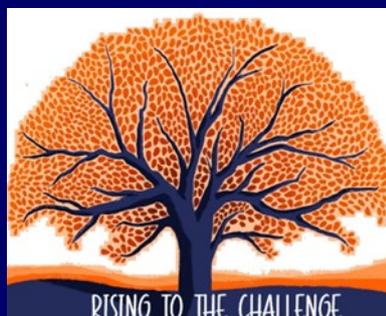
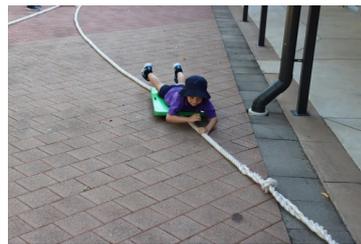


# WELCOME TO TRANSITION

At Girraween Primary School



25 CARRUTH ROAD  
GIRRAWEEEN NT 0836  
PH: (08) 8983 3300

Email: [admin.girrasch@education.nt.gov.au](mailto:admin.girrasch@education.nt.gov.au)  
Website: [girraweenprimary.nt.edu.au/](http://girraweenprimary.nt.edu.au/)  
Facebook: Girraween Primary School

# **FORWARD**

We welcome you and your child into the wider school community and look forward to working in partnership to ensure your child's first year of school life is a happy and rewarding one. In Transition, we endeavor to build upon the experiences, skills and understandings your child has already acquired; to nurture future learning within a warm, inviting, exciting and challenging environment. We look forward to your involvement with our Early Years programs. We hope it will be a most enjoyable and rewarding time for you and your child. This handbook contains the information you will need for a smooth start to Transition. If you are unsure about any aspect of the program, please do not hesitate to ask.

The Transition classrooms are vibrant communities that use an inquiry model to foster learning. Through an inquiry process, your child's social, physical, cognitive and language growth is nurtured within a purposeful context.

# HOUSE KEEPING ITEMS

## CHANGE OF DETAILS

It is important that family and student information is up to date to enable us to contact you or the caregiver promptly should the need arise. This can be changed at the office or by phone.



## VOLUNTARY CONTRIBUTIONS AND VOUCHERS

Voluntary contributions are paid at the Front Office. These contributions enable us to purchase items such as art material, sport equipment, visiting performances, excursion/travel subsidy, information technology, administration, photocopying, First aid and ambulance cover. Parents and guardians can to use their **Back to School vouchers** to purchase a book pack which ensures children have access to the consumable resources they need throughout the year.

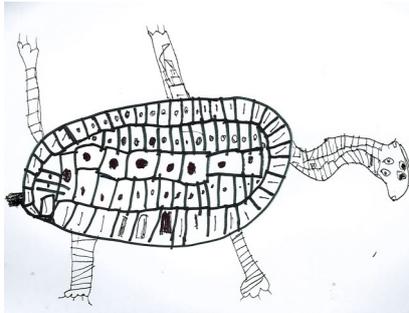
## ABSENCES

If your child is absent from school, it is important to notify the school as absences without explanation are recorded in the roll. Absences of more than three days require a medical certificate. A parent seeking an exemption for their child for an extended absence should provide a written request to the principal stating the reasons and period of absence. Unexplained absences of four weeks will result in the automatic removal of your child from the roll.



# SCHOOL TIMES

- 8:15 - Music
- 8:20 - School Commences
- 10:10 - Children eat recess in the classroom or outside in the dry season
- 10:20- Recess play
- 10:50
- 12:40 - Children eat lunch in the classroom or outside in the dry season
- 12:50 - Lunch Play
- 1:20
- 2:40 - Home Time



# PUNCTUALITY

It is vital that the children are ready to enter their classroom when the music begins each morning, as we begin each day with an English focus and want the students to start the process of independently organising themselves by unpacking school bags. We welcome parents to join in our 'Cosy Reading' in the mornings where quality story books are shared and read to every student in small groups. At the end of the day it is important to be on time to collect your child from the classroom. If you have an emergency and will be late, or someone else is collecting your child please notify the school office. If you need to collect your child earlier in the day, please sign them out at the office.



## GIRRAWEEEN SCHOOL COMMUNITY FUNDRAISING

Girraween Primary School aims to hold at least one major fundraising event per term, along with smaller ongoing activities. It is our hope, as a whole school, that all parents will participate in fundraising activities. The School Council has a fundraising sub-committee and you are most welcome to join, or lend your support and ideas.

# WHAT DO I NEED TO ORGANISE AS A PARENT?

Your child will need to bring the following items:

**ALL ITEMS NEED TO BE CLEARLY MARKED WITH YOUR CHILD'S NAME**



- \* **school bag**
- \* **bucket hat** - wearing of hats during outside activities is school policy. No hat means children are restricted to the verandah area. Hats can be purchased at the front office.
- \* **spare set of clothes** - in case your child has an accident or engages in messy play
- \* **snack, lunch and drink bottle (water)** - a water bottle will be provided at the beginning of the year, however in the event that it is lost or damaged and is unusable it is the responsibility of the parent to have it replaced.

**Your child is required to wear the following:**

- \* **school uniform** - these are available at the Front Office
- \* **bucket hat** - these are available at the Front Office
- \* **shoes** - Velcro joggers or sandals are ideal. NO thongs, slip on shoes or shoes with heels
- \* **jewellery** (optional) - medical alert bracelet, simple watch, studs or small earrings. Girraween Primary School is accepting of wearing cultural or religious symbols eg. Crucifixes, Buddhist or Islamic pendants etc.



To participate in Physical Education lessons and sporting activities, students must wear a hat and appropriate footwear.

Students will not be allowed to attend excursions unless they are wearing full school uniform and suitable footwear.

Parents seeking exceptions to the uniform dress code will be considered at the discretion of the Principal.

# WHAT DO I NEED TO ORGANISE AS A PARENT?

## SNACKS, RECESS AND LUNCHES

At approximately 9am children will stop for a 'crunch and sip break'. This is a 10 minute snack on raw fruit or vegetables and a drink of water to stimulate brains and sustain energy for learning. It is best if this snack is easily accessible from their lunch box. We encourage healthy eating at Girraween and have made some suggestions for recess and lunch snacks below. As we have children attending the school with severe nut allergies, we would appreciate **NO peanut or nut products** included in lunches. If the product says "may contain traces of nuts" it is okay to have at school. Please do not pack items which say "contains nuts." If you are delivering lunch during the day please make sure we have it by 12:15pm as we start eating earlier than the older classes to begin with.



### Suggestions for snacks:

- Fruit of any kind – some fruits such as oranges, apples, kiwifruit (some fruit may need to be pre-cut), dried fruit.
- Vegetable sticks – carrot, celery.
- Cheese and biscuits, yoghurt, boiled eggs, cooked pasta, sandwiches, sultanas, (NO NUT BASED PRODUCTS eg Nutella, and Muesli Bars.)
- Popper juice or water bottle. Children have regular drinks of water throughout the day.

### Unsuitable foods include:

rollups, lollies, chocolate, chocolate coated biscuits, chips.



## CANTEEN SERVICES

Our canteen is managed by Mel's Kitchen. The menu is available in the front office. It is also available on the website and the Skoolbag App. Orders for both lunch and recess are available from the school's canteen. You can write your order on a paper bag with the correct money enclosed. Lunch and recess orders need to be written on separate bags. An order can also be made online at:

<https://ouronlinecanteen.com.au>



## CLASSROOM HELP

We welcome parent involvement and really appreciate the time given as this extra support is most valuable for our students. To be involved please contact your child's teacher. It is a Departmental requirement that all volunteers have a current Ochre Card if they are participating in activities outside of the classroom such as an excursion. Ochre card application forms can be obtained from the front office and lodged online at <http://nt.gov.au/emergency/community-safety/apply-for-a-working-with-children-clearance>

## MEDICATION

If your child requires medication during the school day you will need to take it to the Front Office and complete a form with administering instructions. No medication can be stored in the classroom. If your child is asthmatic, please complete an Asthma Action Plan at the office.

## MONEY

To ensure money for excursions, performances or special events is safely received please put it in a clearly labelled envelope with students name and amount.

## PARENT/TEACHER COMMUNICATIONS

### Notes

Teachers send out a classroom letter each term to keep you informed on student learning, timetabling, homework and upcoming events.

### Interviews / 3 Way Conferences

Teachers are always available to have a chat about any concerns or queries, please contact them for an appointment. We also have interviews and 3 Way Conferences to provide opportunities for two-way communication.

# HEALTH

**Sunscreen/Insect Repellent** – Is the responsibility of parents. Due to sensitive skins we are not able to apply sunscreen or insect repellent.

**Allergies** – If your child has any known allergies please notify us immediately.

**Asthma** – If your child suffers with Asthma please complete an Asthma Action Plan

**Head lice** – Check your child's head regularly. If you find lice or eggs please notify us so we can send a note home to all parents to check their children. If your child has head lice, they cannot resume school until treatment has occurred. It is wise to treat the whole family (especially siblings).

**Colds and Flu** – Can be highly contagious. Keeping children at home to recuperate is the best medicine.

**Conjunctivitis** – Is highly contagious. Your child is to stay home until treatment is applied and discharge from the eyes has stopped.

**Impetigo – School Sores.** Exclude until treatment has commenced. All sores on exposed surfaces are to be covered with watertight dressings.

**Diarrhea** – Exclude until diarrhoea has stopped.

*From Territory Health Services, NT Disease Control*



# ORAL LANGUAGE

Oral Language is extremely important in Transition, as it is a vital component for successful reading and writing. During the day the children will interact in many different ways; perhaps to ask questions, follow instructions, to share an experience, to explain a need, to participate in class or friendship discussions. Oral language also involves playing with words and meanings for example 'slithering like a silent snake, or pounding like a dinosaur'; these lessons are full of drama, movement and song—they are rich in expression and purposeful in expanding our students understanding of descriptive language. Children's use of oral language becomes more refined and extended as they practise, and they become more able to satisfy social needs and to gain control of objects, people and knowledge in the environment.



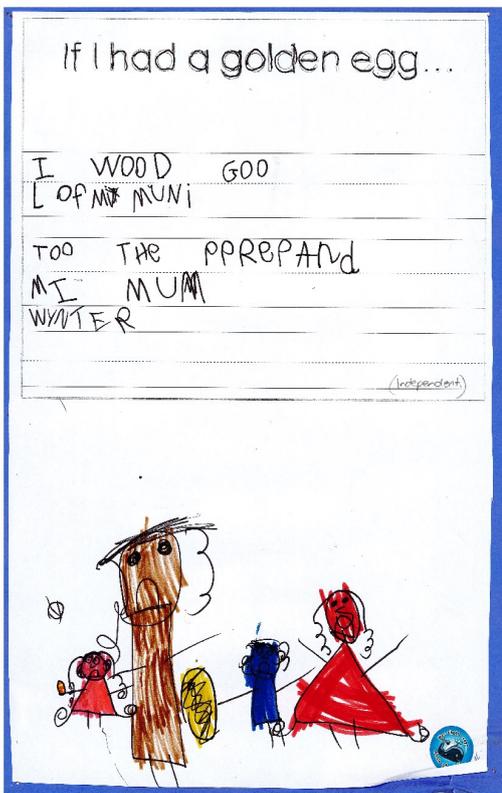
# READING

At Girraween we want our students to not only know how to read but to want to read, for enjoyment and to make meaning.

Research shows us that **strong readers**, firstly love to read and have a **vast knowledge of words**; they have **listened to many stories** and have discussed and shared ideas about these with adults. Because of this, they are rich in reading knowledge and most importantly they acquired these skills long before they can actually read the text. In other words they have the building blocks to be successful and engaged readers. With this in mind, our reading program will initially involve the children bringing home story books rather than readers. We call these Cosy Readers. It is intended to strengthen the enjoyment of reading, cosying in with a parent to share in a reading experience with quality literature. Please make time to **read every day**.

Towards the end of Term 1 the children will participate in the home reading program and will also bring home simple books regularly to read with you. If you have any concerns about your child's reading progress please contact your teacher. Listening to, sharing and discussing stories is essential for your child's literacy development and will enhance their:

- knowledge about language
- ability to hear new words and expand their vocabulary
- understanding of stories—what makes sense
- understanding that print has meaning
- ability to recognise patterns within stories
- sight word vocabulary



To begin the writing process, the children take part in a range of activities designed to build **fine motor skills** and **eye tracking**. With these skills in hand the children move on to experimental writing. They '**have a go**' at writing texts they are familiar with, such as letters, recipes, lists and are encouraged to do this within an **authentic context** such as writing signs for a shopping centre. In addition to this, the children participate in formal handwriting lessons. It is essential that we build a positive writing identity within our students and they see themselves as 'writers'.



## THE LANGUAGE OF MATHEMATICS



In Mathematics in a Transition classroom children participate in hands on learning experiences that focus primarily upon number sense -reading, writing and making amounts to 20. Many of these early experiences are designed to build knowledge of **mathematical understandings, give opportunities to use mathematical language to communicate and make connections with the real world.** Play is a key element for learning in transition and is used as a vehicle for students to explore, create and develop their problem solving and understandings. In addition, the teacher builds upon concepts from the curriculum including measurement, shape, time and data through integrated units of work, incorporating elements of intentional teaching to ensure learning is purposeful.

# OTHER ACTIVITIES

**Library:** Children visit the library, listen to stories and have the opportunity to borrow a book, which can be taken home for the week. Children will need a library bag which can be purchased from the front office.



**Swimming:** Lessons at Palmerston pool will be organised, and the children attend each day for 8 days, over a fortnight. Dates and times to be advised. It is generally in Term 4.



**Technology:** Children have the opportunity to access digital technology to support and present their learning such as ipads and computers. Students will learn basic software skills through appropriate integrated units of work.



**Assemblies:** Whole school assemblies are time for sharing classroom work, skills, talents and to celebrate individual achievements. These are held every second Friday at 8:30am beginning on week 2 each term. Teachers aim to contact you when your child is receiving a special award.



**Excursions:** In support of our curriculum focus we take children on trips outside the school environment. Each excursion requires parents to complete and sign a permission form, and there may be a cost involved.

**Cooking as part of Sustainability:** In preparation for Field Day in Term 2, classes may engage in cooking using produce from our gardens.



**Dance Performances:** In Term 3, classes will perform a dance as part of a whole school Dance Event. Students will create and practice dance moves leading up to the performance. All classes contribute to stage props and costumes are decided at the time.

**PMP:** Students in transition participate in a perceptual motor program twice weekly in the dry season that works to develop their gross motor and perceptual language. Parent help is required to successfully run this program. If you are available, please let your teacher know.



# GREAT QUESTIONS TO ASK YOUR CHILD AT THE END OF A BUSY DAY

Tell me about one thing that you enjoyed today.

Tell me about a game that you played today.

What was one thing that you saw today?

Tell me about what you read in class.

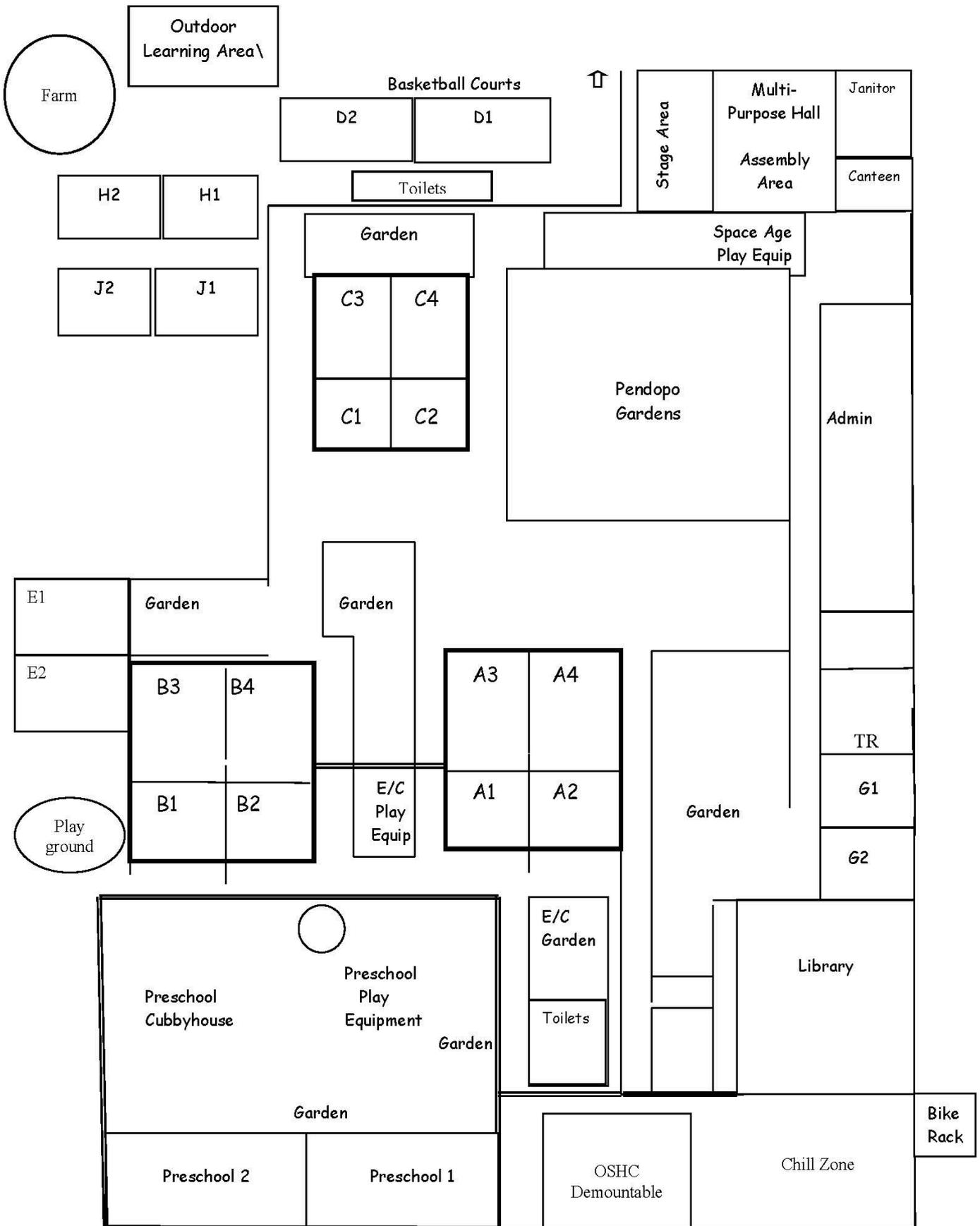
Did any of your classmates do anything funny?

What was the hardest thing you had to do today?

Can you show me something you learnt (or did) today?



# GIRRAWEEEN SCHOOL MAP



# Girraween Primary Learning Powers



I take on different roles effectively negotiating, sharing and working with others to achieve group goals.

GIRRAWEEEN LEARNING POWERS

**CAPTAIN COLLABORATIVE**



I am resilient, responsible, responsive and reflective. I set goals and learn independently and in groups.

GIRRAWEEEN LEARNING POWERS

**CAPTAIN COMMITTED**



I consider others' needs and understand that we play an equal, valuable role within our learning environment.

GIRRAWEEEN LEARNING POWERS

**CAPTAIN CONSIDERATE**



I question, investigate and critically examine information to guide my decision making and share information with others.

GIRRAWEEEN LEARNING POWERS

**CAPTAIN CURIOUS**



I imagine possibilities and connect ideas by thinking logically, creatively and reflectively whilst showing persistence and flexibility.

GIRRAWEEEN LEARNING POWERS

**CAPTAIN CREATIVE**