The Kindergarten Experience

Family Information Handbook

“Touch the earth, reach the sky, challenge the future”

Monash School is ALLERGY FRIENDLY
(Revised Sept 2014)
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Welcome to Monash School.

Kindergarten is a very important and exciting year in your child’s life and the happy, secure and enriching environment provided by the specially selected, well-qualified and caring Kindergarten teachers at Monash School will give your child/ren an excellent start to their primary schooling years.

Monash School provides opportunities for students to discover their world and surroundings in a caring and supportive environment– full of learning, rich inquisitive experiences and happiness.

At Monash School, children expand their horizons within a carefully personalised and differentiated learning environment. The children are taught skills, strategies and processes through active hands on learning opportunities enabling them to explore, make judgments and sense of their learning and world around them through their own discovery and explicit teacher scaffolding.

Teachers plan and implement a Developmental Curriculum which involves purposefully setting out a range of learning experiences that focus on your child’s interests that links directly to the Australian Curriculum. Experiences include Writing, Reading, Sensory, Construction, Science, History, Dramatic Play and Visual Arts stations. Each station has explicit learning intentions to consolidate explicit learning occurring across the Kindergarten Program.

The Developmental Curriculum is a philosophy that places students at the centre of the curriculum and teaching. Explicit instruction is still used, alongside active engagement of students. The children work on their own investigations with guidance from their teacher. The Developmental Curriculum takes into account brain research, child development theory and a range of cultural and social influences from family and the wider environment. It places teaching strategies at the appropriate developmental stage of children to ensure that we are engaging them in ways that respect and suit their stage of development.

Children will also engage in daily Guided Reading, Writing, Spelling, Mathematics, Science, History and Geography, The Arts, Technology and Health and PE. Monash School’s Personalised Learning structure strongly supports differentiated learning. Children throughout Kindergarten are grouped according to their ability level during explicit English and Mathematics learning to ensure learning is differentiated and aimed at their individual point of need.

You will be kept informed about what your child/ren are learning through term overviews, newsletters, social media and will receive invitations to visit the classroom. Regular reports of progress and opportunities to talk to your child’s teacher will be made available to you. We pride ourselves on ensuring an open door policy before and after school is available for all parents/carers and encourage you to make regular contact with your child/ren’s teacher.

At Monash School we believe that children learn best when there is a cooperative effort and close association between the home and the school. I look forward to meeting you in the school and in sharing with your family the exciting times ahead.

Kind regards

Shane Carpenter
Principal
**STARTING SCHOOL**

Kindergarten is an exciting step for a child and their family. Although it is usually no longer a child’s first experience away from home, it may be the first occasion when he/she is expected to cope for long periods of time in a different environment.

Your child will also be part of a much larger group which will require them to become more independent and perhaps a little more patient in waiting for help and in taking turns. As a continuation of the Preschool experiences, the children will work cooperatively – sharing ideas, materials and equipment and helping one another in a variety of tasks.

Occasionally, a child/ren may have some initial problems with adjustment – please let us know of any concerns you or your child may experience during the settling-in period, we want to work closely with you to make your child/ren’s school experience positive. It is important that the Kindergarten teachers and families work in partnership together.

**Transition to Kindergarten**

To ease the transition to Kindergarten, the Monash Early Childhood staff work closely together in applying a number of strategies to ensure continuity of education.

These include:
- Preschool children are involved in assemblies, including hosting assembly twice a year.
- Preschool buddy program with Year 4 children from Monash.
- Kindergarten visits for Preschool students in Term 4.
- School tour for Preschool students in Term 4.
- Cooking in the Kitchen with Jess throughout the Preschool year.
- Preschool children visit the library and have opportunities to borrow weekly with Veronica.

**The First Day**

Along with all new enrolments, Kindergarten children arrive at school on the first day of term of the new school year at 9.00am. Families and children are asked to please meet on the basketball courts on the first morning where they will be greeted by the School Principal and their teachers for 2015. Parents are then welcome to come into the classroom and spend some time with their child/ren.

A variety of familiar activities will be set up for the children to encourage active engagement, and support our belief in a seamless transition into the new environment.

Sometimes a child may become upset as families leave. The Kindergarten staff will settle the child to an activity and ensure that the child is happy and comfortable.

**Settling In**

On the first day of Kindergarten children attend school from 9.00 am to 1.30 pm. After the first day Kindergarten children will revert to the hours of a normal school day (9.00 am – 3.00 pm). However, for the first two weeks families may choose to continue picking their child up at 1.30 pm.

This flexible arrangement enables children’s individual needs to be met. Families may choose to pick their child/ren up early on some days and leave their child for a full school day on others. Children often tire towards the end of the
week, particularly if the weather is hot. We encourage you to be guided by your child’s needs and class teacher’s advice.

The Playground

Staff are aware that the Kindergarten children need time and support in adapting to a larger play environment with a greater number of children of differing ages. Some strategies used to assist children are:

- Providing a special play area for Kindergarten, Year 1 and our special needs children. Our “Discovery Zone” is a fenced area between Bimbi and Yerra Units. Developmentally appropriate activities are provided so that children can, if they choose, engage in activities during lunch and recess. Early childhood staff are the duty teachers in the Discovery Zone.
- Restricting the children, during the early weeks, to the Discovery Zone to enable them to form positive relationships with their Kindergarten peers.
- Introducing children to other staff members, however for the first week a Kindergarten teacher will always be on duty in the Discovery Zone to support the children.
- Encouraging the senior children to be caring and supportive, especially with their buddies from Preschool.
- Providing longer periods for eating where all Kindergarten staff supervise the children.
- During the first week of school the children will wear name badges so that they can be readily identified and supported by staff and students.
- Providing the children with strategies for coping with others.

SCHOOL AND LEARNING

Personalised Learning Approach

Our Kindergarten program provides a seamless continuation from the Preschool program. It recognises the individual needs of the children and encourages learning in all areas of development – physical, social, emotional and intellectual. An important part of the program is to develop the children’s self-esteem and encourage positive attitudes towards learning.

The teacher’s aim is to establish a secure environment, which encourages the children to learn through active exploration and interaction with adults, other children and materials. These concrete learning activities are based on their relevance to the children’s own life and their developmental needs.

Students are grouped based on needs, abilities and preferred modes of learning. This allows students to learn from their peers and to verbalise their understandings and processes to complete questions in targeted groups specific to their individualised learning needs. The composition of these groups may change throughout the school day as the explicit teaching focus and content changes. Students in Kindergarten will have personalised learning groups for Writing/Spelling, Guided Reading and Mathematics. During this time students move around the unit throughout the day rather than stay within the one learning space with the one teacher.

Each term the staff compile an overview of the class program for parents.

Developmental Curriculum

Monash School uses the Australian Developmental Curriculum approach through the early years of school. This provides a balance of learning through projects, investigations and explicit teaching of Literacy and Numeracy skills.

The child is placed at the centre of the curriculum and children are engaged in learning at their developmental level. In-depth planning and rigorous observations ensure that the curriculum is authentic and based on children’s interests. Teachers scaffold, direct, intervene and extend as appropriate the learning experiences that the children are involved in during ‘Discovery Learning’.
The children engage in a wide variety of activities that cater for their interests while focusing on skills in Literacy, Numeracy, Science, Arts, fine motor and oral language. This time of the Kindergarten day is known as ‘Discovery Learning’ and occurs in the middle session, four days a week. To successfully support the children in their transition into Kindergarten ‘Discovery Learning’ will run in the mornings for approximately the first four weeks.

Research has shown that the Australian Developmental Curriculum extends and strengthens children’s oral language and writing skills, providing a platform for increased Literacy results. Specifically, results in Australian schools are reflecting the following:
- Higher levels of engagement and motivation.
- Higher oral language skills.
- Increased writing.
- Increased pro social skills.
- Decreased behavioural problems.

Explicit teaching of Literacy and Numeracy skills occurs throughout the remainder of the teaching day. Where possible links are made back to the ‘Discovery Learning’ activities to ensure that children’s interests are foremost and that maximum engagement is achieved.

**COMMUNICATION**

The staff at Monash value and encourage open and regular contact with parents. Kindergarten teachers are most willing to discuss any issue or concerns you may have about any aspect of your child’s schooling. Likewise, teachers appreciate being notified of any changes in family circumstances that could affect your child at school. Initially, concerns should be discussed with your child’s class teacher or the Early Childhood Executive Teacher. The Deputy Principal and Principal are available and happy to be contacted over any matter that you have a concern about or feel hasn’t been dealt with to your satisfaction.

**Partnerships**

When a child begins school and the school becomes involved in the child’s development, education becomes a home and school partnership with both parties working together for the child. For this reason, communication between home and school is most important. We will contact you when some aspect of your child’s development is concerning us and/or when they have excelled in an area. We would appreciate that you contact us when the need arises. Some examples of this are:

- Contact the school if any event has occurred which could influence your child’s mood/behaviour, eg: parent suddenly ill, loss of a grandparent, loss of a pet or one parent away from home on business/holiday.
- Contact the school if you are concerned about any aspect of schooling affecting your child.
- Inform the school if you have ethical, religious or cultural beliefs, which you would like to have supported.
- Inform the school if there is any change in the health of your child.
- Inform the class teacher if someone different is collecting your child.
- Inform the school with a note if you or someone else is going to collect the child at a different time.

**PARENT INVOLVEMENT AND PARTICIPATION**

**Levels of Involvement**

We believe that volunteering is a way of developing productive partnerships within the school. It allows parents and family members to become involved in the school. We believe that productive partnerships are essential in developing a culture of team work which enhances outcomes for students in the areas of academic, social and emotional development.
Monash provides a range of opportunities for parents/carers and families to be involved in your child/ren’s learning and the wider school community. The table below demonstrates the ways you can support in the school and for the school.

<table>
<thead>
<tr>
<th>Volunteering IN the school</th>
<th>Volunteering FOR the school</th>
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</thead>
<tbody>
<tr>
<td>• Changing home readers</td>
<td>• Preparing resources at home</td>
</tr>
<tr>
<td>• Assisting in the classroom</td>
<td>• Covering books</td>
</tr>
<tr>
<td>• Preparing resources</td>
<td>• Helping at working bees</td>
</tr>
<tr>
<td>• Helping on excursions</td>
<td>• Participating in fundraising</td>
</tr>
<tr>
<td>• Being on committees</td>
<td>• Donating resources</td>
</tr>
<tr>
<td>• Joining the P&amp;C</td>
<td>• Making voluntary contributions</td>
</tr>
<tr>
<td>• Helping in the canteen</td>
<td>• Helping in the Library</td>
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<tr>
<td>• Nominating for the School Board</td>
<td>• Assisting with events through links with community organisations</td>
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<tr>
<td>• Attending network meetings</td>
<td>• Making resources such as play dough</td>
</tr>
<tr>
<td>• Assisting at sports carnivals and team events</td>
<td>• ‘Classroom Carer’ program</td>
</tr>
<tr>
<td>• Sharing expertise and hobbies with students</td>
<td>• Hub Initiatives (eg: the giving plate and breakfast club)</td>
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<tr>
<td>• Shelving and covering books in the library</td>
<td></td>
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<tr>
<td>• Assisting at community events such as fetes and discos</td>
<td></td>
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<tr>
<td>• Assisting to create artworks that add value and reflect our schools vision</td>
<td></td>
</tr>
<tr>
<td>• ‘Classroom Carer’ program</td>
<td></td>
</tr>
<tr>
<td>• Hub Initiatives (eg: the giving plate and breakfast club)</td>
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The Monash Community Hub provides opportunities for families and the wider community to connect with one another through regular gatherings such as breakfast club, working groups and playgroup. Regular updates on ‘Hub Happenings’ can be found in the weekly newsletter and at the Hub.
Volunteers

Monash School adheres to the ACT Department of Education and Training volunteer policy. Prior to volunteering at Monash School we request that you please obtain a FREE Working with Vulnerable People card. Please follow the steps below:

- Complete the **Working with Children and Young People Volunteer Form** prior to involvement in educational programs, available at the front office or online: [http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/do_i_need_to_apply_for_a_working_with_vulnerable_people_registration_and_how_to_apply/application_lodgement_process](http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/do_i_need_to_apply_for_a_working_with_vulnerable_people_registration_and_how_to_apply/application_lodgement_process)
- Read, understand and adhere to the **Code of Conduct for Volunteers** at all times – these are available from teachers, the front office or online: [http://www.det.act.gov.au/__data/assets/pdf_file/0005/509486/Code-of-Conduct-Volunteers.pdf](http://www.det.act.gov.au/__data/assets/pdf_file/0005/509486/Code-of-Conduct-Volunteers.pdf)
- Sign in to the school **Visitors Sign in Book** on each visit – a book is located the front office.
- Respect the privacy of others and maintain confidentiality at all times.
- Follow the directions of the Principal / supervising teacher and comply with all relevant policies, procedures and guidelines.
- Notify the Principal / supervising teacher of any incidents / injuries which occur whilst volunteering.

Monash School Parents and Citizens Association

The P&C Association is another way that parents can become actively involved in the school. It provides a forum for parents to discuss issues and to get feedback from both the Principal and School Board.

All parents are automatically members of the P&C by virtue of their child’s enrolment. The executive consists of a president, vice president, secretary and treasurer, together with a committee to oversee the day to day running of the association. There is also a public officer and delegate to the ACT Council of Parents and Citizens Associations.

The P&C often creates small working parties to organise special events such as discos and fetes.

At the beginning of each school year the P&C holds an Annual General Meeting to elect its office bearers and present the audited accounts of the previous year. Usually the P&C holds two general meetings each term, which are open to all parents.

The meetings are the means for all families to present their views to the P&C and to set the direction for the operation of the P&C. At these meetings the Principal presents a report, which provides an opportunity for families to get information and ask questions.

Often the P&C is seen as merely a fundraising body and while this is an important aspect of its operation, it has a broader role in that it can provide extra opportunities for the children and is a valuable means of communication between families, the wider community and the Principal.

The School Board

The Monash School Board consists of the Principal, two teacher members, three parents and a community member. Staff and parent members serve a two-year term and are elected representatives of their respective electorates. The Board has many important functions, it determines educational policies to be implemented, develops the budget for the coming year, accounts for funds consistent with departmental guidelines and develops
the policy on voluntary contributions and makes recommendations to the ACT Department of Education on system-wide policies being developed.

The School Board meets twice during the school term.

Involvement on the School Board is a rewarding way to serve the school and community.

**ORGANISATIONAL MATTERS**

**School Timetable**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:55 am – 9:00 am</td>
<td>Students meet on the basketball courts outside Bural Unit for morning ‘Meet and Greet’. Kindergarten students will commence this in Week 3 Term 1, for the first two weeks they will line up outside their classroom.</td>
</tr>
<tr>
<td>9:00 am – 11:00 am</td>
<td>First session of teaching</td>
</tr>
<tr>
<td>11:00 am – 11:15 am</td>
<td>Supervised eating</td>
</tr>
<tr>
<td>11:15 am – 12:00 pm</td>
<td>Lunch (during this time students are supervised on the playground and also have the opportunities to attend clubs and Library).</td>
</tr>
<tr>
<td>12:00 pm – 1:25 pm</td>
<td>Middle session of teaching</td>
</tr>
<tr>
<td>1:25 pm – 1:30 pm</td>
<td>Supervised eating</td>
</tr>
<tr>
<td>1:30 pm – 2:00 pm</td>
<td>Recess</td>
</tr>
<tr>
<td>2:00 pm – 3:00 pm</td>
<td>Final teaching session</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Home time</td>
</tr>
</tbody>
</table>

**The Front Office**

**Office Hours: 8.30 am to 3.30 pm**

Families are requested to promptly notify the front office staff of any change of address, phone number or emergency contacts. It is important to notify the school of any medical problems or changes in health to ensure appropriate care is maintained.

A number of staff are trained in first aid and provide caring support to any child who may have an accident or become sick during the day. Families will be notified if the need arises.

Families are required to sign the book at the front office if they are helping in the classroom, library, canteen or withdrawing their child from school for any reason.

**Library**

The children are encouraged to borrow from the library regularly. Kindergarten children may borrow one book at a time. Monash School has a specialist teacher Librarian who takes students for one hour per week. The library is open before school and each second half of lunch to encourage the opportunity to borrow. The children may use the library at lunchtime for reading and games.

Families are also able to borrow from the school library.

**Scholastic Book Clubs**

Operates eight times a year and offers a convenient way for your child to select and purchase worthwhile and appealing books. Families can simply select books your child would like and fill in the order form on the back page.
(remember to fill in child’s name and class). Return the order together with payment to the front office by the closing date. The school library benefits from purchases you make from Scholastic Book Club. Books will be given to your child once delivered to school.

**Communication Avenues**

Each Friday a newsletter is emailed to families informing them of prior and future learning in each unit. The school perceives the newsletter as one of the vital areas of communication. In the newsletter you will find a list of dates to remember – please mark these on your calendar (dates are subject to change). The newsletter also informs you of any notes that have been sent home that week, these notes are also sent as an email attachment with the newsletter. Please endeavour to read the newsletter so that you are kept up-to-date with school happenings. Please ensure you provide the school with an up-to-date email address if your email address changes. Monash School strongly encourages families to regularly use social media networks such as Facebook, Twitter and the Monash School App (available from your mobile phones ap store) to ensure regular and up-to-date information/reminders and photographs are communicated to you.

**Excursions**

Excursions are planned to broaden the child’s understanding and ensure the classroom program is meaningful to the child. A note explaining the event and requesting approval for your child’s attendance will be sent home prior to the due date. Families are requested to return the permission note, together with any money, to the collection boxes in the front foyer by the due date. **No child is taken on an excursion unless permission is received.**

**Assemblies**

Whole school assemblies occur on the Friday of each even week throughout the school term. Parents/carers are strongly encouraged to attend. Assemblies run from approximately 9:15am to 10:00am. During assemblies students are recognised for their achievements through fortnightly merit and values awards, sporting achievements and university competitions. Each unit is responsible for hosting one assembly once a semester and introducing the new fortnightly value. Special assemblies are also held throughout the year and parents/carers will be informed through all of our communication avenues. Families are informed prior to the assembly if your child/ren will be receiving a special award via a phone call from our office staff.
School Sporting Houses

Each child belongs to a sporting house. During our Athletics, Cross Country and Swimming (from Year 2 onwards) children are encouraged to wear their house colours. Your child will stay in their delegated house throughout primary school.

The four ‘houses’ are:

- Molonglo (Red)
- Namadgi (Blue)
- Gudgenby (Green)
- Orroral (Yellow)

Medications

From time to time it is necessary for medications to be administered to a child at school. Families are requested to give any medication/s to the school secretary with written instructions as to the dosage and time. The school secretary will ensure that the instructions are followed. If medication dosage is changed please confirm the change in writing to the school secretary. NO CHILD IS TO KEEP ANY TYPE OF MEDICATION IN THEIR SCHOOL BAG OR CLASSROOM.

Immunisation

To ensure the wellbeing of each and every child, ACT Public Health Regulations require that all children are fully immunised prior to enrolment and that the appropriate documentation is supplied. Families who experience difficulty with this requirement are requested to contact the school.

Class Roll

It is a legal requirement that the classroom teacher maintains an accurate record of the children’s attendance in the class roll. Staff would appreciate families contacting the school by telephone and a follow up written note if their child is to be or was away from school for any reason. Alternatively the Monash School App has a link to filling out an absence form online which is emailed to the school to inform them of your child/ren’s absence.

Before and After School Care

Before and After School Care is available at Monash School from 7.30 am - 9.00 am and 3.00 pm - 6.00 pm. Information on how to enroll in Before and After School Care is available from the Front Office or alternatively from Communities@Work.

Children’s Progress

Families are welcome to come and visit their child/ren in the classroom and discuss their progress with their child/ren’s home group teacher through informal conversations and/or formal meetings at either the parent or teachers discretion. In addition to this in Term 1 families are invited to meet with teachers and share information about their children, at these meetings parents/carers will receive an Interim Report and will have the opportunity to discuss their child’s progress with their home group teacher (academic and developmental).
In Term 2 teachers report on children’s progress through the form of a Semester 1 Rich Report. Teachers assess students in accordance with the Australian Curriculum outcomes and provide written comments on each child’s progression throughout the semester. Parent/Teacher interviews are made available and help in Term 3.

Also in Term 3, families are invited to “Come Visit My Classroom.” During this time families have the opportunity to discuss the learning that has been occurring in their child/ren’s classroom and participate in some hands on learning experiences and games with your child/ren. Families also have the opportunity to leave some reflective comments on what impressed them and future learning goals for their child/ren to work on.

In Term 4 families will receive a Semester 2 Rich Report in accordance with the Australian Curriculum outcomes and teacher comments. In mid-Term 4 families are strongly encouraged to participate in their child/ren’s transition process. This will involve supporting your child/ren’s current teacher and their teacher for the following year to transfer relevant information and partake in the opportunity to set long-term academic and developmental goals.

The ACT Education and Training Directorate also provides records of results of system wide tests to families in Kindergarten. Children in Kindergarten will sit a one-on-one computer interactive test with their teacher in Term 1 and again in Term 4.

Families are encouraged to contact the school at any time if they have concerns about their children’s progress. Likewise, staff will contact parents if the need arises.

**Student Management**

Monash School’s Student Management Policy is based on the principle that **everybody has the right to feel safe at all times**. Families are contacted if a child’s behaviour is of a concern.

Monash School has ten school values, they are:

- Confidence
- Organisation
- Persistence
- Resilience
- Getting Along
- Care and Compassion
- Respect
- Inclusion
- Responsibility
- Honesty

Regular communication in school newsletters, at morning ‘Meet and Greet’, whole school assemblies and explicit teaching in the classroom supports students in developing skills and strategies to put each of the school values into practice in a positive manner.

**SunSmart Policy**

The teachers at Monash School are very aware of the harm caused through over exposure to the sun. The staff actively encourage the children to wear hats when they go outside at recess and for games. Children without hats must stay in the shade. Hats must be legionnaire style, bucket style or wide brimmed. Caps do not provide the level of protection required. Parents are also encouraged to provide suitable sunscreen for their children to put on.

We would appreciate family support in this matter and request that you provide an appropriate hat that is clearly marked for your child. Hats will remain at school and in your child/ren’s tote tray.
Home Learning

The staff at Monash School encourage home learning. Once Kindergarten class routines are firmly established the following home learning will commence:

Activities
- Reading home reader.
- Practising high frequency words (Magic 100 & 200 Words).
- Mathletics.

Duration
- 10 – 15 minutes each night.

Purpose:
- To strengthen and consolidate skills and content being taught in the classroom.

Procedures
- **Home reading:** is an opportunity for students to practise and strengthen their reading skills. The books students take home are designed to be easier than those they are learning within the classroom. This allows them to practise their skills successfully and also to develop an enjoyment of reading. A brochure for parents on helping with reading at home will be given out at the beginning of each year. Students will also have a home reader folder which they need to return to school each day. In this folder is a tracking sheet on which completed books are recorded and parents sign.
- **High Frequency Words:** are those words which make up a large percentage of reading and writing. We encourage students to practise reading these words, finding them in stories, letters, advertisements, on signs etc. Once students are able to read each of the coloured words easily we encourage them to have-a-go at writing them.
- **Mathletics:** students are provided with a Mathletics log on at the start of each year. This provides students with the opportunity to practise skills and concepts taught in class, and is linked directly to the Australian Curriculum.

Student Leadership in the School

All students participate in leadership activities in the school. Leadership is encouraged from Kindergarten to Year 6 and students participate in class meetings at which they discuss a wide range of issues associated with their life at school. Each class nominates student representatives to the Student Representative Council (SRC), which meets regularly and provides advice and recommendations to the school on matters which affect students. The SRC also decides which charities the school students support. Students are elected for the year.

ADDITIONAL INFORMATION

Lost Property

Families are requested to label all items of clothing. This ensures lost items are returned to the rightful owner. The school has a lost property box near the canteen and in the Kindergarten Unit. We would appreciate families notifying the school if items are lost so that together we can reinforce with the children the need to take care of their own property.

From time to time pieces of lego, counters, unifix cubes, pencils etc. find their way into pockets and bags. These items have high appeal to the children and the concept that they belong to the school and the class as a
whole is difficult for them to understand. We would appreciate families sending back to the class teacher any items that don’t belong to them personally. This enables us to reinforce the idea of *shared – ownership* and the care of the school’s property. Families can be assured that any instance is treated sensitively.

**Change of Clothing**

It is not unusual for a Kindergarten child to have a “small accident”. They forget to go to the toilet sometimes when engrossed in learning and play. Although we do have some spare clothing, the school would appreciate families putting a spare set of underpants and shorts/tracksuit pants in their child’s bag in the event that an occasion was to arise.

**School Canteen**

The Monash School Canteen operates five days a week at lunch and recess. Each term a menu will be emailed to families, generally as an additional attachment to the newsletter.

The canteen offers two ways in which lunch orders can be placed:

1. Orders can be placed in the locked box outside the canteen before 9.00 am each morning. Orders can be in a sealed envelope or paper bag with your child’s name, class, order and money placed inside.
2. Monash canteen provides families with the opportunity to place lunch orders online. You are able to place orders from your computer, iPhone, iPad or another mobile device. Please follow the steps below if you wish to choose this option.
   - Go to [www.flexischools.com.au](http://www.flexischools.com.au) and click REGISTER.
   - Enter your email address (you will be emailed a link to setup your account).
   - Click on the link and choose a username and password, add each of your child/ren’s names and their class.
   - To put funds in your account click on “TOP-UP.”
   - Start ordering.

**Important information for online orders:**

1. **Cut-off time:** 8.45 am on the day of the order. You may order the day or week before etc.
2. **Costs:** Registration is FREE. Flexischools charge an online ordering fee of 25 cents per order.
3. **Allergy Alert Option:** Customise your child/ren’s account to advise of allergies or intolerances.
4. **Automatic Top-Up:** you have the choice when putting funds into your account to make it top-up automatically when you get to your nominated low account.

Children may bring a small amount of money to spend at the canteen during lunch and recess. Please remind your child that their money must be kept in their bags and not shared with their friends.

**Eating at School**

The eating of lunch is part of the school’s health program. Teachers supervise the children and reinforce correct eating behaviour and the order in which to eat their food eg: sandwiches, fruit and drink and last of all any special treats.

From time to time families express concern that their child is not eating all their lunch. There are a number of reasons why this may occur, such as:

- He/she is not hungry on the day.
- There is too much occurring in the environment.
- He/she has too much food for his/her needs at the time.
- The child dislikes an item provided.
The staff encourage the children to take home uneaten food, suggesting they might like to eat it for afternoon tea. We hope that this helps families in gauging their child’s needs in the new environment and providing an indication of what the needs may be when they get home.

**Fruit Break**

At 10.00 am every morning the Kindergarten children have a fruit break. To participate in fruit break the children must have a piece of fruit to eat. No other snack is accepted for this time.

**Useful Items to Save**

Kindergarten, like the Preschool, needs many odds and ends that are sometimes thrown away. Please save the following items and send them along to the school:

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice cream containers</td>
<td>Yoghurt containers</td>
<td>Ribbons</td>
</tr>
<tr>
<td>Coloured wrapping paper</td>
<td>Wool</td>
<td>Material off-cuts</td>
</tr>
<tr>
<td>Computer paper</td>
<td>Bottle tops of all descriptions</td>
<td>Margarine containers</td>
</tr>
<tr>
<td>Large survey maps/plans</td>
<td>Polystyrene trays</td>
<td>Magazines</td>
</tr>
<tr>
<td>Lace</td>
<td>Felt off-cuts</td>
<td>Newspapers</td>
</tr>
</tbody>
</table>

As the year progresses, the staff will notify families of other items through either the school newsletter, unit notes or signs on parent communication boards.

**Stationery Requirements**

The school asks families to purchase a stationery pack for children’s stationery requirements at the start of the year. For children in the early years of schooling this includes necessary tri-grip pencils and crayons and other stationery items which best suit younger children. While families pay for individual stationery items these are shared amongst all children in the Kindergarten classes. We ask that families please not label any of the stationery purchased, and bring it with them to school on the first day. Stationery lists are sent out to parents the year before ordering and delivered to the school at the beginning of the school year.

**IMPORTANT CONTACT INFORMATION**

1. Contact Front Office or Class Teacher (62057555)
2. Contact Executive Teacher (Kylie Smith) 62057555 or kylie.smith@ed.act.edu.au
3. Contact Deputy Principal (Andrew Buesnel) 62057555 or andrew.buesnel@ed.act.edu.au
4. Contact Principal (Shane Carpenter) 62057555 or shane.carpenter@ed.act.edu.au