



Early Primary

(Kindergarten to Year 2)

PARENT HANDBOOK





Welcome to Dominic College

MR STEPHEN CASNI, PRINCIPAL



Welcome to Dominic College Early Primary and what we all hope will be a memorable and happy educational journey for your child within a rich faith tradition. I am looking forward to seeing our youngest students thrive as they enter our beautiful grounds and classrooms and embrace the exciting learning opportunities that our College has to offer. A special warm welcome to our new Kindergarten cohort and to all new families joining us this year.

At Dominic, we are all guided by the Charter for Salesian Schools in Australia, and are called to be:

- a **HOME** that welcomes;
- a **PARISH** that evangelises;
- a **SCHOOL** that prepares for life; and
- a **PLAYGROUND** where friends meet and enjoy themselves.

These four pillars, inspired by priest and educator St John Bosco are lived out every day at Dominic through the amazing activities and opportunities on offer in our K-10 co-educational environment.

Dominic College is a **HOME** that welcomes everyone through the wonderful relationships and bonds that are formed based on genuine care, affection, openness and acceptance of others. Students, teachers and parents alike always exhibit an attitude of optimism in relation to learning and foster a spirit of joy and hope based on the teachings of Christ.

Dominic is a **PARISH** that evangelises, displayed through the whole College mass celebrations, feast days, retreat programs and sacramental encounters on offer. Through prayer, liturgy and Religious Education classrooms, students and staff, and all members of our community have opportunities to nurture their faith and give thanks for the gift of education at Dominic College.

Dominic is a **SCHOOL** that prepares for life through the broad curriculum on offer through our teaching and learning program. Students have the chance to experience not only the Australian Curriculum, but a range of hands on, real life learning experiences that foster crucial skills needed once they leave school. Kindergarten students commence the study of a broad curriculum including Religious Education, Literacy and Numeracy, as well as a wide range of specialty subjects taught by specialty teachers. Our staff continually take opportunities to learn and share their learning experiences with colleagues to strengthen and improve their practice and equip them to provide quality learning experiences for all their students.



Dominic is a **PLAYGROUND** where friends meet and enjoy themselves shown through various celebrations and festivities. Students and staff continually interact with one another during recess and lunch breaks and build positive relationships through many engaging events and opportunities, helping each and every person to grow in confidence in a loving and respectful environment.

All staff at Dominic College value each individual child and know how their students learn best. Every teacher, regardless of the year level they teach, values the partnership between home and school and realises the importance of working together with families to nurture each child's education. I sincerely hope that your child's experience at Dominic College will be an enriching one and I look forward to walking the path with you and your children as they form strong lifelong friendships and develop the soft skills for their future pathways as they undertake all the amazing learning opportunities available.

Steve Casni

Our Community

MRS ALICIA MCMAHON, DEPUTY PRINCIPAL - PRIMARY



Early Primary at Dominic College comprises a busy and enthusiastic learning environment for students in Kindergarten to Year 2. We are dedicated to providing a high quality education, taking into account the unique needs of each student, and guiding them to be successful lifelong learners. As educators we are also committed to nurturing the spiritual and wellbeing needs of the entire student community, and fostering a culture where all students feel supported and encouraged to work towards their personal potential.

When families first visit Dominic, they are struck by our unique location, expansive grounds and our ready welcome. A sense of serenity, safety, and inclusiveness, provide a quality environment for young minds and hearts to flourish.

But that is just the start, at the centre of our school is a vibrant and supportive faith community; a family of parents, teachers, and Id scholars, committed to ensuring the wellbeing and success of each student.

The Early Primary years are a crucial formative time for children, in stimulating an early love of learning, creative problem solving, nurturing natural curiosity and collaboration in their exploration of the world. We provide students with the skills and guidance to become confident and capable life-long learners within the Salesian family and our values.

You will discover at Dominic College our commitment to the establishment and mastery of foundation skills in literacy and numeracy. Our students, from Kindergarten to Year 6 have a strong sense of belonging at the College. Each year level is reflective of age and stage development and each year brings on exciting new opportunities for students to be involved in.

We believe that there are three foundational teachers in a child's early life: their parents, their teachers and their learning environment that promote values, relationships, communication and exploration in learning. The inter-play between parents, teachers and the environment form an essential process in the growth and development of each child, ensuring children reach their full potential.

It is our privilege to inspire and challenge the inquisitive young minds that will shape our future, giving them the best possible start to their education. Each student's unique journey is a partnership between home and school, and we work closely with families to achieve the best outcome for students from the very beginning.



I warmly welcome you to the Dominic College family and I look forward to sharing your child's educational journey for years to come.

Alicia McMahon



CHARTER FOR SALESIAN SCHOOLS IN AUSTRALIA

In keeping with the spirit of Saint John Bosco, whereby 'education is largely a matter of the heart' that leads young people to 'know that they are loved', the Salesian school community of today is challenged to be: a home that welcomes, a parish that evangelises, a school that prepares for life and a playground where friends meet and enjoy themselves.

A home that welcomes by:

- Being committed to the care and support of all young people, especially the poor and marginalised
- Cultivating relationships based on genuine affection, openness and acceptance of others
- Fostering a spirit of joy and hope, based on the 'Good News' of Jesus Christ
- Encouraging an attitude of optimism and a conviction that life is fundamentally worthwhile



A parish that evangelises by:

- Having a strong and vibrant programme of religious education, liturgical celebration and sacramental encounter
- Addressing the spiritual yearnings of young people and adults
- Giving priority to the faith development and formation of staff
- Providing students with significant experiences of faith in action and apostolic involvement

A school that prepares for life by:

- Encouraging a passion for life-long learning and a quest for excellence
- Developing a sense of meaning and purpose, which expresses itself in a spirit of service and self-giving
- Proclaiming the challenge of community building, commitment to others and responsible decision-making
- Cultivating resilience, resourcefulness and adaptability as important skills for life



A playground where friends meet and enjoy themselves by:

- Being present to each other in an active, engaging and constructive manner, in fidelity to the Salesian Preventive System
- Building positive and inclusive relationships between each other
- Having a rich experience of interaction and sharing, especially between students and staff
- Creating occasions for celebration and festivity

Faithful to the tradition of Saint John Bosco, the Salesian school community is constantly challenged to re-interpret and re-enliven his educational vision in every generation and circumstance, according to the requirements of the contemporary situation and the needs of young people, to whom he once said: 'I have only one wish: that you be happy in this world and the next.'

Formulated at the Salesian Leaders Conference, Melbourne, Australia, March 2003



Introduction

MRS ALLISON LOWE,
DIRECTOR OF LEARNING AND WELLBEING - EARLY PRIMARY

It is my pleasure to welcome you and your child in your educational journey at Dominic College. Your role in our College is important and we look forward to working with you to deepen this partnership in the coming years.

This handbook is developed to help you approach the Early Primary years at Dominic College with confidence and knowledge. My role and the role of the Early Primary teachers is to ensure that you are equipped with all the information you need to help your child have the happiest years they can and achieve to their potential.

In this handbook you will find information about our College and classroom philosophies, the curriculum, our staffing policy, specialist lessons and the extra programs that we provide to enhance the wonderful learning opportunities your child will experience in their first years at Dominic College.

One aspect of our College life that is very evident in all classrooms is the relationships we develop with our students. Our aim is to know our students so that we can support them at all times.

As Don Bosco, our Salesian founder said: *"It is not enough to love the young; they must know that they are loved"*. In the Early Years, this is the value that underpins the relationships we build with our students.

We look forward to working with you as you begin this important journey in your child's life.

Allison Lowe



Launch into Learning

The Dominic College Launch into Learning program recognises and reinforces our philosophy that parents are the primary educators and that the nature and quality of children's experiences in the first phase of their life, before they commence school, are critical to their healthy development as learners.

Why join Launch into Learning?

A body of longitudinal research now highlights the effectiveness of Launch into Learning programs as significantly supporting children to achieve success as they commence and continue formal schooling.

Our Launch into Learning will support transition into our Kindergarten through a range of physical, social and emotional development activities and early literacy and numeracy experiences.

What can you expect?

Parents and carers can expect a warm and welcoming environment where their children will:

- Play together using a full array of stimuli
- Experience dancing, singing and music making
- Listen to story-telling and use movement and hand puppets to enter the story
- Have fun with and in the water
- Immerse themselves in our huge communal sandpit
- Explore our gardens and bush setting with purpose
- Enjoy fine and gross motor development activities
- Go on exciting excursions together
- Celebrate cultural festivals, especially those connected to our Japanese program
- Be engaged in integrated foundational literacy and numeracy
- Learn about God and visit our Chapel
- Learn and practise good manners with each other
- Take advantage of our Aboriginal Program
- Borrow books from our library



Early Primary Curriculum

The Kindergarten Program

The National Early Years Learning Framework (EYLF) for children from birth to five years informs the teaching and learning program at Dominic College. The EYLF has been developed to ensure your child receives high quality education programs in their early childhood setting. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. At Dominic College, we use the framework to work in partnership with families (children's first and most influential educators) to develop learning programs responsive to childrens' ideas, interests, strengths and abilities and recognise that children learn through their play.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Belonging- Acknowledges childrens interdependence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being- Recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities and meeting challenges in everyday life.

Becoming- Reflects the process of children's identities, knowledge, understandings, capacities, skills and relationships changing during childhood. They are shaped by many different events and circumstances.





Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) Learning Outcomes broadly describe the development of children's learning and these are also the aims of our program:

- * To provide an enjoyable, cooperative and safe environment where children feel valued and supported.*
- * For each child's unique worth to be valued and his/her self-esteem strengthened.*
- * For the children to be given the opportunity to develop their social, emotional, intellectual and physical self to its fullest potential.*
- * For each child to develop confidence in his/her own ability to function as a member of a caring and loving group.*
- * For each child to be aware of, and express appropriately, his/her own needs, feelings and ideas and to recognise these rights in others.*
- * For each child to be encouraged to develop a sense of independence and responsibility.*
- * For each child to continue their faith journey.*
- * For parents to be welcomed into the Kinder and their unique relationship with their child to be recognised and valued.*
- * To encourage parents to participate in the Kinder program.*
- * To communicate with parents on an ongoing basis about their child's development.*
- * To have the children and the Kinder community value and respect differences of culture, gender and ability.*

Learning Outcomes

STUDENTS WORK TOWARDS THESE OUTCOMES THROUGHOUT THE YEAR AT DOMINIC:

1

Children Have a Strong Sense of Identity

- Show interest in other children
- Express feelings and ideas
- Communicate needs
- Persist with challenges
- Join in play experiences
- Interact with others respectfully



2

Children are Connected to and Contribute to their World

- Co-operate with others
- Make connections between people
- Enjoy exploring
- Become aware of similarities and differences between people
- Make observations about living and non-living things
- Show concern for others
- Think about what is fair and unfair

3

Children have a Strong Sense of Wellbeing

- Celebrate achievements
- Cope with change and challenges
- Communicate needs
- Participate independently
- Take risks
- Share humour and happiness
- Engage in fine motor and gross motor movement
- Make healthy food choices



4

Children are Confident and Involved Learners

- Show curiosity
- Concentrate and commit to a task
- Problem solve
- Make connections between experiences, concepts and processes
- Be creative
- Be enthusiastic and imaginative
- Inquire and ask questions

5

Children are Effective Communicators

- Share ideas
- Engage in stories, singing and rhymes
- Use creative art to express ideas and understanding
- Explore symbols and begin to understand their meaning to communicate ideas
- Sort, order and compare collections of materials
- Show they are listening and understand
- Use literacy and numeracy in play



Kindergarten Literacy and Numeracy

Literacy

Literacy in Kindergarten is hands-on, vibrant, and creative. It includes reading, developing understandings about language, phonemic and phonological awareness (letter/sound relationships), letter recognition, understanding and becoming aware of 'what letter my name starts with' and upper and lower case letters, concepts of print and the way that texts are constructed.

Reading stories and picture books help give children a greater understanding of many essential literacy concepts such as rhyming, the beginning and end of a story, where we start reading on a page, but most importantly, the shared joy of reading a story with an important adult.

We aim to provide children with:

- Opportunities to get their ideas together through talk. The importance of oral language in the acquisition of language cannot be underestimated.
- Development of the specialised knowledge and language needed for reading texts.
- Help to learn writing skills within the context of their own mark making and writing.
- Support for children to make links between first-hand experience, oral language and books.

By providing the children with a wide range of materials they can experiment in play, by speaking and listening to each other, identifying sounds and letters, storytelling, images and print.



Numeracy



Numeracy in Kindergarten occurs in every environment we are in. It is incidental, in play, planned, formal and informal. At Dominic College, numeracy includes understandings about numbers, counting, patterns, measurement, spatial awareness, collecting data as well as developing mathematical thinking and reasoning.

In Kindergarten we provide our children with:

- Opportunities to explain their mathematical thinking
- A variety of learning opportunities
- A range of representations of the same concept
- A balance of explicit teaching, jointly constructed understandings and independent learning
- A growing sense of mastery in numeracy

The children begin to understand and become aware of the relationships between oral, written and visual mathematical representations.

Developmental Activities

Loose Parts Play

Loose parts play is a type of play that supports invention, divergent thinking, problem solving and offers a sense of wonder to children. The parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials.

It is an essential element of the Reggio Emilia philosophy:

“Children do not live – as many still believe – in a mythical and pre-intellectual dimension, but they are capable of constructing thoughts and reflections because knowledge is with them, right from birth, in the heart of life itself. Children, above all when together with other children, are inventors, ‘safecrackers’, and re-builders of theories and behaviours that elude any presumptuousness or predictability of methods. Children do not wait for our permission to think. Indeed, children are bursting with ideas that are always impatient to escape through language (and we say a hundred languages) to connect and communicate with the things of the world.”

Loris Malaguzzi

Loose parts play occurs every day in our Kindergarten. It involves students playing with common household and environmental items using their imaginations. The items may be combined in completely random ways, and the aim of using them is for students to develop their creativity, curiosity and problem solving skills.

This is also a feature of our outdoor play and involves students from across K-2 working together to build. Teacher and adult support is often given but our priority is to encourage our students to work



individually or collaboratively to successfully complete their project. This process can then be continued in the classroom with students sketching their creations and then recreating their projects as smaller models using clay or plasticine or as drawings and paintings.

Loose parts have a life, a language, and their equal complexity and simplicity provide children with a way of communicating that lends itself to advanced problem solving, dramatic play, storytelling, fantasy, engineering, mathematics, and communication. This type of play launches children into learning environments that builds a repertoire of how things come to be – how a sky scraper stays up, how a bridge can expand across lakes



and rivers, how patterns and sequences are made and through this process imagination is brought to life. Theories and meanings can be explained and worlds are re-imagined.

Research shows that play-based learning and spending time in nature are beneficial to children's health and mental wellbeing. With such rich natural surroundings, Bush Kinder at Dominic College is a big part of our Kindergarten program. Bush Kinder aligns itself to the Early Years Learning Framework through its strong emphasis on play-based learning. It helps children become more connected with their environment and contribute in a positive way. Children develop a strong sense of wellbeing. It encourages risk management and risk taking, along with social connection, confidence and encourages children to develop a deeper conceptual understanding and respect for the natural environment. First hand experiences in natural learning environments promote enjoyment, curiosity, cooperation, creativity, persistence and problem solving skills.



Mamma Margaret's Kitchen (MMK)



MMK is our Kitchen Garden program. Each year each Kindergarten child will experience cooking sessions in Semester 2. In these sessions, the students and adults work together for 90 minutes to create exciting and nutritious recipes which can be copied at home. The main role for the adults in the kitchen, is to facilitate the students developing the focus skills for each lesson. In Kindergarten, the most common skills are kneading, mixing, cutting, spreading, and eating. Each child also learns to clean and organise their area.

Each session is a hands-on opportunity for our students to work in the kitchen and develop some knowledge and skills to produce recipes they are encouraged to eat at the end of the session. The program is based on the Stephanie Alexander model of growing, harvesting, (where possible from our small garden), preparing, and eating.

Our program is heavily reliant on parents help to make each lesson as interactive as possible for every child. Every parent, carer or member of the extended family is welcome to help each fortnight, as long as they have obtained their Working with Vulnerable People card.

Further information about this can be obtained from the Compliance and Administration Officer located in our College Business office.

Morning Provocations

Each morning students will find a number of trays around our Kindergartens which encourage them to look and question. They will not find written instructions on what each student should do, build or make. The materials chosen allow students to inquire, observe, hypothesise, discuss and manipulate using their own experiences and imaginations.

Put simply, provocations provoke! They provoke thoughts, discussions, questions, interests, creativity and ideas. They can also expand on a thought, project, idea and interest. Provocations can be as simple as a photo of a rock sculpture next to some pebbles or as elaborate as a table with an assortment of recycled materials next to a book on robots and resources to make upcycled robots. Often though, provocations are simple and displayed beautifully to provoke interest. Within any unit of study, provocations can be introduced in many ways:

Nature (found materials and specimens)

- A fascinating photo, picture, or book
- Interests (class is drawn to a particular subject)
- Conceptual (shadows, light, seasons)
- Event (guest speaker, presentation, holiday)
- Art materials (new creative mediums to explore)
- Questions (from students or teacher directed)
- Objects (map, travel artifact)

Ultimately, the intention of provocations is to provide an invitation for a child to explore and express themselves. They are open-ended and provide a means for expression where possible.



Inquiry-Based Learning

Inquiry-based learning activities are all about making real-world connections through exploration and questioning. There is so much happening in our world that is worth our learners discovering and experiencing. With the right provocations authentic learning can happen.

As we begin to prepare our students to enter the world to thrive and succeed we are constantly striving to empower them with the best skills for doing so in a rapidly changing world. These are the abilities of independent and critical thinking, creativity, curiosity and the drive to learn anywhere at any time.

The inquiry-based learning approach to teaching creates an integrated and student-led learning journey. Students are encouraged to explore their questions, thinking, hypotheses and develop their own answers through this exploration. With inquiry-based learning, students learn by doing; curiosity and exploration often lead to better comprehension and understanding of materials and concepts.



Inquiry-based learning in Kindergarten makes a lot of sense because very young children have a natural curiosity and wonderment about their world. The ways in which children play, explore and question are fundamental to early cognitive development.

Even before they arrive in a school setting, children have already mastered a range of competencies, theories and activities. They have most likely already developed a particular interest or passion be it drawing dinosaurs or collecting Thomas the Tank Engine and all his friends, they have often developed competencies relating to these that place their development beyond their years in their accuracy in drawing or naming of their toys.

The nature of inquiry-based learning also fits with an holistic approach to the Kindergarten classroom. This is because it engages social, emotional, cognitive, linguistic, physical, spiritual and creative dimensions. In short, the elements of the Early years Learning Framework, which is the basis of the Kindergarten curriculum at Dominic College.

Students are extended in their understanding of the world in which they live. They will have opportunities to visit sites around the Dominic College grounds. Students will develop a sense of belonging to groups and communities and will be able to identify what it means to be an active participant in their community. Students will become self-aware and able to identify and explain their own feelings. They can also develop an awareness of the feelings of others, showing concern for others and identifying similarities and differences between each other. Students are encouraged to make choices and problem solve to meet their own needs and the needs of others.

Through these opportunities students are able to gain a deeper understanding of what it means to be a responsible and respectful member of a classroom, school and local community and be active contributors to their world.



Throughout Early Primary, students will have opportunities to develop a bank of learning assets and begin to see themselves as self-managers, thinkers, researchers, collaborators and communicators. These dispositions allow the children to think about what they are 'being' when they are learning.

Children are encouraged to learn to recognise their individual achievements, make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected. They will also learn to recognise the contribution they make to shared projects and experiences. Through such opportunities they can actively develop their collaboration and communication skills and an increased awareness of the needs and rights of others.

Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships is also at the forefront of our Early Years program as they are integral to enhancing student's wellbeing and self-confidence.

Teachers use programs such as The Oratory Program, URStrong, and Seasons for Growth to help all of our students navigate their way to being physically and mentally healthy.

At Dominic College, children in Early Primary will develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence and imagination. Through active, hands-on investigations which call for them to be explorers, collaborators and problem solvers, children gain a deeper understanding of themselves and their world.







Early Primary Curriculum Prep-Year 2

The Australian Curriculum - Version 9

Overview

The Australian Curriculum is designed for Prep to Year 10 students. It recognises that it is parents, families and carers who have the most influence on their children. When families are actively involved in their children's education, children usually enjoy school and achieve better results.

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life- wherever they live in Australia and whatever school they attend.

The Learning Areas of the Australian Curriculum:

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- The Arts
- Technologies
- Languages

In Early Primary, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the Primary Years, they focus more on the knowledge, understanding and skills of all eight learning areas.

The Australian Curriculum aims to support each child's needs by recognising every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning. The Australian Curriculum website gives advice on using the curriculum to meet the needs of students with disability; gifted and talented students; and students for whom English is an additional language or dialect. Or, talk to your child's teacher for more information

English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Typically, students will:

- ▶ communicate with others in familiar situations
- ▶ read stories with one or more sentences, pictures and familiar vocabulary
- ▶ recognise rhyming words, syllables and sounds
- ▶ recognise letters and the most common sounds the letters make
- ▶ listen to, read and view picture books, stories, poetry, information books, films and performances
- ▶ write some words
- ▶ recognise some words and develop skills in 'sounding out' words
- ▶ create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Creates a text that includes a picture



Number, order, sequence, pattern, position

Mathematics

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- ▶ connect numbers, their names and quantities up to 20
- ▶ count numbers in sequences up to 20, continue patterns and compare lengths of objects
- ▶ use materials to model problems, sort objects and discuss answers
- ▶ group and sort shapes and objects
- ▶ connect events with days of the week
- ▶ develop an understanding of location words, such as *above*, *outside*, *left*.

Connects events with days of the week

Health and Physical Education

Students learn through active play, and practise fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Typically students will:

- ▶ use their strengths to help others
- ▶ name trusted people in their community, who can help them stay safe and healthy
- ▶ describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- ▶ group foods into 'eat always' and 'eat sometimes'
- ▶ move in different speeds and directions, be aware of others and follow rules
- ▶ play games from different cultures
- ▶ move in time with a partner when music is played.



Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- ▶ explore their personal world, including personal and family histories
- ▶ investigate places they and their families live in and belong to
- ▶ find out about other places through stories told in books, or by family members and other people, and how people feel about places
- ▶ explore why places are special and how students and other people can care for places.



Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- ▶ explore the needs of living things
- ▶ investigate the properties of everyday materials
- ▶ explore changes in our world, for example, the weather
- ▶ explore how things move.

Identifies a place that is special to them.

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- ▶ in Dance, watch others dance and respect those around them when they are dancing
- ▶ in Drama, use role play to act out familiar events or stories
- ▶ in Media Arts, use a camera to record images for others to view
- ▶ in Music, explore sounds when listening, singing and making music
- ▶ in Visual Arts, respond to and create a variety of artworks by drawing and painting.



Creates artworks by drawing and painting

Technologies

Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

in Design and Technologies

- ▶ design and create solutions to challenges through guided play and by safely using materials and equipment

in Digital Technologies

- ▶ work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.



Uses a tablet to sequence steps

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ imitate sounds, rhythms and patterns of a language
- ▶ use simple words and phrases, and non-verbal communication strategies in familiar situations
- ▶ read and write simple words with visual support.

Years 1 & 2

English

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

Typically, students will:

- ▶ listen to, read, view and talk about simple information books, stories, films and some online texts
- ▶ independently read books and discuss what they have read or viewed with other students, teachers or family members
- ▶ sound out or recognise words
- ▶ use simple punctuation, such as capital letters and full stops
- ▶ write about their experiences, tell a story or talk about topics they have covered in the class
- ▶ spell a number of common words correctly and write in sentences
- ▶ add pictures to what they write
- ▶ produce their texts using computers or other devices
- ▶ listen and give talks to the class about a topic they are interested in
- ▶ develop readable handwriting.

Creates a short informative text for a specific purpose



Which character did you choose to make? Why?
I chose the caterpillar because it was colorful.
How did you use Eric Carle's technique to create your character?
I painted my paper green because the caterpillar is green. I had to overlap the paper on each other. I mixed white and dark green to get a light green.

Mathematics

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

Typically, students will:

- ▶ describe number sequences and locate numbers on a number line
- ▶ represent simple fractions using pictures
- ▶ learn about Australian money
- ▶ describe and draw shapes and objects, and use units to measure length
- ▶ learn to tell the time from an analogue clock, and use a calendar to determine the date
- ▶ describe the outcome of a chance event
- ▶ collect and investigate data collected from simple problems.

Counting on a number line



Demonstrates counting patterns

Health and Physical Education

Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.

Typically, students will:

- ▶ practise what to do and how to get help when they feel uncomfortable or unsafe
- ▶ talk about similarities and differences in families
- ▶ talk about actions that make the classroom a healthy, safe and active place
- ▶ recognise and practise various emotional responses
- ▶ learn simple movement skills and understand how their body reacts to physical activity
- ▶ learn to take turns, share equipment and include others in games and activities.



Humanities and Social Sciences

In Years 1 and 2, experimentation, practice and play in personal and familiar situations aim to harness students' curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

Typically, students will:

- ▶ investigate family life now and in past generations, and how families are diverse
- ▶ investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world
- ▶ explore changes in their lives and their environment, such as change of seasons and how people celebrate
- ▶ explore how technology affects people's lives at home, work, play and in other ways, now and in the past.

Science

In Years 1 and 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Typically, students will:

- ▶ learn about living things and the environment; look for patterns that occur in life cycles of living things
- ▶ explore how they can change or combine everyday materials
- ▶ examine how light and sound are produced
- ▶ investigate simple systems, including water systems, in our environment and how these affect the way we use water.

The Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Typically, students will:

- ▶ in Dance, dance alone and with others, being aware of the space and people around them
- ▶ in Drama, engage in role play and act out plays based on stories from the community
- ▶ in Music, listen to and create music and discuss how it makes them feel
- ▶ in Media Arts, discuss media images of characters and settings in community stories
- ▶ in Visual Arts, explore a variety of materials to create and display their art works for others to view.



Technologies

Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.

Typically, students will:

in Design and Technologies

- ▶ design and safely make a product, for example, create a musical instrument using recycled materials
- ▶ explore how food and clothing are produced and how food can be prepared for healthy eating

in Digital Technologies

- ▶ represent data as pictures, symbols and diagrams
- ▶ break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ use simple words and phrases to respond to instructions and participate in shared learning experiences
- ▶ with visual support, read simple phrases and sentences that have familiar vocabulary, and write some words and simple sentences.
- ▶ gain insights into other cultures and ways of relating to the world.

Co-Curricular Activities

Health and Physical Education

Dominic College offers a range of sports, free of charge to all students.

Our Kindergarten to Year 2 students have the option of joining a Soccer or Hockey team in Terms 2 and 3 as part of their sporting options. Soccer is a very popular sport taken up by Kindergarten students with Dominic College entering teams in the Northern Suburbs Junior Soccer Association (NSJSA) in the 2019 U/6 roster.



Soccer is played at Dominic and various other venues in the Northern Suburbs. Teams consist of 4-6 players led by a coach or game leader. The idea of Soccer at an early age is based on fun, skill development and participation.

Matches are guided by Football Federation Tasmania's small sided rules.

We highly encourage all students to give sports a try and parents to support each team as Coaches or Managers.

The Creative Arts

From Kindergarten students have the opportunity to learn a number of different songs, play un-tuned percussion instruments and move to different types of music. Differentiating between high and low sounds is an important skill for any young musician, and in Kindergarten, students learn to identify and sing high and low sounds and use their voices in a variety of different ways.

Many of the songs taught integrate letters of the alphabet, counting and all kinds of animal stories. These include favorites such as Finn the Fish, Grumpy Gorilla and groovy jazz music such as Cool Cat and Be-Bop the Bear. Students also sing about the four seasons, months of the year, Christmas and Halloween. Developing a steady sense of beat is also a focus in Music, with students using a variety of un-tuned percussion instruments, body percussion and movement to a variety of songs and music.



The Creative Arts at Dominic College offer many opportunities to enhance the creative skills of our students. The extensive co-curricular options for Music are continually growing with bands and choirs an option from Year 3.

Private instrumental lessons, during school time are offered to students from Prep to Year 10 by a talented group of instrumental tutors. Individual music tuition is organised by Dominic for the following instruments:

- ♦Flute
- ♦Piano
- ♦Guitar
- ♦Clarinet
- ♦Voice
- ♦Bass Guitar
- ♦Saxophone
- ♦Trumpet
- ♦Ukulele
- ♦Drum
- ♦Trombone



General Information

Volunteering at Dominic College

At Dominic College, we are committed to working in partnership with families, and families are encouraged and welcome to participate in aspects of College life. Possibilities for help include reading stories to children, assisting with small group activities, Mamma Margaret Kitchen Program, School Carnivals, preparing materials and resources.

Parent/Carer/Grandparent Help

Once routines are up and running Teachers will welcome Parent Help. Please let us know if you are keen and able to help and what days are preferable for you. In due course a calendar will be available on the Kinder notice board to sign up for a session or two. Kinder parent helpers may be asked to contribute in a variety of ways, playing games, supporting activities, supervising water play etc. If you, as a volunteer, have any preferred activities or skills to offer, please let us know.

Please bear in mind that all parents/helpers are required to have completed a registration to Work with Vulnerable People, and the school must have sighted this registration for our reference before you can be considered for parent help either in the classroom or on an excursion. You will also be required to complete an online induction.

Please see <https://www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people> for more information

Useful Information

The following important information can be found on the Dominic College Website. It is updated yearly to include all the latest information.

<https://www.dominic.tas.edu.au/our-families/back-to-school>

- *Dominic Term Dates*
- *Student Stationery Lists*
- *College Fee Schedule*
- *General Terms And Conditions*
- *Bus Information*
- *Attendance Information*
- *Student Code of Personal Appearance*
- *Uniform Shop Opening Times*
- *Uniform Price List*
- *Parent Handbook*
- *We Are Learners*
- *Seqta Parent Portal Information*
- *Dominic College Official Facebook Page*
- *Dominic College Parent Group Facebook Page*



Uniform

Kindergarten to Year 2 students wear the sports uniform every day.

Kindergarten - Year 2 Uniform

Boys and Girls

- Short Sleeve Polo Shirt
- Fleece Jogger Track Pant
- Shorts
- Fleece Zip Jacket
- Short Sleeve House Polo Shirt
- Heavy Weight Long Sleeve Rugby Top
- Sports Stripe Socks
- School Hat
- College Backpack
- Velcro Sports Shoes - White or predominantly white





*“Children need the freedom to
appreciate the infinite resources
of their hands, their eyes, and
their ears, the resources of forms,
materials, sounds and colours.”*

Loris Malaguzzi

DOMINIC COLLEGE



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