



ST MARYS SOUTH PUBLIC SCHOOL



WELCOME

Session 1
9 Nov 2023
School Readiness

ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Dharug people who are the Traditional Custodians of this land.

We would also like to pay respect to the Elders both past, present and future for they hold the memories, traditions, the culture and hopes of Indigenous Australia.



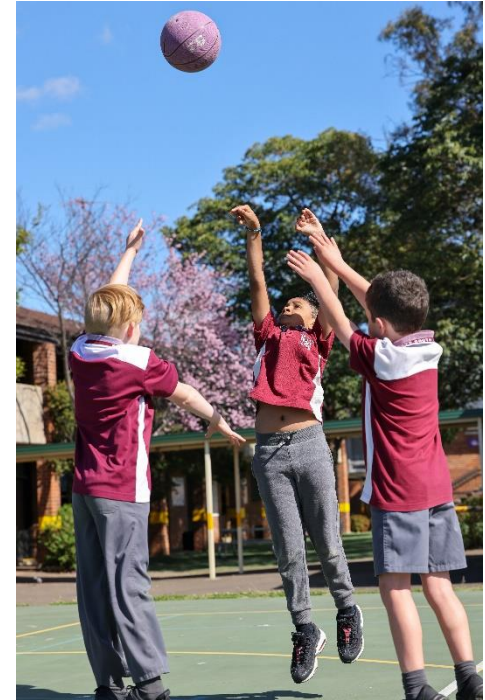
SESSION INFORMATION

Session 1 – Thursday 9th November.

- Preparing your child for school - school readiness
- Collect student bags
- Select Best Start day and time

Session 2 – Friday 17th November

- St Marys South PS and what to expect and what we offer
- Collect student bags
- Select Best Start day and time



OUR SCHOOL VISION

Vision

Excellence and Equity.

Values

Kindness and Respect.

Beliefs

At St Marys South Public School:

- We value our students, staff and community.
- We recognise emotional, social and academic growth.
- We inspire our learning community through trust, opportunity and student achievement.





LIFESTART - PENRITH

1800 953 390

[Lifestart](#) > [Home](#) > [News](#) > [Transition to primary school webinars](#)

Transition to primary school webinars

Oct 26, 2022



Recent News

- Transition to primary school webinars
- Tips to navigate high school
- NDIS Board and NDIS CEO appointments announced
- Preparing for emergencies
- Lifestart's Strategic Plan for 2022-25

NDIS Registered Provider



Lifestart supports children and young people living with disability

[Browse services](#)

How can Lifestart support you?

- Services**
[View all services](#)
- Talk to us**
[Find us](#)
- NDIS Registered Provider**
[Who we are](#)

Lifestart is a not-for-profit organisation
dedicated to helping children and young people 0-24 years
achieve their goals.

[Learn more](#)



OSHC – out of school hours



St Marys South OSHC

LOGIN

Careers

Safety

Language ▾

All Centres

HOME

OUR OSHC

ENQUIRY

BEFORE & AFTER SCHOOL CARE

VACATION CARE

OUR TEAM

FEES

CONTACT



🕒 Opening Hours

Before School Care
6:00am to 9:00am

After School Care
3:00pm to 6:00pm

Vacation Care
7:00am to 6:00pm

Phone: 1300 009 679

INNOVATE

CREATE

COLLABORATE

COMMUNICATE

THINK CRITICALLY

PREPARING FOR SCHOOL

Parents and caregivers can do lots to help prepare their child before they start school. In the lead up to starting school, it is beneficial for children to be given plenty of opportunities to practise the following skills!



INNOVATE

CREATE



COLLABORATE

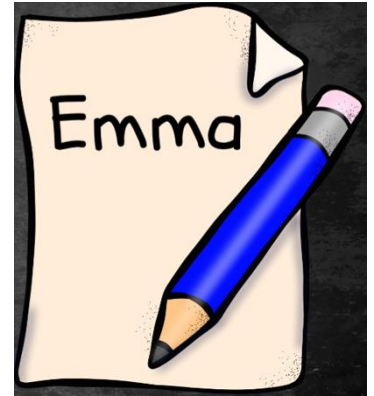
COMMUNICATE



THINK CRITICALLY

WRITING THEIR NAME

- Capital letter at the beginning only.
- It can be very hard to 'unteach' stray capitals in names!



Finnley
Finnley
Finnley

GETTING DRESSED INDEPENDENTLY

- Students should be able to dress themselves independently.
- Putting on/taking off school shoes and socks.
- Opportunities to practise tying own shoelaces.
- Putting on jumpers and raincoats independently.



FAMILIARISE WITH SCHOOL BAG

- Recognising their backpack
- Getting used to putting bags on their backs, carrying them, and taking them off.
- Packing their bags with all their school items.



USING TOILETS INDEPENDENTLY

- Discuss how your child will use the toilets at school.
- Remind them that they will be given regular times to go throughout the school day. They must always ask the teacher before they go during class time.
- For boys: familiarise with urinals and make sure they know how to use them correctly.
- Pack a spare pair of underpants in your child's school bag- just in case!



WEARING HATS OUTSIDE

- No hat, no play.
- When children come inside, get them to practise putting their hat in a designated place to keep it safe.



PERSONAL HYGIENE

- Practise using tissues to blow their nose.
- Washing hands after going to the toilet.



SOCIAL SKILLS

- Lots of opportunities to play cooperatively with other children- practise sharing, turn taking etc.
- Encourage them to apologise when they make a mistake.
-
- If possible, arrange some play dates with other children- also a good opportunity to help your child learn how to separate from their parent or carer without too much distress.



PREPARING FOR EATING BREAKS

- Opening and closing lunch boxes.
- Ensure your child can unwrap or open all containers.
- Using drink bottles and bubblers.
- Discuss what they will eat at different eating breaks- e.g. Morning Tea, Lunch, Fruit Break.



CRUNCH & SIP

- Fruit/vegetables and water only.
- Please chop into small pieces.
- Preferably no messy fruits!
- Container separate from lunchbox



READ, READ, READ!

- Children who enjoy books are always more enthusiastic to learn to read.
- Practise holding a book correctly and turning the pages.
- Ask questions about what you've read. For example:
 - What happened next?
 - What was your favourite part?



READ, READ, READ!

- Read poems and Nursery Rhymes.
- Poetry develops phonemic awareness (e.g. ability to hear rhyme, distinguish sounds etc) which is the single biggest predictor of future reading ability.



LANGUAGE SKILLS

- Encourage your child to talk about familiar objects and events.
- Following simple 2 step instructions e.g. put on your pyjamas, then go and brush your teeth.



LANGUAGE SKILLS



- Encourage your child to communicate their needs
e.g. I'm thirsty, I need to go to the toilet.
- Allow your child to use a variety of tools to draw, scribble or write known words.

NUMBER SKILLS

- Simple counting
- Identifying numerals 1-10 and counting out corresponding objects
 - E.g. count 5 teddies
- Matching objects that are similar shape, size or colour.



FINE MOTOR SKILLS



- Cutting and pasting- using scissors safely and holding scissors correctly.
- Pencil control - get your child used to holding pencils, encourage correct pencil grip whenever possible.

FINE MOTOR SKILLS

- Working with playdoh, tracing, beads, Lego etc.
- Also build gross motor skills through indoor and outdoor play, and encouraging your child to engage in activities that develop balance and coordination.



SOCIAL EMOTIONAL SKILLS

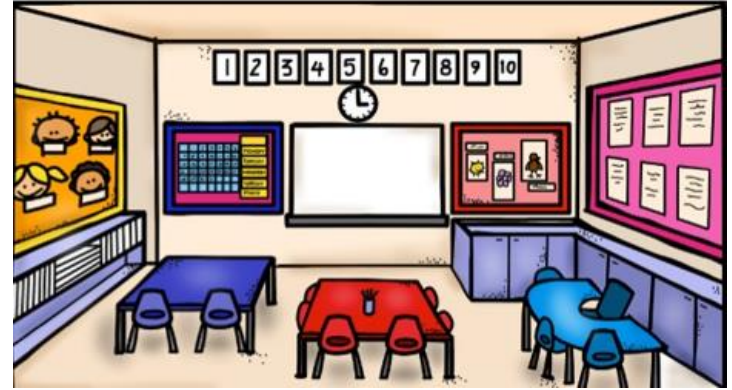
- Developing resilience
- Playing cooperatively in groups
- Self help/problem solving- role play scenarios and how to problem solve them
- Tidying up after themselves
- Responsibility for their own items
- Interacting with adults other than parents



PREPARING FOR THE FIRST DAY

In the weeks leading up to the first day of school:

- Discuss the kinds of things that will happen at school. Try to get your child excited!
- Go for a walk past the school.



PREPARING FOR THE FIRST DAY



- Read the social story about our school



- Read the story of Daisy and her first day of school

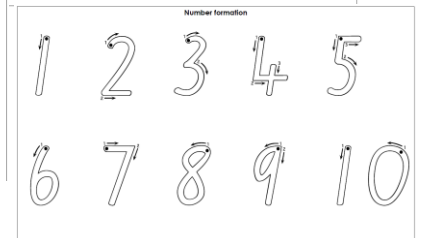
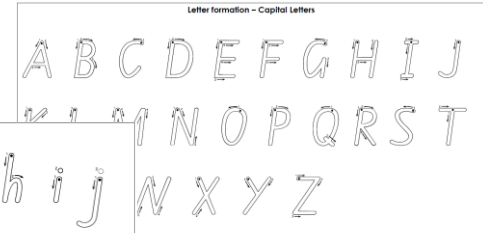
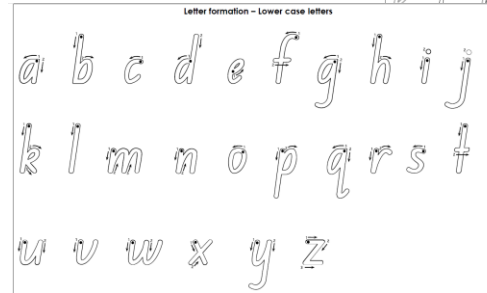
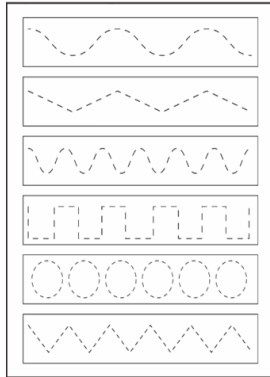


STUDENT BAGS

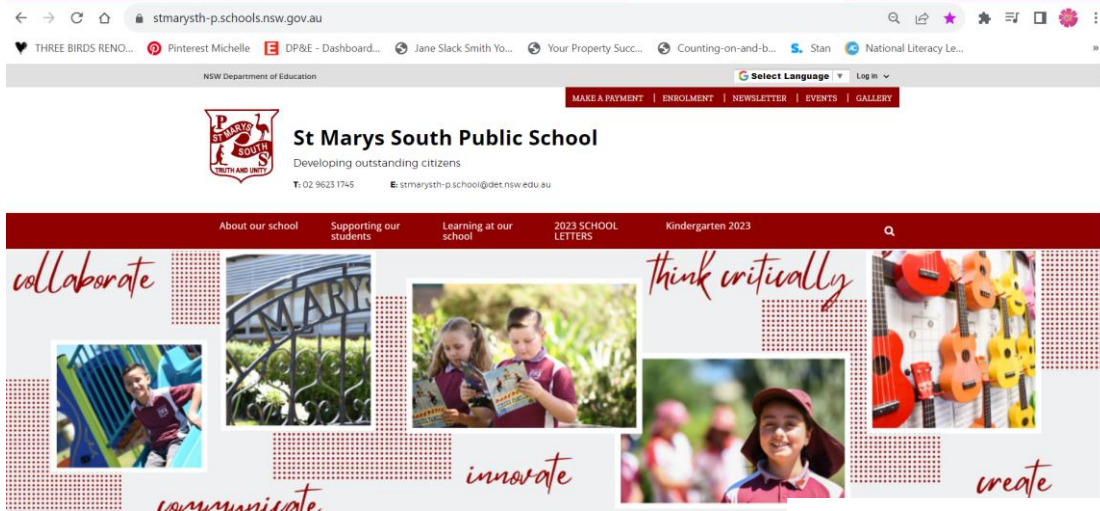
- Collect your child's bag from the table.
- Inside there are resources and activities to assist in preparing your child for school.



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Finnley



MORE INFORMATION



SCHOOL WEBSITE



School Bytes

SCHOOL APP



FACEBOOK

INNOVATE

CREATE

COLLABORATE

COMMUNICATE

THINK CRITICALLY

BEST START KINDERGARTEN ASSESSMENT

Kindergarten children at NSW public schools undergo the Best Start Kindergarten assessment at the beginning of the school year.

The purpose is to identify what language, literacy and numeracy skills your child brings to school and inform the planning of teaching and learning.

It help teachers to develop effective learning programs that build upon what each child knows and can do when they start Kindergarten.

We know that every child starts school with their own set of experiences, skills and abilities


<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/assessment-resources/best-start-kindergarten>

BEST START EXAMPLES

Best Start: an example of a literacy question



Tell me what happened in the story.



Start counting and I will tell you when to stop.

Best Start: An example of a numeracy question

PARENT REPORT

Best Start Kindergarten Assessment Parent Feedback Summary



Areas of Literacy

Speaking and Listening

When asked to express their opinions and share their thoughts, [redacted]:

- used actions such as nodding to communicate ideas
- usually spoke clearly and audibly.

In Kindergarten [redacted] will be working on:

- using detailed sentences and phrases when speaking.

Reading

When asked to think about sounds and letters, shown different pictures and a book, [redacted]:

- listened and clapped syllables in words
- recognised letters that are the same across different words
- listened and clapped syllables in words
- listened and said words that rhyme
- recognised and read words
- held the book the right way up and turned the pages correctly
- retold some events from the story.

In Kindergarten [redacted] will be working on:

- locating the starting point for reading
- hearing and saying words that have the same beginning sound
- using pictures in stories to support understanding.

Writing

When given the opportunity to write, [redacted]:

- wrote own name.

Best Start Kindergarten Assessment Parent Feedback Summary



Areas of Numeracy

Numbers and Counting

When asked to share their knowledge of numbers and their counting skills, [redacted]:

- identified all numerals in the range 1-10
- counted to 12
- identified the larger of two numerals in the range 1-10.

In Kindergarten [redacted] will be working on:

- recognising that the number in a group remains the same in different arrangements
- determining that the last number used to count a group of objects represents how many are in the group
- matching objects to counting up to 10.

Addition and Subtraction

When asked to solve addition and subtraction problems, [redacted]:

- solved addition problems by counting the visible items and/or using fingers to help
- attempted to find the answer to subtraction problems.

In Kindergarten [redacted] will be working on:

- solving subtraction problems by removing items and counting the items that remain.

Patterns

When given the opportunity to share their knowledge of patterns, [redacted]:

- recognised standard patterns on dice and dominoes, without counting individual dots
- attempted to continue a given pattern using different shapes.

In Kindergarten [redacted] will be working on:

- identifying, creating and continuing a variety of patterns.

Dates for your diary

- Last day of Starter School Group

Tuesday 5th December

- Best Start Assessment period (Individual day TBA)

Thursday 1st February

Friday 2nd February

Monday 5th February

Tuesday 6th February

- Kindergarten first day of school

Wednesday 7th February – straight to the classroom each morning until class teachers inform you that they are ready to meet in the playground



Thank you



- Questions?
- Please complete your questionnaire and choose 3 times for your child's Best Start Assessment. We will endeavour to accommodate your preferred times.
- Please leave the questionnaire in the box on the stage.
- Your Best Start time will be confirmed via email.
- Please collect your child from the Kindergarten rooms (students will be dismissed individually).