Cornish College is authorised to deliver the International Baccalaureate Primary Years Programme from ELC to Year 6
Prep Information Booklet

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Introduction

The International Baccalaureate Primary Years Programme at Cornish College

Cornish College is authorised to implement the International Baccalaureate Primary Years Programme (PYP) from ELC to Year 6.

As a PYP school we strive to be lifelong learners and globally minded citizens. We are inquirers, knowledgeable, thinkers, communicators and principled. We are open-minded, caring and balanced in our lifestyles. We are risk-takers in our learning, and reflective to help us understand ourselves, others and the world around us. These are the attributes of the IB Learner Profile.

The PYP provides a framework for guided inquiry where children think, create, explore, imagine and share their developing understandings about big ideas in a variety of ways. Our program encourages individual thinking, ideas and opportunities to develop knowledge, skills, attitudes and understandings in order to take action by sharing their learning with others. These are the essential elements of the PYP.

You can read more about the PYP in the Prep to Year 4 Curriculum Guide, and on the IB website: www.ibo.org

What does Inquiry in the PYP look like?

Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding.

This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways

Source: International Baccalaureate Making the PYP Happen - a curriculum framework for international primary education (2009)

The Australian Curriculum encompasses the following domains which are embedded into the Cornish College PYP Curriculum.

Physical, Personal and Social Learning – Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning – Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and other languages.

Interdisciplinary Learning – Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.
Philosophy
The philosophy in Prep is to provide a safe, welcoming and stimulating environment for each child to learn. We endeavour to provide individuals with a feeling of self-worth and the opportunity to achieve and develop social skills with the recognition that all children grow and develop at different rates.

The Program
This will:
• provide an individualised approach to each child based on his/her needs and abilities
• encourage the active involvement of parents
• allow children to be risk-takers who experience success and grow from their mistakes as they seek to find answers
• pose problems which can be solved in alternate ways
• provide opportunities for children to become independent problem solvers
• foster concepts of self-discipline and tolerance
• emphasise social interaction, dealing with issues such as conflict resolution and self-esteem
• provide learning situations for the children to work cooperatively
• incorporate Literacy and Numeracy programs that aim to meet the needs of all students
• explore units of inquiry within the Primary Years Programme (PYP) of the International Baccalaureate
• be underpinned by the PYP Learner Profile (see Preparatory to Year 4 Curriculum Guide)
• be structured around AusVELS domains

AusVELS domains

Physical, Personal and Social Learning
• Civics and Citizenship
• Health and Physical Education
• Interpersonal Development
• Personal Learning

Discipline-based Learning
• The Arts
• English
• The Humanities – Economics, Geography, History
• Languages (Japanese)
• Mathematics
• Science

Interdisciplinary Learning
• Communication
• Design, Creativity and Technology
• Information Processes

NB AusVELS is the Australian Curriculum standards incorporated into the Victorian Essential Learning Standards and is currently published in English, Mathematics, Science and History.

A new Victorian Curriculum incorporating the Australian Curriculum is currently under development.
The Language of Inquiry:
How we can promote inquiry when we talk with our children

Help me understand...
Tell me more...
I wonder if...
What surprises you...
So you think maybe....
What do you think...
In what ways do you know...
There’s a part I want to ask about...
I’m trying to figure out...
I wonder why...
Well maybe...
I think that....
I noticed....
This is what I don’t get...
It makes sense that...
I thought it was....
I wonder...

A provocation for all of us who work together with the children...¹
*Listening with all of our senses helps to make the children’s thinking visible.*²

Source:
¹ Based on a variety of reflective and critical thinking processes considered by Dewey, J (1910)
² Rinaldi, C (2004)
Introductory Program

Prior to starting school, encourage your child to try their new uniform on a few times in order to gain confidence to dress independently.
Discuss with your child the importance of healthy food, fruit and drinking water throughout the day. Allow your child to eat a school packed lunch during the holidays in order to practise opening their lunch box, unwrapping food and opening drink bottles and packs. Help them to decide what to eat for morning snack and what to eat at lunchtime. We support and encourage rubbish free lunches in line with living sustainably. There are many suitable lunchboxes available where no wrapping is needed.

Preps will have an introductory program on their first day. The introductory program gives teachers an opportunity to spend time with individual students which contributes to their confidence in these early school days. A letter will be sent home advising you of your time. The introductory program is designed to:
• provide uninterrupted time for each child with the class teacher
• help each child become familiar with the classroom space
• answer questions that your child may have
• have time to make a picture to define their own locker space and know where to place belongings

Each family will be advised of their class and teacher before the beginning of the school year. Be reassured that staff will do everything possible to make your child feel secure and happy in the school environment. Parents are encouraged to bring children inside the classroom on the first full day, and then morning tea will be offered for all Prep parents to give people an opportunity to socialise.
We find that children adjust more easily to school routines if parents do not stay in the class for too long. Please give your child a warm and firm ‘goodbye’ and reassure them that you will see them at the end of the day. If your child is unhappy or unsettled, we will contact you.
Most of our classroom involvement of parents will commence in Term 2. PMP (Perceptual Motor Program) assistance will commence in Term 1, and there will also be a variety of parent information sessions to attend to familiarise and prepare you for working with the children in the school program.
## Timetable

<table>
<thead>
<tr>
<th>Start time:</th>
<th>School commences at 8.50am</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please note that staff are not available to supervise students in class until 8.50am. There are rostered staff supervising in the playgrounds from 8.30am-8.50am. All primary students must be supervised by parents or placed in Before School Care if they arrive before 8.30am.</td>
</tr>
<tr>
<td></td>
<td>Please arrive at school before the bell. Children are much more comfortable when they enter the classroom with their peers rather than when classes have already started. Aim for between 8.30am and 8.45am.</td>
</tr>
<tr>
<td>Finish time:</td>
<td>Dismissal time is 3.35pm. Students are expected to be collected at this time. Children not collected by 3.50pm will be placed into After School Care.</td>
</tr>
<tr>
<td>Before School Care:</td>
<td>7.00am to 8.30am</td>
</tr>
<tr>
<td>After School Care:</td>
<td>3.35pm to 6.00pm</td>
</tr>
</tbody>
</table>

## Requirements

Snacks should be stored separately for the 10.50am break.  
Lunch (lunch box preferred and please label base and lid). Striving for sustainability – Cornish College encourages ‘litterless’ or ‘rubbish free’ lunches.  
Water (labelled, reusable bottle). Children are allowed to drink water at any time including during class from their water bottle or the taps.  
School Bag (labelled).  
Full school uniform including blazer or sports uniform including jacket on sport days.  
School hat.  
Gumboots.  

**Please note:** **ALL** clothing must be labelled (especially shoes and socks).  
A spare pair of socks and underpants in a plastic bag kept in the school bag is very useful.  
Please show your child where their uniform is clearly labelled.  
NB: The playground outside the Prep classroom was designed for Years 1 and 2 children during school hours. As such, any younger children must be in line of sight by a supervising adult when using this equipment before and after school.
Food and Nutrition
(Refer pages 18 and 19 of publication - Your Child’s First Year at School)
As advocates for young children we are deeply concerned about their health and well-being and have witnessed a worrying trend towards the provision of processed, packaged, sweet, high fat, high salt snacks for children that have many colouring and flavouring additives. The media spend millions promoting these products to our children. In the Melbourne Age (17 January 2011) a review of snacks for children was conducted and the results were staggering. So called healthy foods were brought under the microscope. There are almost daily calls for the banning of junk food in schools.
State Governments are now recommending that all schools should be NUT FREE zones and in the light of an increasing number of children with life threatening allergies we ask that no nuts or nut products are sent to school (this includes peanut butter and Nutella sandwiches).
Canteen lunches are available each day. A menu and ordering system are available through an online system called Flexischools http://www.flexischools.com.au. Orders can be completed and paid for in advance and are accepted up until 9.00am on the day of order. Prep students are not able to purchase morning tea through the canteen so they still need to bring morning fruit/snack even if they have a lunch order on a particular day. Please note that we are not able to heat lunches for children. We recommend that children have lunch orders only occasionally.
We provide young primary students a little extra time to eat which ensures they have plenty of time to play as well.
All families are asked to note the following guidelines:
Families are requested not to provide food that contains nuts, or products that have nuts listed on the official ingredients list of the label for their children to consume during school hours, whilst at any school function or any camps/excursions.
The canteen does not sell products that have nuts listed on the manufacturer’s ingredients on the label.
When parents provide food for birthday celebrations they are asked to consult with the classroom teacher to ascertain students’ dietary restrictions.
We ask students not to share food as some students have food allergies and/or intolerances that make this an unsuitable practice.
Please provide rubbish free lunches – lunchboxes and containers keep a great variety of foods fresh and wrapping is usually unnecessary.
iPads

All primary students at Cornish College are required to have their own iPad. The iPad is an integral learning tool. Please see separate Information and Communications Technology (ICT) documentation. Information on Apps, Cyber Safety and ICT user agreements are also provided through the ICT documentation. NB: The iPad Mini is not suitable.

Information Sessions

We have a number of parent information sessions designed to increase parent awareness and understanding of our school programs and to further develop the home/school partnership. These sessions will be as follows:
- Prep to Year 6 Information Evening - school and class routines and programs
- Prep to Year 2 Literacy Information Evening - parents of Prep to Year 2 children
- Literacy workshops (day sessions) - parents of Prep to Year 2 children
- iPad lessons for parents

Important Dates

Throughout the year we provide special opportunities for the children to share experiences and celebrate their learning with families and special friends including:
- Mother’s Day and Father’s Day
- Grandparents’ and Special Friends’ Day
- MAD Night@Cornish – open night for parents and children
- Student led conferences
- Christmas celebrations

Please check the school calendar for specific dates.

Reporting to Parents

The following dates are set for contact with your child’s teacher.

- Term 1: Pastoral parent teacher interviews with class teacher
- Term 2: Student Progress Meetings
- Term 3: Written report
- Term 4: Student Progress Meetings by request
  - Student-led conferences
  - Written report

There are also opportunities to see the teacher during other times. Please contact your child’s teacher directly to make an appointment if required.
Assessment

The Prep learning program is designed to meet the children’s developmental needs and is informed by a knowledge and understanding of each child’s needs. This information is gathered through the following processes and is ongoing:

- Transition forms from your child’s Early Learning Centre or Kindergarten
- Prep parent questionnaires which all Prep parents at Cornish complete
- Transition and orientation sessions
- Observations and anecdotal records
- Initial observations and screening of children’s skills
- Regular pastoral and progress meetings with parents
- Formal and informal assessments and monitoring strategies to determine knowledge, skills and understandings

Please see the Prep to Year 4 Curriculum Guide for further information on assessment.

Health and Attendance

Before starting school, it is important for your child to have their vision screened by an optometrist in addition to a health and immunisation check with your family GP. Regular school attendance is important for a child this age who feels secure with routine. However, a child who is ill recovers best at home. If your child contracts an infectious disease, please let us know as we will inform you of the length of time your child is required to stay at home. If a child has an ongoing condition or allergy, please note this on the enclosed parent questionnaire. Please notify the office of your child’s absence by letter, morning phone call or send an email to absentees@cornishcollege.vic.edu.au. A written explanation is required for school records. An up to date medical/emergency contact form is completed annually to ensure we have all relevant details about your child in case of emergency. Please advise the office of any changes to details throughout the year.

Holidays

Students are expected to be in attendance for the entire school year unless they are ill. Children who are withdrawn from school for other reasons miss chunks of their class program and this impacts on their learning and progress for the year. Any absences from school other than illness require written notification to the class teacher and a request in writing to the Principal for approval.

Immunisation

The school requires evidence your child has had all age appropriate vaccinations. After your child has completed the four year old scheduled vaccines, the Australian Childhood Immunisation Register (ACIR) will automatically send you a history statement. This statement should state ‘Child has received all vaccines required by five years of age’. A copy of this document should be supplied to school.

Late attendance

Students are expected to be ready to begin school at 8.50am. Please aim to arrive between 8.30am and 8.45am. This allows time to get to the classroom from the car park, and for students to make contact with friends and begin their daily school routine. Children who arrive late miss out on daily routines, instructions, timetable discussions and can feel disconnected for the day. Frequent lateness can impact on the child’s well-being at school. Feeling connected to a community is an important factor in our well-being and children particularly need to have every opportunity to do this.

Medication

If your child needs medication to be taken at school, please note the following:
You must inform the school in writing of the medication, dosage and time it is to be taken. The medicine needs to be in its original container and within the specified expiry date, with the label clearly displaying the child’s name and required dosage. Medicine will then be stored in the school office and administered from there. A slip will be sent home confirming the medication has been taken. Medicines must not be left in children’s bags to be self administered. This includes paracetamol and asthma medication. This procedure is designed to ensure the correct dosage is administered at the right time.
## Schedule 7 Minimum Period of Exclusion from Primary Schools and Children’s Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by the Secretary.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until at least 4 days of appropriate antibiotic treatment has been completed.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Cases</td>
<td>Exclusion of Contacts</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measles*</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.</td>
</tr>
<tr>
<td>Meningitis (bacteria - other than meningococcal meningitis)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection*</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving carrier eradication therapy.</td>
</tr>
<tr>
<td>Mumps*</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis* (whooping cough)</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.</td>
<td>Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.</td>
</tr>
<tr>
<td>Poliomyelitis*</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>
More information

Chook Duty/Walks
The children will need a pair of gumboots for chook duty and regular walks on the property. All students at Cornish College take the responsibility of looking after the chooks and ducks and also enjoy a variety of experiences on the farm, around the lake and on the island.

Party Invitations
Please be mindful of the feelings of young children when distributing invitations. Staff cannot be responsible for distribution of these and lockers should not be used for this purpose either.

Gymnastics and Dance
Gymnastics, run by Patterson Lakes Gymnastics, is a wonderful sport that helps children develop their physical skills in so many ways. Gymnastics promotes strength, balance and spatial awareness in children all of which are vital for physical development. We offer this as an ongoing opportunity for the students of Cornish College. Glittery Tapping Wonderland runs a variety of dance classes after school at Cornish. You will be able to register for Gymnastics and Dance using the online forms available on the Cornish College website (additional fees apply).

Golf
You can also register your child for our unique after school Golf program run by School staff and golf professionals on the College's nine hole golf course.

Home/School Partnership
At this level, developing the home/school partnership is of prime importance. Reading to and with your child each night is essential for language development. Both children’s literature and take home books can be shared each night. There may be special tasks for Preps to do at home from time to time such as collecting resources, and or taking photos on iPads. We encourage you to set up a regular time to read at home to help establish routines.

Hot Days
As we are concerned with all aspects of safety for your child, the children will be required to wear a school hat every day in Terms 1 and 4 regardless of cloud cover. Please apply sunscreen to your child prior to coming to school. Your child is welcome to apply sunscreen which you provide. The policy of ‘No Hat, No Play’ applies during Term 1 and Term 4. The children are also encouraged to drink water throughout the day.
**Play**
Allow your child plenty of time for undirected play. Children have a wonderful capacity to create, imagine, explore and wonder! They need time to do this. We can encourage children to play providing not just games or commercially produced toys, but by providing and allowing them to find natural materials and household items to play with.

**Show and Share**
As part of the development of speaking and listening, children will be asked to bring items of interest from home to share with the class. Class teachers will inform you of routines in the new year. Items might include photos, books, objects from nature or other items of interest. These sessions are extremely important for children to develop confidence in speaking clearly and to take turns to speak and listen respectfully. Please do not bring any toys to school. This policy continues to support the ELC policy.

**Television, Apps and Computer Games**
‘Tune in the best - Tune out the rest’

Establish some reasonable rules about screen usage:
- put limits on viewing/playing computer games/iPads
- no television during meals
- no television before school
- Record suitable shows outside your child’s regular viewing time and watch programs with your child whenever possible. Encourage your child to develop other interests and recreational activities.

**Uniform**
Students are permitted to wear their sports uniform on days that they have Physical Education and PMP, including during the swimming program in Term 4. The class teacher will inform you of these days.
To purchase or find out information on any school uniform items, please use this link: [http://www.cornishcollege.vic.edu.au/content/uniform](http://www.cornishcollege.vic.edu.au/content/uniform)

**Your Trash is our Treasure**
Any item that you feel would be useful to use in class, we will be grateful to accept. Gift wrap, greeting cards, cylinders, small cardboard boxes, computer printouts, fabric remnants, wool and ribbon are all treasures to us!
Out of School Hours Care (OSHC) program

Location:
The OSHC Centre is near the back car park in a classroom and with outdoor space. The College has engaged Extend to run our before and after school care programs. The programs will have access to school facilities outside the Early Learning Centre and are activity based.

Before School Care
Hours - 7.00am to 8.30am

After School Care
Hours - 3.35pm to 6.00pm

Late Pickup Fees
A penalty of $1.00 per minute will be incurred for late collection of children. Parents who frequently pick up their children late from OSHC programs will have their children's position reviewed after three late pick-ups per term.

If a child has not been collected by 6.00pm, all contacts on the enrolment form have been telephoned and nobody is available to collect the child, the program staff will call on a senior member of Cornish College to collect the child.

Contact Details
You can phone the staff of Extend directly on 9773 1965 during OSHC hours or contact Extend directly (not during OSHC hours) on 1300 366 437.
Supporting Your Child’s Literacy and Numeracy Development

Conscientious parents are always looking for ways to help their children do well at school. Here are a few hints that may assist you:

Help your child to develop self-esteem by recognising every effort and trying to praise rather than criticise. Reinforcing positive behaviour encourages more of the same.

Read, read, read to your children, with your children and in front of your children! There is no better way to create a desire to read.

Give presents of simply written, well illustrated, quality books on a whole range of topics - both fiction and non-fiction. The Children’s Book Council shortlists excellent picture books for young readers every year. Please see our wonderful library staff for further information on these or search on the internet.

Encourage your child to write and draw regularly in a variety of ways - letters, lists, charts, memos, diaries, factual accounts, imaginative stories, etc. Provide opportunity for conversation - regular phone calls with grandparents, discussions in the car rather than radio, etc.

Use everyday experiences and household tasks such as shopping trips to cultivate a sense of number, size, length, height, etc.

Take time to discuss everyday happenings - encourage questions.

Regularly give your child one of the most precious gifts you can - your time!

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

Albert Einstein (undated)
Helping Your Child

The following hints will promote learning and help your children to be more independent at school:

**Independence** – encourage your child to develop a range of skills to foster independence

- know their full name
- be able to care for personal property – e.g. put OWN bag in locker, hang blazer on a hook, activate a zip
- be aware of school rules
- know that it is important to care for school property
- be able to eat a morning snack and lunch including the dexterity to open and close containers, packaging and remove and recycle rubbish
- to have and be able to use a handkerchief and/or tissues
- be able to flush the toilet and fasten clothing. If possible, boys should have some experience using a urinal before they start school
- be able to follow simple directions
- put away their toys and generally pack up after themselves
- listen carefully to instructions
- respect others and their belongings
- share and take turns at speaking and joining in activities

**Social**

- have other children to your house and allow your child to visit other children's homes
- encourage your child to make decisions and choices about behaviour, dress, etc
- teach social conventions; asking to be excused, not interrupting, eye contact and greetings
- allow child to entertain him/herself – don't always provide materials

**Gross Motor**

- playing on large equipment in parks
- throwing and catching large balls
- skipping with a rope
- dribbling balls using feet or hands
- moving (any way at all) to music

**Fine Motor**

- cutting and pasting
- construction from old boxes
- using tape and paste/glue
- play dough and plasticine
- sewing cards with punched holes
- jigsaw puzzles
- drawing, writing, colouring (encourage correct pencil grip*). Pencils and crayons require greater control than textas/markers *Ref to: http://www.rch.org.au/uploadedFiles/Main/Content/of/InfoSheet_A.pdf
- helping with cooking - cutting, rolling, shaping
- bead threading
- LEGO
- dressing him/herself, e.g. doing up buttons
- being able to put on shoes and socks and if possible tie shoe laces
- helping to hang out washing
water play and sand play - filling and emptying containers

**Auditory Skills**
clapping to songs on tape or radio
listening for special sounds when outside
discussing sounds – high/low, loud/soft, pleasant/unpleasant
give instructions clearly and expect your child to follow through
leave out words when telling stories or reading from a well-known book, allowing your child to fill them in
play ‘I spy’
repeat sounds, words, rhymes
retell stories in own words

**Language**
Discuss:
body parts, clothes, street name and number, birthdays, age, etc
shops, the people connected with them and what they sell
food and where it comes from, give instructions orally, but don’t give too much at once;
children of this age generally can handle one or two at a time
talk about concepts such as top, bottom, over, under, beside

**Visual Skills**
jigsaws
drawing
sorting into size, shape, colour
drawing things they have seen
give careful instructions for finding things,
eg get the big spoon from the table
looking for alphabet letters
reading environmental print, eg road signs,
safety signs, number plates
recognising name
throwing and catching
copying patterns, use beads, cars
tracing

**Numeracy**
promote an awareness of mathematics in the environment

recognising numbers, eg number plates,
telephone numbers, street numbers
concepts such as long/short
developing 1:1 correspondence, eg setting the table
include your child in day to day activities which involve maths concepts, eg cooking, shopping, bathtime
grouping and sorting
following maps

**Specific Programs Designed for Preps**

**Buddy System**
A buddy system is in place to assist the new preps in settling into the school routine in a caring and supportive way. The children will be introduced to their Year 5 buddies at the commencement of Term 1. The buddy system will operate through the year to support the prep children and will include buddy lunches and chook duty as well as cross age learning activities, where the Year 5 children model and teach skills such as computer skills in a supported environment.

**Perceptual Motor Program (PMP)**

Prep children participate in weekly PMP activities to enhance their balance, locomotor, hand-eye and foot-eye coordination and body and space awareness. We require parent helpers to achieve the best out of this program. A parent roster is in place to help facilitate this program and will be sent via class email at the beginning of Terms 1, 2 and 3.