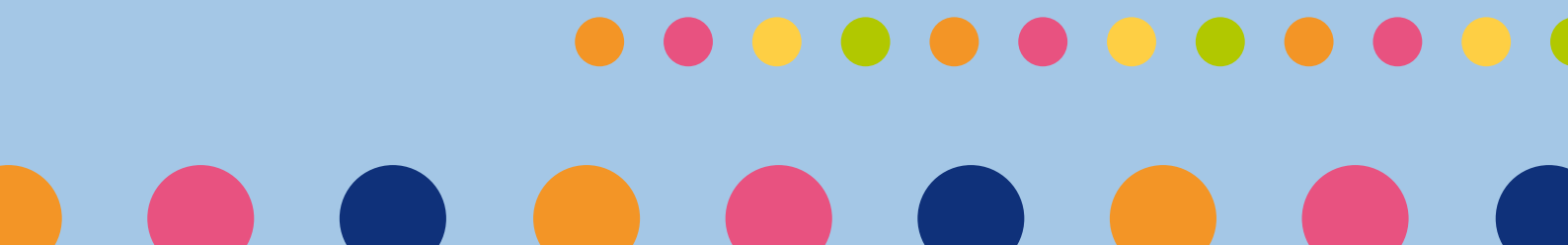




WARRNAMBOOL EAST PRIMARY SCHOOL

Flying Start





Discover WEPS...
where students
**LEARN, PLAY
& THRIVE!**

School Vision & Values

WARRNAMBOOL EAST
PRIMARY SCHOOL'S VISION
IS THAT THROUGH A CULTURE
OF NURTURE AND INCLUSION
AND HIGH QUALITY
TEACHING, ALL STUDENTS
CAN FLOURISH AS LEARNERS,
AND AS PROUD MEMBERS OF
THEIR SCHOOL, LOCAL AND
GLOBAL COMMUNITY.



Kindness

Respect

Inclusion

Perseverance

Principal's Welcome



Thank you for choosing Warrnambool East Primary School for your child. I extend to you a warm welcome to our school community. Your child is important to all of our staff and we will work with you to help your child to be the best they can be as they grow, learn and develop both as an individual and as a member of our school community.

Starting school is an exciting and also challenging time for children and families. Our aim is to ensure that all children are given the necessary support and security so they can take that step happily and confidently. The learning needs of young children are particularly unique as they move from a concrete, exploratory stage of learning to more abstract, formal learning.

We have put together a 'Flying Start' information book for parents and carers to support transition from kindergarten to school. We have compiled information from our most reliable services (Department of Education, South West Health and Raising Children Network).

We hope you find this resource useful as you prepare for school life. Please know we are always here to guide and support you every step of the way. There will be many opportunities to engage with your teachers and the school during your child's first year of school and beyond. We are honoured to be partnering with you in this very important journey over the next 7 years.

With warm regards,

A handwritten signature in black ink that reads "Marina Milich".

Marina Milich - Principal





Starting Well

During the summer holidays

- Show your child where our school is and talk about how you will get there.
- Enjoy time utilising the school grounds – playground, pack a picnic.
- Arrange play times with other families whose children will be going to the same school. It helps if your child knows another child at their school at the start of prep.
- Practise the things your child will need to do to get ready for school (e.g. putting things in their bag, remembering to take a hat).
- Confirm your before or after school care arrangements and explain these to your child.
- Be positive about starting school and enjoy your child's excitement.

The first day of school

- Make sure your child knows who will take them to school and pick them up on the first day.
- Help your child to organise their clothes, hat, shoes and socks the night before.
- Help your child to pack their school bag with a snack, drink, lunch and a hat.
- Place a spare pair of underpants and a change of clothes in a plastic bag. Let your child know these clothes are in their bag in case of any accidents at school.
- Put sunscreen on your child in the morning.
- Show your child where you will meet them at the end of the school day.
- At the end of the day talk to your child about what happened at school.



Buddy system

Your child will have a Grade 6 buddy. The purpose of a buddy is to help your child have a welcoming experience from the very beginning. Grade 6 students engage in a training process 'how to be a good buddy' teaching them the skills and strategies to support their foundation buddy. The buddy system helps older children learn to take on responsibility. The younger children know that they have a fellow student they can go to for help. Buddy systems help your child make friends and create a sense of belonging with the school community.



STARTING SCHOOL IS A BIG CHANGE. YOUR CHILD MAY BE FEELING EXCITED, ANXIOUS OR STRESSED. EXPLAIN HOW THEIR FIRST DAY MAY LOOK & FEEL & BE ENTHUSIASTIC & POSITIVE ABOUT THIS EXCITING NEW STEP FOR THEM.

10 Tips to get ready for Foundation

www.vic.gov.au/starting-primary-school-victoria

1. Practise the journey to and from school.
2. Arrange play dates with families who will have kids at the same school.
3. Encourage independence – skills like dressing, packing and carrying a bag, applying sunscreen and going to the toilet.
4. Label all belongings.
5. Talk about and practise any after school arrangements.
6. Check start and finish times and where to drop off and collect your child.
7. Be positive, get your child excited, and talk about any worries they have.
8. Visit a library and read with your child.
9. Start using the name of their new teacher to help build familiarity.
10. Establish predictable routines including dinner, bath time and bed time.



TO ASSIST CHILDREN IN MAKING A SUCCESSFUL TRANSITION TO SCHOOL PROVIDE ACTIVITIES THAT DEVELOP A BROAD RANGE OF SKILLS.



School Readiness

School Readiness is how we talk about all the skills that a child needs to be happy, safe and ready to learn when they start school. Some things to practice when getting ready for school;

Looking after self:

- Opening snack packets, drink bottles, lunch boxes.
- Look after and identify their belongings (school bag, pencil case).
- Use the toilet independently.
- Coping skills if they get upset/angry.

Talking and Listening:

- Use appropriate words to express themselves.
- Follow instructions.

Using your hands:

- Hold a pencil.
- Hold scissors and cut paper.
- Write their name.
- Draw basic shapes, objects and people.

Making friends:

- Sharing.
- Take turns.
- Be kind to others.

South West Healthcare Speech Pathology in Schools

Movement Skills

Fine Motor skills

You may have heard teachers, doctors or therapists use words such as fine motor skills. Our fine motor skills are the skills that make our hands work. They include how strong our hands are and how well we move them.

We need our hands to do a lot of our activities during the day. Activities involving your child's hands include, using pencils/pens, scissors, Lego, doing up buttons, tying shoe laces, and of course, handwriting.

Why are fine motor skills important for School Readiness?

When a child starts school, they have to do a lot of things on their own. A lot of these things, involve their hands! Here are some examples of activities we do at school that a child needs to use their hands for without help.

- Holding a pen/pencil like an adult does.
- Holding and using scissors.
- Writing new words drawing basic shapes.
- Colouring inside the lines.
- Opening and closing their lunchbox.
- Using a zipper.
- Using a ruler.

Ideas to help your child's fine motor skills that you can do at home:

- Scissor practice – try cutting their favourite toys out of a magazine.
- Playing with playdough.
- Using tongs/spray bottles/pegs.
- Playing with bubble wrap.
- Sorting activities – sort coloured pom-poms into groups.
- Threading – thread beads/pasta onto string to make jewellery.
- Cooking – kneading, mixing etc.

Gross Motor skills

You may have heard teachers, doctors or therapists use the term gross motor skills. Our gross motor skills are the skills that make the big parts of our body move. Like our arms, legs and tummy. They are how strong our bodies are and how well we move our bodies.

Why are gross motor skills important for School Readiness?

When a child starts school, there are lots of new things they have to do that involve their whole body! Here are some examples.

- Sitting on a chair for a really long time.
- Sitting on the floor for a really long time.
- Playing sport in PE class.
- Playing outside at recess and lunchtime.
- Moving their bodies also helps children to listen and learn.

Ideas to help your child's gross motor skills that you can do at home:

- Play catch.
- Have a kick to kick with a soccer ball/football.
- Set up and obstacle course outside.
- Visit the park and use the swings and monkey bars.
- Do some yoga together.
- Animal walk – pretend to be a kangaroo, lion etc.
- Go for a bike or scooter ride.



Talking about school with your child

When your child first gets home from school in the afternoon, they'll probably be tired and hungry or thinking about other things. So easing the transition from school or after-school activities to home can help your child feel more like talking.

It's best to avoid asking your child a lot of questions straight away – this can be overwhelming for your child. You can just let your child know that you're glad to see them, and talk about non-school topics for a while. Younger children will probably also like unpacking their bags and going through any notes before you ask about school.

Saving questions about homework for later on can also take the pressure off!

Every afternoon or evening will be different. Even if your child usually likes to share their day with you, there'll be days when they don't want to talk. Sometimes it's a matter of sensing your child's mood and picking the right moment. Some days there might not be a right moment at all, and that's okay.

Simple, positive and specific questions about parts of the day can get your child talking. It's good to use questions that invite more than a 'yes', 'no' or 'OK' response. For example:


- What's the news from school today?
- What was fun?
- What did you like best at school today?
- What does your classroom look like at the moment?
- What did you do in class after recess?
- Who did you play with today?

Tips for talking about school with primary school children

- Make time to talk. This can often be when you're doing something with your child. For example, your child might like to talk when you're walking the dog or preparing dinner together.
- Give your child your full attention if they want to talk with you about their day.
- Take seriously whatever your child tells you. For example, you can say things like, 'That's really interesting. Then what happened?' or 'And how do you feel about that?'
- Use respectful language when you talk about the school and teachers with or in front of your child. For example, 'I can see that's frustrating, but Ms Adams is your teacher and you need to speak respectfully to her', or 'Yes, that seems unfair, but perhaps you don't know the whole story'.
- Use active listening techniques. These can help you pick up on your child's feelings and work out whether they want to talk.

raisingchildren.net.au/school-age/school-learning/school-homework-tips/talking-about-school



A photograph of two young girls standing on a playground. They are both wearing blue and white checkered dresses with white collars and cuffs, and blue bucket hats. The girl on the left is wearing colorful sneakers, while the girl on the right is wearing black sneakers. They are both smiling and have their arms around each other's shoulders. The background shows a colorful playground structure with purple, green, and orange elements, and a red slide. The ground is covered in wood chips. A white circular callout box is overlaid on the left side of the image, containing text. At the bottom of the page, there is a decorative border of colorful dots.

USE ACTIVE LISTENING
TO NOTICE YOUR
CHILD'S FEELINGS AND
BODY LANGUAGE THAT
CAN SOMETIMES TELL
YOU MORE THAN WHAT
THEY ARE SAYING.



FAMILIES PLAY A KEY ROLE IN DEVELOPING A CHILD'S LANGUAGE & LITERACY SKILLS FROM BIRTH. A CHILD'S UNDERSTANDING OF THE WORLD & THEIR CAPACITY TO LEARN IS GREATLY INFLUENCED BY HOW MUCH THEIR FAMILY VALUES THEIR LITERACY SKILLS.



Some important information for parents and carers to consider:

- Children who start school with greater literacy skills perform better in school, and not just in language-based subjects like English.
- Literacy in the early years is a range of different activities and forms of communication, including music, movement, dance, storytelling, visual arts and drama, as well as talking, viewing, reading, drawing and writing. It is never too early to read to your child.
- Oral language skills are an important predictor of reading and writing skills, so the better your child can speak, the better their overall literacy skills will develop. Talk as much as you can with your child and engage them in conversation often.
- Literacy in children's early years can always be fun. Excursions and playtime are great activities in which to engage and talk with your child. Fun activities are also the best opportunities to teach children new vocabulary and new ways of saying things.

Helping your child speak & listen

Talking with your Child

Regularly talking and interacting with your child extends their language and listening skills and helps grow their confidence with language. You may be their only source of language so the more you speak and engage with them, the faster they will learn new vocabulary and speak with greater fluency.

Include your child when discussing everyday activities such as grocery shopping, gardening, cooking dinner, collecting mail from the mailbox, doing housework, and travelling in the car or bus.

Outings can also provide a world of new vocabulary. Discussion during outings can enrich your child's understanding of the world. Outings might include going to the local farmers market, park, the zoo, a shopping centre, museums, libraries and art galleries.

Other fun activities can include:

- Sharing rhymes, poems and songs. Encourage your child to join in.
- Sharing and talking about family histories and family photos.
- Looking at a range of picture books, for example, craft books, DIY books, decorative coffee table books and advertising catalogues. Ask your child to describe what is happening in the pictures and make up stories together.
- Collecting cardboard and other household items for your child to build with. Ask your child to describe what they are building.
- Taking virtual tours of various zoos, aquariums, castles, galleries and museums both locally and around the world.
- Playing vocabulary games with your child such as, "what's the opposite of?" (for example, "what's the opposite of big?"), "what's another word for....?" (for example, "what's another word for angry?") and "which word sounds different to the others: bat, hat, or door?"



Oral Storytelling

Storytelling is a great way to extend your child's speaking and listening skills, and to expand their memory and imagination. You can either tell the story, or you can encourage your child to tell the story.

Storytelling might be about:

- Your child's favourite toy.
- Another family member.
- A pet.
- A favourite fictional character from a book or television program.
- A famous person.
- The work of people from different professions, such as astronauts, firefighters, nurses and teachers.
- An imaginary world with imaginary characters.
- An imaginary animal that can speak.

Some tips to start your storytelling:

- Make it exciting, with different voices, puppets, or a finger play.
- Have a dress-up box for your child to use for storytelling and imaginative play.
- Start with what interests your child.
- Start by creating a character and a setting.



Reading Together

Reading should start in the first few months after birth. Even if as an adult you don't read often, or don't particularly like reading, it is important that you spend this valuable time with your child to stimulate their language development, and to encourage their love of reading. Reading together is a valuable thing to do. Reading increases your child's vocabulary, expands your child's understanding of the world, and gives them confidence when using language. Reading is also an important way to make the link between spoken words and written words.

Here are some general tips:

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues, or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into.
- Position yourself so your child can see the words and the pictures.
- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures.
- Look for rhyme, rhythm or repetition in books. This will help develop your child's love of language.
- When reading to your child, read stories with expression, or try putting on the voices of characters. This will help make reading fun.
- Point out important features about a book – for example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Discuss the meaning of unknown words that children hear and read. Explore words using a dictionary. Have a discussion and ask questions about interesting words you find, for example, "It says here she 'tumbled' down the hill. How do you think she went down the hill?" It says here "He read a 'good' book. What is another word we could use besides good?"
- Give your child the opportunity to re-read books.
- Read and talk to your child in family languages and encourage others who speak different languages to use these with your child.
- Let your child see you and other family members read for pleasure. It is especially important for boys to see the men they care about reading.

Book Chat

Discussing the content and meaning of books is an important part of reading. Chat about the book before, during and after reading, and encourage your child to share their ideas and to ask questions about the book. Making links across the text by asking guiding questions encourages children to think about what they are reading.

Questions you can ask before, during and after reading the book:

- Look at the cover. What do you think this book might be about?
- How does the place the book is set in make you feel?
- How would you describe the character at the beginning of the story?
- What is happening in the pictures?
- What do you think is going to happen next?
- Why might a character have done this? What would you do in the same situation?
- Who was your favourite character in the story? Why did you like that character?
- What was your favourite part of the book?
- Can you try to retell the story to me in your own words?

Reading the World Together

The world is full of letters and words you and your child can read together.

Activities could include:

- Name your child's belongings and talk about the letter and sounds in their name.
- It is important to show children the value of reading for everyday purposes. Include your child when you read recipes, greeting cards, calendars, shopping lists, food labels, instructions, maps, newspapers, emails, signs, weather forecasts and websites. For example, you could read a recipe together and follow the steps to make your child's favourite meal. Or you could ask your child to read and tick off each grocery item on a shopping list as you buy, order online, or unpack them.
- Cook alphabet soup and say letters together as you eat them.
- Play a word hunt. Write random words on bits of paper and place them around a room. Say one of the words and ask your child to find the right word.
- Put post-it notes on objects around the house so your child can read and learn new words every day.

Helping your child to write



Learning to write begins with scribbling and drawing. This is an important first step and should be encouraged. The next step is to encourage your child to write letter-like shapes, before moving on to practise writing the alphabet – both capitals and lower-case letters. After this, encourage your child to write sentences containing short words.

If your child cannot write yet, you could write for them. Here is a strategy:

- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write down.
- As your child is talking, write down their ideas. Use their language.
- Ask your child to describe back to you what you wrote down, or ask them to read back the writing.
- Your child may want to draw a picture or create something to match the writing.

Doing maths together at home

Talking about maths

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is a strong support for future learning.

Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the 'one litre' milk bottle from the fridge, or the 'one kilo' bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

Counting

Counting is one of the first experiences of maths for young children. Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they recognise and identify individual numbers.

Some activities and tips to engage your child with counting:

- Listen for the counting sequence in these songs and rhymes, which can all be found on YouTube.
 - Five Little Ducks
 - Ten in the Bed
 - 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 - Ten Green Bottles
 - Five Little Monkeys
 - 1, 2, Buckle My Shoe
- Children will begin by counting all objects in a group, for example fingers and toes, the buttons on their clothes, steps to the house, or their toys.
- As children move on to counting a set of objects, they begin to link each object with one number. In the beginning, encourage your child to touch each object as they say the matching number.
- When beginning to count a group of objects, children may need to arrange the objects in a line to help them count. Later they will be able to start counting from any object without arranging the objects.
- Once your child is confident, use different numbers as the starting point for practising counting. For example, start counting from 6 or 10. Ask your child to count forwards and backwards. Ask what number comes before, or what number comes after, a given number.





MAKE NUMERACY CONNECTIONS FOR YOUR CHILD BY EXPLAINING HOW NUMBERS AND COUNTING ARE ALL AROUND US.

Counting every day

You can incorporate counting into everyday activities such as:

- Cut fruit into six pieces and ask your child to count the pieces.
- Count the pieces of toast you cooked at breakfast.
- Add the total number of cutlery items at the table.
- Count the number of people travelling in the car or on the bus.
- Count the number of houses as you walk along the street.
- Count how many steps it takes to walk from the kitchen to the bathroom.
- Practice counting when grocery shopping with your child (for example, counting the number of apples you put into the bag).
- Encourage your child to talk about the number of things in the pictures they draw.

Hunting for numbers

Number hunts are a fun and engaging activity for your child. Ask your child to find numbers around you. Look at and say the numbers on car number plates, signs, calendars, newspapers, shopping catalogues, speed signs, and houses.

Playing shop

Playing shop helps ground your child's maths learning in the real world, while also developing their social skills. One way to play shop is to create a mini-shop at home.

A few tips and activities:

- Collect food and grocery items and label them with prices written on sticky notes, or prices cut out of shopping catalogues.
- Talk about how we pay for items using coins, notes and cards.
- Make paper money or use play money to buy and sell goods from the mini-shop.
- Collect old receipts or price tags and use them in the mini-shop.
- Notice the features of different coins, including their shapes and the animals and people shown. Discuss the differences. Create coin rubbings with pencils and paper.
- Make a play credit card with a string of numbers on it. Make a paper keypad to press numbers that match those on the card.
- Encourage your child to order food items by height (tallest to the shortest) or by cost (least expensive to most expensive).
- Introduce kitchen scales to the mini-shop to weigh foods, such as a box of tea bags or a bag of rice, and order items by weight.





PLAYING GAMES & ENGAGING IN FUN ACTIVITIES IS A GREAT WAY FOR YOUR CHILD TO DEVELOP NUMERACY SKILLS.

Using playing cards

Playing with cards is always a fun activity, particularly on a rainy day or on holidays.

You can:

- Play matching number games like 'Snap' with playing cards.
- Order the numbers on the cards from smallest to largest, or largest to smallest.

Playing games

Making maths fun and interactive by playing games will help engage your child.

Here are some ideas:

- Play 'I Spy' or other games to help your child identify shapes, numbers and patterns.
- Board games are a fun way to involve the whole family with maths. Help your child when rolling dice to count, move, and stop after moving the number shown on the dice.
- When using dice your child may count all the dots on the die face to determine the total number. Over time they will begin to recognise automatically the value on the die face without counting.

Playing with shapes

Playing with shapes helps develop your child's awareness of different shapes. It also improves their hand-eye coordination.

Here are some tips and activities:

- Jigsaw puzzles, tangrams or shape sorting toys help teach your child problem solving skills and spatial awareness.
- Name and notice the similarities and differences between shapes. For example, shapes with curves, corners or edges.
- Help your child draw shapes, cut them out and sort them into groups. Ask your child to explain why they have sorted the shapes this way.
- Use cookie cutters to explore different shapes using playdough. Encourage your child to identify shapes in their everyday life, such as a round ball, square window or hexagonal 'STOP' sign.
- Making paper planes together combines many mathematical concepts, including angles, shapes, halving and symmetry. Once complete, you can compare which plane flew the furthest and have fun measuring too.
- Use building blocks to create a tower. Using the same number of blocks, ask your child to build another tower that's different to the first tower.

Making patterns

Recognising and making patterns are important maths skills for exploring numbers, shapes and symmetry.

Activities include:

- Identify and explain visual patterns on clothing, wrapping paper, buildings, crockery, cards and furniture. Create a scrapbook to refer back to for ideas during arts and crafts.
- Use coloured pegs, blocks, beads or cutlery to begin a pattern for your child to continue. Once confident, ask them to copy or create a pattern of their own.
- Try to incorporate some patterns in rhythm. Create a clapping pattern and ask your child to copy and then create their own pattern.
- Encourage your child to draw, create and describe their own patterns. Use them for borders on greeting cards.

Moving with maths

These ideas use movement of the body to experience counting:

- Count each toss of the ball as you play a game.
- Estimate how many jumps it will take to get to... Then count how many jumps it takes to get to...
- Count with your child as you climb steps or walk from the park bench to the slide.
- Ask your child to find ways to balance their weight with a friend on the see-saw.
- Sing rhymes and songs that involve counting while skipping.

Measuring things

Understanding measurement and scale are crucial to your child's understanding of maths.

Here are some tips and activities:

- Use a wall measuring chart to measure the height of people in your family.
- Talk to your child about objects around them and help them judge which is bigger or smaller, taller or shorter.
- Cut a piece of string for your child – any length will do. Use the string to measure the objects in your house to find out what is longer or shorter than your 'string measuring tape'. Ask your child to identify anything that is the same length.
- Explore other ways of measuring, such as using a cup, jug, teaspoon, icy pole sticks, footprints or hand lengths.
- Help your child to build a tower of blocks that is taller than a favourite toy. Ask your child to count the total blocks to measure the height of the tower.
- Estimate and measure who can jump the furthest, or stand on one foot for a longer period, or how many buttons might fill a jar.
- Explore the size of different containers by pouring and filling. Estimate, then check to see which holds more or less.
- Notice changes in the weather and the time of day. Use an old bottle and create a 'rain gauge' to measure and monitor how much it rains.

www.vic.gov.au/download-literacy-and-numeracy-tips-your-language



Managing Separation Anxiety

The first day of school is an important milestone for both children and parents and is often met with excitement and delight. It's also natural for children (and parents) to feel anxious about saying goodbye, and tears and tantrums at school drop-off time are not uncommon.

For children, not knowing what to expect is often what drives their anxiety. They have to adjust to a new environment with new people, routines, and rules. Parents are often anxious about the feeling that they are abandoning their child and may struggle coming to terms with the fact that their little one is growing up and becoming more independent.

Parents' own anxiety about their child beginning school can also rub off on their children.

Practice separating from your child before the big day

If your child is not used to separating from you, practice spending time apart gradually. For example, start by leaving them with a relative or familiar friend for a few hours and build up to a full day. Be sure to reward them with plenty of praise for how proud you are for their efforts. You can also use a reward chart where your child earns a sticker for each day attended at school without too much resistance and they earn a special reward when they are no longer fearful of separating to go to school.

Prepare your child for what to expect and make it a special day to look forward to

The way you talk to your child about starting school will influence how they feel about it. If you appear worried or nervous they will pick up on this and may feel anxious too. Try to reduce the uncertainty by starting to talk about it in the weeks before school starts. Tell your child what will happen in the morning and tell them how excited you are for the fun they are going to have. You can involve your child in the preparation process by making an excursion to pick out school supplies, a new lunchbox or school bag for their first day.



Plan a way to manage your own anxiety

It's normal for parents to feel anxious and emotional on the first day of school, however, try to avoid conveying this to your child so they don't become emotional too. Think of what you will say when you leave your child and what you will tell yourself to manage your feelings.

Find some friends

If your child doesn't know anyone in their class try to arrange some play dates beforehand with one or two of the other children. Your child will feel more confident on their first day if there are some familiar faces in the crowd. You can also remind them that they will see their friends if they feel worried about their first day.

Plan the pick up location and be on time

This is particularly important in the first week of school. You want your child to trust that you will pick them up where and when you said that you would. When you pick them up remind them that you picked them up just as you promised you would.

Pack a familiar object

If your child is nervous about starting school something that reminds them of home, such as favourite toy, photos of the family, beloved book, drink bottle filled with a favourite drink or lunch box with a special treat can be comforting. Most children outgrow the need for these items and they can be phased out gradually.



OUR BEAUTIFUL
SCHOOL GROUNDS
PROVIDE A DIVERSE
RANGE OF SAFE AND
ENGAGING SPACES
FOR STUDENTS TO
EXPLORE AND ENJOY.

Don't prolong the goodbyes

This is perhaps the most important thing to keep in mind at school drop-off to minimise tears and clinginess from your child. Appear confident, happy, and calm at drop-off and leave even if your child is crying. Try to set them up with an activity, say good bye, give one last hug, and leave when you say you will. If you stay with your child for too long you will send the message that they are not safe or able to cope on their own.

Celebrate their first day

Tell your child how proud you are of them for bravely completing their first day of school. You may also want to plan a special treat to look forward to, like cooking their favourite meal for dinner or going for ice-cream.

Don't criticise your child if they are having difficulty separating

If your child is having difficulty separating avoid criticising, being negative, or comparing your child to others – e.g., don't say things like “don't be a cry baby” or “James didn't cry when his mum left”. Try to be empathic toward your child's feelings but express confidence in their ability to stay at school without you.

Most children outgrow separation anxiety. However, if your child's problem separating persists for more than four weeks, causes them significant distress, or interferes with your child's ability to get on with daily life, please contact the school for additional support.

5 reasons to CHOOSE WEPS

- 1. STUDENT LEARNING & WELLBEING IS OUR PRIORITY.**
- 2. DEDICATED, PASSIONATE & CARING STAFF WORKING IN PARTNERSHIP WITH PARENTS & STUDENTS.**
- 3. CULTURE OF NURTURE & POSITIVE EDUCATION.**
- 4. LEARNING OPPORTUNITIES & EXPERIENCES BEYOND THE CLASSROOM.**
- 5. STRONG COMMUNITY PARTNERSHIPS & CONNECTIONS.**





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