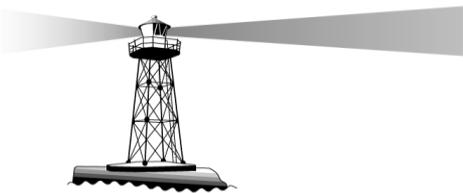


# Welcome to Transition



**LARRAKEYAH  
PRIMARY  
SCHOOL**

A Northern Territory Government  
Independent Public School

**OUR SCHOOL  
OUR FUTURE**

**INCREASING SCHOOL  
AUTONOMY**

## What is Transition?

Transition is an extension of the Preschool philosophy of learning by experience and is a period of time in which the child consolidates attitudes, skills and concepts in readiness for greater success in a more formal Year One program.

Each child's development is unique. A wide range of experiences are provided in Transition to help children develop a variety of skills and prepare them for more structured learning.

The Transition program assists the physical, social, emotional and intellectual development of the child.

The aim of the program is to create an environment where the child:-

- Develops confidence, self-worth, independence, self-discipline, self-reliance and initiative
- Develops a happy and positive attitude towards learning
- Learns to develop good work habits
- Experiments, creates, explores, investigates, enquires and discovers
- Is encouraged to understand him/herself and others
- Develops social skills including cooperation, sharing, caring and respect for others and their belongings as well as school resources
- Continues to develop gross motor skills, that is co-ordination and skills using larger parts of the body and fine motor skills using smaller parts such as hands and fingers

The program will cover English, Mathematics, History, Geography, Science, Technology and Design, Physical and Health Education and The Arts. Many of these areas are integrated through play and investigation.

At Larrakeyah Primary School we follow the Australian Curriculum. The Transition year is referred to as Foundation. Please see

<http://www.australiancurriculum.edu.au/> for more information.

## ENGLISH

In Transition your child will have a language enriched program of speaking, listening, writing, reading and viewing. We implement an integrated literacy program. The children will be immersed in a print rich environment of stories, drama and poetry.

### Reading

The shared reading of big books in the classroom is a way of introducing children to an understanding of how print works. When your child brings his/her reading book home, share it with him/her rather than expecting him/her to read it. The importance of reading to, or with your child can not be overemphasised. The following points may assist you when your child reads to you.

- Give close attention and show interest in the story.
- Be enthusiastic about every attempt to make sense out of print. Sometimes what a child reads will be different from the printed text. This is acceptable if the basic meaning is not changed. Insistence upon being word perfect may quickly discourage the young reader.
- Patience is very important. When your child is attempting to work out the text, pause and allow him/her to try out the strategies he/she has learnt to “unlock” the text. These include reading to the end of the sentence, re-reading the sentence and asking him/herself which word would make sense.
- Encourage the child’s attempts at self-correction and praise his/her effort.
- Always encourage your child to read for meaning. Ask him/her to re-tell the story in his/her own words as this will indicate how well s/he understands the text.



## **Magic 300 words**

In our classrooms you will see lists of words written on different coloured card. These words are known as “Magic/Sight” words and it is important for children to be able to read and recognise these words as they progress through the Transition year. Your child will bring home a list of words to practise reading and recognising along with their home reader. Again, this is meant as a light hearted activity for you and your child to do together. When your child feels ready they can have a try to read the words from the list at school. When they achieve success they then move on to the next list/ or colour. Please remember that the Magic 300 words are not meant to be sounded out. It is important that the students have automatic recall of them.

## **Handwriting**

In Transition we use the Casey Caterpillar program during Semester 1 to teach children handwriting. The Casey Caterpillar program was developed by Barbara Brann, an Australian educational specialist. The program begins with the Casey Caterpillar story and, through the story children are introduced to a series of different shapes. Shapes introduced through the story assist children to form letters correctly. The program also focuses on left to right progression and writing on lines. Included in this booklet are the shapes used in the Casey Caterpillar Program. In Semester 2 the students then learn to use Victorian Pre-cursive for their writing, an example of this is included in this booklet.

## **Mathematics**

Mathematics is best learned through activities using real materials with hands on experiences. This assists in the ability to work mathematically, through investigating, problem solving and developing an understanding of Number and Algebra, Measurement and Geometry and Statistics and Probability. Please see the Australian Curriculum website cited for more information.



## **Assessment of Student Competencies**

Assessment of Student Competencies in Transition (ASC) is conducted every year by the NT Department of Education in government schools. This is an assessment for all students in Transition who are enrolled to enter Year 1 in 2021. The ASC consists of 47 Competencies grouped into 4 Domains: Motor Skills, Healthy Living, Literacy and Numeracy. It screens non-cognitive behaviours such as gross, fine and perceptual motor skills, self-care skills, as well as early literacy in speaking and listening, reading and writing and aspects of early numeracy, namely number, space and measurement. The non-cognitive behaviours are important pre-requisites for learning. Transition students are required to be assessed in Term 1 and Term 4.

## **General Information**

The school hours are from 8.15 am to 2.45 pm. Recess is from 10.15 am until 10.45 am and lunch is from 12.45 pm until 1.30 pm. Transition children may start their recess and lunch earlier to allow them more time for eating.

The Transition doors open at 8:00am for students to put belongings in the room. This is an opportunity for parents to speak to the teacher if needed. Learning commences at 8:15am and parents are required to leave the room at this time.

A healthy breakfast will help them through until recess time. Please ensure that some recess food is packed along with the lunch.

A full and structured day at school is tiring for young children until they have settled in to the new routine. Early bedtime during the school week is recommended.

Whilst children are encouraged to bring things of interest to share with others at school, we do not wish them to bring any items of value as loss or damage causes distress.

Larrakeyah Primary School regularly hold school assemblies. All dates and notifications for these can be found on our school website or the

newsletter. If your child is receiving an award, contact will be made prior to the assembly. All families are encouraged to join us during these times.

## **General Requirements**

- All personal belongings (hat, bag, lunch boxes, and library bags) should be clearly marked with your child's name.
- A library bag is needed to protect books borrowed from the school library.
- Please inform the School Office about your child's absence by phone (8981 3211) or email (larrakeyah.admin@ntschoools.net).
- If your child becomes unwell in school you will be contacted and asked to take him/her home.
- Please make sure that the school has your current address and telephone contact (home and business)

## **Communication**

- Please feel welcome to come into the classroom at the beginning of the day. Children really enjoy having their parents come into the classroom to see what they do..
- Discussions about your child are more appropriate at the end of the school day or by appointment. Official parent interviews take place at the beginning of Term One and Term Three.
- Fortnightly newsletters are uploaded onto the school website on Wednesdays. Please make sure you visit our website to access this as it provides a great deal of relevant information. If you would prefer this to be emailed to you please let the front office staff know.
- Occasionally teachers will need volunteers to help out with different activities. Please let the teacher know if you would be available.



## **Home Learning**

In Transition your child will be expected to read at home every day and to experiment with “writing” if she/he wishes. There will also be lists of the Magic 100 words for children to learn to assist them with literacy activities.

### **Parents are Partners in Education.**

You, as the parent, hold the first key to your child’s learning but an effective partnership between parents and teachers greatly enhances your child’s learning in school.

## Uniforms

		<b>Boys</b>	<b>Girls</b>
<b>MOST COMPULSORY ITEMS AVAILABLE FOR PURCHASE AT THE SCHOOL FRONT OFFICE</b>	<b>Shirts</b>	<ul style="list-style-type: none"> <li>▪ School polo shirt with Larrakeyah PS logo</li> </ul>	<ul style="list-style-type: none"> <li>▪ School polo shirt with Larrakeyah PS logo</li> </ul>
	<b>Shorts</b>	<ul style="list-style-type: none"> <li>▪ Navy shorts with sky blue piping</li> <li>▪ No jogging or bike pants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navy shorts with sky blue piping</li> <li>▪ No jogging or bike pants</li> </ul>
	<b>Dress</b>		<ul style="list-style-type: none"> <li>▪ Blue and white collared check dress</li> </ul>
	<b>Skorts</b>		<ul style="list-style-type: none"> <li>▪ Navy skorts with sky blue piping</li> </ul>
	<b>Shoes</b>	<ul style="list-style-type: none"> <li>▪ Sandals</li> <li>▪ Lace up or Velcro shoes (Velcro is preferred in Transition unless your child knows how to tie their shoelaces)</li> <li>▪ Trainers</li> <li>▪ NO slip-on shoe or thongs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sandals</li> <li>▪ Lace up or Velcro shoes (Velcro is preferred in Transition unless your child knows how to tie their shoelaces)</li> <li>▪ Trainers</li> <li>▪ T-bar style buckled shoes/Lady Janes</li> <li>▪ NO slip-on, thongs or ballet style shoes</li> </ul>
	<b>Hats</b>	<ul style="list-style-type: none"> <li>▪ Navy bucket hat with school logo</li> <li>▪ Navy wide brimmed hat</li> <li>▪ No ball caps or visors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navy bucket hat with school logo</li> <li>▪ Navy wide brimmed hat</li> <li>▪ No ball caps or visors</li> </ul>
	<b>Socks</b>	<ul style="list-style-type: none"> <li>▪ Preferably white, grey, navy or black</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preferably white, grey, navy or black</li> </ul>

The full and comprehensive copy of the Uniform Policy can be found on the school website.

## School Bags

Please don't buy small novelty bags. Backpacks need to be able to hold a lunch box, drink bottles, hat, and a jumper in the dry season, A4 reader folder and library books.



## Lunch Boxes

Due to limited fridge space, lunch boxes should be no bigger than 20 by 30cms. We definitely don't have space for insulated/padded lunch boxes with water bottles attached. They are not necessary as we have fridges to keep the lunches cool.

## Water

Water hydrates the brain which is vital for easy learning. Students are encouraged to consume water during the day. We cannot over emphasise how important this is to learning and we vouch for its effectiveness.

## Birthdays

Children love to bring along a cake to share with the class. We don't mind children bringing cake to share but would appreciate it if they were cupcakes, pre-cut cake or icy poles. If they're having a party to which everyone is invited, we are happy to hand out the invitations. However, if all the children are not being invited please ensure that you or your child hand out the invitations discreetly. Feelings are easily hurt at this age.



## Food

The food that children eat influences their behaviour which affects their learning. As such we encourage children to eat their nourishing food before any packaged, processed, sweetened and coloured food. The children are normally very hungry at recess time and need something substantial such as a sandwich, fruit and something along the same lines for lunch.

We have found that lots of packaged food, muesli bars, rollups and even poppers end up in the bin. Please remember that, at this age, play is more

interesting than eating and children are quick to discard any uneaten food when the play bell goes. So don't be alarmed if you find uneaten food in their lunchbox.

## **Canteen**

Our canteen is promoting healthy eating as per the national guidelines. A canteen list will be provided. Should your child need to order recess or lunch, please write the order on a brown paper bag found in the lunch basket in our room. Please be aware that, although the children are often keen to buy from the canteen, a lot of the food is wasted.



## **Money**

Bringing money to school can cause problems for small children and their teachers. Buying friends, bribery, coercion, stealing, losing money and lying are problems which may occur and could lead to tears and distress.

If your child must bring money to school make sure it is a small amount for a specific purpose e.g. popcorn or an ice cup. They then must give it to their teacher before school and it will be placed in an envelope with their name on it. If it is not given to the teacher for safe keeping, we can't be responsible for its loss. Lunches can be ordered online instead of sending money to school.

## **Tiredness**

For at least a term some of the children will be very tired at the end of the day so please don't plan too many extra curricula activities. An early dinner and an early night will help them cope best.



## **Separation Issues**

If you know your child has separation issues please let the teacher know as there are measures that can be taken to solve this simply.

## **After School**

The bell goes at 2:45pm and we ask that all children are picked up promptly. The children going to Outside School Hours Care (OSHC) will be collected by the staff until they become familiar with the routine. Other children will need to be collected from their classroom. We need to know

who will be collecting them as we will not let the children go wandering around the school looking for older siblings etc. If you are running late, don't worry as your child can wait in the classroom with the teacher for approximately 5 minutes before they are taken to the front office. Some children may need to catch the bus after school. Please let the teacher know so they can make sure those children leave promptly on the bell.

### **In closing**

We hope that this information is useful for you. If you have any questions or concerns please make a time to discuss these with your child's teacher. Our aim is to make the first important year of school as enjoyable and stimulating as possible for every child in our class.

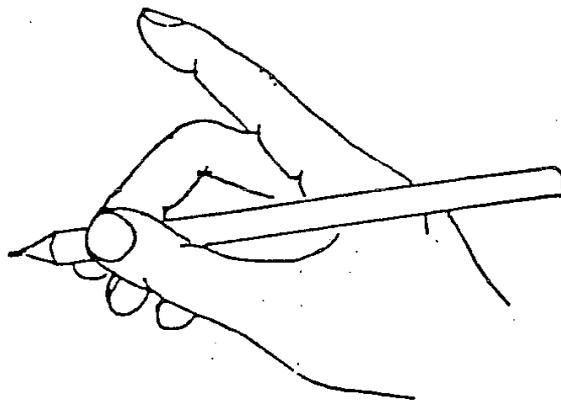
Larrakeyah Primary School  
3 Packard St, Larrakeyah NT 0820  
(08) 8981 3211  
[larrakeyah.admin@ntschoools.net](mailto:larrakeyah.admin@ntschoools.net)  
<http://larrakeyahprimary.nt.edu.au/>

Please encourage a good grip when holding a pencil

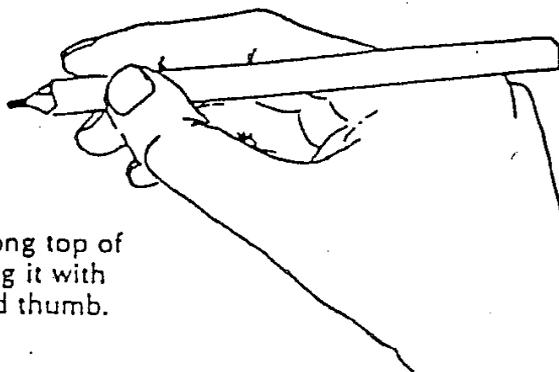
1. Bring thumb and middle finger together.



2. Place pencil between them.

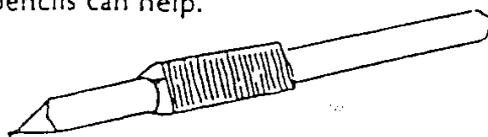


3. Lay forefinger along top of pencil still holding it with middle finger and thumb.



- A. Hold pencil lightly.
- B. Write by moving whole hand not just fingers.
- C. Maintain good posture.

Triangular grips on pencils can help.



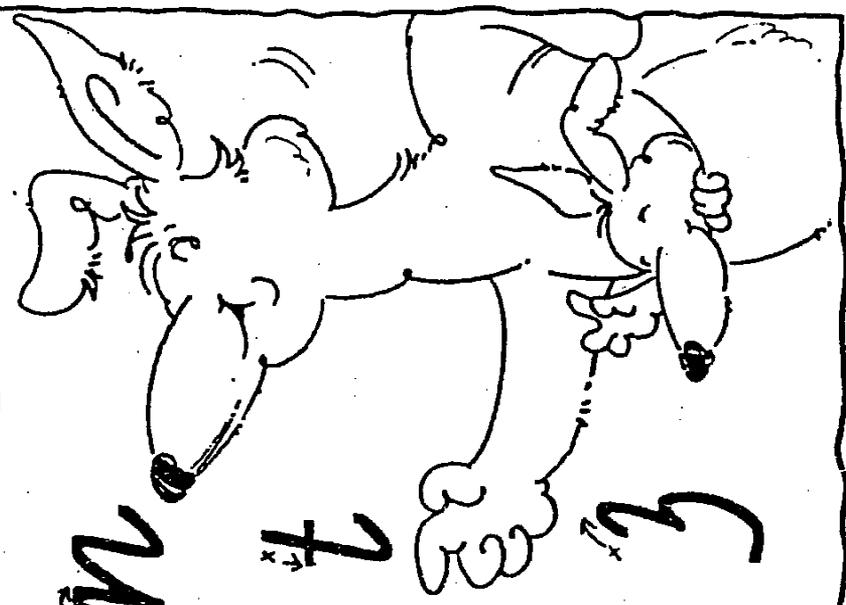
Handwriting- Lower case formations

a b c d e f g h

i j k l m n

o p q r s t

u v w x y z



x → starting point

VICTORIA; NT; WA: Letter shapes

G | | V - a c f j s o u r b z  
 open mouth  
 short stick  
 tall stick  
 hanging stick  
 sloping sticks  
 twig  
 tunnel leaf  
 (pat of a tunnel)  
 tunnel leaf - stop  
 feeler  
 possum tail  
 Sammy snake  
 wide open mouth  
 gum-nut cup  
 vine  
 curly twirly  
 loeu.  
 kangaroo and  
 ear  
 lady-bird spot

Letters

a open mouth, short stick      b kangaroo and joey      c open mouth  
 d open mouth tall stick      e twig, open mouth      f feeler, twig  
 g open mouth, possum tail      h tall stick, tunnel leaf      i short stick, spo  
 j possum tail, spot      k tall stick, curly, twirly vine      l tall stick  
 m short stick, tunnel leaf, tunnel leaf      n short stick, tunnel leaf  
 o open mouth, open it wide      p hanging stick, tunnel leaf      q open mouth, hanging stick  
 r short stick, tunnel leaf - stop!      s Sammy snake      t tall stick, twig  
 u gumnut, short stick      v gumnut cup tiny twig      y gumnut, possum tail  
 w gumnut cup, gumnut cup, tiny twig.      x ear, open mouth      z twig, sloping stick, ear