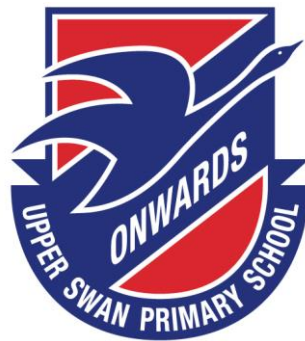


Upper Swan Primary School

An Independent Public School



Kindergarten Information Book 2025

We create a caring learning environment that provides students with the opportunity to develop the academic and social skills to achieve their individual potential.

Contents

Welcome	3
School Contact.....	3
School Term Dates 2025.....	3
Kindergarten Days	4
Arrival, Departures, Supervision and Safety	4
OSHC	4
Enrolment – Kindergarten and Pre-Primary	4
General Information.....	5
School Uniform.....	5
Attendance	5
Absences from School	5
Parent/Guardian Roster	6
Toys.....	6
Food	6
Allergies	6
Birthdays	6
Our Early Childhood Beliefs About Learning	7
Supporting the Development of Early Literacy Skills	8
Supporting Reading.....	10
Numeracy / Maths	11
The Principles of Counting	11
Counting.....	11
School Map.....	12

Welcome

Welcome to Upper Swan Primary School. We hope your family has a positive happy association with our school. This information booklet has been produced to acquaint parents and caregivers with information about the routines and requirements for Upper Swan Primary School. Information is also provided on the school website www.upperswanps.wa.edu.au.

School Contact

Address: 1204 Great Northern Highway
UPPER SWAN WA 6069
Phone: 9297 7050
Absentee Text: 0437 057 976 (text only)
Email: upperswan.ps@education.wa.edu.au
Web: upperswanps.wa.edu.au

School Term Dates 2025

Term planners can be found on our [school website](#) and are updated regularly with events.

Emerald and Ruby

Kindy days and times are located on page 4.

January							February							March							April							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30				
														30	31													

May							June							July							August						
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
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25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
																					31						

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													

Kindergarten Days

There are two Kindergarten groups at Upper Swan Primary School. Each group attends two full days plus an additional full day each fortnight.

Please note each Term run for 10 weeks.

Emerald	Room 16
Monday	8.45am - 2.50pm
Tuesday	8.45am - 2.50pm
Wednesday	8.45am - 2.50pm (Odd Weeks 1,3,5,7,9)

Ruby	Room 13
Thursday	8.45am - 2.50pm
Friday	8.45am - 2.50pm
Wednesday	8.45am - 2.50pm (Odd Weeks 1,3,5,7,9)

Arrival, Departures, Supervision and Safety

When you bring your child to Kindergarten at **8.30am** please **wait with them until the session begins at 8.45am**. It is very important to ensure your child arrives at Kindergarten **on time** and is collected **promptly** at the end of the day. This reduces the likelihood of your child becoming stressed or anxious. Punctuality also establishes good habits for the remainder of your child's schooling. **Should you arrive after 8:45am**, you and your child are required to go to the front office and obtain a late pass to provide to the classroom teacher. Arrival times and reasons are recorded for all students arriving after 8:45am.

To provide the highest possible care, Kindergarten children must be accompanied to and from their classroom by a responsible adult. Children will not be allowed to leave the centre by themselves. Similarly, children will not be released into the care of older brothers or sisters. One exception to this is Year 6 students via prior arrangement.

Students will only be released to their parent / guardian or emergency contacts recorded at school. If you are collecting your child early you must first sign out at the front office, where a leave pass will be provided to take to the teacher, only then will your child be released.

OSHC

Out of School Hours Care (OSHC), *Care for Kids*, is Upper Swan Primary School before and after school providers. If you wish to enrol with Care for Kids OSHC, please email them directly, via: upperswanpsoshc@careforkidswa.net.au.

Enrolment – Kindergarten and Pre-Primary

The *Application for Enrolment* process you followed to obtain a position for your child in Kindergarten is repeated for Pre-Primary as Pre-Primary is the first compulsory year of schooling. **Acceptance into the Kindergarten program does not guarantee automatic entry into Pre-Primary**, except for students residing in the Upper Swan Primary School catchment area. An Application for Pre-Primary will be provided in the middle to end of Term 2 for your completion.

General Information

School Uniform

School uniforms are available for purchase online via Perm-A-Pleat School Wear, with the choice of collecting your order from the school or having it delivered to your preferred address for a flat rate of \$10 incl. GST. A sizing kit is available at the front office. School deliveries are given to classroom teachers.

It is important for your child to bring a broad rimmed or bucket hat to school daily. Please put your child's name on their hat and clothing. **All children must always have a spare set of clothes in their bag.**

Online ordering and the school's Dress Code Policy is available on the school website at www.upperswanps.wa.edu.au .

Attendance

There is an expectation that once enrolled, students will attend on a regular basis. It is important that a regular attendance pattern is established as this sets the trend for future years. Failure to attend regularly may lead to forfeiting your child's place in the class.

Absences from School

Please note: all absentees need to be received before 9:30am. Any time after that, you will automatically receive an absence notification via text for a reason. Regular appointments should be scheduled outside of school hours wherever possible. **Should you arrive after 8:45am**, you with your child are required to go to the front office and obtain a late pass to provide to the classroom teacher. Arrival times and reasons are recorded for all students arriving after 8:45am.

There are several options available on how to contact the school regarding absences:

- Phone 9297 7050
- SMS 0437 057 976 (Text Only)
- Email Upperswan.ps@education.wa.edu.au
- Complete absentee form on Connect or school website www.upperswanps.wa.edu.au
- Notify the teacher

If your child misses....	That equals....	Or...	From Kindy to Year 12 that adds up to...	Which is the equivalent of attending until:	Attendance rate
1 day per fortnight	20 days per year	1 month per year	Nearly 1 ½ years	Part-way through year 11`	90%
1 day per week	40 days per year	2 months per year	Over 2 ½ years	Part-way through year 10	80%
2 days per week	80 days per year	4 months per Year	Over 5 years	The end of Year 7	60%
3 days per week	120 days per year	6 months per year	Nearly 8 years	The end of Year 4	40%

Parent/Guardian Roster

1. If you would like to be a parent helper, please speak with your classroom teacher.
2. Parent helpers are greatly appreciated by the staff and children. Children thoroughly enjoy having them at Kindergarten and showing them all the wonderful things, they do.
3. Parent helpers are valued by helping with the day-to-day activities, for example: preparing materials, helping children during activities and play, language interaction and socialisation.

All visitors to the school are required to sign in and out through the front office.

- An identification sticker will be issued clearly identifying you as a visitor and is required to be always worn while on the school grounds during school hours. This is a Department of Education requirement.
- All volunteers must sign a parent volunteer declaration form once each year. These forms are located at the front office.
- A Working with Children Check Card is to be provided by anyone over the age of 18 who is not a parent or legal guardian of a student at the school.
- If Grandparents would like to volunteer within the school community or classroom, they must hold a current Working with Children Card.
- If you need a Working with Children Check Card to be a volunteer at USPS, application forms can be obtained from an authorised Australia Post outlet. Once completed please bring the completed form in for Ms Hahnel to sign.
- For further information please visit the Working with Children website <https://workingwithchildren.wa.gov.au>.

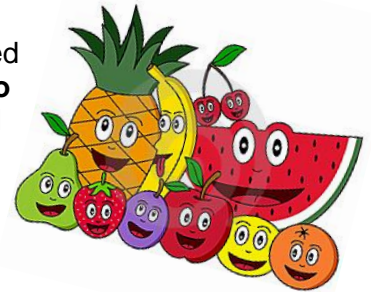


Toys

Please do not allow your child to bring toys from home to Kindergarten. There is a range of equipment and toys children have access to each day they come to Kindergarten.

Food

In the interest of good physical and dental health, fresh fruit and water will be provided to the children during the session. In addition, **please send one piece of fruit to share and an individually filled water bottle** with your child each day. Please label your child's containers and bottles. Additionally, please send easy to open items for lunch and recess. We actively encourage healthy foods and therefore ask that no lollies, chocolate or soft drinks are sent to school. The Healthy Food Guidelines are available on our website. Children have their first break at 11:10am and their second break at 1:35pm.



Allergies

Upper Swan Primary School is allergy aware. This policy is available for review on our website. It is vital that you inform your child's teacher if they have any allergies, especially as cooking activities form a part of our curriculum. We have a number of students who have been diagnosed with the potential to suffer a sudden, severe and potentially fatal allergic reaction to various allergens (anaphylaxis). **Please do not provide your children with food containing nuts or traces of nuts.** Be aware that many foods contain traces of nuts, for example: muesli bars, biscuits and Nutella spread. Encourage thorough washing of hands and face if your child has eaten nut products before coming to school.

Birthdays

If your child would like to celebrate their birthday with their class, please discuss your plans with the classroom teacher first. Upper Swan Primary School encourages non-food items for sharing. If cupcakes are supplied, a list of ingredients needs to be handed to the teacher to ensure the ingredients are safe for all children. A reminder that lollies, lolly bags and chocolate are a "red zone" food. Please inform your class teacher if you do not wish for your child to eat cupcakes, slices or other birthday food that may be supplied over the course of the year by students for birthday celebrations.

Our Early Childhood Beliefs About Learning

The National Quality Standard (NQS) is a rich, contemporary evidence-based framework to guide best practice and reflection in Early Childhood Education. Educators in the K/PP area have selected NQS principles and beliefs which align with the Early Years Learning Framework.

In the early years of schooling at Upper Swan Primary School, we have a strong focus on the *whole child* and how they learn. Learning occurs across four domains of development – social, emotional, physical, and cognitive.

Learning is developmental and occurs at varying rates from child to child, and in a relatively orderly sequence. We provide learning plans to meet each child's developmental needs, building on to acquired abilities, skills, and knowledge.

Children are active learners, drawing on physical, social, and cultural knowledge to construct their understandings of the world around them. We encourage children to explore and investigate their own hypotheses, to find out and process new experiences and information. We also explicitly develop the foundation and prerequisite literacy and numeracy skills and knowledge for future learning.

Play is an important vehicle for children's social, emotional, physical, and cognitive development and learning.

At Upper Swan Primary School, learning is developed through a combination of teaching knowledge, skills, and the daily opportunities to select and pursue both structured and unstructured learning and play experiences. Children learn best in the context of a community where they feel safe, supported, and valued.

We are a friendly school and promote the school values of being kind, safe, honest and fair across the whole school. Caring teachers and education assistants provide a nurturing and safe environment which focuses on teaching friendly behaviours, to reinforce respectful and positive interactions, and create a community of happy and caring learners.


We aim to help your child develop five friendly behaviours:

- Speak in a friendly way
- Listen to others' ideas
- Care about others' feelings
- Share
- Take turns

Supporting the Development of Early Literacy Skills


Parents play an integral role in the education of their children. Much of what children learn takes place through everyday experiences at home. Children's literacy development can be improved when parents encourage learning through everyday activities. Modelling literacy behaviours helps children recognise the value of these skills.

Some everyday activities to help encourage literacy




I SPY...

Think out loud – so your child can learn about how you solve problems.



Play word games when out together, such as playing 'I spy' in the car. For young children, you can use colours such as 'I spy something that is red'.


Create a collage with a particular focus using junk mail, old magazines or your child's drawings – this could include pictures of things beginning with an 's' sound or all pictures showing a particular colour.




Dress up – children can practise their language and communication skills by playing 'make believe'.



Ask your child open-ended questions – this encourages them to practise expressing themselves and lets them know you value their thoughts.



Play outdoors – pouring water or sand into containers, scales and measuring containers allows your child to explore literacy and numeracy concepts.



Have your child **collect and sort** the mail – who are the letters for and who are they from?

More everyday activities to help encourage literacy



Make the **writing of letters, notes, cards or emails** a daily family activity – you can write notes to your child and encourage them to write notes back to you.



Sing songs or nursery rhymes while taking a walk, packing away toys or in the car.

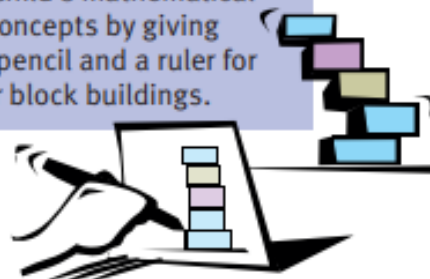


Paint and draw – art allows children to express themselves. As your child learns more words you may notice their paintings or drawings become more detailed.



Play word games and do crosswords to help develop spelling and vocabulary.

Play with blocks – concepts of size, numbers, patterns and problem-solving can be explored by playing with blocks. You can help extend your child's mathematical and spatial concepts by giving them paper, pencil and a ruler for drawing their block buildings.



Do a puzzle – puzzles are a great way for children to learn about sizes, shapes and colours.



Make your kitchen a 'cooking' zone and a 'reading' zone – use fridge magnets to make new words and short sentences, have your child write the weekly shopping list and read names on packages.



Supporting Reading

Reading is a thinking process. Effective readers use strategies to understand what they read before, during and after reading. We encourage daily reading with your child.

Before reading

Selecting the book

- Browse through a small range of books (fiction and non-fiction) together.
- Talk about what the book might be about.
- Encourage your child to select the book they would most like to read.

Looks like

*Which one would you like to read today?
I wonder what each one is about.
What do you think this one is about?
This book is called _____.*

Introducing the book

Discuss the subject matter and illustrations.

- Talk about the cover.
- Browse through the book, discussing the illustrations and predicting the story-line or information.
- If possible, link the events or information to your child's experiences.

Looks like

*What do you think this book will be about?
Have you read anything else written by this author?
I wonder what this book will be like?
Let's see if the illustration will help us. Oh yes, it shows ...
I think that could be ... don't you?
Can you see why I think it's...?*

Reading with your child

- Support your child's attempts to read independently.
- Become a listener – wait and observe.
- Use the pause, prompt, praise strategy to help your child with difficult words.
- Ask guiding questions to encourage your child to think about what they are reading.

Looks like

Talking about what might come next:

- *I wonder why he did that? Let's see.*
- *What do you think might happen next?*

Talking about the illustration:

- *I wonder why he looks like that?*
- *How does she look?*

Talking about what has happened:

- *That's a funny thing to do. What do you think?*

Making links across the text:

- *That's just what the wolf wanted.*
- *Oh my goodness. What a thing to do! I wonder what is going to happen now? Let's find out.*

Numeracy / Maths

The Principles of Counting

There are five counting principles. By the end of Kindergarten our aim is for every child to have mastered the first three.

Principle 1: When counting objects, each is touched and counted once.

Principle 2: Each number is said once only and always in the same pattern. (1, 2, 3, 4.....)

Principle 3: The last object that is counted tells you how many things there are.

Principle 4: The count stays the same no matter which object you start with.

Principle 5: The way the objects are set up on a desk does not change how many there are.

Other Parts of Maths

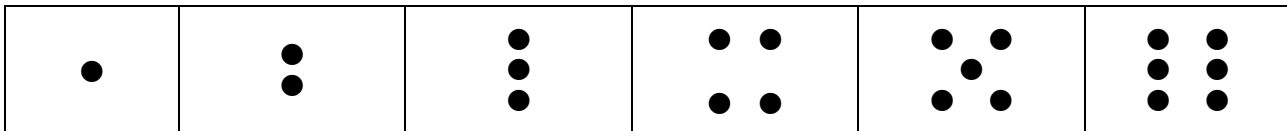
Counting

- 1 to 1 correspondence
- oral counting as far as they can go
- what number comes after ____
- what number comes before ____
- partitioning: can see 5 as 2 + 3
- number recognition

Comparison: shortest / tallest; heaviest / lightest

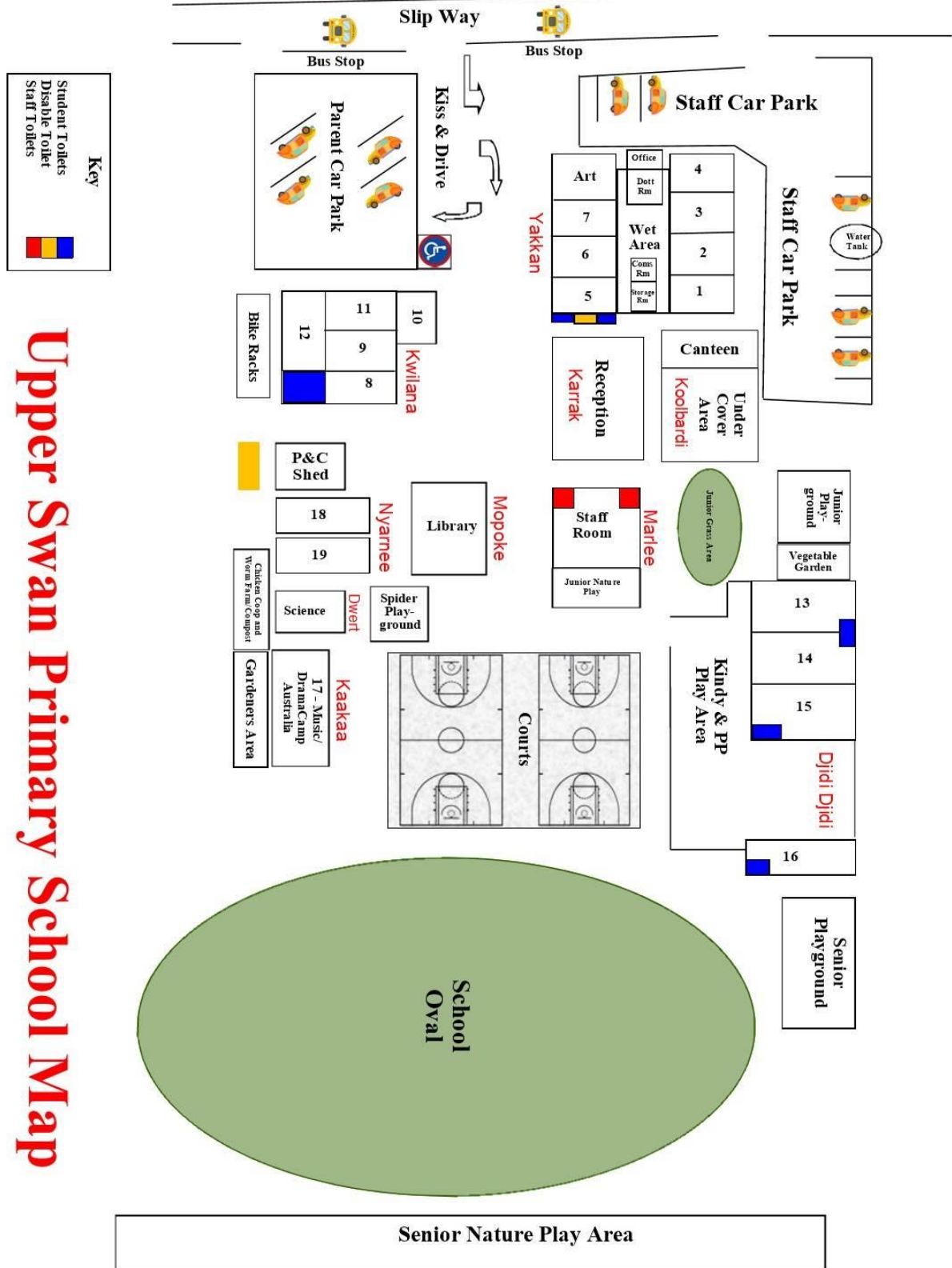
Shapes: identify circle, square, triangle, rectangle, oval

Subitising: being able to recognise a number without counting, like on a dice. First with regular patterns then with random patterns.



Please see our General Parent Information Booklet for all general school policies and procedures which are also available for viewing on our website under School information/Policies. The school has a stand-alone Bushfire Plan, which is also available to view on our website.

Great Northern Highway



Upper Swan Primary School Map