



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

Little Adventurers Program

OVERVIEW

St Helena's offers a Little Adventurers Program to those children who have already turned three. Depending on interest the school offers a one or two day program designed to give children an opportunity to participate in a Kindergarten style program.

Our Little Adventurers Program runs as follows:

Day Program	Tuesday	8:30am – 2:30pm
Day Program	Wednesday	8:30am – 2:30pm

The maximum class size is 20 for each session. Children must have already turned three before enrolment, but can be placed on a waiting list prior to their third birthday.

Enrolment into our Little Adventurers program does not guarantee a place for Kindergarten the following year; parents need to go through the normal enrolment process for Kindergarten.

PHILOSOPHY

St Helena's provides a strong foundation for children's spiritual, intellectual, social, moral, physical and aesthetic development by providing a supportive and nurturing environment which contributes to each student's sense of self-worth, enthusiasm for learning and optimism for further learning and discovery.

Staff are dedicated to creating a warm, friendly and secure environment where children are encouraged to develop at a pace that is appropriate to their uniqueness. We aim to support all children in our care to feel comfortable in their new learning environment so they can confidently interact with other children and the staff, plus participate fully in all learning opportunities. We believe that if the children are settled, secure, comfortable and happy, they will grow in confidence in themselves and in their ability to achieve and develop further as social beings.

All the experiences we provide each day assist the child to know and understand and enjoy who they are. One of our primary goals is to help all children along their journey to becoming sociable, independent four and five year olds.

Our Little Adventurers program is directly guided by the five outcomes as stated in the Early Years Learning Framework for Australia: *BELONGING, BEING AND BECOMING*.

BELONGING

"Children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them

We provide learning experiences that allow each child to know who they are in the context within their family, their classroom, their neighbourhood and their community.

BEING

All children need time to be, to seek and make meaning of the world around them. The present is very significant for young children. We create a safe and supportive environment which allows students the time to know themselves, build and maintain friendships with others, to enjoy life and to grow and learn in an age appropriate way.

BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood, becoming reflects this process of rapid and significant change that happens in the early years as young children learn and grow.

Our program aims to accommodate a range of children's interests and individual developmental needs, allowing them to reach their full potential spiritually, emotionally, socially, physically, creatively and cognitively.

Because of the age and nature of young children, a play based program is most appropriate. Enjoyable, constructive, engaging play experiences are important for children to develop in the following areas:

- Social Development
- Emotional Development
- Language Development
- Physical Development
- Creative Development
- Spiritual Development



“Play enables children to enjoy simply being. When children play with other children, they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and learn”.

FOCUS ON THE WHOLE CHILD

We recognise the connectedness of body, mind & spirit.
We see children's learning as integrated & interconnected.

SOCIAL DEVELOPMENT

During play, children are provided with opportunities for social interaction with peers. Children learn the importance of social rules and how to get along with others through play.

SPIRITUAL DEVELOPMENT

Through everyday experiences, children grow in awareness of the wonder of God and how great God's love is for them and the world in which they live.

EMOTIONAL DEVELOPMENT

It is during times of social interaction that children learn to express and control their emotions in appropriate ways and to resolve conflicts with others.

CREATIVE DEVELOPMENT

Through the mediums of art and craft, music, dance, drama and media, children learn to express their own thoughts and ideas using a variety of concepts and materials.

HEALTH & PHYSICAL DEVELOPMENT

Children's motor development becomes increasingly more advanced through the physical activity that play naturally provides. Opportunities to use and explore a range of basic movements are provided through planned fundamental movement sessions. Fine motor skills are developed and practiced through the manipulation and exploration of toys and materials.

LANGUAGE DEVELOPMENT

These skills develop and grow as children's experiences are extended. The natural language flow during play interaction and during time spent with the teacher and other adults, encourages communication and expression and increases self-confidence.

CHILD SAFE FRAMEWORK

At St Helena's we have adopted a holistic approach to child safety as directed by CEWA. The Child Safe Framework consists of nine elements that together provide a consistent set of practices in order to create and maintain a child-safe environment for our students. The framework guides us in developing knowledge, mindsets, practices and behaviours that enable and sustain a child safe culture and wellbeing for all our students.

For further information please visit the CEWA website.

<https://chilsafe.cewa.edu.au/introduction.../key-concepts/>



CODE OF CONDUCT

From 1 January 2017 it has been a requirement for all schools (Catholic, Government and Independent) to have in place a Code of Conduct that articulates expected behaviour for all members of the school community.

The purpose of the Code of Conduct is to define, model and promote the safety and well-being of students – wherever they are. It seeks to define healthy relationships between students and adults that are animated by staff, copied by parents and sought after by students in all relationships.

Catholic Education Western Australia has developed the Code of Conduct for the Catholic system. The Code of Conduct applies to all staff, parents, students and volunteers connected to a school. All members of the St Helena's Catholic Primary School community are expected to commit to the Code of Conduct and observe its principles. As such, please read the Code of Conduct provided to you at the time of enrolment and be mindful of it in all school related interactions.

Breaches of the Code of Conduct must be notified to the Principal, and it is a breach of the Code of Conduct not to do so.

INFORMATION FOR FAMILIES ENROLED INTO LITTLE ADVENTURERS

The Little Adventurers is set up into learning areas which stimulate exploration and curiosity. We provide lots of time for uninterrupted play because we understand and respect that children need time and support in their quest to construct knowledge.

During the course of the day, children will have the opportunity to choose to engage in play situations individually or in small groups with an adult or with a group of children.

These opportunities allow the children freedom to have fun and to develop caring relationships with one another and with adults, and to experience and to celebrate many achievements throughout the course of the year.

ABSENTEES

When your child is absent please notify the school by calling 9297 7500 and selecting the absentee line, send an SMS to 0418 434 588 or via the School Website, Parent Hub <https://sthelenas.wa.edu.au> or email admin@sthelenas.wa.edu.au

ALLERGIES

We are a nut allergy aware school, so foods with nuts are discouraged. We ask that if your child has any allergies you notify us of these at enrolment.

BIRTHDAYS

Birthdays are a special time for all children. Feel free to bring in small cupcakes or small treats for your child to share with their classmates on their special day. Please check with staff if there are any students with allergies before bringing in treats.

CLOTHING

Little Adventurers is an exciting and active place to be, so when your child is experimenting with colours, glue, play dough, etc their clothing may get messy. We do provide aprons for many of the experiences your child is involved in, but unfortunately messy accidents do happen. For this reason, please do not send your child to school in good clothes. While the school uniform is not compulsory in Little Adventurers, it is a good alternative if you don't want to risk the wear and tear of your child's good clothes.

Please mark all clothing with your child's name. A full spare set of clothing, suitable for the current season, is to be left in their bag in case of "accidents".

Your child will need to wear a hat to play outdoors. The school insists that hats are worn outside from Term One through to Term Four.

We do ask that children come dressed in comfortable clothes that they can easily remove themselves when visiting the toilet. Children will also need to wear comfortable footwear, either sneakers or sandals.

DIGITAL PORTFOLIO

Seesaw is a digital portfolio for communication between students, teachers and families. Through Seesaw, families gain a window into their child's learning in real time and engage with all that is happening in the school. All families across the school are provided with login details for the Seesaw app. At the beginning of each week, class notices will be posted on Seesaw. In Little Adventurers, whole class and individual observations will be posted each week. A hard copy of the weekly notices will also be displayed on the window outside of the classroom.

FRUIT TIME AND LUNCHTIME

The children will need to bring a drink bottle labelled with their name and filled with water only. Children are also asked to bring morning tea in a separate snack box and their lunch. At Little Adventurers we have a progressive morning tea, where the children identify when they are hungry and ready for their morning tea. *Please note that if any child has not eaten their morning tea by 10:15am, they will be required to do so.

Each child will also need to bring their own lunch. We encourage the children to eat their sandwiches or rolls, etc. first then fruit, yoghurt or any other treats they may have. The children will be given plenty of time to sit and eat their lunch together as a group. Staff will be available to help open containers or plastic wrap if needed.

At Little Adventurers, we encourage parents to pack a healthy morning tea and lunch for their child. Please do not give your child lollies or chocolate in their lunch boxes.

ILLNESSES AND INFECTIOUS DISEASES

If your child appears unwell in the morning, please do not send them to Little Adventurers. Coughs, colds & tummy upsets spread very quickly in an early childhood environment.

Please inform the school if your child has an infectious condition (eg chicken pox or measles). We will not accept any child who suffers the following symptoms without medical consent:

- **Ear / Eye discharge**
- **Abnormal temperature**
- **Infected sores**
- **Diarrhoea / vomiting**
- **Any communicable disease (eg: chicken pox or measles)**

ORIENTATION

The first day of Little Adventurers is an orientation day.

It is important to remember that starting something new can often be very daunting and scary especially for young children so, if the transition is not instant, do not be concerned. It may take several sessions before your child feels happy to be left on their own. School should be a happy, safe place where children are willing to come. If your child does not settle, you will be called and notified, no child will be left to be unsettled and upset for too long. Please come and speak to the staff about any settling issues if and when they arise.

PERSONAL TOYS

We would appreciate it if your child's personal toys remain at home. It can be heartbreaking for young children if their belongings are lost or broken. Please check your child's bag each day to avoid things "coming to school."

SUNSCREEN

Throughout Terms One and Four, please ensure you apply sunscreen to your child before they come to school. We will use classroom sunscreen to reapply at lunchtimes. If your child requires a specific brand you will need to provide it to the classroom.

THINGS WE NEED

We are always in need of 'junk' materials for our project works. We would be most grateful for the following donations:

- **Boxes (all shapes/sizes)**
- **Clean egg cartons**
- **Cylinders (eg: food wrap, kitchen paper, no toilet rolls)**
- **Any interesting fabric off cuts, ribbon, lace**
- **Unwanted scarves**
- **Clean meat trays**
- **Plastic containers with their lids (eg: yoghurt, ice cream & margarine containers)**
- **Packets of rice for rice play**
- **Packets of pasta for craft activities (elbows, spiral, bows, etc)**

UPDATING INFORMATION

It is extremely important that the teacher and office staff are notified of any changes relating to home or work telephone numbers or emergency contacts. Please see the office staff for a Change of Details Form if required.

DAILY TIMETABLE

Greeting	Children hang their bag on their bag hook. As they enter the classroom, the children are encouraged to independently place their drink bottle on the trolley and their morning tea, lunch box and hat in their locker. They are encouraged to greet their teachers and choose an activity to do before the bell rings. When the bell sounds, children invited to the mat and engage in the 'Hello' song.	
Morning Mat Session	Attendance, acknowledgment of land and weather chart. Followed by lesson on our Social and Emotional focus, for the week. Children sit on the mat. We begin with educational songs that reinforce past learning then the children engage in a focus lesson. Focus lessons may include: Maths or Literacy concepts (colour, shape, syllables, patterning, number etc.) or Religion (God's creation, Easter, Christmas Story, Bible stories, prayer).	
Indoor/Outdoor Play	Children are provided with the opportunity to be independent and choose to engage in either indoor or outdoor play.	
	Outdoor Play: Obstacle course set up to encourage development of gross motor skills such as climbing and balancing as well as free choice learning areas; sand pit/mud kitchen, water play (in hotter months), bikes, sensory play, role play (cubby house & small world play), block/construction.	Indoor Play: Indoor learning environment is set up to support the children's independence and agency; Art corner, dramatic play, small world play, book corner, building and construction. Intentional learning activities set up to reinforce learning focuses, as well as opportunities for the children to explore and direct their own learning.
Morning Tea	Children wash their hands, get their morning tea and drink bottle, and sit on a mat. Children encouraged to identify when they are ready for morning tea and choose when they would like too. (Any child who has not eaten morning tea by 10:15 will be required to do so).	
Lunch Time	Children sit on the mat and join in prayer. Children then wash their hands, collect their lunch box and sit on a mat to enjoy their lunch.	
Rest & Relaxation	Children are encouraged to rest and relax. It is important that the children are able to develop the ability to quieten their body and mind for a short period.	
Story	Teacher reads the children a story. This may be for enjoyment as well as learning focusing on different concepts of print (reading direction, identifying front/back of book, title etc.)	
Music and Movement	Children engage in music and movement lesson. This may include dancing and responding to music, action songs and dances, musical games etc.	
Goodbye Song/Dismissal	Children are not let out of the classroom until parent/guardian has collected them.	
Religious Education	RE is integrated into all areas of the Little Adventurers Program. Children are introduced to simple ways of praying – making the sign of the cross, singing, holding hands, children are encouraged to develop a positive image and to respect others as they live the Gospel message.	