

think...
imagine...
become...



**Sandringham East
Primary School**

Preparing for School

Starting School

Starting school is an important time for children and families.

Children who make a positive start to school are more likely to:

- feel comfortable, relaxed and valued
- feel excited and motivated to learn
- have good relationships with others
- develop a sense of belonging within the school community.



Stories to share about starting school

- **Fiona the Pig's Big Day** by L. Hobbs
- **First Day** by Margaret Wild and Kim Gamble
- **Starting School** by Jane Godwin and Anna Walker
- **Wombat goes to school** by Jackie French and Bruce Whateley



Transitioning to School

- Starting school involves a number of changes for children and families, and everyone reacts differently.
- For some children the change brings excitement about making friends and learning new things, while for others the change can leave them feeling nervous and overwhelmed.
- Families play an important role in supporting children to manage the transition to primary school. Parents, early childhood educators and school teachers can help children to cope with new challenges by developing their social, emotional and learning skills.



Social and Emotional Skills

Friendship skills: Teach your child ways to introduce themselves to new children, join in play with others and be friendly and co-operative. Talk to your child about what being a good friend means (e.g., sharing, taking turns at choosing a play activity, using kind words).

Sharing and taking turns: Playing with your child, following their lead and having fun together will help develop their social skills. Playing simple board games, card games or computer games with children helps them to develop sharing and turn taking skills. It also helps children to cope with disappointment when they do not always win.



Social and Emotional Skills

Invite children to play together: Arranging for your child to get together with other children helps them to establish friendships and practise their social skills. Providing positive guidance and helping to structure activities (e.g., using blocks to build a tower together) can be helpful when supporting children to establish new friendships.

Involve your child in conversations: Talking with your child and involving them in conversations can help them to learn the rules of communication such as waiting for a turn, expressing ideas and listening without interrupting.



Social and Emotional Skills

Help your child to manage their emotions: Emotional skills include being able to recognise, express, understand and manage a wide range of feelings.

Talk to your child about what is happening and help them to describe and label the emotions they are feeling.

Get to know other families in the school community:

Arranging to meet with other families in the school community prior to starting school will help develop relationships and a sense of connectedness to the school community.



Independence Skills

Encourage self-help skills: Skills include your child dressing and undressing themselves, eating from their lunch box, going to the toilet and asking for help. Encouraging your child to develop these skills will give them lots of confidence in being able to do things for themselves.

Promote a sense of responsibility: Encouraging your child to take responsibility for small tasks (e.g., setting the table for dinner, putting their clothes in the wash basket) will help them feel useful and build their self-confidence.



Independence Skills

Caring for belongings: Encourage your child to care for and respect their belongings (e.g., tidying up toys, putting pencils back in their pencil case).

Making decisions: Providing your child with simple choices will give them practice for decisions they may need to make at school. Start with giving two choices such as the red or the blue top when getting dressed or an apple or banana for a snack. This will give them the confidence to make bigger decisions.



Independence Skills

Develop your child's understanding of social rules: Talk to your child about how different settings have different rules and expectations (e.g., rules at preschool, rules around a swimming pool to keep everyone safe). This will help them adjust to some new rules they will need to learn to remember and follow at school.



Learning Skills

- Listening to a story
- Staying focussed on a task
- Sharing ideas with other children
- Making choices between activities
- Following instructions



Preparing for School

- Wellbeing at school:
 - Open door policy
 - KidsMatter
 - Student Wellbeing Officer
 - Five Finger Strategy



Preparing for School

Name *everything*:

- **Uniform – incl. art smock**
- **school bag.**
- **reading pouch**
- **diary**
- **shoes**
- **lunchbox and drink bottle.**

Give your child increasing responsibility for carrying their own bag, packing it and finding equipment

Be careful of trendy lunchboxes that are impossible to open.
If possible pack your child's snack and lunch with no wrap or packaging.



Preparing for School

Observe classroom routines and encourage your child to follow them independently.

- Arrive at school on time
- Place his/her school bag on allocated peg
- Take his/her reading pouch into the classroom
- Give notes or forms to the teacher
- With parent support check the diary each day



Preparing for School

- Pack a spare pair of shorts, underwear and socks into a plastic bag and keep in your child's school bag in case of accidents
- Take them to the toilet when they arrive at school in the morning
- Know where they line up in the assembly area, and be there promptly for drop-off and pick-up times



Preparing for School

- Work with your child's preschool educator to complete a Transition Learning and Development Statement for your child.
- If you have not already done so please complete the SEPS transition form to support your child in a positive start to school
- Make a time for the Literacy and Numeracy interviews at the start of the 2017 school year (timetable will be available at the Wed Nov 29 Parent Information Evening)

All of the above assists the Foundation teachers with getting to know your child and planning accordingly for their transition to school and future learning.



Preparing for School

- Make sure your child has settled, then say goodbye promptly. Alert the teacher to any separation concerns
- Consider making a simple checklist of what your child needs to pack into his / her bag each day, and help them work through this for the first few weeks
- Enjoy this special time with your child!
- Request a SEPS Parent Buddy who will assist your transition into the SEPS community – form will be included in welcome pack



2018 Term Dates

Wednesday January 31	<ul style="list-style-type: none"> · School commences for Foundation to Level 6 · Foundation children attend half day only for the first day of school (Boys - morning session 9:30-11am) (Girls - afternoon session 1:30-3:00pm)
From Thurs February 1	<ul style="list-style-type: none"> · Full school days for all Foundation students except for the next six consecutive Wednesdays as detailed below.
Wednesday Feb 7, 14, 21	<ul style="list-style-type: none"> · Foundation English Online Interview (EOI) Assessment. All Foundation children participate in the EOI. A parent of each child is required to attend the interview. Parents will be given a time and date at the Parent Information Evening on Wednesday November 29 at 7:00pm.
Wednesday February 28, March 7, 14	<ul style="list-style-type: none"> · Foundation Mathematics Online Interview (MOI) Assessment. All Foundation children participate in the MOI. A parent of each child is required to attend the interview. Parents will be given a time and date at the Parent Information Evening on Wednesday November 29 at 7:00pm.
Monday March 12	<ul style="list-style-type: none"> · Public holiday - no school
Monday March 19	<ul style="list-style-type: none"> · Foundation students commence full time (Monday - Friday)
End of Term 1	<ul style="list-style-type: none"> · Thursday March 29 (2.30pm dismissal on the last day of term 1)
Term 2	<ul style="list-style-type: none"> · 16 April – 29 June (2:30pm dismissal on the last day of term 2)
Term 3	<ul style="list-style-type: none"> · 16 July – 21 September (2:30pm dismissal on the last day of term 3)
Term 4	<ul style="list-style-type: none"> · 8 October - 21 December (1:30pm dismissal on last day of term 4)

English Online Interview

- Is an online assessment tool used to assess the English skills of students in Foundation to Level Two.
- Is a one-to-one interview between a teacher and student. A parent is required to attend the interview as children are still becoming familiar with their class teacher.
- Will be conducted over three weeks in February. Parents are required to nominate a 40 minute time period on Wednesday February 7th, 14th, 21st
- Is mandatory for all Foundation students.



Mathematics Online Interview

- Consists of appropriate hands-on assessment tasks where children demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks.
- Is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to points of growth.
- Will be conducted in the first three weeks in March. Parents are required to nominate a 40 minute time period on Wednesday February 28th, March 7th or 14th.



Information Night

- **2018 Parent Information Night on Wednesday November 29th from 7pm**
- Important information pertaining to the 2018 school year.
- Parents will be informed how to register for their child's English and Maths Online Interviews on the night.
- Parents only, no toddlers.



Transition statements



Sandringham East Primary School Foundation Transition Form for 2018 students

Dear 2018 Foundation Parents,

The following SEPS transition form is intended to support a seamless transition from preschool to school.

The information in the form, in conjunction with your child's 'Transition Learning and Development Statement', assists the Foundation teachers with supporting your child's transition and class placement for the 2018 school year. Please note we do not receive the transition statements until later in the school year, hence the need for the completion of the SEPS transition form by mid-October.

Please complete the SEPS transition form and return to the school no later than Tuesday October 17. The form can be emailed prior to this date, or a hard copy given to Kelly Ransom at the first Term Four transition visit on Tuesday October 17.

The Foundation transition form can be emailed to sandringham.east.ps@edumail.vic.gov.au. Prior to emailing please rename the form as your child's transition form e.g., KellyRansom2018.

Family name:	
Child's name:	D.O.B:
Parent email address:	
Preschool/Kindergarten:	Teacher:
Child Care Centre:	Teacher:
Child Care Centre / Kindergarten phone no:	
Is your child currently receiving funding to support his/her development? Yes No Please provide details if you answered yes to this question.	
Does your child have any medical conditions? Yes No Please provide details if you answered yes to this question.	

Please return to
Kelly Ransom or the
office ASAP – they
will be used to place
your children in
their 2018 classes.