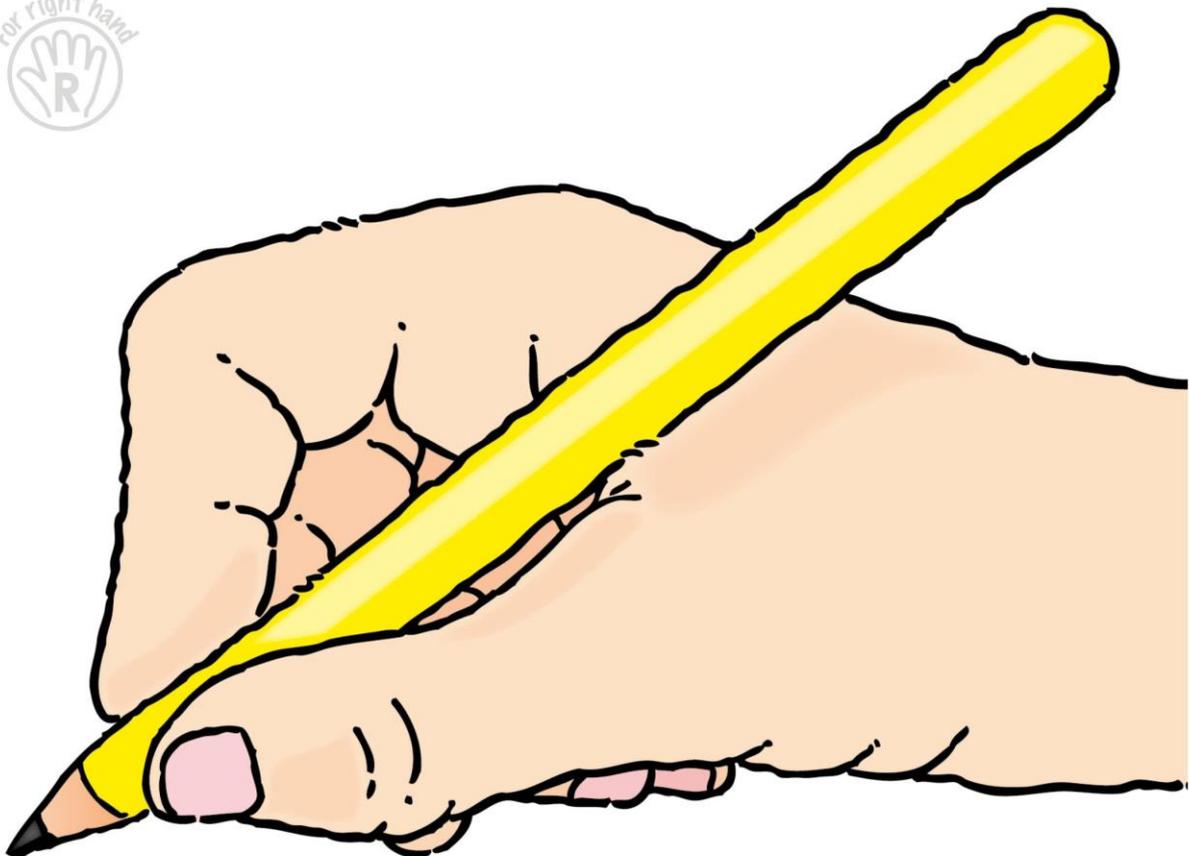


Good Pencil Grip



What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.



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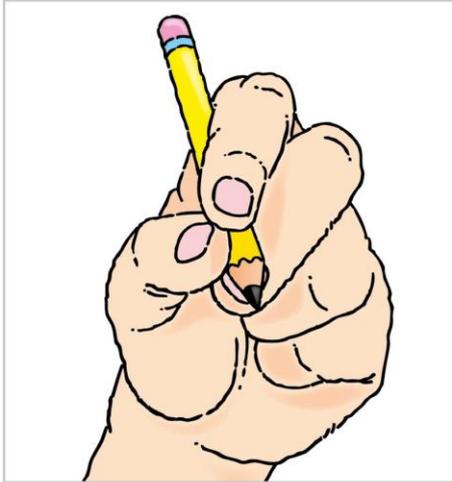
Page 3 of 4



Key Area: Movement and Motor

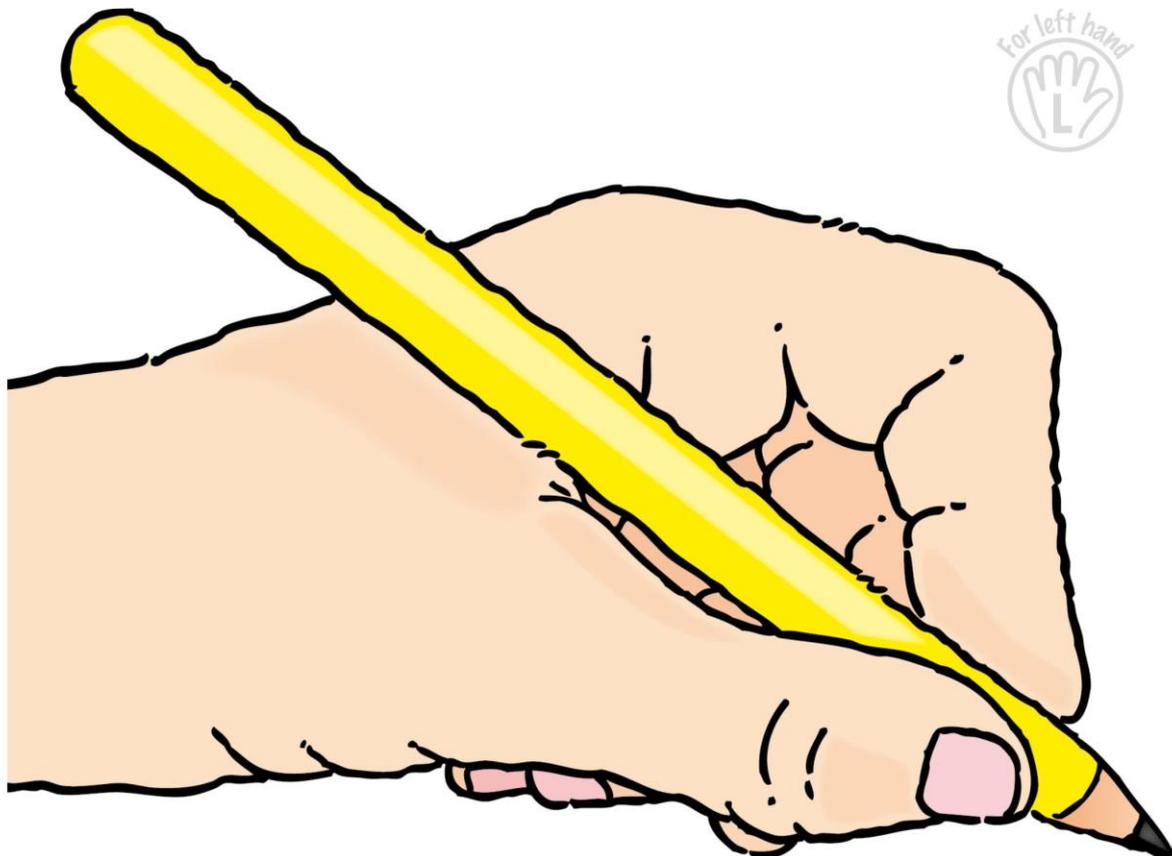


Good Pencil Grip



What makes it easier?

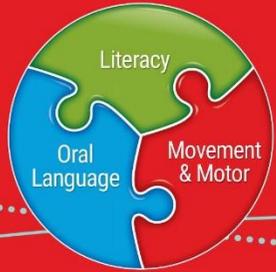
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Page 4 of 4



Key Area: Movement and Motor Getting Ready for Writing



Throughout the early years, children are encouraged to participate in a range of fine motor activities that develop:

- their manipulative skills
- a dominant hand
- the ability to use both hands together

In conjunction with the above motor activities, introducing pre-writing patterns aids the smooth transition to writing alphabet letters.

Pre-writing Patterns presents a simple, systematic and fun approach for teaching the foundation skills that are necessary for fluent handwriting. It outlines six basic movements that are essential for children to learn the pre-writing patterns used to make pictures and then combined to make letters and numbers.

It is through the systematic rehearsal of a movement (with eyes closed and eyes open) that a child is able to develop a kinaesthetic memory. We can think of this as an internal memory that allows the child's actions (when making patterns) to be automatic.

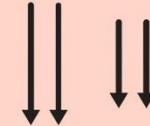
Sideways, sideways, left to right	Tall lines and short lines	Zig zags
Circles, drawn forwards and backwards		
Up and overs		

Six basic patterns form the basis of all alphabet letters.

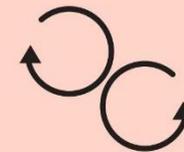
The patterns below combine to make letters.



Sideways, sideways, left to right



Tall lines and short lines



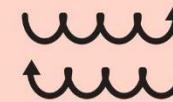
Circles, drawn forwards and backwards



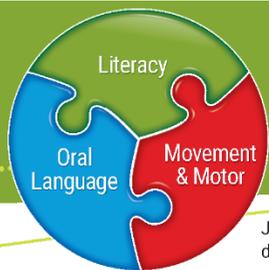
Zig zags



Up and overs



Down and unders/
Down, back and unders



Key Area: Literacy

Phases Of Writing Development



Just as children make many “mistakes” or approximations as they learn to talk, the development of writing skills is also a process. At each phase of writing development children demonstrate what they know about written language and all their writing efforts need to be recognised and encouraged as steps towards conventional writing skills.

Phase 1: Role-Play Writing

As children attempt to make sense of the connection between spoken and written language, they may engage in role-play writing. During this phase of writing development, children experiment with marks on paper as they imitate adult writing. They make random marks on paper including circular scribble, scribble lines and attempts to draw symbols consisting of straight and curved lines. They may mix letters, numbers and invented symbols with letters often produced in reversal or mirror image. They have a preference for capital letters and will often use letters from their own name repeatedly within writing. These marks and scribbles may be an attempt to communicate a message however their understanding of sound-symbol relationships has yet to develop and hence their messages are not yet readable by others, however, they may believe others can read what they have written. Children usually operate at this phase of writing development between 2-3 years of age.

Skills Demonstrated by Role-Play Writing:

- Children know people write to communicate a message.
- Children demonstrate early attempts at letter formation.



When the big monster went for a walk to the billabong he went to see a flower.
(Briana 3 years)

Summary of Role-Play Writing

Attempts to create letters and marks that represent letters have been included.

Phase 2: Experimental Writing

During the experimental writing phase (usually 3-4 years of age), students demonstrate an understanding that speech can be written and that written language means something. They will write from left to right, experimenting with letters and words as they write about familiar topics. Students in this phase are developing an understanding of 1 to 1 correspondence and sound-symbol relationships and may represent each word with 1-3 letters, usually consonants. Writing is often a mix of capital and lower case letters, and often letters from their own name. They do however demonstrate knowledge of the difference between letters and numbers. Experimental writers have a developing understanding that we write for a purpose and to a specific audience.

Skills Demonstrated by Experimental Writing:

- Students demonstrate knowledge that written language has meaning and can “read” what they have written.
- Students have an awareness of words with each word represented by a single letter or a cluster of letters (usually words are represented by 1-3 capital letters, mainly consonants).
- Students demonstrate knowledge that we write left to right and have a developing awareness of spaces between words.
- Students demonstrate knowledge of the difference between letters and numbers.
- Students know that letters represent the sounds in the words we say.



Daddy's going for a walk. I picked a flower for my Mum and we saw a butterfly flying.
(Briana 3 years)

Summary of Experimental Writing

Some letters have been included to represent the words.

Phase 3: Early Writing (or Phonetic Writing)

During this phase of writing development (usually 4-5 years), students are beginning to demonstrate the use of some writing conventions. Early writing includes attempts at correct punctuation and will include appropriate spacing between words. Students consider audience and purpose when writing familiar structures such as retells, reports, letters, lists and emails. Frequently used words are usually spelled correctly and unknown words are spelled phonetically (by sound) (e.g. because = becos). Writing begins to include detail and description however may repeatedly use the same phrases or words. At this phase students are developing the ability to make some simple corrections in writing, however, editing can be overwhelming.

Skills Demonstrated by Early Writing:

- Students demonstrate knowledge that writing is made up of words and spaces between words.
- Students are aware that words have a number of letters, a beginning and end sound and have vowels.
- When students know a word they will spell it the same every time.
- Students use phonetic spelling and their knowledge of sounds when writing unfamiliar words.



Me and Dad in the monster truck. (Clay 6 years)

Summary of Early Writing (or Phonetic Writing)

Familiar words spelled correctly; uses both capitals and lower case letters; spells unfamiliar words phonetically.

Phase 4: Conventional Writing

Students in the conventional writing phase (usually from 5½ years) have a sound knowledge of the basic elements of writing. They are able to choose text structures based on the purpose of the writing and will often plan before commencing a writing task. Writing demonstrates an awareness of the reader, including appropriate background information. Students in this phase have variable control of structure, punctuation and spelling depending on the complexity of the writing activity. Students begin to use headings to organise writing and group sentences on a topic into paragraphs, however sentence length, organisation and complexity varies. Conventional writers link ideas and choose vocabulary appropriate to the topic and audience and demonstrate the ability to edit their work.



I like going to the sandy track when it is raining, to ride my motorbike. (Taj 7 years)

Summary of Conventional Writing

Familiar words and high frequency words spelled correctly with unfamiliar words spelled phonetically; correct spacing of words and use of punctuation; sentences are increasingly complex.

References:

- Queensland School Curriculum Council. (1998). Supporting your child's writing development.
- Department of Education WA. (2013). First Steps: Writing map of development.

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