Bakewell
PRIMARY SCHOOL

An Independent Public School
Delivering Excellence in Education

# 2021

# TRANSITION

# HANDBOOK

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**We would like to welcome you and your child to Transition at Bakewell Primary School**

This booklet has been prepared to provide you with information about the Transition program at Bakewell Primary School.

## Code of Conduct

Our Code of Conduct is designed to support a positive school climate and ensure that all students feel safe and supported. We encourage you to partner with us to reinforce these positive well-being messages.

# RECiPe for Success

## Transition Intake

There is only one intake of students per year from Preschool to Transition. This intake is at the beginning of the school year. Students entering Transition must turn five (5) years of age by June 30 of the year in which they commence Transition.

## Transition

Transition provides an environment where children have the opportunity to further develop appropriate social skills and the prerequisite skills for English and Mathematics in a structured learning environment.

Outcomes of the Transition program include:

- Confidence and self-esteem
- A positive attitude to learning
- Fine and gross motor skill development
- Cooperative play
- Learning to actively listen and follow directions
- Language development
- Emotional maturity
- Cognitive development
- Development of independence, self-reliance and initiative
- Care of their environment
- Developing preliteracy and prenumeracy skills
- PM Reading Level
- Jolly Phonics 42 sounds
- High frequency words

## Learning Programs

**Casey the Caterpillar – Handwriting program**

The Magic Caterpillar Story is a process through which students are taught how to form letters correctly from the time they begin to write using simple shapes drawn from the beautifully illustrated story *Casey the Caterpillar*. Through this program the students are taught the different strokes that are required to form the 26 letters correctly.

The program is taught through two processes: Visual Skills and Fine Motor Skills:

Visual Skills

Through sharing the story Casey the Caterpillar the students become familiar with the different strokes. They can visually locate and recognise them in the story and have opportunities to trace over the shape with their fingers.

Fine Motor Skills – Teaching Letter Strokes

Students will learn to form the different strokes using large movements. Individual chalkboards are used for this. Teachers then begin to explicitly instruct the students to combine the different strokes to correctly form the letters.

**Jolly Phonics**

Jolly Phonics is a comprehensive phonics program that provides the children with a thorough foundation for reading and writing. It teaches the letter sounds in an enjoyable, multisensory way, and enables children to use them to read and write words.

The following five basic skills for reading and writing are explicitly taught in the Jolly Phonics Program:

- Learning the letter sounds (In Jolly Phonics the 42 main sounds of English are taught)
- Learning letter formation (Incorporating Casey the Caterpillar)
- Blending
- Identifying sounds in words
- Daily Writing

**High Frequency Words**

Students are introduced to a bank of High Frequency Words. These words are the words your child will use in both their early reading and writing.
These words will be taught during class and will be part of the set Homework tasks..

**Meaningful Maths**

Bakewell School uses the Maths Resource Meaningful Maths from Transition to Year 6. It is a topic-driven, teaching and learning program that gives students a deeper conceptual understanding and higher proficiency in maths. The program incorporates powerful visual learning and differentiated teaching and learning strategies.

**AVID**

AVID is assisting the Bakewell School community to strive for student success and excellence in education. AVID stands for Achievement Via Individual Determination. AVID aims to prepare students for higher learning, providing students with lifelong skills to promote academic success, self-efficiency and self-advocacy. This aligns to Bakewell's mission in developing lifelong learning.

**Homework**

Homework begins Term 1 Week 3

- Students will select a Home Reading book daily (Monday to Thursday)
- Students will use Homework Grids and AVID Planners to help organise their after school activities
- Students will practise and revise Jolly Phonics Sounds
- High Frequency Words

## Help Your Child Get The Most From Transition

For your child to gain optimum benefit from Transition it is important for parents to recognise that before children can adequately cope with the learning programs provided by the school, it is important for them to have reached certain stages of intellectual, physical, social and emotional development. Children develop at different rates of achievement in these skills and the Transition teachers will take this into account when planning programs and activities for beginners. Don't put pressure on your child or worry unduly if you feel she/he may find some things difficult – a few weeks will make a big difference!

The following are some of the ways you can assist your child's learning:

**Reading**

Reading is a complex skill which takes some youngsters many years to master. Parents can help their children gain the skills needed through a number of very simple activities. These include;

- Talk to your child. Before a child can understand what she/he needs, she/he needs to have heard the words and know what they mean.
- Introduce children to books at an early age. Children can be shown books from the time they are a few months old. Maintain their experiences with books as they grow up.
- Read to your child. Children who are read to frequently, soon learn the language of books, just as they learn the language of speech from their parents.
- 'Listen' to your child. It has been said that 'good talkers make good readers,' so ensure your child's knows what he has to say is important.
- Make reading part of the 'going to bed' routine. Reading stories aloud to young children at bedtime helps them to relax and will leave them with a life time love of reading.
- Draw attention to letters and sounds that surround you – on cereal packets, milk cartons and groceries, for example. Point out the various letters and explain that letters have a letter name and also a letter sound.

**Maths**

During their first year, children will expect to learn such things as

- Naming numbers in sequence
- Recognise numerals
- Count objects in a group
- Make groups of the same size
- One to one correspondence

Children who have had the opportunity to count, order and classify objects at home, and understand terms such as ‘bigger’, ‘smaller’, ‘more’, ‘less’, ‘middle’, ‘under’ and ‘over’ are well prepared for formal work .

- Encourage your children to count objects such as the number of spoons on a table. Or the number of buttons on a shirt.
- Encourage children to sort objects such as shells or stones into different sizes, shapes and colours.
- Let them hear you use terms such as ‘little’, ‘big’, ‘once’, ‘twice’, ‘soon’, frequently in your own conversations with them.
- Allow youngsters to play with dough and water, so that they can learn how much will fit into different sized and different shaped containers.

Other areas of development that will have an impact on your child’s readiness for learning include Social and Emotional Development as well as Physical Skills.

## Social & Emotional Development

Self-Control is an important aspect of a child’s social and emotional development. When a child begins school it is important for them to be able to control their emotions. Classmates become very confused when a child consistently throws a tantrum to get their own way. Other children will often deal with this behaviour by isolating the ‘tantrum thrower’. Parents can help their children develop self-control by not giving into temper tantrums, and by not giving the child everything she/he wants.

**Confidence**

A confident – but not overconfident – child meets the challenges of school much better than a child lacking in confidence.

**Independence**

Some activities at school will require your child to work independently, or with a minimum of teacher direction. Parents can encourage independence by allowing their children to tackle simple problems for themselves.

**Responsibility**

At school, children will need to assume responsibility for their own belongings and also the equipment used in learning activities. Children who lack an appropriate level of responsibility find it difficult to manage their personal belongings and keep some level of order in their learning materials. Parents can help their children develop this responsibility at home by encouraging them to put toys and other belongings away and keep their room tidy.

**Separation**

Being separated from their parents can be a great emotional wrench for some children. A few do find it difficult to accept that neither parent will be close by to help if needed. When children begin school, youngsters must learn skills which will help them cope with the social aspects of school. Children need to learn to share things with their classmates, take turns and cooperate – not only in the classroom, but also in the playground. A child learns these skills before school life begins by playing with other children and by being encouraged to share their toys and possessions.

## Helping Your Child Start School

The change from Preschool to Transition is an important milestone in the life of your child. It is important that your child gets the right start at school and the way families prepare their little ones is very important to ensuring a good start. You can do this by:

- Ensuring your child receives adequate rest because the expectations and full day program of Transition can be tiring.
- Taking the time to talk to your son or daughter about what he/she might expect in a way that they will understand.
- You could explain the difference between recess and lunchtime.
- How they will play at recess and lunchtime
- Assure your child that the teacher will help guide them with what is to be eaten at what time.
- How long the school day will be and how this will differ from Preschool.
- If your child is anxious about starting school, explain that she/he will make lots of new friends and have fun learning new things.
- Make sure your child knows that they must not leave the school grounds at any time.
- Speak to them about who will pick them up from school.
- Teach your child to be aware of strangers.
- The Preschool will have arranged visits to the Primary School during the preceding year therefore your child should be familiar with the school and its surrounds. Talk to your child about what they already know about the school.
- Prepare yourself as well. Many parents suffer a severe sense of loss and loneliness, particularly if it is their first child going off to school. There will be other sources of wisdom in your child's life. Please try to be supportive of this.

# Preschool – Transition Orientation

Bakewell Preschool and Transition are committed to providing a seamless move from Preschool to Transition. Bakewell Preschool children will be given the opportunity to visit a Transition class before their anticipated entry into Transition. As children are allocated classes at the beginning of the year, it is not possible to guarantee that they will visit their prospective Transition teacher.

**School Times**

School commences at 8.05am and finishes at 2.30pm.

**Punctuality**

It is important to be prompt when arriving at school. This provides your child with the opportunity to settle into the day with their peers and ensures that they don't miss anything important. Children arriving late after 8:15 will be marked as late on the class role.

**Collecting your child**

Children are to be collected from the classroom at the end of the day. Please let the Transition Teachers and your child know what arrangements you have made regarding the collection of your child. It is important to remember that being picked up late can make some children feel anxious. Parents visiting the school between 8.30am and 2.00pm are required to enter the school via the Front Office and sign in.

**Emergency Contacts**

Please advise the Office Staff if your emergency contact numbers change. In this way, you can be contacted quickly if an emergency arises.

**Hydration**

It is very important, whether it be the Dry Season or the Wet Season that children drink plenty of water. It is a school procedure that children should have a personal drink bottle available to them at all times. Drink bottles must be clearly labelled and children are encouraged to take them home regularly for thorough cleaning. Water only is to be used in classroom drink bottles and we ask that you do not freeze these bottles.

**Eating Breaks**

Students in Transition are provided with two specified eating breaks throughout the day. The first eating break is at 10:20, when the students will be given the opportunity to have a snack. Recess is then a brief toilet and play break. Lunch is the second eating break beginning at 12:45.

Lunchboxes are kept in a refrigerator in the classroom and therefore they do not need to be in cooler bags. When packing food for your child you need to make sure they can open all wrappings and that they know which food is snack and lunch time.

**Food Allergies**

Food allergy occurs in around one in twenty children. The most common triggers are peanuts, tree nuts eg hazelnuts, cashews, almonds; egg, cow's milk, wheat, soybean, fish and shellfish. Food allergy can sometimes be dangerous. In such cases it is important for the school and parents to work in partnership to ensure that certain foods or items are kept away from the students while at school so they can participate equally in all aspect of schooling.

**Canteen**

The School Canteen, which follows the NT Nutrition and Healthy Eating Policy, operates daily at recess and lunch breaks. A price list is issued at the beginning of each semester and is revised regularly. Students order their lunches in paper lunch bags supplied by parents through the classroom. Orders need to be placed by 8.30am daily. In addition our canteen has online ordering for lunch orders. Visit https://quickcliq.com.au/ and register. Online orders must be placed by 9am.

Children in Transition are not permitted to bring money to school to purchase items from the canteen at recess.

**Uniforms**

For students from Transition to Year 6 the wearing of full school uniform is compulsory.

School Uniform Description

Bakewell Primary School colours are burgundy and black. The full school uniform is compulsory and consists of:

- Bakewell Primary School Polo Shirt
- Black Bottoms - Shorts/Skorts with Bakewell Primary School logo
- Appropriate footwear (e.g. closed sandals, sneakers/runners, school shoes) not thongs, elevated or high heeled shoes or footwear that is otherwise deemed to pose risk when students are engaged in active play
- SunSmart black bucket hat

School Uniform Requirements

- Students are required to wear Bakewell Primary full school uniform to school each day (unless otherwise notified).
- In the playground the school follows the 'No Hat, No Play' procedure.
- Sun Visors and baseball caps do not fit with the school's SunSmart Sun Protection Policy and are not permitted.
- Students without appropriate hats or footwear are required to be in the Library during recess and lunch times.
- To participate in Physical Education lessons and sporting activities students must wear a SunSmart hat and appropriate footwear.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery.
- Extreme hair colours and/or extreme hairstyles and face makeup are not considered appropriate for school.

Please ensure all your child's clothing is clearly labelled. As all the classrooms are air conditioned, the children may feel cool from time to time, thus it is a good idea to supply a jacket or jumper for classroom use. At times the Transition children become

engrossed in activities and ‘forget’ to visit the toilet on time. We suggest you place a spare pair of underwear and shorts or skirt in your child’s bag.

**Medication**

If your child is on medication the Front Office must be notified. There is a school “Student Medication Request” form that needs to be completed which allows the medication to be given. Teachers need to be aware of any allergies your child may have.

**Library**

Please supply your child with a labelled library bag. Your child will visit the school library once a week where they will have the opportunity to borrow a book to take home to share. School Library Bags may be purchased from the Front Office.

**Early Childhood Assembly**

Early Childhood Assemblies are held every second Friday at 8:30am. Parents are very welcome to attend.

**Additional Experiences and Electives**

Throughout the course of the year your child may be provided with the opportunity to participate in additional experiences such as the Road Safety Program, Life Education and Elective Programs including Swimming.

**Parental Involvement**

At Bakewell Primary School we welcome parental involvement. There are a number of ways you can become involved within the school including:

- Joining School Board
- Assisting with fundraising
- Reading with children
- Volunteering in the library
- Supporting a range of classroom activities e.g. sharpening pencils, helping with art/craft activities and the subsequent cleaning up etc.

Parents should be aware that in some instances becoming involved in your child’s class program can be counterproductive, but your child still benefits from and greatly enjoys your support in the school be it at the canteen, in the library or elsewhere.

**Concerns and Queries**

If you would like to discuss your child’s progress or welfare, please do not hesitate to make a specific time to discuss this with the classroom teacher. Please remember that your queries and concerns are important and your child’s teacher does not always have time to discuss them appropriately when they are responsible for a class so we encourage parents to make a dedicated appointment with the teacher.

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