



STRIVING FOR EXCELLENCE

2025 Swanbourne Pre-primary Handbook



Success Teamwork Respect Inclusive Vision Excellence

School Administration Staff

Principal: Mr David Knox

Deputy Principal: Ms Bec Robson

Manager Corporate Services: Ms Lori Willis

School Officer: Mrs Rachel Coubrough

Defence Student Mentor: Mrs Nic Kemp

School Contact Information

Office Hours: 8:00am – 4:00pm

Telephone: 08 9253 5300

Email:

swanbourne.ps@education.wa.edu.au

Website:

www.swanbourneprimary.wa.edu.au

Dental Therapy Centre: 08 9384 0855

School Term Dates

Term 1 Wednesday 5 Feb – Friday 11 April

Term 2 Tuesday 29 April – Friday 4 July

Term 3 Tuesday 22 July – Friday 26 September

Term 4 Tuesday 14 Oct – Thurs 18 December

School Development Days

Staff Only - Students do not attend

Term 1 Monday 3 February, Tuesday 4 February

Term 2 Friday 28 April

Term 3 Monday 21 July

Term 4 Monday 13 Oct, Friday 19 December

Our School Day

Pre-primary Hours

Pre-primary times are in line with the school. An external bell sounds at 8:50am to signal the start of the day and 3:10pm at the end of the day. Throughout the school, doors are opened at 8:35am each morning for you to stay with your child to read a book, complete a puzzle or assist him/her with a set activity until 8.50am when the bell is sounded to commence the day. This is your cue to say goodbye to your child and leave.

Meeting Times

Teachers and education assistants have a range of resources, materials, and equipment to set up and are usually very busy first thing in the morning. Please make a suitable time after school or during DOTT (duties other than teaching) to share information about your child or discuss aspects of their development.



Welcome

The Pre-primary year is an exciting time for both parents and children. The Principal, staff and school community welcome you to Swanbourne Primary, an Independent Public School. This booklet outlines key operational processes and covers a number of practical issues to ensure your child's care and safety, which will enable a smooth and enjoyable transition to Pre-primary.

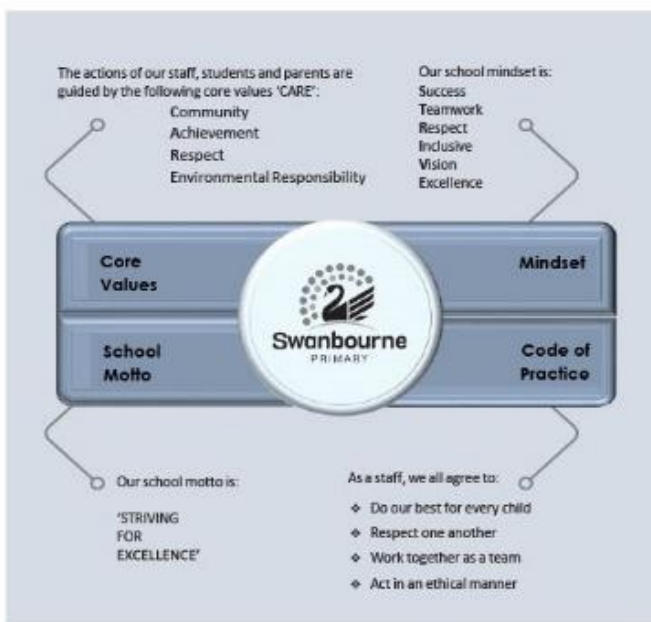
School Vision

We work as a collaborative team to create a caring, inclusive and respectful school culture and a curriculum that values each child as an individual. We work together to teach and support our students to become learners for life, who will be happy, resilient, caring and respectful citizens that strive for personal excellence and contribute positively to society.



Early Years Philosophy

At Swanbourne Primary School, we recognise that families are children's first and most influential teachers and that learning outcomes are more likely to be achieved if we work in partnership with families. Therefore, a central premise of our early years' philosophy is the desire to build and maintain positive **RELATIONSHIPS** with students and their families. We also believe that to be highly effective practitioners, an early years' curriculum must be carefully planned and executed, be holistic in nature and fully responsive to each child's needs and interests. The provision of purposeful, stimulating, play-based learning experiences provides opportunities for children to develop socially, emotionally, physically, and intellectually (both indoors and out) and ensures we deliver programs that emulate 'best practice'.



Our Programs

At Swanbourne, we take pride in our excellent facilities, high quality educators and exceptional care provided for students. You can be assured that our students' best interests are our prime motivation. Our early childhood teachers and education assistants are well-qualified, experienced and dedicated, working together as a team to produce a stimulating and warm learning environment for our youngest charges. They provide a high quality, inclusive education and are constantly exploring new ways to ensure all children reach their potential. They also value your role as parent-educator and encourage you to be involved in the work of the school by helping in the classroom and at home with your child.

Our programs focus on the development of the whole child, in all domains. They provide learning experiences that develop physical, social, emotional and cognitive skills. Daily transitions and routines are carefully planned to encourage independence and the development of life-long social skills. Current initiatives in early childhood education such as the National Quality Standard, the Early Years Learning Framework and the Pre-primary Curriculum Guidelines inform the educational programs and practices at Swanbourne. The program caters for children's varied learning styles and offers many opportunities for students to participate in a range of 'hands on' learning experiences and structured play activities. Our teachers plan varied activities that encourage children to engage in small group work, as well as individual and whole class learning experiences.

Classroom teachers have their individual teaching styles and present learning experiences differently, but they plan collaboratively, engage in moderation activities and work towards the same learning outcomes.



Learning Through Play

In implementing the Early Years Learning Framework, National Quality Standard and the Western Australian Curriculum, one of the guiding practices in current early childhood pedagogy is 'learning through play'. Play-based learning is described as 'a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations'. Play-based learning occurs inside the classroom and outdoors throughout the day. Staff create spaces for dramatic play, construction, problem-solving, creative activities and quiet areas for rest and relaxation. We invite you to come along and see first-hand how children learn through active, hands-on play experiences at Swanbourne.



Social and Emotional Development

Young children develop their social and emotional skills through a wide network of social relationships, including other adults and children. Children's social and emotional skills are developing all the time, and these may develop differently, at different rates. The Pre-primary program plays an important role in developing children's self-awareness and self-confidence. Being able to separate from a parent each day and have the skills and confidence to speak to peers and staff will be the main focus of the Pre-primary year. Songs, rhymes, chants, stories, and activities that encourage talking and communicating will provide children with plenty of opportunities to develop self-confidence and a willingness to participate in all aspects of the program.

Oral Language Development

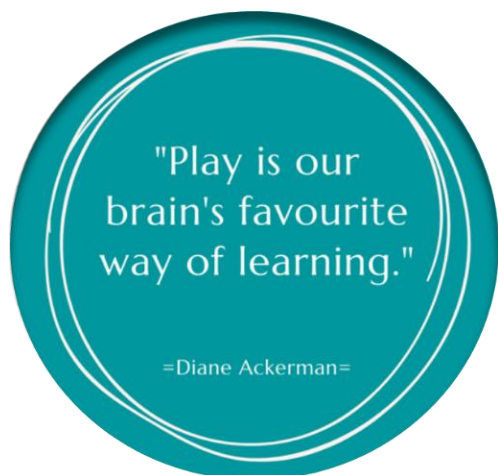
Children with a good vocabulary, grammar knowledge and articulation are more likely to correctly interpret what they read and express themselves more effectively when speaking and writing. Please support your child's language development by asking questions to check understanding and comprehension when encountering new words. Some words are abstract concepts to understand and require explanations. Also, please correct and remodel any grammatical errors your child makes especially with pronouns (he, him, his, she, her, hers) or tense (ran instead of runned, kept instead of kepted) or any articulation of letter sounds or pronunciation of words.

Printing/Writing

The writing font for the whole school is the **New South Wales Foundation Regular Font**. It is important that the children learn where they need to begin writing each letter to develop formation skills. Please encourage this at home, especially for name writing. Also, it is important to stress to your child that a capital letter is used for the first letter only and not in the middle of names.

Example of the NSW Foundation Handwriting Font

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz
1 2 3 4 5 6 7 8 9 10



Gross Motor Control

Gross motor skills involve movements using the large muscles of the body. They include things like running, jumping, catching and throwing, and other large muscle activities. Good gross motor skills are essential, because the body develops from large movements such as control of the arms and legs, to small, isolated movements that include the hands and fingers.

Without reasonable gross motor control, it can be difficult for children to move on to developing their fine motor skills.

Fine Motor Control

For your child to be successful at reading and writing, they need to have strength in their hands, arms, stomach and back.

As your child progresses through the school, they need to develop skills to:

- **Hold a pencil** for a period of time without becoming tired, or complaining their arm is hurting
- **Sit in a chair** with feet flat on the floor, back straight and opposite arm resting on the table to help support them without slouching or wriggling around
- **Sit on the mat** without losing focus or wriggling around.



Pre-primary On-entry Interview

During weeks three to six of Term 1, Pre-primary teachers will conduct mandatory individual On-Entry Interviews for all Pre-primary students in literacy and numeracy. The results of these interviews will enable staff to develop appropriate learning programs and devise group language/literacy programs. An overview of your child's development will be sent home.

Reading

In Pre-primary this year, we will begin our journey towards learning to read. This is an exciting process that requires support from both school and home in order for children to be successful. At Swanbourne we used a systematic, synthetic phonics approach to consolidate children's letter and sound knowledge. We then move to blending sounds together to read small words, and segmenting sounds apart in order to be able to write small words. Children will then move on to short, decodable readers, which allows them to practice their letter and sound knowledge with you at home.

When children are explicitly taught the strategies of how to read and are given opportunities to practice reading, they become confident, capable readers. The amount of time children spend reading and developing their reading skills directly impacts their reading development. We always strive to undertake best teaching practice for the children at this school.

Reading to children is also a vital and lovely way to build children's literacy skills. When read to, children are able to build on their oral language and grammar skills, develop their vocabulary and discover the magic of storytelling and narrative. Comprehension is a major part of the reading process. Questioning the children about the stories they read will help to further develop their understanding and continue to improve their reading skills.



Initial Sounds (hearing the sound at the start of a word)

- Please remember to focus on the sound the letter makes as well as the letter name.
- When reading a book to your child, ask them if two words start with the same sound. For example: *Do moon and money start with the same sound? Do robot and sun start with the same sound?*
- When you are food shopping ask your child to say what is going into the trolley/basket and then ask them what sound they can hear at the start of the word. For example: *"Carrot starts with a...?"*
- If your child is having difficulty hearing the initial sound, really over-emphasise the sound at the start of the word. For example: *"At the start of ssssssnake I can hear a ssssss"*. Great letters to really over-emphasise are: f, l, m, n, s, r, v, z
- Brainstorm words that start with the same sound. For example: You may be in your child's bedroom and identify: bed, ball, basket, Ben 10 and bag all start with a "b"

Final Sounds (hearing the sound at the end of a word)

This skill will begin to develop once your child has the awareness of hearing the initial sound in a word. Hearing sounds at the end of a word can be quite a difficult skill for a child to acquire and requires time to practice and develop.

Medial Sounds (hearing the sound at the middle of a word)

This skill will develop once your child has the ability to hear initial and final sounds in a word. Hearing sounds in the middle of a word is more difficult again and requires time to master.

Segmenting Sounds in Words

On your way home from school, talk about the things around you by breaking up the sounds in the words.

For example: "I can see a...(d-o-g, c-a-t, l-ea-f, st-i-ck, c-ar) what can I see?"

When you give your child instructions.

For example: "Go and get your b - a - g".
"Let's read a b - oo - k"

When you are cooking dinner ask your child to break up the sounds in words.

For example "What sounds can you hear in....(fork, log, cat, sit, dog, hat, pig)?"

They would then reply with:

f - or - k, l - o - g, c - a - t, etc.

Then move onto using their sound identification knowledge...

- Use playdough or magnetic letters to make words. Use simple three letter words. (cat, dog, log, sit, pig)
- Ask your child to write simple words: on paper, on a whiteboard, using chalk, in shaving cream, in paint or in sand.
- Encourage your child to read simple words you have written for them.



Mathematics

Like literacy, a positive attitude towards mathematics and a strong foundation for mathematical learning must begin in the early years. Once developed, this positive attitude and confidence persists throughout a child's school life. This self-assurance and willingness to learn is nurtured further when we make mathematics fun, teach it with hands-on experiences, use consistent language and strategies, and present skills in an appropriate developmental sequence. The majority of our mathematics instructional time is focused on representing and comparing 'whole numbers', initially with sets of objects, then moving on to abstract written numerals. Students use numbers (including written numerals) to represent quantities and to solve problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modelling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.

Students choose, combine, and apply effective strategies for answering 'how many'? questions, including quickly recognising the total of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. Automatic recall of numbers 1 - 20 is desirable. Automatically means without hesitation, counting up (1, 2, 3 to get to that number) or looking around for support.

I wonder what will happen if ...?

What makes you think that ...?

How many ways can we ...?

Is there another way we can find out?

I wonder if ...?

How do you know you are right?

Can we solve the problem another way?

Things you need to know

Swimming Lessons

Students in Pre-primary attend swimming lessons in Term 4 at Claremont Swimming Pool as a part of the school curriculum.



Pick-Up and Drop-Off

Please note: It is Department of Education policy that Pre-primary children are to be personally delivered to, and collected from, Pre-Primary by their parents or an adult caregiver who has been authorised at the time of enrolment. Parents are also requested to collect their children promptly at the end of the day, as young children become distressed if left waiting for a parent to arrive. Please contact the school on 9253 5300 if you will be unavoidably delayed so we can advise your child.

School Newsletter

School newsletters are posted on the school website once a fortnight and you will receive an email notification by Connect, an online communication system used by many Department of Education schools. Please take time to register with Connect and read the newsletter regularly, as it contains a wealth of information about school events and student achievement.



Parking and Road Safety

A supervised crosswalk is available on Narla Road opposite the upper parent car park. An attendant is on duty from 8:00am to 9:00am and 2:45pm to 3:45pm. Parents are urged to utilise the crosswalk. Please also observe the 40km speed limit around the school perimeter. We are very fortunate to have excellent parking facilities at this school but it is unreasonable to expect to always find a parking spot in the car park during peak times. There are a number of adjacent streets where parking is allowed within 100 to 400m of the school. The 'kiss and drop' zone operates from the front of the school and is strictly for students from Years 1- 6. The lower staff car park is for staff use only and is not to be used by parents for picking up or dropping off children. The safety of our students is paramount. We ask all parents to assist the school in ensuring the safety of all members of the school community.

School Board and P&C

Swanbourne Primary has an active School Board as well as a vibrant Parents & Citizens Association. Both assist the school in various ways. The school board is involved in approving school policy and planning. It examines student performance data and endorses the school budget and planning documents.

The P&C plays an important role within the school and focuses on fundraising and organising special events. Its success relies on the support of the entire school community. Meetings are held in the staff room on the second Wednesday of each month at 7:00pm, everyone is welcome to attend.

P&C Website

This will be the place to find all the information about our fundraising and social activities, order merchandise, donate to the P&C and more.

<http://swannymarketplace.square.site>

Dental Clinic

The School Dental Service provides free general and preventive dental care for all enrolled students. The Dental Therapy Centre located at Swanbourne Primary operates from 8:15am to 4:30pm Monday - Friday and most school holidays. The centre can be contacted on 9384 0855.

Parent Involvement

Research shows that parent and community involvement in schools greatly improves student achievement. To reach their potential, students need parents and the community to take an active role in their education.

Your encouragement and support will add to your child's Pre-primary year and set a foundation for future positive school experiences. Our Parent Roster is an ideal way for you to become involved. This offers an opportunity for you to come to school for a short time and assist with the learning program.

Your participation in our parent roster will:

- enhance our learning program
- model to your child the importance of education
- strengthen the bond between school and home
- inform you of your child's development
- be greatly enjoyed by your child

Class Representatives

The P&C requires at least one parent representative for each class, which involves being the liaison between school, P&C and parents. Many activities require parent help which may include: helping with excursions; sports days; reading; cooking; art and craft activities. Please talk to your class teacher if you can provide assistance.

Teacher/Parent Interviews

Personal meetings with teachers are welcome but please note, teachers cannot come to the phone when they have a class, unless the matter is urgent. Teachers have an allocated DOTT time (duties other than teaching) where they will be available for parent meetings. Please check with your child's teacher about their DOTT (day other than teaching) time is.

Formal Reporting

A Pre-primary report detailing your child's development will be sent via Connect at the end of Terms 2 and 4. In addition, there will also be a whole school Open Night during the year, where examples of children's work across the school will be showcased. You will also receive regular informal updates from your child's class teacher.



Library

The School Library is used by all classes on a timetabled basis, as arranged by the class teachers. Our school library is fully automated and has a variety of technology software and internet access for use by children in their studies. Children are entitled to borrow two books at a time. Your help in returning the books promptly is requested. Should a book be lost or damaged, replacement costs may need to be met by the child's family. Parents are always welcome to visit the library; we are always open to volunteers to help shelve books or assist in covering new books. Volunteers are important in helping the library function smoothly.

Sun Protection

As we are a registered Sunsmart School, we follow a strict NO HAT, NO PLAY policy. All children must have hats for outdoors throughout the year for protection from the sun. Please apply sunscreen to your child before school and we will assist them to reapply sunscreen at lunchtime during summer months.



**Cancer
Council**

Connect

Each parent will be given their own secure login to 'Connect', which is a safe, free software platform provided by the Department of Education. Connect is accessible on any internet-enabled device and will enable you to receive notices either via email or a notification on your mobile device. 'Connect Now' is an application which can be downloaded from Google Play or the Apple App Store and this will enable you to receive Connect notices as push notifications.



Only one login is required to enable parents to view all their children's records, even if they attend different public schools.

After logging into 'Connect' information can be viewed specific to your own child/ren such as:

- The School Space where you can be notified about school information and events
- The classes in which your children are engaged
- Notices from your child's classes that automatically generate an email or phone notification to you.

To register for Connect, you will receive an email with your login details and each year as an update. Each user will be confidentially issued a unique username and password for Connect.

If your email address changes, please notify Reception so your details can be updated. If you are a family enrolling before the start of a new school year, access to Connect will only be available once the school system has rolled into the following year.

Visitors to the School

All visitors and parent helpers to the school are requested to sign in and sign out at reception and wear a visitor's sticker while in attendance at the school. Parents and visitors volunteering their time to work in schools must sign a Confidential Declaration, they are available from reception.

Toys and Personal Items

No toys, jewellery or valuables please unless requested by the school for a special occasion.



School Attendance

Compulsory schooling starts in Pre-primary. Developing the habit of going to school regularly from Pre-primary is vital so your child does not miss out on important ideas and skills they need for future learning. Your child's teacher plans programs and activities that build on previously learned skills. You can help your child maintain good attendance by:

- talking positively about school so your child is happy to go each day
- showing interest in what your child is doing at school and talking with the teacher about what you can do at home
- setting playdates to help your child make friends
- teaching your child how to share and take turns
- arriving at school and collecting your child from school on time
- making sure your child gets nutritious meals each day and enough sleep each night
- making appointments with doctors, dentists and specialists after school or during the school holidays
- taking family holidays during the school holidays and not during term time

If your child is unwell and unable to go to school, telephone the school on 9253 5300 or email on swanbourne.ps@education.wa.edu.au notifying us the reason of your child's absence. If you are having difficulty getting your child to school, please talk with your child's teacher.

Items to Bring to School Each Day

Every day your child will need a school backpack (large enough to hold big creations) containing the following items:

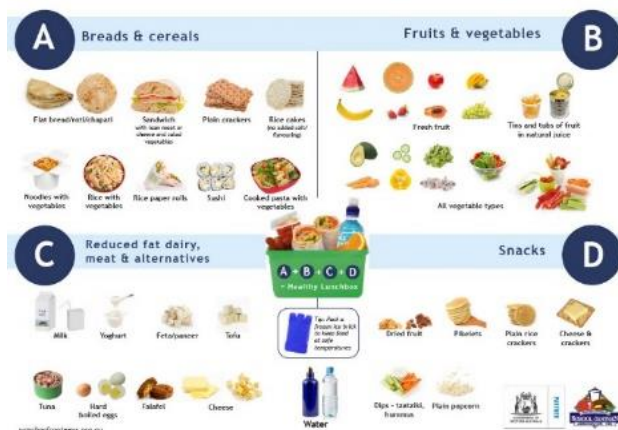
- A named broad brimmed Swanbourne hat, which will be kept in the classroom.
- The blue Swanbourne library bag every day, as this will be used daily to carry works of art and communications, as well as a library book.
- A named change of clothes, underwear and socks (to be kept in the bag all year round).
- Please ensure your child's shoes have a good grip so they can run, jump and climb safely. Students must keep their shoes on throughout the year due to unforeseen objects in the sand and bees on the grass. Non-slip waterproof shoes or sandals (not thongs or gumboots) are required.
- All personal belongings should be clearly marked with your child's name. However, it is not necessary to name stationery items from the Personal Items Booklist, as these are shared.

- Please note that we are an Allergy Aware school and have several students with extreme allergies to certain food types. This means no peanut butter or nut products such as Nutella.
- We would appreciate you not sending lollies, chocolates, fruit rollups or similar.



Lunchtimes

- Please provide your child with a named drink bottle (water only) for each session. It will be sent home at the end of each day.
- A small serve of fruit or vegetable for sip and crunch and a small portion for morning tea placed in a named reusable box.
- A packed lunch in a named lunchbox. Please provide your child with appropriate healthy food. It is helpful if children have containers that be managed independently. Please make sure that your child's containers and lids are named.
- The following link from the school canteens organisation includes a video about healthy lunch options
www.waschoolcanteens.org.au/schoolcommunity/parents/



Student Wellbeing

Medication

Please ensure you provide up-to-date medical information about your child throughout the year. Medicines can only be brought to school and administered to a child on the authority of a parent or guardian. These are to be taken to front reception, where a **Form 3 - Administration of Medication** must be completed by an authorised adult. All medicines, including Epi-Pens, asthma sprays/pumps, should be named and include all relevant information, in the case of prescribed medications - the original packaging needs to be provided to the office.

If your child requires an Epi-Pen, an Anaphylaxis Action Plan must be completed and provided to the school. Please ensure that once you have completed all appropriate documentation, you inform the class teacher.

Allergy Aware School

Our school is 'allergy aware' and we would appreciate your support with this matter. We need to emphasise the seriousness of this concern, as we have students across the school that can become seriously ill if they consume particular foods. Even if food items contain traces of nuts, please avoid giving them to your child in their lunch boxes and save these treats for home. We are also an asthma friendly school.

Sick Children

Children who are unwell are best kept away from school. The Pre-primary does not have a sick room or a quiet corner. The room is always a hive of activity and constructive noise. Should your child become sick or have an injury, we will phone you to take him/her home. As such, please ensure you keep the school updated with new telephone numbers and emergency contacts.

Dogs in the School Grounds

No dogs are allowed on the school grounds, as they create a risk and fear for students. If a dog strays onto the school grounds during school hours, the ranger will be notified.

School Entry Health Assessment

The School Entry Health Assessment (SEHA) form asks about your child's health and development to provide more information to the nurse who will be doing the health check. A catchup assessment maybe required if your child did not attend a formal Kindergarten.

Please make sure you fill in this form and then return it to your child's school as soon as you can. It is very important that you sign the form, so the nurse has your consent to do the assessment.



**The more that you read,
the more things you will know.**
**The more that you learn,
the more places you'll Go !!**
-- Dr. Seuss

School Uniform

We are proud of our school uniforms and aspire to have all students wearing theirs with pride. Swanbourne Primary School uniforms are available to purchase online from Tudor School Uniforms.



How to order Uniforms

- Register online with Tudor School Uniforms on their website www.tudorschooluniforms.com.au
- Create an account with your details, create a password and choose your school.
- Enter the Dashboard for quick access to ordering, size charts, prices, delivery options, exchange and returns policy and your order history.

Delivery and Collection Information

- Collect from School – Orders will be delivered fortnightly to school on Friday and delivered to your child's classroom.
- Parcel Post & Signature – Delivery by Australia Post to your residential address, a signature is required. If no one is home, they will leave a card for you to collect from the Post Office.
- Collect from Tudor School Uniforms – You will receive a confirmation email stating when your parcel will be ready to collect.
- Collect from – Tudor School Uniforms 1/75 Excellence Drive, Wangara 6065
- Opening hours 8:00am – 4:30pm
- Telephone 08 9408 2666

Exchanging Items

If sizing is incorrect, a size exchange for the same product may be issued. Items must be in original condition, with tags attached. Please print out the Exchange/Return form, (Found on the school website) complete the exchange section and return to the office with the items. Your request will be processed by Tudor Uniforms (allow 3 weeks for exchanges). The replacement item will be delivered via your child's classroom teacher.



GIRLS-RECOMMENDED	BOYS-RECOMMENDED
Navy hat x 1 Royal blue polo x 2 Tartan skort x 1 Navy full zip fleecy x 1 School backpack x 1	Navy hat x 1 Royal blue polo x 2 Gabardine short x 1 Navy full zip fleecy x 1 School backpack x 1
FOOTWEAR - PURCHASE EXTERNALLY WINTER WARMERS/CULTURAL COVERINGS - PURCHASE EXTERNALLY	
<ul style="list-style-type: none"> ❖ White socks are preferred ❖ Sneakers (any colour/type) are recommended ❖ Navy leggings ❖ Navy fleecy track pants 	

Name Labelling

It is essential that all items are labelled clearly with your child's full name, so that lost items can be returned. Please revisit this regularly.

Voluntary School Contributions and Charges

Financial support provided by families through voluntary contributions and charges plays a critical role in maintaining quality teaching and learning programs and enabling the provision of an enriched curriculum and enhanced learning experiences for students.

Parents who contribute financially to the school through the voluntary contributions, assist in the maintenance of educational resources at a level needed to meet children's needs in a constantly changing educational environment.

Key areas such as literacy, numeracy, science and information technology are enhanced through the voluntary contributions. If all families pay the requested contribution per are child, this equates to approximately \$50,000 of funding per year.

The Swanbourne Primary School Board has endorsed the following schedule of Voluntary Contributions and Charges for 2025, which will enable families to budget for all expenses throughout the year. We hope all families see the importance of paying the contribution and supporting our student learning programs.

The total amount of voluntary contributions requested is in accordance with the School Education Regulations 2000.

The School Voluntary contributions for 2025 are \$60.00 per child and the P&C Voluntary Contributions is \$120.00 per child.

2025	School	P&C	Total	Per Term
1 child	\$60	\$120	\$180	\$45
2 children	\$120	\$240	\$360	\$90
3 children	\$180	\$360	\$540	\$135

Note: There are no further voluntary charges for any subsequent child enrolled after the third child



Payments

Payment options are as follows:

ELECTRONIC BANKING details are:

Swanbourne Primary School

BSB: 066-040 Account: 19902749

Please reference the payment by child's surname.

Compass Pay will be available in 2025.

Payments may be made in advance to your child's account at any time throughout the year to remain in credit.

A reminder of unpaid billed items will be sent home twice per term for the finalisation of any outstanding payments. Please do not hesitate to call us if you require assistance or have a query regarding this process.

How can you help your child at home?

Here are some games you can play using a deck of playing cards, flashcards and a small collection of objects for counting (when using playing cards, an ace counts as the number one and the jack, queen, king cards are worth ten):

Higher (or lower): Start with the deck laying ace down on the table. Each player takes a card. The player with the highest (or lowest) card wins all cards. The winner is the player with the most cards at the end of the game. Increase the difficulty by taking two cards at a time and adding them together to see who's got the highest (or lowest) total

Snap: Divide the deck of cards out between the players, each player takes it in turns to turn a card over, then SNAP when two cards of the same value are placed together

Before and After: Divide the deck of cards out between the players, take it in turns to turn a card over, that player must state the number that comes before and after the number

Bingo: Lay the cards out in a 3×3 format. Call out a number one at a time, when a player has that number turn the card over so it is face down on the table

Memory: Start with the deck lying face down on the table, take turns to turn two cards over, trying to find two cards with the same value. When a player matches to cards together they can begin to create their own pile with matching cards

Spot the numbers in the environment

"I can see a 14 on the letterbox"

Make collections of 11 – 20 objects Rearrange the objects and ask are there still the same number? It is also important to talk about the "**number sequence**" what number comes before...what number comes after...

Make flash cards with the numbers 11-20 on each card and play Number Jumble, Missing Number and Fly Swat. Number Jumble: How fast can you take the numbers 1 – 20 and put them in order? **Missing Number:** Lay the number cards out, in order, encourage your child (or you) to close their eyes then ask "The number missing is..." **Fly Swat:** Lay the numbers out, call out a number then using a fly swat-splat the number



Number Writing: Practise writing the numbers in sand, on newspaper, using pencils, markers or shaving cream, make playdough numerals

Number Hunt: Search through magazines, newspaper or catalogues to find the numbers and put them in order





What You Can Do at Home

- You may like to visit your local library and borrow books on topics of interest to your child.
- Encourage your child to draw, write and tell stories.
- Encourage your child to use trial and error to learn and complete tasks. Be patient and let them have a go.
- Make time to read with your child every day. This not only promotes good reading habits; it is also a great way to spend time together as a family. Read your child's favourite book over and over.
- Encourage them to join in. Get them to tell you the story using the pictures for prompts or let them pretend to read and make up the story. Talk about the end of the story and encourage your child to express their opinions. Did they like the ending? How else could the story have ended?
- Encourage them to write and to tell you the reason for writing and why. For example: I am writing a letter to Granny to say thank you for my birthday card.
- Encourage your child to use their new number skills to say how many objects when there is no need to count, for example you can just 'see' three things, or even see six things as three things and three things.
- Practise using numbers and counting with your child while doing everyday tasks. For example: We have two visitors coming for dinner. There are four people in our family so how many plates will we need?
- Explore measuring by chatting with your child when you are cooking, shopping or at bath time about how different things might be: longer or shorter, thicker or thinner, and lighter or heavier.
- Help your child pour water or sand from one container to another to decide which holds more or investigate whether a tablecloth is big enough to cover the table.
- Encourage your child to observe things in nature and to ask questions.
- Encourage your child to use their new number skills to say how many objects when there is no need to count, for example you can just 'see' three things, or even see six things as three things and three things.
- Explore measuring by chatting with your child when you are cooking, shopping or at bath time about how different things might be: longer or shorter, thicker or thinner, and lighter or heavier.



Out of School Hours Care



At OSHClub we work in partnership with Swanbourne PS to provide outside School Hours care (OSHC) services. At OSHClub children enjoy a fun learning experience. From exciting activities and healthy nutritious food, to caring motivated team members. You can be sure your child is safe and has lots of fun, before or after school.

What Happens at OSHC?

We offer engaging activities for all ages, including arts and craft, games, cooking, sports, drama, board games, dress-ups and fun with friends.

The service provides delicious and healthy food for breakfast at Before School Care and afternoon tea at After School Care. We focus on fostering a safe, caring and stimulating environment that allow children to relax, grow and thrive.

Our Team

At OSHClub, your child will always be in the care of friendly, qualified and experienced educators, who all have 'Working with Children' clearances. Our Coordinators are trained in First Aid, CPR, Asthma and Anaphylaxis.

Please check our website for further information: www.oshclub.com.au/swanbourne-primary-school-wa/



Swanbourne Dental
Therapy Centre
Phone: 9384 0855



Participating in a daily **in class** Crunch&Sip break provides an opportunity for children to drink water and eat an extra serve of vegetables or fruit to support good health and to help with learning and concentration in the classroom. All while they are sitting at their desks! By choosing to pack vegetables more often, Crunch&Sip is also a fantastic opportunity to increase vegetable intake.

Let's hero healthy habits and remember to pack Crunch&Sip every day!

Crunch

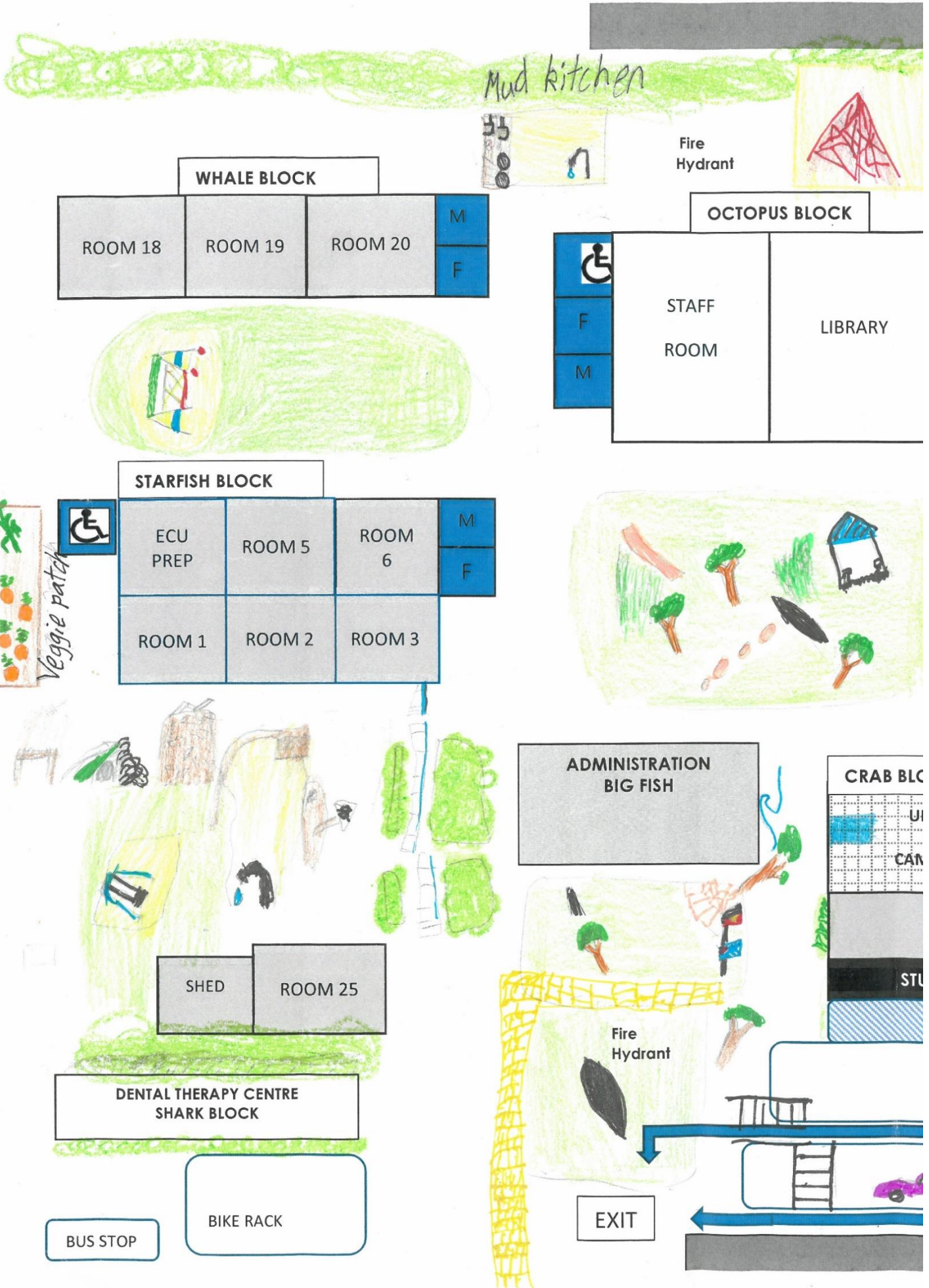
Vegetables such as carrot or celery sticks, cherry tomatoes or snow peas

OR Easy-to-eat seasonal fruit such as a small apple, a container with hulled strawberries, a mandarin or banana

OR Canned fruit in natural juice with a spoon

And Sip

A clean, clear water bottle filled with plain water







We look forward to an exciting and rewarding year with you and your child.

If you have any concerns or queries, please do not hesitate to contact:

Principal, Mr David Knox david.knox@education.wa.edu.au



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