



TRANSITION HANDBOOK

2016

Durack School has a single intake into Transition in line with NT Department of Education policy. Children turning five by 30 June are able to begin Transition at the commencement of the school year.

Why have Transition?

Transition is a time of significant learning. It is an extension of the Pre School experience and enables children to consolidate the pre-requisites for formal learning to enable them to be successful learners in Year 1 and beyond. The Transition program will provide children with the opportunity to develop:

- muscular coordination through planned play experiences and suitable games. Children at play take control of their own learning and gain confidence in themselves and their abilities.
- literacy skills through listening to stories, retelling and dramatization of these stories, enjoying poetry as well as expressing ideas in oral/written sentences.
- numeracy skills through using hands-on learning experiences that develop Mathematical concepts such as counting, comparing objects, measuring, etc.
- social relationships with peers.

The Transition Program is underpinned by the Early Years Learning Framework with the curriculum based on the Australian Curriculum, the NT Curriculum Framework. In 2016 Transition teachers will be using the Australian Curriculum to plan and program in English, Maths, Science, History and Geography.

Acquisition of Motor, Visual and Oral Language Skills

Classes participate in weekly sessions with their class teacher and parent helpers in programs that develops gross and fine motor skills, oral language, and perceptual, motor and visual skills. Parent support is needed to run these sessions. If you are able to help, please talk to one of the Transition teachers.

PATTER (Parents and Teachers Targeting Every Reader)

PATTER is a commitment by parents and teachers working together to ensure ALL students in Transition read aloud and are listened to by an adult every day. For PATTER to be really successful, each classroom requires at least four or five parents along with the teacher, to listen to four or five children read, and note book returns and borrowings. All help is greatly appreciated; even one morning a week is beneficial to all. Toddlers and babies are welcome to accompany parents during PATTER but must not disrupt the students or the PATTER program.

English Literacy in Transition

The children will be provided with a wide variety of experiences, which will engage them in many English activities. English is learned through purposeful interactions with others and by immersion in meaningful contexts. It involves the integration of speaking, listening and critical thinking and reading, writing and spelling.

Reading and Writing in the Early Years

If children are to be successful learners, it is important for teachers and parents to work together to provide mutual support. This means that parents and teachers must:

- read to children and extend their experiences with literature.
- encourage them to read by finding out the sorts of books they would like to read and include plenty in their collections and class libraries.
- show that reading and writing are important and useful to adults, eg talk to children about what is being read and share the story together.
- let children see that adults can make mistakes, have to check spelling and sometimes have to

rewrite.

- explain that writing isn't always perfect the first time we do it.
- be supportive. **Comment on what children do well** and how they can improve rather than focus on their mistakes.

All children need to feel that there is a purpose for reading and writing. They need to have confidence in their ability to succeed. Parents working together with their children can make sure that this occurs.

Reading at Home

When your child brings home their first reader, they will not recognise all the words in each book. Parents should read to, or read along with the child, until they feel confident enough to want to read alone. Your child should always be encouraged, but not forced, to read. Hopefully this will be an enjoyable process for them (although perhaps not for you after the umpteenth repetitive little book).

It is NOT essential that your child read independently within a set period of time. The emphasis is on forming the habits that will make reading an enjoyable, meaningful and important part of daily life. One small step now is worth ten later on.

When you share a book with your child the emphasis should be on PLEASURABLE reading. The focus should be on providing your child with the opportunity to LEARN TO READ BY READING and gaining an understanding of what is read. Remember you are not testing your child.

Reading is an active process; being a listener is only a small part of supporting your child's reading development.

When your child reads to you it should be shared and pleasurable reading experience.

- Discuss the title/cover page with your child. This helps to prepare them for some of the vocabulary that might be included in the book.
- Praise your child when they read correctly, when they correct themselves and when they get a word correct after prompting.
- Pause when your child has trouble maintaining meaning. Give them a chance to 'have a go' then provide clues rather than let them struggle.

If your child hesitates or stumbles over a word:

- HELP by providing the word and let your child continue to read so that meaning and enjoyment of the story is not interrupted.
- PROMPT by encouraging your child to predict what the word is, using context of the story and the illustrations.
- TALK to your child about the content of the book and what the word could be.
- ASK if anything makes sense and if not HELP by providing the word.

Reading is NOT just recognition of symbols or a test of what you feel your child SHOULD know. Your child will progress through defined developmental stages. At the start of this process your child is an 'emergent' reader - a beginner. Encouraging and valuing of your child's efforts will benefit this process considerably.

Please sign the reading record next to the title of the book your child has read and return on a daily basis.

Writing

Children's story writing develops through a writing process over many years. In Transition it begins by the child inventing their own written language, the teacher or parent may then write the story correctly as indicated by the child. For example:

- sometimes the child may begin by drawing a picture about which the story may be told
- later as reading/writing skills develop the child will be able to write their own stories, using inventive spelling (phonetic spelling eg saw = sor, wet = went, pate = party, becoz = because) which is more recognisable

Schools in the NT use the Victorian Modern Cursive Script to teach handwriting. Children and parents are encouraged to use this script when writing at home to ensure consistency between school and home. The use of lower case letters, except for when starting a name or a person, place or thing, is to be encouraged **at all times** as children will be expected to do this at school.

Mathematics prior to Transition

Before entering primary school, children have already spent several years exploring their world and have formed a number of Mathematical ideas. For example:

- some numerate awareness over time through daily living routines.
- sorting / classification of toys and other materials.
- helping adults with tasks involving measuring (cooking), money (shopping), matching, sharing.

The more developed child may be able to count with one-to-one correspondence.

In Transition, Mathematic understandings develop from hands-on-activities using concrete materials, (eg counters, blocks, patterning of beads). The understandings from these experiences leads to more formal recording of Mathematical concepts.

Mathematics in the Classroom and in the Home

Teachers and parents can work together by:

- Providing materials and situations that will actively involve the children.
- Posing problems and encourage children to use materials to arrive at a solution.
- Encouraging awareness of chance situations to make children think mathematically.
- Using the children's questions as a starting point for discovery.
- Providing repetition with variety by using different materials in varied situations.
- Assisting the children to communicate by:
 - expressing, reading and explaining problems aloud
 - using illustrations, diagrams, pictograms and graph
 - writing with words, numbers or symbols.

The free play sessions allow children to extend, informally, the concepts of language as activities stimulate discussion with other children, the teacher and parents.

Play with sand, water and containers, modelling materials, boxes and blocks, allows children to gain an understanding of quantities.

The routines of school and home allow the children to develop an understanding of time.

Through making and comparing collections, children will learn to associate number names with easily recognised small groups.

In most classrooms organisation is flexible and, at different times, may vary from a teacher controlled situation with all children engaged on the same task to a child-centred situation in which each child is free to choose a different task.

School Times

Punctuality is expected of all students. School starts at 8.10am. A warning bell sounds at 8.05am. Any child arriving after 8.10am is recorded as Late on the Roll in accordance with the NT Department of Education and Training regulations.

The school day ends for students at 2:30pm. Parents collecting students are asked to wait outside classrooms until the children are dismissed. If you are not collecting children from the classroom please ensure that your child knows where you will be waiting for them or how to go about getting home.

Collecting students during School Hours

If a student needs to be collected during school hours (8.10am to 2.30pm, including Recess and Lunch), parents need to go via the office and fill out the appropriate paperwork.

School Absences

Parents or guardians should notify the school of student absences. This may take the form of a phone call or email to the office on the day of the absence or as soon as possible after this. A reason for the absence should be given. Schools are required to follow up all un-notified absences.

Sickness

Parents are asked to refrain from sending a student to school if the student is unwell. We appreciate that this can be a difficult matter to judge at times however the school has limited facilities to cater for sick students. When a child becomes sick at school and is too ill to remain in the classroom, parents will be contacted to collect the student.

Eating at School

Each classroom has a fridge in which named lunchboxes may be kept. These fridges are not large and need to accommodate many boxes. Large insulated bags are not recommended. Children are expected to eat recess outside their classroom. Lunch may be eaten either inside and/or outside the classrooms. Children are required to stay seated until their meal is completed. When your child first starts school it may be helpful to discuss the items to be eaten for recess and those for lunch, to ensure the entire contents are not devoured at recess time. Lunches may be ordered from the canteen. Lunch orders are placed in lunch baskets provided in each classroom when entering in the morning. A price list and instructions for completing an order can be collected from the office.

Play Times

After children have eaten their meal at recess and lunchtime, they are free to play within the appropriate boundaries. The A Block play equipment is for use by Transition to Year 2 students only. There are teachers on playground duty every recess and lunchtime. When an incident occurs in the playground that requires teacher intervention children should seek out the duty teacher to assist. Any type of bullying should be reported to the duty teacher and / or classroom teacher. If your child tells you that he/she has been bullied at school please inform the class teacher.

Drinking Water

The school actively encourages students to drink plenty of plain water while at school. Water bottles may be kept in the classroom fridge.

Sun Sense

At Durack School a sun safe hat policy is firmly enforced. Hats are part of the school uniform. Students are expected to wear the school hat at recess and lunch times and whilst participating in any other outside activity. NO SCHOOL HAT NO PLAY is the rule and students who have no school hat have to sit under the roofed area outside their classroom or go to the Library for that play period. Students are encouraged to wear sun screen to school.

Footwear

Children must wear suitable footwear to school at all times. Slip on shoes of any kind, including backless runners and crocs, are not acceptable.

School Assemblies

School Assemblies are held every fortnight on a Friday morning from 8.30 a.m. Assemblies usually run until approximately 9.10 a.m. Assemblies are a means by which positive achievements are encouraged and acknowledged at both individual, team and class level. During the year, each class will be involved in presenting a song, dance, poem etc to the whole school. Parents and other visitors are most welcome to attend school assemblies.

Library

Once a week your child will attend the library, with a teacher, as part of their class routine. During this library session children will be encouraged to borrow a library book. The children choose their own reading material on these occasions. Children may take this book home for up to two weeks to share with other family members. Children require a library bag in which to keep borrowed books.

Reporting to Parents

A Meet the Teacher night is held in Term 1. Near the end of Term 1 parents will receive a letter from the teacher indicating if their child is progressing at the expected level. If there are any concerns the teacher will request a meeting with the parent. Formal interviews will be held in Term 3. Written reports are sent home in Terms 2 and 4. An Open Night is held in Term 3. Should you wish to speak with your child's class teacher at any time, please arrange a time for an interview either directly with the teacher or through the office.

Further Information

Further information about Durack School can be found on our school web site at www.school.nt.edu.au/durack or contact the school by phone or email.