



SAINT HELENA'S Catholic Primary School



KINDERGARTEN 2026 PARENT INFORMATION

Something Beautiful for God



WELCOME TO ST HELENA'S CATHOLIC PRIMARY SCHOOL KINDERGARTEN 2026!

We look forward to working with you in helping your child grow and develop throughout the year. We hope you and your child will have an enjoyable, educational and rewarding year with us as they continue their learning journey.

St Helena's Catholic Primary School 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.

The Kindergarten Program is drawn from three documents which are mandated for Early Childhood Education in WA.

These three documents are; the **National Early Years Learning Framework**, the **West Australian Kindergarten Curriculum Guidelines** and the **National Quality Standard**. Educators will develop learning programs responsive to children's ideas, interests, strengths and abilities and recognise that children learn through play. The Early Years Learning Framework document describes five broad outcomes which underpin our pedagogy:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of well-being.
- Children are confident and involved learners.
- Children are effective communicators.

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 contact 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 school core values are: Care for the Earth
Community
Equality
Respect**





ST HELENA'S CATHOLIC PRIMARY SCHOOL

- Parents are recognised as the first educators of their children and the first years of school seek to build upon home learning. The collaboration and partnership between home and school is essential.
- we provide an environment where all children develop the skills to be successful learners.
- we recognise that positive self-esteem and confidence are important for learning. Children are encouraged to 'have a go' (risk takers).
- learning is play-based and occurs in a social context.
- children are creative and independent thinkers, problem solvers and communicators.
- children develop literacy and numeracy knowledge and skills.
- learning is carefully planned to ensure all children experience success.
- children reflect, share, adapt and connect their understanding, knowledge and skills to a variety of situations
- the experiences provided in the early childhood years are critical as they impact on later outcomes in life. Learning is life-long.

HOW CHILDREN LEARN

The Kindergarten classrooms are places where your child can inquire, imagine, create and learn through play. The learning area is designed to be exciting and interesting so that all children are motivated and confidently engage in all the learning. Everyday children 'have a go' and continue their learning journey.

For children in Kindergarten learning occurs in a social context through purposeful interactions with both educators and peers. We believe that each child is a creative and independent thinker, problem-solver and communicator who learns and develops through planned and spontaneous play-based learning experiences. Play is enjoyable, involves active participation and encourages risk-taking. It is through various types of play that children learn to problem solve.

We know that motivation, self-esteem and confidence are fundamental to learning and we provide open-ended experiences and questions that pose problems, contradictions, comparisons and alternatives that require children to rethink their beliefs and test their understanding. In all experiences children are encouraged to participate at their own level and experience success. The success that all children experience is vital for on-going learning.

We also recognise that the experiences provided in the early childhood years are critical as they impact on later outcomes in life. To develop life-long learners we also focus on ensuring that all children are literate, numerate and critical thinkers.

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.

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.

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.



LEARNING AREAS IN KINDERGARTEN

RELIGIOUS EDUCATION

Children have a natural spirituality and their awareness of God and the wonder of life begins long before their formal schooling.

Parents are the first faith educators of their children. Catholic schools support parents in the faith formation of children by accepting the responsibility of providing a range of experiences which will nurture and develop each child's sense of wonder in God's presence and creation and which contribute to the life long process of developing their faith and religious knowledge.

In the early years class each child is invited to interact with an environment rich in learning opportunities. Spiritual, social and emotional growth are fostered as children learn about God's love for them and as they show respect and care for others. The aim of the Religious Education Program in Kindergarten is to bring children to an understanding of God's great love and presence by providing and promoting an atmosphere where 'God talk' permeates all learning experiences and is a natural part of the day.

Religious Education in the early years aims to provide children with the opportunity to develop a basic understanding of Catholic life, prayer and Scripture. Some examples include

- Knowing that prayer is the ways that people develop a relationship with God
- Recognising religious symbols including the cross, liturgical colours and holy water
- Knowing simple ways of praying – making the sign of the cross
- Developing an awareness that God's family is called the Church.
- Developing an awareness that Jesus came to tell people about God's love.



LITERACY

In Kindergarten our main focus is developing speaking and listening skills. Speaking and listening is important in every aspect of our learning as it enables us to develop social skills with others, express understandings about the world around us and communicate what we want to learn more about.

In the area of Literacy, speaking and listening skills enable children to investigate the four main areas of, **Sounds, Reading, Comprehension and Writing**. As our main role is to develop children's oral language, each of these areas are dependent on the children's ability to express themselves orally.

Sounds are explored in relation to meaningful and purposeful objects and experiences, for example "What sound does your name start/end with? Let's find other things in the classroom that start with the same sound." Being able to hear, identify and match sounds to letter symbols is a necessary part of developing pre-reading and pre-writing skills. Sounds are extremely important as they are the pathway to reading and writing.

In **Reading** we nurture a love of books and what they bring to our imagination and learning. We expose children to a variety of factual and fiction books to enhance their skills in reading for a purpose. The world of books enables the teacher to model many important aspects of reading such as, letters are different to pictures, what we read can be written down in words, writing is read from left to right, and many more concepts. Through reading, **Comprehension** skills are developed. We encourage children to look at pictures for prediction, listen for sequencing of story events, and to look beyond the words to understand the underlying messages within books. Comprehension skills are necessary for children to enable them to understand how to research in their areas of interest to become life-long learners.

Writing is an exciting part of learning as children are able to express their ideas in another way. Drawing leads children to writing, as their fine motor skills develop and they acquire sound knowledge and print directionality. Children are also encouraged to 'have a go' at writing within the classroom. The classroom is equipped with environmental print to support children who are developmentally ready to 'have a go' at writing their ideas on their drawings. The opportunity to write exists in many areas of the classroom, for example in the role play area children are encouraged to write shopping lists, in the writing area children are encouraged to write letters to each other, etc. Children get extremely excited when they share their written messages with each other and the teachers.



NUMERACY

In the area of **Mathematics**, we encourage children to explore concrete materials within a natural environment. They develop skills using problem solving and inquiry-based learning. Children investigate **Numbers, Shapes, Measurement, Sorting**, and aspects of **Time**, throughout the day. All these Mathematics aspects can be weaved into the language of the day in a very meaningful way.

Numbers and shapes are in every aspect of our world and they impact everything we do. They are visible on houses, letter boxes, mobile phones, public transport, clocks, iPads, birthday cakes, calendars etc. Numbers identify dates, places, time, age, events etc. Children are also exposed to the value of numbers, and one to one correspondence within the environment. The visibility of numbers and shapes in our world enables us to introduce them to children in a very natural and purposeful way.

Measurement and Sorting encompasses mathematical language used to compare things, which we use in our daily activities. Language which describes comparisons in height, weight, size, position, time and speed all refer to how we measure and sort things. This language can be introduced through cooking, events, sports, water play, climbing, music and movement, etc. The language of measurement and sorting is explored through daily events within the Kindy classroom.

Time, like the other Mathematical concepts, is spoken about all day through our visual time table and discussions of the day, weather and season. Within the classroom resources we explore clocks, sand timers, wind up timers, digital timers and more. As these resources also mirror timers and clocks in the home, children integrate this learning in an incidental and purposeful way.



KEEPING SAFE

All students at St Helena's engage in the [Keeping Safe: Child Protection Curriculum \(KS:CPC\)](#) program. KS:CPC is a world class, evidence-based child safety curriculum that teaches children and young people to recognise abuse, tell a trusted adult, understand what is appropriate and inappropriate touching and ways of keeping themselves safe.

The KS:CPC is delivered to students by educators that have completed a comprehensive training course.

- We all have the right to be safe.
- We can help ourselves to be safe by talking to people we trust.

The themes are presented through four Focus Areas:

The right to be safe

Relationships

Recognising and reporting

Protective strategies

KIMOCHIS

At St Helena's, our staff use the Kimochis Program to help our children develop important social-emotional skills in a fun and engaging way. Through playful characters, students learn how to identify and express feelings, communicate effectively, and build positive relationships. The program promotes empathy, resilience, and problem-solving, supporting children to manage challenges and thrive both in and out of the classroom.

BERRY STREET

Our staff use the Berry Street Education Model to help children develop resilience, self-regulation, and a positive approach to learning. This evidence-based framework focuses on building strong relationships, supporting wellbeing, and creating safe, predictable classrooms where every child can thrive. Through strategies that promote emotional regulation, engagement, and growth, the program empowers students to feel confident, connected, and ready to learn.



PARTNERSHIPS

PARTNERSHIP BUILDING

We believe that the best learning outcomes will happen when staff and families work in partnership together. We understand and respect that Parents/Caregivers know the child best and therefore are invited to share their knowledge and insights about their child with us.

We encourage Parents/Caregivers to keep us informed of any changes or major events that happen in the child's life that may have an impact on how they are feeling or behaving. If we reciprocate in keeping communications open and up to date, then we can ensure Kindy is a positive experience for every child.

To develop strong and effective partnerships we use a range of strategies.

- display images and objects from children's cultures and lives out of school
- incorporate content from children's homes and cultures in learning programs
- invite family and community members in to share knowledge and experiences with the class
- provide reading and viewing materials connected to children's lives out of school
- provide information about school and class programs
- provide frequent feedback about children's progress
- invite parents and the community to school events
- invite parents to participate in class programs and on the class roster
- consult parents about school initiatives, priorities, procedures, guidelines and practices.
- communicate regularly with families about children's health, happiness, wellbeing and learning
- operate a P&F where parents can volunteer to be the class representative
- offer parent information sessions throughout year



SCHOOL-TO-HOME COMMUNICATION

Communicating from school to home can take many forms:

- The class teacher may have a quick chat at the door, send an email or make an incidental phone call.
- Parents/Caregivers will receive information about what is happening in Kindy and the events that children will be involved in on a regular basis. In addition to this, the school sends a fortnightly newsletter informing you of whole school news and events.
- A Parent/Caregiver Meet the Teacher Night will be held early in Term One. This is an opportunity for Parents/Carers to hear more about our program and to ask any questions regarding the Kindergarten year.
- The school will hold a Learning Journey Evening later in the year. This is a great opportunity to come and spend time in your child's classroom and view the learning that is taking place. The date for this evening will be given to you via the newsletter.
- The school or class will have an open days/celebrations when parents can see children engaged in learning activities.
- We use the "Seesaw" app to share information with Parents/Caregivers regarding their child's learning through photographs, observations and weekly updates.
- Bulletin boards around the school carry information about school and community activities, school and individual successes, and incidents such as infectious diseases.
- In our desire to get to know children as quickly as possible in the year, we ask Parents/Caregivers to complete an "ALL ABOUT ME" form and return it during the Kindy orientation day.



YOUR ROLE IN THE PARTNERSHIP

You contribute to the home-school partnership when you:

- tell the class teacher who the important members of your child's extended family are and who to contact in an emergency
- inform the teacher about significant events in your child's life, especially if the changes are likely to be distressing for the child
- let the school know when your child will be absent and complete an absentee form
- advise the school if your child will be collected during school hours, and by whom – as a courtesy, as well as a child protection measure
- ask questions, talk to staff or send an email about anything that's concerning or interesting you
- check their school bag, Seesaw and your email daily for notes, forms and newsletters – and read and respond to them. (Working parents/caregivers may not be able to be actively involved in daily school life but reading school newsletters and talking to your child about what is happening shows your interest.)
- help your child with 'homework', such as sharing a library book together or searching for information on a class topic
- make time to keep in touch with your child's class teacher, to keep informed about class activities and your child's growth and development
- where possible, attend school and class events, assemblies and exhibitions. (If you are unable to attend, could another family member or friend stand in to support your child and value the child's efforts)
- join the P&F group – it's a good way to meet other parents/caregivers as well as to contribute to the school
- participate in school activities (fairs, fun runs, working bees, fundraising etc.) that best suit your interests and time
- ask your child's teacher what you can do as 'parent help'
- attend parent-teacher interviews and talks, especially those concerning your child's learning progress (it's desirable, if possible, for both parents to attend such meetings)
- talk with your child about their school and what they are learning
- share with your child the things you enjoyed learning at school and those things you had to work hard to learn (avoid 'turn off' statements such as 'I was no good at maths')
- display your child's work from school and talk about it with family members.





SETTLING YOUR CHILD INTO KINDERGARTEN

Parents/Caregivers can assist their children to settle into Kindergarten by:

- arriving on time for the start of each Kindergarten day as all children need to start each day with the class.
- fostering independence. Children will be able to carry and unpack their own bag each day.
- preparing your child for your departure eg. give them a kiss and a cuddle goodbye and reassure them that you will be returning at the end of the day. It is important that children know that you will return. You could explain that you need to go and say, "I'll be back in a little while" or "See you soon".
- looking at "Goodbyes" as opportunities to help children develop the skills of independence, resilience and emotion-management.
- making children aware of changes in routine eg. if someone different is coming to collect them
(Ideas from "How to stop your child's separation anxiety" by Kerrilyn Bachler 2002)

You can also help your child to prepare for Kindy by:

- practising putting on their uniform/Kindy clothes independently.
- teaching them how to place their drink bottle, jumper, hat and lunch box into their school bag.
- eating from a lunch box before Kindy begins - opening packets and containers can sometimes be tricky for little fingers.
- talk to your child about going to Kindy. Remind them of their teachers' names and explain how they will help them.
- drive by the school to familiarise them with Kindy.
- practise their listening skills by reading stories aloud at home.
- keeping up to date with medical check ups including dental, hearing and vision.

GENERAL INFORMATION

Semester 1- 8:30am - 2:30pm Tuesday, Thursday & Friday

Semester 2- 8:30am - 2:30pm Monday, Tuesday, Thursday & Friday

ABSENTEES

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

Please give details of your child's full name, class or year group and reason for absence.

ALLERGIES

If your child is allergic or intolerant of any particular food, please notify the office to complete the required forms. We also request a medical action plan from your child's GP. This is not only relevant for fruit and lunch time, but also for when we do cooking. We need to be aware of any potential problems.

BIRTHDAYS

Birthdays are a special time for all children and will be celebrated in class by the teachers. Please refrain from sending in lollies, chocolates or cakes.

COLLECTING AND DROPPING OFF CHILDREN

Kindergarten students are to be dropped off and picked up by an adult each day from the Kindergarten classroom. Each morning, parents are encouraged to settle their children by reading a story, doing a puzzle or a table top activity. Children will gather on the mat when called to begin the day's activities. The door will open at the conclusion of the day at 2:30pm. Please be punctual in collecting your child. It can be distressing for a little person if they are not picked up on time.

A Communication Book will operate in each room. You are asked to inform us through this book of any changes to your child's usual pick up routine.

PARENT/CAREGIVER ROSTER

Once the children are settled into the routine of Kindergarten, we will introduce a parent help roster. Your help provides an extra pair of hands during the activity time, and your child will enjoy your involvement and interest in their learning. Grandparents and extended family are invited to help in the classroom, however, they do require a Working With Children's Card to volunteer in the classroom. For several reasons, we prefer not to have siblings in our classroom with parents/caregivers on duty.



CLOTHING

Kindergarten 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. The school uniform is not compulsory in Kindergarten, however, it is a good alternative if you don't want to risk the wear and tear of your child's good clothes. Please ensure you send your child to Kindergarten in sensible, safe shoes (no thongs or slip on shoes) as they will spend time climbing outdoors.

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.

FRUIT AND FOOD

Each child is asked to bring their own vegetables and fruit (cut or whole) for Crunch and Sip in a separate container to their morning tea/lunch. For morning tea we encourage fruit or vegetables, yoghurt, crackers and/or cheese.

Children need to bring a healthy lunch to Kindy each day in a lunch box labelled with their name. Sandwiches, crackers, salad and fruit snacks are all suitable for a healthy lunch. More lunchbox ideas can be found online at <https://www.crunchandsip.com.au/healthy-lunchboxes>.

Please send your child to Kindy with a bottle of water each day. Your child's name needs to be easily identified on the bottle. Children will always have access to their water bottle throughout the day. Please note that we are a nut-aware school as we have a number of students with allergies. (Please refer to our Medical Procedures and Guidelines).

HAIR AND HYGIENE

Hair must cut in an acceptable school style. No tracks or mullets are acceptable. Hair must be tied up if shoulder length or longer and should be pulled away from the face and secured. Red, Navy or Black hair ties, beads headbands, and clips only. No head scarves to be worn.

All hair, including braids, must be the child's natural hair colour.



ILLNESS AND INFECTIOUS DISEASE

If your child appears unwell in the morning, please do not send them to Kindy. 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)

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 this happening.

SCHOOL BAG

Your child will need a middle to large sized backpack to ensure it can hold a lunchbox, drink bottle, change of clothes and your child's work. In Semester Two, children also visit the library so we request their bag can fit their library bag in it.

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 and notify the teacher.

THINGS WE NEED

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

- Boxes (all shapes/sizes)
- Cylinders (eg: food wrap, kitchen paper, no toilet rolls)
- Any interesting fabric off cuts, ribbon, lace or scarves
- Clean meat trays
- Plastic containers with their lids (eg: yoghurt, ice cream & margarine containers)

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.



A TYPICAL DAY IN KINDERGARTEN

8:30 am	Doors open
8:30 am - 8:45 am	Preparation and organisation for the day
8:45 am - 9:30 am	Mat Session: Greetings, Prayer, Songs and Literacy Focus. Phonological Awareness and Indoor/Outdoor Learning
10:15 am -10:30 am	Fine/Gross Motor development
10:30 am -11:10 am	Morning Tea Outside play
11:10 am -12:15 am	Indoor/Outdoor Learning Program (Integrated Learning)
12:30 pm -1:30 pm	Lunch Outside play
1:30 pm - 1:45 pm	Mindfulness Rest Reflection time
1:45 pm - 2:15 pm	Integrated Learning Program
2:15 pm - 2:30 pm	Pack away, Story and Prayer
2:30 pm	Dismissal

"You can learn more about a child in one hour of play than you can in one year of conversation."

- Plato



CODE OF CONDUCT AND THE IMPORTANCE OF CONFIDENTIALITY

The Catholic Education Code of Conduct is a document that underpins the work of all people who are participants in educational settings. This document highlights twelve key focus areas that protect children in the care of educational institutions. 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.

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.

The basic principles underlying confidentiality of information relate to trust, discretion and respect. All personal information must be respected and, in the majority of instances, be regarded as confidential.

All information about children is confidential and private to the child and their family. Any conversation with outside parents is considered a breach of the school's confidence.

You may find parents who are friends will ask about the progression or behaviour of their children in school. Please handle this situation with a great deal of tact and firmly suggest that they discuss this matter with the class teacher.

The privacy of the individual should be respected, preserved and protected at all times.

The Code of Conduct can be found on our website: <https://sthelenas.wa.edu.au/wp-content/uploads/2026/01/Code-of-Conduct.pdf>



ST HELENA'S SCHOOL PRAYER

Loving God,
we thank you for St Helena,
our patron saint;
a woman of faith
who gave to others and built churches,
places for your praise.

She discovered the Cross of Jesus,
the pillar of our faith.

With your help,
may we be a school united in St Helena's spirit,
learning together and discovering your blessings each day,
striving to do something beautiful for you, our God,
in all that we do and say.

Amen.





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9297 7500

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