

**KINDERGARTEN  
2025  
LUGARNO PS**

# TODAY'S AGENDA



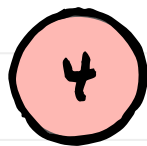
Welcome  
Amira &  
Simon  
(School Captains)



Student  
Wellbeing  
Justine  
Williams  
(Principal)



P&C  
Melissa Porter  
(President)



School  
Readiness  
Ada Tang  
(Speech  
Pathologist)



Teaching and  
Learning  
Erin Loh  
& Athina  
Malakonakis  
(Assistant  
Principals)



Uniform Shop  
Lisa Foppen  
(Co-ordinator)



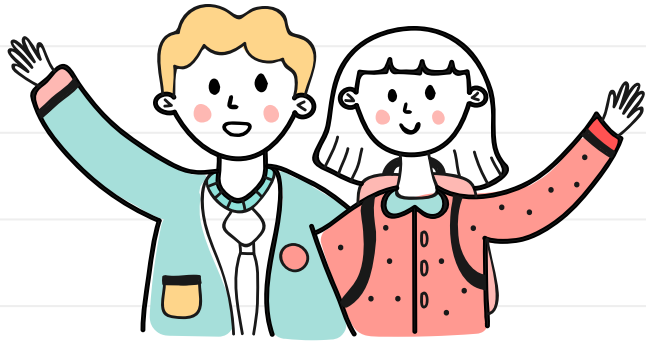
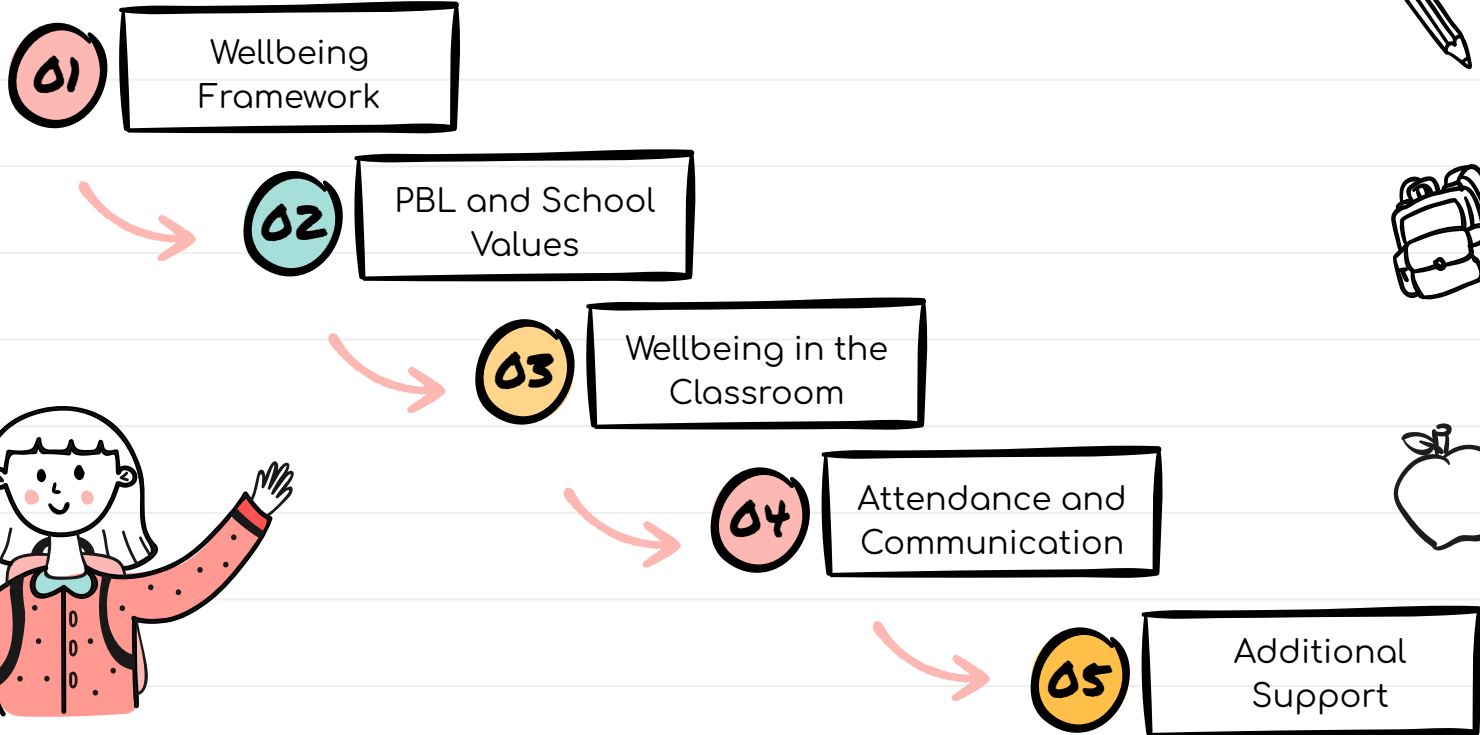
**SCHOOL CAPTAINS'  
WELCOME**



# WELLBEING

Justine Williams  
Principal

# STUDENT WELLBEING





**P+C**

Mel Porter  
President



LPS P & C

Welcome to our wonderful  
community!

# What is the P & C and what does it do?

- An Executive Team is elected annually at the AGM in November.
- The P & C run the canteen, uniform shop and fundraising events. We also have an Inclusion Team.
- Meetings are held on the third Wednesday of the month (in school terms) at 7pm. All welcome! Our next meeting is Wednesday 20<sup>th</sup> Nov in the library and is our AGM (zoom is also available). Email [secretary@lugarnopandc.org.au](mailto:secretary@lugarnopandc.org.au) for further information.





Uniform Shop email –  
[uniform@lugarnopandc.org.au](mailto:uniform@lugarnopandc.org.au)

Opening Hours:  
Monday 8.30am -9.15am  
Wednesday: 2.30pm – 3.15pm  
Friday: only those weeks  
assembly is on. Open before  
and after assembly.

Or order online via Qkr!



Canteen – open Mondays, Wednesdays and Fridays for lunch. Order online via Qkr!

If you would like to volunteer, contact our Canteen Manager Sharon Steed on 0430 290 077 or email [canteen@lugarnopandc.org.au](mailto:canteen@lugarnopandc.org.au)

# Inclusion Team

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- The role of the Inclusion sub-committee (Inclusion Team) is to support families and school staff by championing inclusive education practices and diversity at LPS.
- The Inclusion Team have worked with the school to implement new initiatives to support inclusion and diversity, such as:
  - Creating a sensory break out room and supporting students at the school disco
  - Accommodating sensory needs at the colour fun run
  - Publishing stories in the P&C newsletter about cultural celebrations, written by students
  - Creating the Inclusion Café which provides a judgement-free zone for parents and carers to connect, ask questions and support each other





# Paver Wall

At the main entrance to the school, we have a paver wall with names of past and present students. An opportunity to purchase single or double pavers occurs at the beginning of the year.



# Label fundraiser

The logo for 'My Name Label' features the brand name in white text on a dark purple rounded rectangular background. This background is layered over several overlapping, colorful brush strokes in shades of blue, orange, green, and pink. A registered trademark symbol (®) is located to the right of the brand name.

My Name Label<sup>®</sup>

... One of  
Life's Little  
Helpers

Lugarno Public School  
Use Code: LPS0515  
5% discount for you and  
15% fundraising for the school

[myname-label.com.au](http://myname-label.com.au)

# Return & Earn

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We have two blue bins located outside the back entrance to the hall.

Families are encouraged to bring in suitable bottles/cans (no alcohol bottles) and we earn 10 cents per container.







# LPS Building Fund





# Events

Easter saw the Easter Bunny visit the classrooms and deliver chocolate eggs, courtesy of the P&C.

Gifts to all LPS staff for World Teacher's Day and School Administration and Support Staff Recognition Week, recognising the fabulous work they do.







Annual school disco

\* held in the school hall  
after school (K- 6)

# Mothers'/Fathers' Day Breakfast

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The P & C usually provide a free breakfast before school for Mums/Grandmas and then again for Dads/Grandads.







# Mothers' Day and Fathers' Day gift stall

Students come during class time to shop.



## Colour Run

The kids and staff loved the Colour/Slime Run and it was a great fundraiser for the P & C with our school raising \$20,980 last year. All students who raised \$10 or more also got a prize.





Grants and P & C donations



More grants, donations and P & C projects

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Parent night out –  
QuizzaMe! Trivia Night

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\* One of our wonderful volunteers, Chrystalla, being recognised at the Banks Volunteer of the Year Awards last week where she was the Runner Up.

\* NSW P & C of the Year Award – Finalist 2022





How to stay up to date

- Closed P & C Facebook page: Lugarno Public School P & C
- P & C newsletter emailed out every second week
- Notes in school bags
- P & C noticeboards at school
- Any questions please feel free to contact me at [president@lugarnopandc.org.au](mailto:president@lugarnopandc.org.au)

# SCHOOL READINESS

Ada Tang  
Speech Pathologist



Department of Speech Pathology

# Supporting your child's language development

6.Nov.2024

Presented by:  
Ada Tang, Speech Pathology Clinical Lead



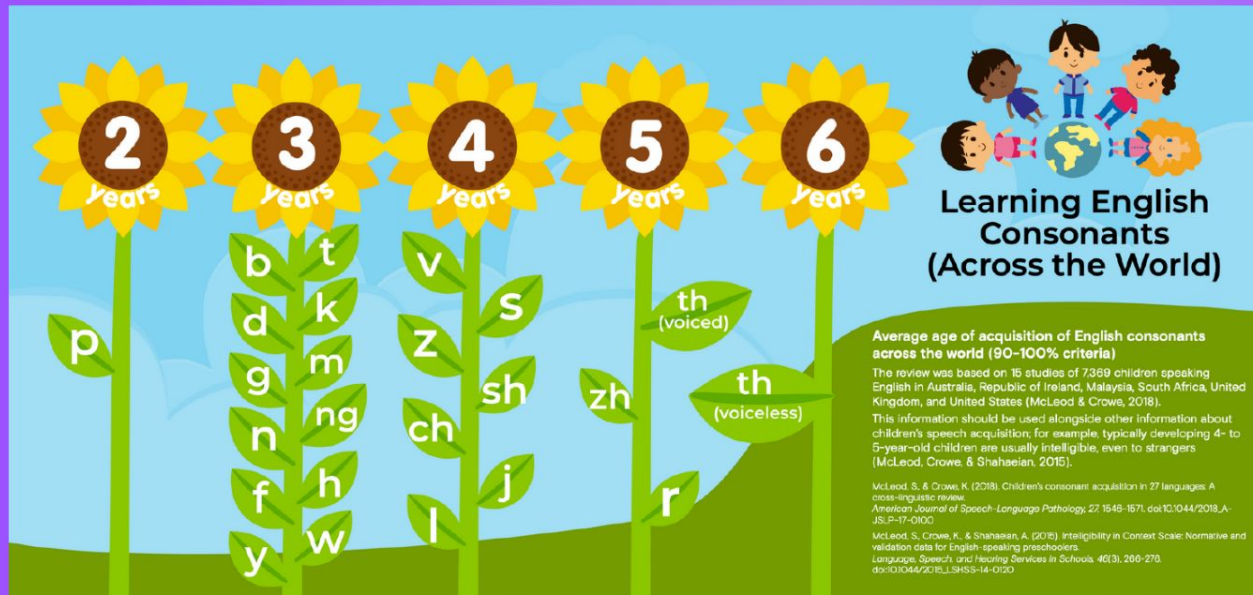
# How can Speech Pathologists support your child?

- Speech sound development
- Understanding of Language
- Language Expression (talking)
- Social skills
- Fluency
- Use of voice



# How clear should my child talk?

- 2-year-olds are intelligible at least 50% (more often with their parents)
- 4- and 5-year-olds' speech is intelligible most of the time, even to strangers
- Talks without repeating sounds or words most of the time by 5



Source:  
<https://www.csu.edu.au/research/multilingual-speech/speech-acquisition>



# Communication milestones

## Communication milestones

### At 4 years children can usually...

#### understanding

- answer most questions about daily tasks
- understand most wh-questions, including those about a story they have recently heard
- understand some numbers
- show an awareness that some words start or finish with the same sounds.

#### speaking

- use words, such as 'and', 'but' and 'because', to make longer sentences
- describe recent events, such as morning routines
- ask lots of questions
- use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't)
- count to five and name a few colours.

No need to always read the whole book. Talk about pictures that interest me.



## Communication milestones

### At 5 years children can usually...

#### understanding

- follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)
- understand time related words (e.g., 'before', 'after', 'now' and 'later')
- start thinking about the meaning of words when learning
- understand instructions without stopping to listen
- begin to recognise some letters, sounds and numbers.

#### speaking

- use well formed sentences to be understood by most people
- take turns in increasingly longer conversations
- tell simple, short stories with beginning, middle and end
- use past and future verbs correctly (e.g., 'went', 'will go')
- use most speech sounds, but still may have difficulties with 's', 'r', 'l' and 'th'.



# How can I support my child's language development to get ready for school?



# Strategies to support language development

- Talk about **where things are** in space, using words like *first* and *last* or *right* and *left*. Talk about **opposites**, like *up* and *down* or *big* and *little*.
- Talk about **categories**, like fruits, furniture, and shapes. Sort items into categories. Have your child tell you which item does not belong. Talk about why it doesn't belong.
- Let your child tell you **how to do something**. Draw a picture that they describe. Write down your child's story as they tell it. Your child will learn the power of storytelling and writing.





# Strategies to support language development

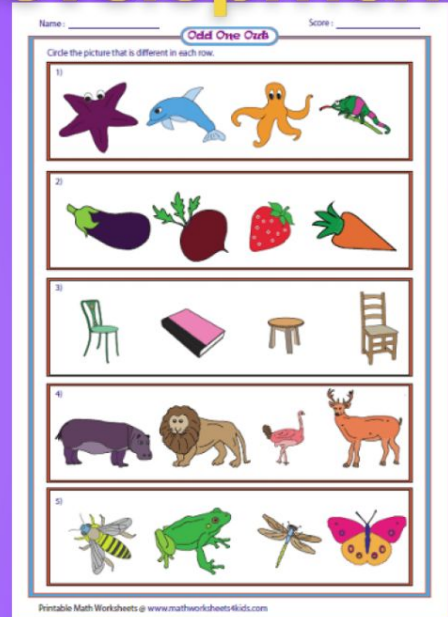
- Pay attention when your child speaks. **Respond, praise, and encourage** them when they talk. **Get their attention** before you speak. **Pause after speaking**, and let them respond to what you said.
- Keep teaching your child **new words**. Define words, and help your child understand them. For example, say, “This vehicle is on the road. It is a car. A bus is another kind of vehicle. So are a train and an airplane.”
- Teach your child to **ask for help** when they do not understand what a word means.



# Strategies to support language development

Strategies to support school readiness

- Point out objects that are **the same or different**. Talk about what makes them the same or different. Maybe they are the same color. Maybe they are both animals. Maybe one is big and one is little.
- Act out stories.** Play house, doctor, and shops using dolls, figures, and dress-up clothes. Have the dolls talk to each other.



# Strategies to support language development

- **Read stories** that are easy to follow. Help your child guess what will happen next in the story. Act out the stories, or put on puppet shows. Have your child draw a picture of a scene from the story. You can do the same thing with videos and TV shows. Ask **who, what, when, where, or why** questions about the story.
- Give your child clues, and have them guess the object. Play game like “I Spy.” Describe something you see, like, “I spy something round on the wall that you use to tell the time.” Let your child guess what it is. Let your child describe something they see. This helps them learn to listen and to use words to talk about what they see.
- Give your child 2-step directions, like “Get your jumper from your room and put it on.”





# Strategies to support language development

- Play board games with your child. This will help them learn to follow rules and talk about the game.



- Have your child help you plan daily activities. For example, have them make a shopping list for the grocery store. Or, let them help you plan their birthday party. Ask their opinion, and let them make choices.
- Talk to your child in the language you are **most comfortable using**.



# Useful websites:

- [Speech Pathology Australia](#)
- [American Speech-Language-Hearing Association](#)
- [The Children's Book Council of Australia](#)
- [RaisingChildren.net.au: Starting School](#)
- [NSW Department of Education: Getting Ready for School](#)

SCAN ME



# Want to seek professional help?

If you think your child has speech and language delay, it is best to seek advice from a qualified Speech Pathologist.



The background is filled with various hand-drawn icons in a simple, sketchy style. These include a sun, a lightbulb, a magnifying glass, an open book, a globe, a heart, a pencil, a test tube, a ruler, a paper airplane, a star, a cloud, a musical note, a paperclip, a flask, a document, a book, a triangle, a square, a circle, and various letters and numbers. The icons are scattered around the central text, creating a vibrant and educational atmosphere.

# TEACHING AND LEARNING IN KINDERGARTEN

Erin Loh and  
Athina Malakonakis  
Assistant Principals

# PRIOR TO SCHOOL LEARNING

Experiences that  
children bring to school



Teachers plan effective  
and relevant teaching  
and learning programs



Kindergarten formal  
learning expectations

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings.

The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.



# ENGLISH

English K-2

## Outcomes and content overview

### Understanding texts

Oral language and communication

Vocabulary

Phonological awareness (ES1)

Print conventions (ES1)

Phonic knowledge

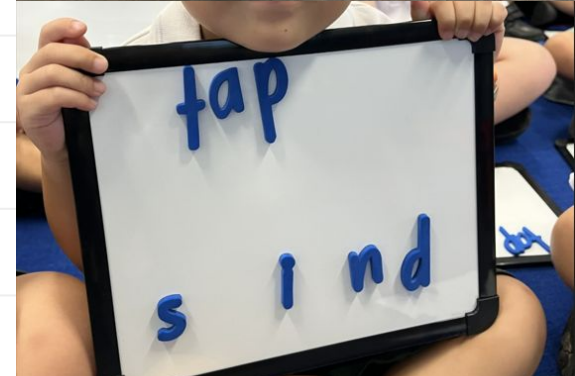
Reading fluency  
Reading comprehension

Understanding and responding to literature

### Creating texts

Creating written texts

Spelling  
Handwriting



## DEVELOPING PRE-WRITING SKILLS

There is a strong link between phonic knowledge, spelling, writing and handwriting.

Exercises to strengthen fine motor control

[Developing Pre-Writing Skills - Occupational Therapy Helping Children](#)

[Fine and gross motor skills](#)



# PHONOLOGICAL AWARENESS

Phonological awareness is being able to hear and manipulate the sounds (phonemes) in spoken words. Basic phonological awareness is essential before children learn to read. Advanced phonological awareness skills will continue to develop through K-2.

- Words in a sentence
- Rhyming words
- Segmenting into phonemes
- Changing the phonemes

These are great things to practise with your child!





# LEARNING TO READ

- Term 1 focus: building phonological awareness and introduction to phonemes/graphemes (SATPIN)
- Blending single words before moving on to sentences and whole texts
- Small number of sight words will be sent home
- Home readers won't start until Term 2

**3-cueing approach**  
a guessing strategy that leads the reader away from the text

letters? post? message?

?

Guess the word

1. Look at the picture
2. What could it be?
3. What is the first sound in the word?

Pip has mail in his hand.  
"I must get the mail to my pals," he says.

1

**Decoding approach**  
a strategy that focuses on sound/letters correspondences in words

Read the word

1. Sound out the letters and blend the sounds into a word.  
/m/ /ai/ /l/ → 'mail'.

Pip has mail in his hand.  
"I must get the mail to my pals," he says.

1

## ENGLISH: HOW TO SUPPORT YOUR CHILD AT HOME

- Read to your child
- Model turning the pages of books, reading left to right
- Sing songs and nursery rhymes together
- Introduce and model an expanding vocabulary
- Monitor vision, hearing, speech and fine motor control
- Practise name-writing, with uppercase and lowercase letters



# MATHEMATICS

Mathematics K-2

## Outcomes and content overview

### Working mathematically

Number  
and algebra

Representing  
whole  
numbers

Combining  
and separating  
quantities

Forming  
groups

Measurement  
and space

Geometric  
measure

2D spatial  
structure

3D spatial  
structure

Non-spatial  
measure

Statistics  
and probability

Data

Chance



### REASONING

Focus on providing reasoning behind a solution to a problem



### EFFICIENCY

Is the chosen strategy efficient?



### CONNECTING BIG IDEAS

Certain concepts are taught in parallel  
Deep thinking



### EXAMPLES

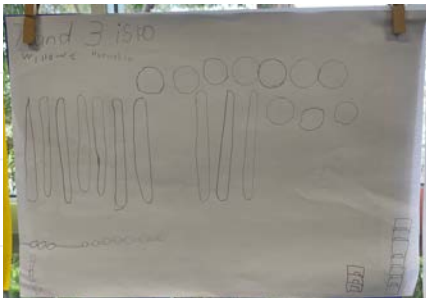
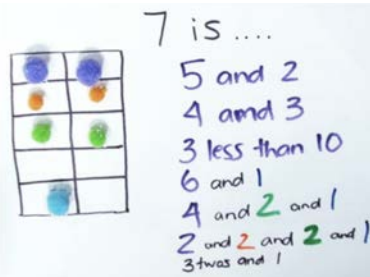
Handfuls  
Frogs and Turtles  
Number line - analog clock

# DEVELOPING NUMBER SENSE: KEY IDEAS

- Emphasis on flexibility - not just speed or rote learning
- Understanding numbers and relationships between them
- Moving from concrete to abstract
- Making connections between ideas
- Kindergarten learning activities developing the idea of 'trusting the count' - representing numbers in different ways

## WORKING MATHEMATICALLY

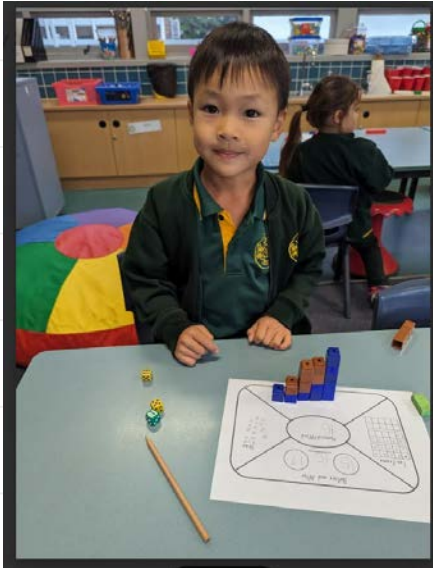
- What strategy has your child used?
- How can your child communicate this?
- Is there a more efficient way?





# ILLUSTRATIONS OF PRACTICE

**BEFORE AND AFTER**



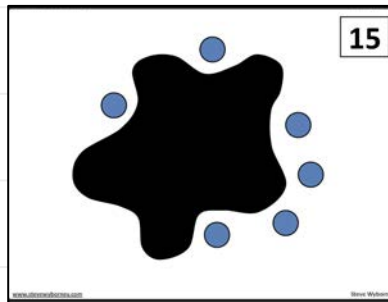
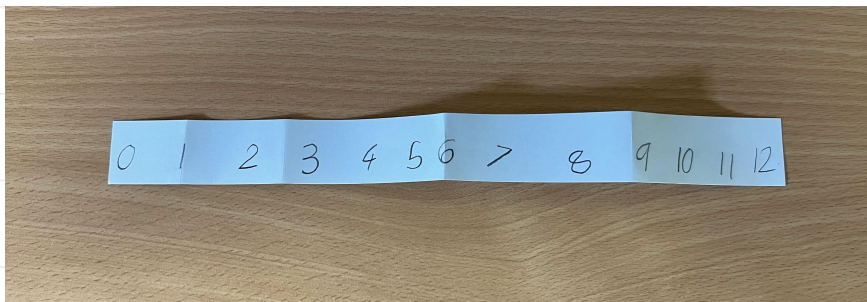
**REPRESENTATIONS  
OF NUMBER**



**PROBLEM SOLVING**



# ILLUSTRATIONS OF PRACTICE



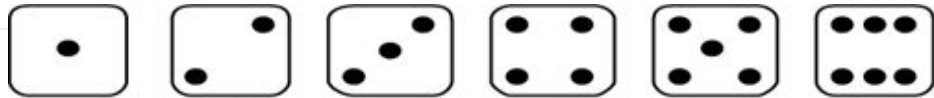
Board games

**DOT**

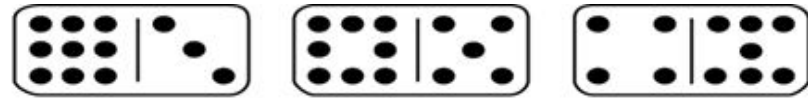
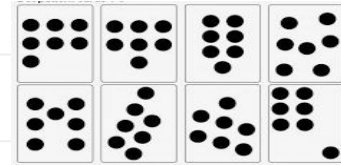
**PATTERNS**

You can use non - standard dot patterns

subitising



dice dot patterns

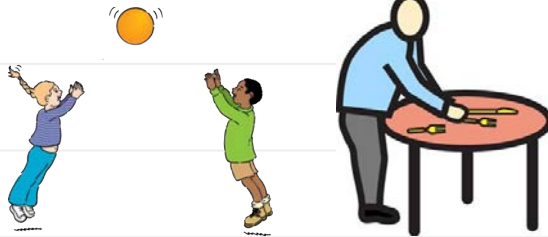


domino dot patterns

# MATHS: HOW TO SUPPORT YOUR CHILD AT HOME

Maths is everywhere! (and everyone is a mathematician)

[Everyday Maths Hub](#)







# UNIFORM SHOP

Lisa Foppen  
Coordinator

**THANK YOU FOR  
JOINING US TODAY!**

Please enjoy  
morning tea.

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& images by Freepik.

