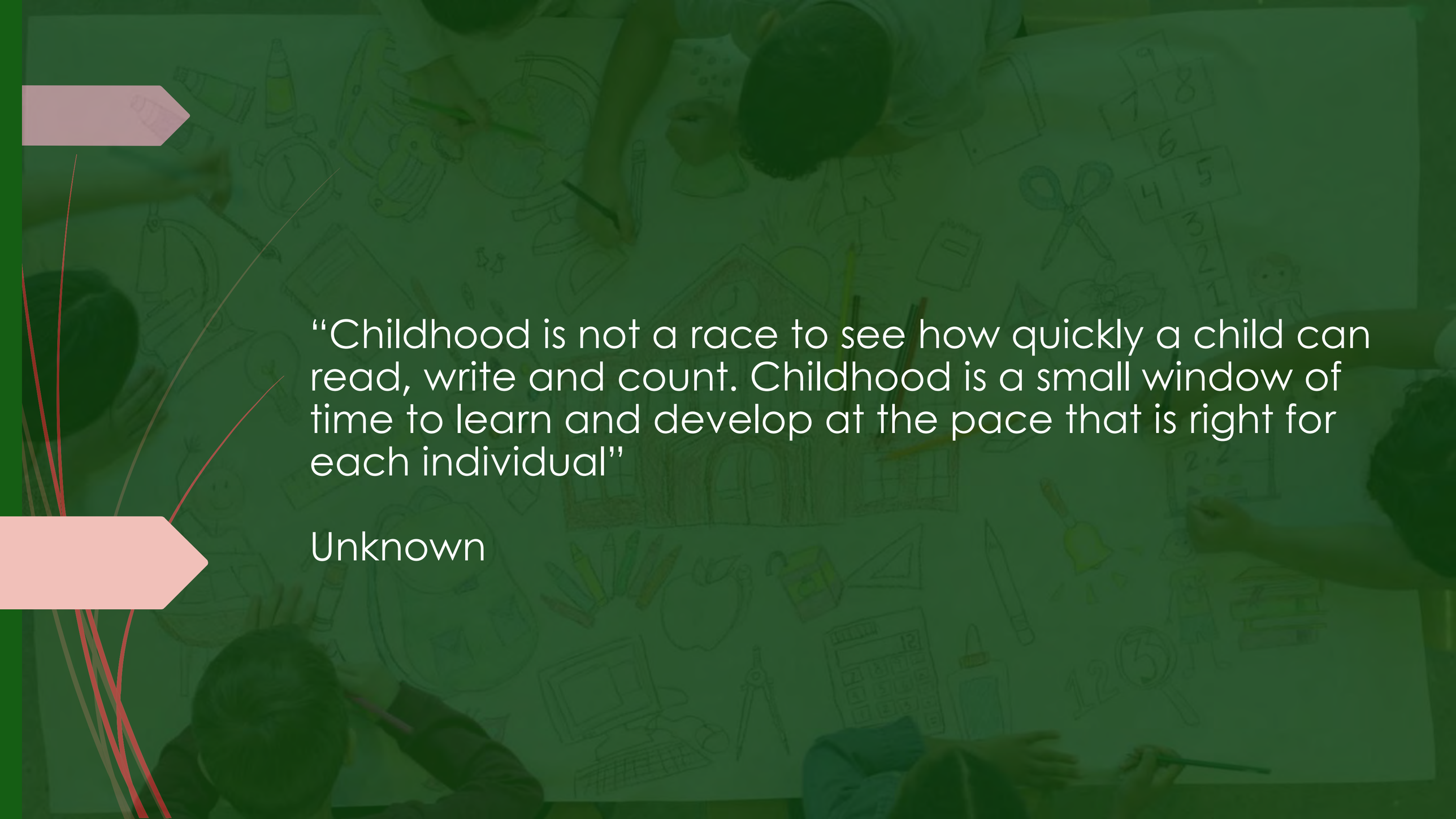
Pre-Primary Parent Information Evening 2026



“Childhood is not a race to see how quickly a child can read, write and count. Childhood is a small window of time to learn and develop at the pace that is right for each individual”

Unknown

Introduction to the Pre-Primary Team

PPB

Miss Rebecca Daqui & Mrs Jackie Vergers

PPW

Mrs Josephine De Luca & Mrs Claudia Therkelsen

Special Needs EAs: Mrs Mahwash Ahmad, Miss Courtenay Kerr & Miss Telisha Brown

The first few weeks of Pre-Primary

What have we been doing so far…

Children have been learning the routines of the classroom

Beginning specialist classes

Learning new faces

Adjusting to changes at school

Experiencing fatigue

Developing connections and relationships with teachers and peers (social and emotional development)

Building our class Code of Conduct/Expectations.

For any further information about school procedures please refer to the Parent Handbook

A typical day in Pre-Primary

8:30 Doors open. Children participate in tabletop activities to practice Literacy and Maths skills, as well as, Fine Motor skills.
8:45-10:20 Literacy Time
Children participate in explicit teaching of literacy concepts including reading and writing skills in Initial Lit and Talk for Writing. Children also participate in small group literacy rotations to practise skills targeted at their level.
10:20 Recess
During outside time at both recess and lunch, activities will be set up to develop fine and gross motor skills, social skills as well as literacy and numeracy activities.
11:20-12:20 Mathematics Time
Children participate in explicit teaching of Mathematics. Children also participate in small group maths rotations to practise skills targeted at their level.
12:20 Lunch
1:00-2:30
Quiet time - Books and puzzles
Religion
HASS/Technologies/Art/Assembly (Friday only)
Clean up/Music and Movement/Story
2.45 Dismissal

REMINDER: No outdoor play in the playground before school commences.

Special days in Pre-Primary

- **Monday**
  Library (Mrs Annie Gerhardy)

- **WEDNESDAY**

Science (Ms Joanne Hodgson)
Auslan (Mrs Annie Gerhardy)
Physical Education (Mr Luke Dobson)

- **THURSDAY**
  Music (Mrs Christina Vinci)

Religion- The first learning area

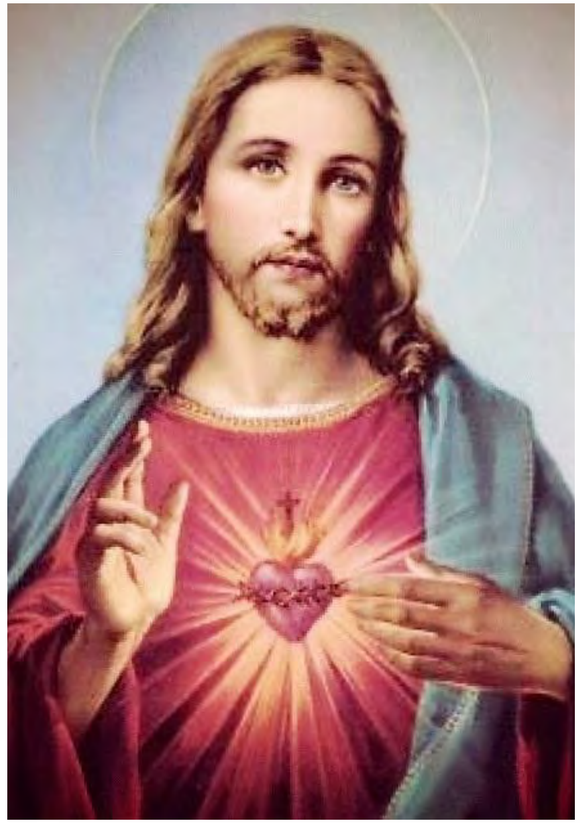
Term One

- **The Church**

We will learn about the many ways that people are created differently from one another.
Explore the differences between people.
Introduce the term ‘unique’.
Teach that people’s differences are what make them unique.
Teach that God made everyone different, and everyone has unique gifts.

- **Lent Easter**

Explain that new life is precious and wonderful.
Retell the Easter story and the different ways that Christians celebrate Easter.

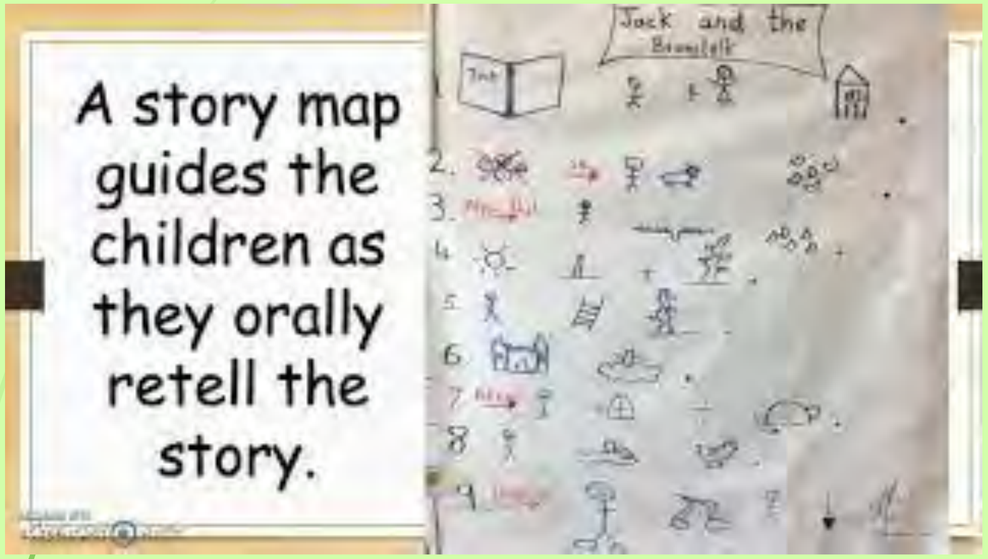


Literacy

Using two programs
InitialLit-Spelling and Reading Program

- Weekly reading activities as a class, in small group situations as well as individually.
- Children will be encouraged to talk about what happens in a story and what the characters are like.
- Children will be encouraged to listen for rhyme, letter patterns and sounds in words.
- Children will be taught to identify the letters of the alphabet and connect them to the most common sounds they represent.
- As the year progresses and children's skills develop, they will be encouraged to read a variety of short, predictable texts with familiar words and supportive pictures.

Literacy



WRITING-Talk 4 Writing

Communicating ideas (drawing pictures, role playing, story telling) for a purpose (to entertain, persuade, inform, instruct).

Talk 4 Writing is our whole school program which allows the children to build a bank of well known texts, and the structure of these texts.

In Pre-Primary this will involve the children learning a text, as well as actions.. Children learn to imitate orally the language they need for a particular text. Once this text is embedded, children use this text to make substitutions to tell and role play their own stories.

Literacy

WRITING continued…
As the year progresses children will:

- Continue to experiment with letters of the alphabet, learning the difference between upper and lower case letters
- Begin to use known, high frequency sight words, for example is, and, the and begin to use spaces between words, capital letters and full stops
- Attempt words using letter-sound knowledge
- Handwriting – Peggy Lego prompts will be used as children attempt to write letters using the correct formations

Literacy

SPEAKING AND LISTENING

Daily Mat Time

Whole Body Listening/Listening courtesies

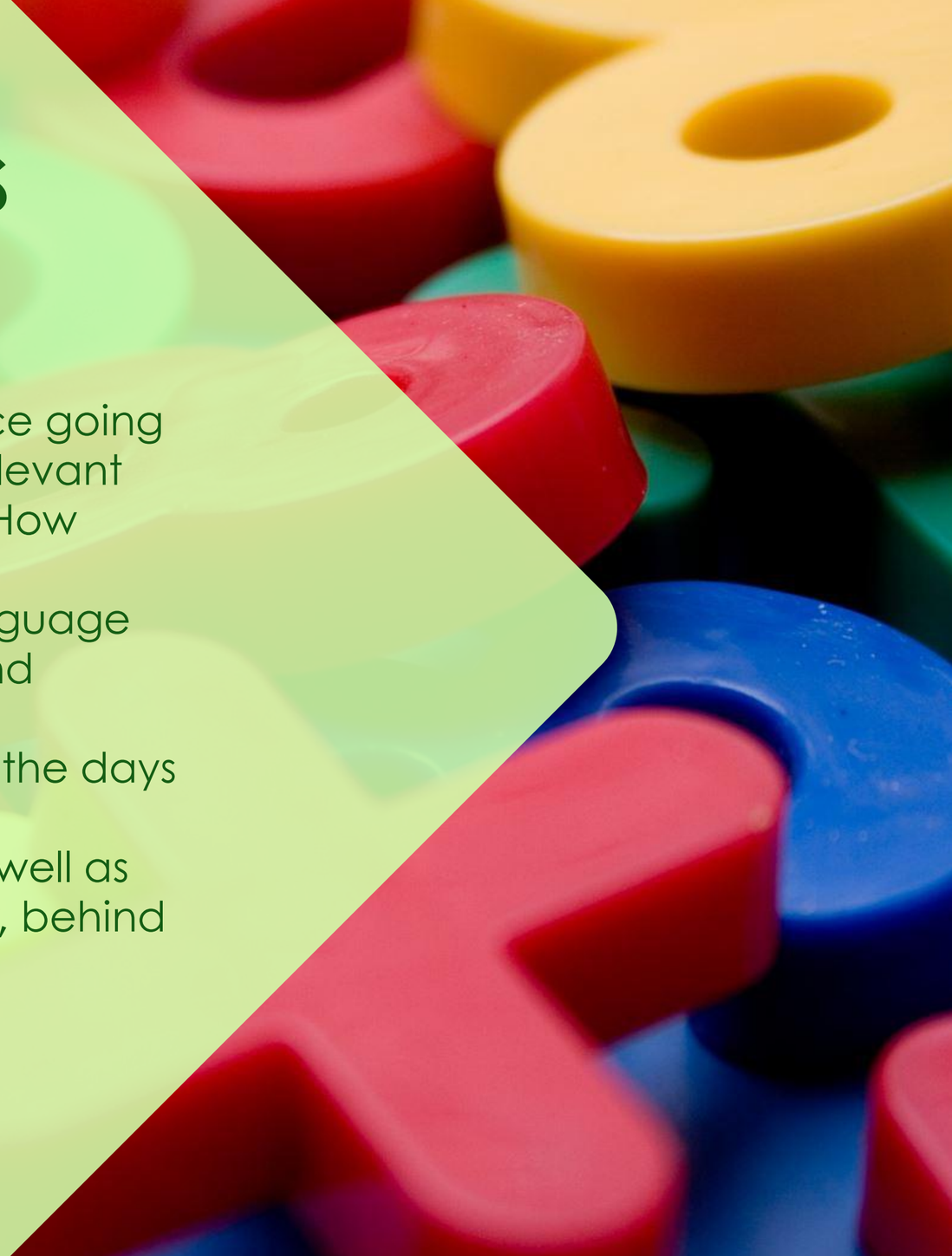
Sharing creations, stories

MATHEMATICS

Explicit teaching followed by hands on activities

- Focus on number sense and counting skills. Working to improve fluency and accuracy.
- Your child begins/continues to connect number names, numerals and quantities, including zero, initially up to 10, then up to 20 and beyond.
- Your child learns to represent and solve number problems involving adding, removing, grouping and sharing of small numbers of objects.
- Your child learns to create, copy and continue patterns using objects. These patterns may be based on colours, shapes and sizes.
- We will also focus on sorting objects in a variety of different ways. This will involve sorting objects into groups of colours, textures, size ect, and giving reasons for their choices.

THE LANGUAGE OF MATHEMATICS



- Your child learns to count, naming numbers in sequence going both forward and backwards and begins to use the relevant language, for example: How much? How many? and How long?
- Your child starts to compare the size of things using language such as: longer, shorter, taller, heavier, lighter, fatter and thinner.
- They use the everyday language of time and connect the days of the week to familiar events.
- Your child begins to learn shape and object words, as well as position words, for example: near, far, between, under, behind and in front.

Humanities

HISTORY

- Family-similarities and differences, posing questions about family, inquiring about the lives, places and events of family members

GEOGRAPHY

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

Early Intervention

- In Term One children will participate in Occupational Therapy screening, completed by Lil Peeps. **Date: 26th March**
- At the completion of the screening we will be having follow up meetings to discuss any areas of concern.

Procedures

Laundry: This will be distributed on a roster, every Friday and is asked to be returned on Monday, please.

Playdough: Each classroom has a roster to make playdough. We encourage you to join in and make it with you child at home

Assembly: Virtual Assemblies will usually be held on Friday. You will be notified beforehand if your child will receive an honour certificate and details to virtually attend will be sent to you via Seesaw.

Parent Open Morning: One day each week we will have an open classroom. This will give parents an opportunity to come into our classrooms at the start of the day and learn a little bit more about what we are learning.
In Term One the open day is Friday. We will try to change the day each term to allow all parents the opportunity to visit their child's classroom.

Sunscreen: Please apply sunscreen prior to your child coming to school. We will provide sunscreen at school for your child to apply after recess to comply with our school sun smart policy.

Crunch 'n' Sip: This is an opportunity for children to have a crunch of fruit or veggies and a sip of water before we begin our whole class learning. Please provide a separate small container or piece of fruit for your child to bring into the classroom each morning.

WHAT YOU CAN DO AT HOME

- Read to your child.
- Encourage your child to draw, write and tell stories.
- Encourage your child to use trial and error to learn and complete tasks. Be patient and let them have a go.
- Practise using numbers and counting with your child while doing everyday tasks. For example: We have two visitors coming for dinner. There are four people in our family so how many plates will we need?
- Encourage your child to observe things in nature and to ask questions.

Medical Information

- Sacred Heart is a Nut Aware school. We currently have some students in Pre-Primary with nut allergies. Please be mindful when packing lunches.

- Please ensure ALL medical information has been updated with the office.

Eg- Asthma plans, allergy plans

Seesaw

- Please ensure that you signed your Seesaw permission form so that you can see the amazing work your child is doing in class.
- Information and reminders from teachers will often be communicated through Seesaw.
- A ‘what’s on this week’ will be posted every Tuesday to inform you of what we will be covering in class for Religion, Literacy and Mathematics as well as parent reminders.
- Right to disconnect – We will endeavor to reply to your messages as soon as we can but please allow up to 48 hours for us to respond. Please contact the front office if there is anything requiring an immediate response.

Absentees/Communication

- Please DO NOT send your child to school if they are sick.
- If your child is absent, please call the absentee line 9251 3005. You must also fill out an absentee form as soon as they return to school.

- Parent interviews are scheduled for Term Two. We are happy to meet in Term One if you feel the need.
- The best way to communicate with your child's teacher is via email or Seesaw, from there we can arrange a meeting if necessary. Please allow a few days for us to reply to your messages.

We are a 1-2-3 Magic and Emotion Coaching School

What is 1-2-3 Magic and Emotion Coaching?

- ☑ This simple program provides our teaching staff with a consistent approach to set limits and manage behaviour that can be disruptive to learning. Our primary focus is on providing a positive learning environment, supported by good relationships.
- ☑ Emotion coaching helps nurture this. Staff will use empathy to help children reflect on and identify with their emotions, which in turn assists social and emotional well-being and self discipline.
- ☑ Staff have completed the training and we implement the program as a whole school approach. Our school has access to ongoing support from Behaviour Tonics. Parents and carers from our school can also access courses and advice.

behaviour tonics

behaviourtonics.com.au

behaviour tonics

How will I respond?

1-2-3 Magic & Emotion Coaching for the Classroom ©

Behaviour Tonics 2025 ©
E: info@behaviourtonics.com.au P: 9285 8100

behaviour tonics

How to decide

EMOTIONAL DYSREGULATION ~ Emotion Coach it	MBA ~ Ignore it	STOP ~ Count it	START ~ Teach it
We **EMOTION COACH** dysregulated student/s by tuning in to their emotions. We *'name it and tame it'* with our validation.	These are the 'minor but annoying' behaviours, that aren't impacting on others, which we can still monitor but may choose to **IGNORE**.	These are the behaviours that are disrupting your teaching or impacting on others. We need to manage or set limits on these behaviours using a **COUNT**.	These are the positive behaviours that we **TEACH** and encourage. The ones we want to put the majority of our time and energy into.
Frustration Disappointment Anxiety Sadness Over-Excitement	Pouting Fidgeting Muttering Slow to respond Huff and puff	Pushing Hurting someone Teasing Talking over others Disruption	Turn taking Packing away Transitions Social and life skills

1-2-3 Magic & Emotion Coaching for the Classroom ©

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