Burnie Primary School

Kinder Prospectus

2013
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A “Student Enrolment Application Form” must be completed. When first enrolling in a Tasmanian Government School evidence of the student’s identity and date of birth must be provided.

Enrolment is not complete until that evidence, or any other evidence requested by the school, is provided.

You are also required to provide proof of your child’s immunisation status. If ‘Yes’ on the application form identification of vaccination can be:

- the child’s health record book
- signed document on doctor’s letterhead
- signed document on council letterhead
- a printout from the Health Insurance Commission’s Immunisation Register, ph 1800 653 809
- a statutory declaration, Form A, can be obtained from your school

Please be accurate.

If ‘No’ on the application form you must complete a statutory declaration stating that the parent or guardian has a conscientious objection to immunisation and attach it to the application form. A statutory declaration Form B ‘Objection to child immunisation’ can be obtained from the school.

It is very important that the school be fully informed of any health or medical conditions your child may have, particularly if the condition (e.g. anaphylaxis) requires a medical action plan. If necessary we may require more details of the condition and treatment from your child’s doctor. You will be asked to nominate your family doctor’s address and phone number in case of an emergency if we are unable to contact the parent/guardian or nominated emergency contacts.

It is particularly important that the school has contact details and phone numbers of family members and/or friends to contact in an emergency in the event that the parent/carer is not able to be contacted.

How do I enrol my child?
Admission

- Children must have attained the minimum age of 4 years 0 months on or by 1 January in the year of admission. Proof of age should be sighted.
- Flexibility to enrol children of pre-kindergarten age is only permitted under limited circumstances – Gifted category and Mobile category - as described below.

Flexibility

- A principal may permit children to enter kindergarten before the age of four years on 1 January only on the basis as set out below:
- Gifted category: early entry may be permitted for a child who has fulfilled the requirements of the Guidelines for Early School Entry for Students who are Gifted.
- Mobile category: early entry may be permitted for a child who has previously been enrolled in a government system kindergarten in another state or territory and who now resides in Tasmania.

Program

- Kindergarten age children should be offered a provision of 15 hours per week or 30 hours over 2 weeks. This may be delivered in half or full day sessions.

Group size

- The maximum number of children for a 0.6 teacher taking one kindergarten group should not exceed 25.
- It is acknowledged that additional children may need to be added to the group later in the year, due to unforeseen circumstances.

Aide time

- Kindergarten aide time is allocated by formula and is included in the school's budget package.
Where your child can go to school

- Government primary and high schools are located in designated geographical areas called home areas. Your child is entitled to attend the local school in the home area in which you live.

To find out which school(s) are in your home area contact Learning Services office on 64 34 63 89

- If you have a reason for wishing to enrol your child in a school out of your home area, you should first discuss with your local school about how the particular needs of your child might be met. Applications for out of area enrolments are considered based on the reasons for the request, and whether or not the school has a place available. Children living in the school’s home area are always given first preference. Contact Learning Services office for more information and assistance.

- If you live in a shared home area that has more than one school to choose from, you are guaranteed an enrolment in one of those schools.

Your first preference may not be accepted if that is depending on the school’s capacity.
All student absences are tracked very closely by the Department of Education. Please contact the school by phone – 64 333 655, email – burnie.primary@education.tas.gov.au or a note if your child is absent from school.

Are there any Court parenting orders concerning residence, contact, child maintenance, education, health or other specific issues relating to your child? If Yes, the school will require a copy of the court orders.

You will also be given the option of identifying your child as being of Aboriginal or Torres Strait Islander origin.

Levies

- You will be required to pay the student levy at the commencement of Term 1. The general levy pays for materials which each child is issued in class, as well as contributing towards materials and equipment which children use in co-operation with others, as their needs require. It includes an amount to update and purchase resources for all learning areas eg. reading books, maths texts, expendable items for use with technology activities, photocopying etc. All other educational materials will be provided under the General Levy. Included in the above levy is an amount to cover the costs of performances from visiting artists, minor (local) excursions and basic cooking ingredients. This will reduce the number of times we have to ask for additional money during the year.

- **Kinder – Grade 2 Water Awareness program** is conducted each year and will be paid for prior to the commencement of the program. The approximate cost is $20:00 for Kindergarten students.

- In cases of hardship, the school is prepared to negotiate periodic payment of levies. If you feel you are eligible, you may wish to complete an application for Government Financial Assistance through the Student Assistance Scheme.

- All items of school uniform are available for purchase through the school office.

When completing the Enrolment Application form you will also be asked for your consent to publications, the media and minor excursions. This consent is updated each year. If you wish to withdraw you consent at any time you are required to inform the school in writing.
The school receives a high level of support from volunteers. In line with the Department of Education’s duty of care responsibilities to provide a safe environment for all students, schools must ensure that controls be put in place for certain categories of volunteer activities:

- School camps/excursions
- Assistance at school swimming lessons
- Sports coaching and umpiring
- Handling finances (Office Bearers – School Association/P & F Student Banking)
- Cooking programs on a regular basis
- Canteen volunteers
- Unlocking literacy

Other activities such as assisting class teachers within the classroom are considered to be of lower risk and generally volunteers will not be required to undergo a Good Character Check. Should circumstances change, we will advise volunteers in advance, as the process for undergoing a Good Character Check entails a waiting period of up to 6 weeks. All matters to do with Good Character Checks remain confidential. Any communications occur between the applicant and the Conduct and Investigations Unit of the Department of Education.

Good Character Check Application forms are available from the school office.
Your involvement can ease the transition from home to school for your child by providing a familiar figure in an unfamiliar environment. Your continued support will enable you to play an active role in your child’s schooling, so please do not hesitate to make arrangements with your child’s teacher to stay and help.

Snack time forms an integral part of the social education program in kindergarten. We hope to encourage healthy eating habits and therefore suggest your child brings foods from the following list:

- fresh or dried fruit
- fresh vegetables e.g. carrot, celery
- cheese and plain biscuits
- salad roll/sandwiches
- water

**Drinks:**

- active bodies need plenty of fluid to keep them well hydrated
- water should be available at all times and encouraged as the best way to quench thirst
- cows milk or soy drink with added calcium
- no more than 1 cup of diluted 100% fruit juice (at least half water) should be given each day
- low or reduced-fat milks are not suitable for young children under 2 years, but reduced fat varieties are encouraged for older children and adolescents
Foods to limit in your child’s meals and snacks.

The following foods are high in refined sugars, salt and/or saturated fat and therefore should be limited:

- sandwich fillings like honey, golden syrup, jam, chocolate spread and hundreds and thousands
- cream-filled and chocolate biscuits, cream cakes and pastries
- chocolate bars, lollies, snacks such as potato chips, corn chips and cheesy snacks
- soft drinks, cordials, flavoured mineral waters and sweetened condensed milk
- drinks and snacks containing caffeine

Alternatives to Chips

- plain popcorn (for older children)
- rice cakes, corn thins or rice crackers
- wheatflake breakfast biscuits e.g. Weetbix™ or Vitabrits™ spread with creamed cheese and sliced banana
- toasted English muffins, crumpets or toast
- fruit bread or fruit buns
- mini toasts or grissini sticks
- nibble pack with plain popcorn, dried fruit and breakfast cereal
- pita chips – cut pita bread into triangles, sprinkle with grated cheese and bake in a moderate oven until crispy
- wholemeal/multigrain crispbread e.g. Ryvita® and Vita-Weats™.
- pikelets or scones
- fruit or vegetable muffins
Food safety and hygiene tips for packed lunches:

- use an insulated lunch box or carry bag
- use a frozen ice brick or frozen drink bottle in the lunch box
- freeze sandwiches the night before, as both a time saver and to keep foods cool
- chill cooked foods before packing in the lunch box
- store lunch boxes in a cool spot (if possible in the fridge)
- ensure children wash hands thoroughly before and after meal times and after going to the toilet and handling pets

Because of children with severe food allergies we discourage nut, egg and fish products in lunch boxes.
Regular Medication:

The Department of Education has introduced a policy in relation to students requiring medication at school. Under this policy school staff are not permitted to give medication to students unless there are written directions from the doctor prescribing the medication and signed statements from the student’s parents. If your child has a need for regular medication prescribed by a doctor and which must be administered during the school day, you must obtain the necessary forms from the school office and return them completed before medication can be administered.

Short-term Medication:

Under the Department of Education policy, staff are unable to accept instructions for the administration of medication at the request of parents without specific instruction from the doctor or the pharmacist. Forms for parent and doctor to complete are available from the school.

Administration of Medication:

a) Non-prescribed oral medications (such as analgesics and over-the-counter-medications) will not be administered by teachers or other members of school staff, unless direction is given by the medical practitioner.

b) It is the responsibility of parents to ensure safe delivery of medication to the school. Medication should be sent to school in clearly marked bottles or containers. Administration instructions should be written on the medication container by the pharmacist at the medical practitioner’s direction. The label should be a duplicate of the instruction on the original prescription. All medication should be clearly labelled with the name of the child for whom it has been prescribed.

c) Medication must not be kept in children’s school bags and administered by children themselves.

d) The one exception is that of inhaler therapy for asthma. Upon written permission from a parent and with the approval of the school principal, the student may be responsible for the inhaler.

The instructions need to indicate:

- specific times at which the medication to be administered
- the quantity of medication to be administered, and
- the period for administration of the medication

c) Medication must not be kept in children’s school bags and administered by children themselves.

d) The one exception is that of inhaler therapy for asthma. Upon written permission from a parent and with the approval of the school principal, the student may be responsible for the inhaler.

If you have any doubts or queries re the Department of Education policy on medication at school, please contact the school for clarification.
Students in our school receive information in class about the causes and nature of these allergic reactions. We actively discourage nut-based products (a significant allergen for some people) from being brought into our school. Nut-based products can include peanut butter, many chocolate varieties (including nutella), and cereal-based foods.

We take steps within our school to ensure that students who have adverse reactions to these products are not exposed to them during their school day, especially at meal breaks, and during craft and cooking activities. We encourage all students not to share foods, walk or play while eating, and to report food spillages. Washing hands before and after eating is also important, to reduce the risk of food being smeared on others. We do not knowingly use containers such as egg cartons and plastic storage containers that may have been used for some varieties of butter or margarine as they may contain traces of nut or egg based products. It is quite interesting to look on the sides of containers and boxes, when in the supermarket, to read the range of nut and egg constituents contained in foodstuffs.

Over the years we have seen wonderful instances where students have supported each other by being careful and vigilant. We join with the families of students with these high-risk allergies in appreciating your continued support and concern shown for the wellbeing of all our valued students.
You are your child’s first teacher! Your relationship with your child is very important. Right from the start make sure your child knows that what they do is valued. Praise their early attempts and give them the freedom to make mistakes. Playtime is an extremely important part of childhood. Parents can nurture children’s creativity and imagination through playing games with them, as well as teaching them about their world:

- let children learn from their own experiences. They will learn through doing and practice
- expect your child to make mistakes and encourage them to learn from these mistakes
- never force or coerce your child into doing any play activity that scares them or that they insist they do not want to do
- try to avoid put-downs as they can destroy a child’s confidence as can comparing your child with another
- give your child open, honest praise and guidance. Try to put suggestions positively

How to encourage play at home

Playing at home, encouraging your children to initiate ideas, create and use their imagination, to be physically active outdoors and to move away from TV, computers and electronic games is one of the greatest gifts and opportunities we can provide for children.

Never underestimate the importance and significance of children learning to entertain themselves:

- avoid booking in extra scheduled activities too frequently during the week
- provide resources that encourage your child’s imagination and creativity
- buy toys that encourage imagination
- encourage your child to spend time outdoors
- have bats and balls for children to practice using their coordination skills
- limit screen time
- play board games
- some children may need you to help them engage in their play to get them started

Remember that providing time for children to learn to play, to imagine, to create, to think, to explore and to self initiate is providing the building blocks of a happy and successful learner who does not need an adult or a structured program to keep them occupied 100% of every day.
Starting Kindergarten

During their Kindergarten year children are encouraged to:

- interact with others, adults and children, and learn to share and co-operate
- become more independent in everyday routines
- be creative
- play with other children in a friendly and caring way
- be problem solvers
- use their bodies confidently and effectively
- listen well and explain their ideas
- learn about reading and writing
- learn about numeracy and numbers
- be confident in a variety of situations

The Kindergarten program at Burnie Primary School places emphasis on play-based learning, as outlined in Belonging, Being and Becoming, Australia’s first national Early Years Learning Framework for early childhood educators.

The Framework states that:

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and to learn.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing

The outdoors is viewed as equally important in the learning of children and the program at Burnie Primary allows the children to move between inside and outside during the day. Many children, often boys, work more constructively and productively outside.
Reading and Playing

Reading to children

- fostering a love of literature
- modelling reading behaviours
- developing listening and comprehension
- predicting and using imagination
- providing opportunities for enjoyment

Skills and behaviours developed

- being literate
- reading
- investigating
- developing feelings and relationships
- enjoyment of literature
- thinking
- inquiring
- imagination
- communicating
- reflecting
- numeracy

Playing games

- turn taking
- one to one correspondence
- counting
- numeral recognition
- fun

Skills and behaviours developed:

- imagination
- health issues
- identity and relationships
- investigating
- problem solving
- one-to-one correspondence
- social skills
- numeracy
- thinking
- language
- co-operating
- manners
SOCIAL SKILLS

Block Construction

- interaction
- co-operation
- spatial awareness
- turn taking
- working together
- acting democratically
- problem solving
- safety
- decision making
- prediction
- measurement
- being responsible
- imagination
- communication
- thinking
- creativity
- developing relationships

Skills and behaviours developed

Box Work Construction

- hand/eye co-ordination
- shape and size recognition
- properties of objects used
- problem solving
- co-operation
- concentration
- creativity
- social skills
- fine motor skills
- fun
- sharing
- perseverance
- resilience
- communication
- packing up
- cleaning up
- thinking
Finger Painting

Skills and behaviours developed

- hand eye co-ordination
- experimentation
- turn taking
- imagination
- social skills
- creating and pursuing goals
- designing
- creativity
- fine motor skills
- enjoyment
- sharing

Playdough

- creativity
- tactile experiences
- spatial awareness
- fine motor skills
- colour recognition and mixing
- responsibility – cleaning up
- imagination
- inquiry
- problem solving sensory awareness
- sharing
Skills and behaviours developed

Obstacle course

- balance
- confidence
- physical skills
- awareness of others
- colour selection
- hand/eye and hand/feet co-ordination
- role play
- social skills
- having fun
- movement – direction
- imagination
- co-operation
- risk taking
- safety issues

Water play

- sharing
- communicating
- numeracy
- measuring
- balancing
- thinking
- problem solving
- investigating
- counting
- turn taking
- hand eye co-ordination

Bikes and Scooters

- balancing
- strength
- co-operation – turn taking
- consideration of others
- competitiveness
- spatial awareness
- co-ordination
- imagination
- fun

Sand play

- gross motor skills
- imagination
- co-ordination
- team work
- development of relationships
- exploring of structures
- social interaction
- co-operation
- role play
- problem solving
- sharing
Play based learning is not about simply adding a bit of play or home corner and play dough ... Nor is it a play time where we hope that children will learn something and enjoy themselves without having planning and objectives specifically set for the class.  
(Information and quotes (taken from Play Matters by Kathy Walker, ACER Press):

What do children get from a Play Based program?

Below is a recount of one session in our Prep Investigation Time.

One of our recent “Discovery Time” activities was a dramascape, which is a tray in which we set up a miniature world with both natural and found materials, for example a rock pool or a zoo. In this instance we put out items including plastic tigers as we intended discussing the Commonwealth Games and the host nation of India with the children.

When a group of boys approached the tray, they were asked what they knew about tigers and where they lived. After deciding that tigers live in the jungle and that none of the natural materials in the tray (pinecones, gumnuts & seedpods) were very much like a jungle, they were asked what they could do to make a jungle and what materials they would need.

After some consideration the children decided that they needed to make some trees and asked for the materials they felt they needed. The children then sat down to make their trees and work out how to attach them to the tray. While the boys were doing this, other children approached and wanted to be included in the activity. These children also made trees, as well as asking about other animals that live in the jungle. They looked through our box of plastic animals and found other animals that they felt should be in the jungle. One girl decided they needed some green wool.

When asked why, she said that we needed it to “make the things for the monkeys to swing from.” A discussion about vines followed. Some girls came up with the idea to make nests to put into the trees for the plastic birds and used some materials from the collage trolley to do this. One child used a very long cardboard roll to make a tree, and this kept on overbalancing. Two girls took it upon themselves to try to figure out a way to get the tree to stand up, and were trialling using lengths of wool that they were anchoring by attaching them to pieces of furniture.

So what did the various children who participated in this activity gain from it? Short answer – lots!! There was a continual rich discussion in which the children had speaking and listening opportunities. The children were sharing, co-operating, problem solving, using fine motor skills, practising creative construction, using initiative, sorting and classifying. We were also able to incorporate discussions about types of animals, habitats, and climates, all of which go towards improving the children’s general knowledge. This is just one example of the various learning outcomes that play based activities offer our children.
Burnie Primary School
Positive Behaviour Support
Corrective Procedures

School Expectations
We do our best
We are Fair and Honest
We Care for One Another and our

Inappropriate Behaviour
Management Procedures

Classroom based:
- Non-verbal reminder
- Verbal reminder
- Time Out—in classroom
- Time Out in another classroom
- Continuous inappropriate behaviour—parent advised
- Non-compliance—parents contacted immediately

Time out—in the playground eg seated in shaded area, walking with teacher etc.
- Minor infringements that can be sorted by the duty teacher
- Non-compliance—Time Out from the playground

Time Out from (exited from) the playground
- Parents contacted after 3 incidents
- Non-compliance—parents contacted immediately

High level unacceptable behaviour
- verbal
- physical
- dangerous behaviour
- behaviour bringing the school into disrepute
- serious violence
- substance abuse

Senior Teacher Action (Parents contacted immediately)
Possible consequences—suspension (for further clarification see Senior Staff)
All uniform items are available for purchase through the school office.

Skirt: Navy.
Shorts: Navy.
Summer Dress: Navy and white fine check fabric.
Polar Fleece Jacket: Navy with school logo, full zip front.
Waterproof Jacket: Navy, with school logo, polar fleece lined, zip front, concealed hood.
Warm-up Pants: Elastic waist and banded/toggled hem.
Bucket Hat: Navy with gold logo.
Polo Shirt: Blue blue.

Please note:

Painting smocks are supplied in kindergarten
Library bags are required to protect books on loan.

Please ensure that all items of clothing are clearly named.
School Day:
Start: - 8.50am
Recess: 10:40am - 11:00am
Lunch: 12:35pm - 1:20pm
End of day: - 2:45pm

Assemblies:
We celebrate and share children’s achievements through regular assemblies. These may take the form of general, class unit assemblies or focus on a specific learning area, fortnightly value or event. Parents are welcome to attend.

Library:
The school’s learning programs are supported by a well equipped library. The library is available to all children at the school and is open before school each day. Parents are most welcome to help their child to select a book or borrow for themselves.
Children visit the library once a week as a class group.

Children at Burnie Primary School belong to three houses:-

CURRAGHMORE - GREEN
WYONA - BLUE
OAKLEIGH - YELLOW
These are the names of three historical houses of our city.

Newsletter:
A fortnightly newsletter keeps parents informed about current school events and activities. Classes contribute items on a regular basis. Newsletters can be emailed to you if you provide the office with your address.

School Entrances and Exits:
Children are expected to use entrances/exits leading to and from the corridors closest to their classroom. Children can only access the front door if accompanied by an adult.

Milpara:
Childcare is available onsite, to cater for children: Babies to 5 years. Contact – 6433 4792 for details.

Milpara After School Care and Vacation Care:
Milpara out of school hours care is available each morning and afternoon. Bookings contact 64 31 6773.
Leaving the school grounds:

Children are only permitted to leave the school, during school hours if collected by a parent or an adult nominated by the parent, provided that the school has been advised accordingly. Parents and visitors are required to visit the school office before going to classrooms and to complete the ‘sign-out’ book before leaving the school.

Visitors to our school

Visitors are most welcome. If you are staying for an extended period (such as, for parent help) you will need to sign-in at our office and collect a ‘visitor’ badge.

Transport Arrangements:

Metro buses travel to/from the school morning and afternoon. For further information refer to the bus timetable sheet or phone Metro Tasmania: 13 22 01 or www.metrotas.com.au. Contract bus services carry children to/from Mooreville Road and Ridgley areas. Many parents transport their children to school by car. The Van Diemen’s Crescent area can become very congested and busy. It is requested that parents stop where their children can step onto a footpath, on the school side of the street if possible.

Children in Kindergarten will remain inside their classrooms until collected by a parent/carer or another authorised adult. Please let the teacher know if other arrangements need to be made, e.g. buses, walking home, after school care.

Please note – the signs which indicate NO Parking on Van Diemen’s Crescent, (the front left of driveway entrance) is for DROP OFF ONLY between the hours of 8:15am and 9:00am. DROP OFF ONLY means that drivers must not leave their vehicles or turn engine off, but must pull in, drop children off, say goodbye and drive off again.

RESERVED (Disabled) PARKING

We have several children with physical needs who require designated parking areas. Please do not park in these reserved areas.

To enable traffic to flow it is important that you do not double park in our carpark. In the interests of safety please proceed with extreme caution when using this access road.

REMEMBER: YOUR CHILD’S SAFETY IS OF PRIME IMPORTANCE TO US.
**Burnie Primary School**
15a Van Diemen’s Crescent
Burnie Tas 7320

**Principal:** Mr Jeffrey Triffitt

**Phone:** 0364 333655
**Facsimile:** 0364 333858
**Email:** burnie.primary@education.tas.gov.au

**Office hours 8:00am – 4:00pm Monday to Friday**

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**Learning Services (North West)**
60 Wilmot Street
Burnie Tas 7320

**A/General Manager:** Bruce Cameron

**Phone:** 036434 6389
**Facsimile:** 0364 318085

**Email:** Learning.Services.NW@education.tas.gov.au

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**Department of Education Service Centre:**
1800 8126 057

**www.education.tas.gov.au**

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**Kindergarten to Grade 10 Term Dates 2013**

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<td>Schools in the North West, Monday 4 February, Easter break: Friday 29 Mar – Tues 2 April</td>
<td>Friday 19th April</td>
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<td><strong>Term 2</strong></td>
<td>Monday 6 May</td>
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<td><strong>Term 3</strong></td>
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<td><strong>Term 4</strong></td>
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