



OATLEY WEST PUBLIC SCHOOL



Kindergarten Orientation
Session 3
Wednesday 9th October



Ryan Fisher - Deputy Principal



**Acknowledgement
of Country**



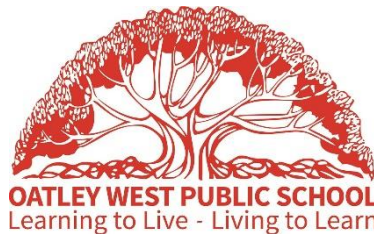
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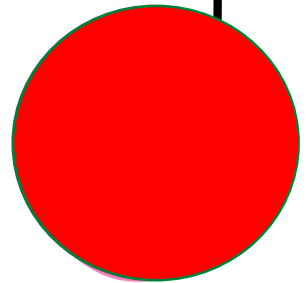
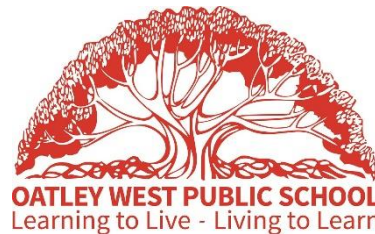
Today's session will cover

- **Performance** - Senior Band
- **Band and Music** - Kylie Archer
- **Ethics** – Kylie Archer
- **Scripture**- Rita Liew
- **Lauren Cleary**- Occupational Therapist
- **Literacy** - The new K to 2 Curriculum - Mrs Julia Dimovska (Assistant Principal Stage 1)



OATLEY WEST PUBLIC SCHOOL CONCERT BAND- Performance

Thank you to our Concert Band, comprised mainly of Years 5 and 6 kids (and a year 2 drummer and year 4 cellist), lead by Mr Rowlands for your amazing performance.



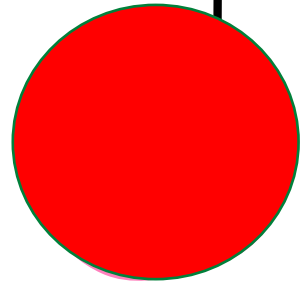
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Music Council- Kylie Archer



Oatley West Music Council

Percussion Power-(starts from Year 1), where students learn the fundamentals of percussion and rhythm in small groups with an instructor. These groups run on Thursday and Friday morning and are grouped by age.



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Music Council- Kylie Archer



Band- Begins from Year 3 and has three stages, Training band, Intermediate band and Concert band. Students choose an instrument, have outside instruction and come together twice a week as a band group to practice and perform together.

Both of these programs are run by the Volunteer Music Council, a sub committee of the P&C at Oatley West. Parent volunteers do all the administration and the expert tuition is done by our paid Music Director and Percussion Teacher.





OATLEY WEST PUBLIC SCHOOL Ethics- Kylie Archer

Ethics

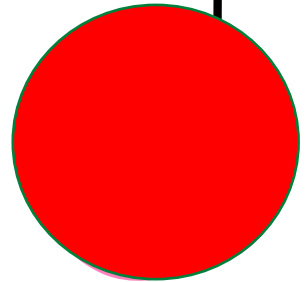
Ethics classes are an opportunity for children to discuss ethical issues with their peers. Classes are impartially facilitated by our trained volunteers, using approved lesson materials. The volunteer teachers don't give their own opinions, they simply facilitate discussion between the children.

Children explore a range of stories and scenarios pitched to their own age group and share ideas on what they ought to do in these situations, the kind of community we should build and what kind of person each of us is striving to be.

Primary Ethics teachers undergo training in behaviour management and each ethics class adheres to six principles, outlined in the six Ethics class rules.

WITHOUT YOUR HELP THERE WILL NOT BE A CLASS FOR 2023 FOR KINDY.

Please see me for more information about how you can volunteer.



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Scripture- Rita Liew

The Special Religious Education (SRE) programs provided at our school are:

- Catholic
- Orthodox
- Combined Protestant churches

Scripture lessons are held every Tuesday morning for 30 minutes.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/religion-and-ethics>

Rita Liew – MOBC (Mortdale-Oatley Baptist Church)

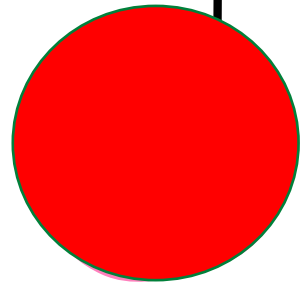




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Special Education in Ethics (SEE) lessons are also held every Tuesday morning for 30 minutes delivered by authorised volunteers of Primary Ethics.

<https://education.nsw.gov.au/policy-library/policies/pd-2013-0436>



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K to 2 Curriculum - Julia Dimovska

Assistant Principal Stage 1

The origin story...

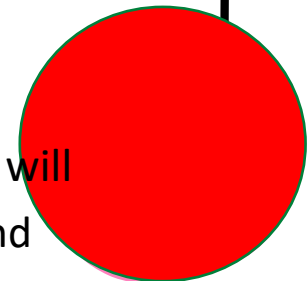
How did we get here?



The NSW Curriculum Review Committee released its final report in June 2020. It recommended a significant redesign of the NSW school curriculum in order to:

- Ensure every student learns successfully
- Ensure every student is well prepared for further learning, life and work
- Lift overall levels of performance in NSW schools

The Review said that the new curriculum arrangements may require a decade to implement fully and will involve developing a suite of new syllabuses - beginning with English and Mathematics, then Science and HSIE, followed by other subjects of the mandated curriculum.



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English K–2 shows essential learning as outlined in the research for building foundations in reading and writing.

The syllabus recognises that for most students, oral language comes before written language. Oral language outcomes and content are inclusive of students whose primary communication is not through speaking and listening.

Each research-based key to reading has an explicit outcome, including phonics. The teaching advice suggests that teachers should typically provide daily opportunities for students to practise reading, starting with the use of decodable texts.

Focus on reading ‘fluency’ as a key component of building strong foundations.

More emphasis on writing and ensuring that students have a clear understanding of how to create a sentence.

‘Literature’ is highlighted as essential in the development of core knowledge for subject English. Listening to and using literature can foster an understanding, appreciation and love of reading.

Content is structured to highlight the parallel connections across oral language, reading and writing

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English K-2

Outcomes and content overview

Understanding texts

Creating texts

Oral language and communication

Vocabulary

Phonological awareness (ES1)

Print conventions (ES1)
Phonic knowledge

Reading fluency
Reading comprehension

Creating written texts
Spelling
Handwriting

Understanding and responding to literature

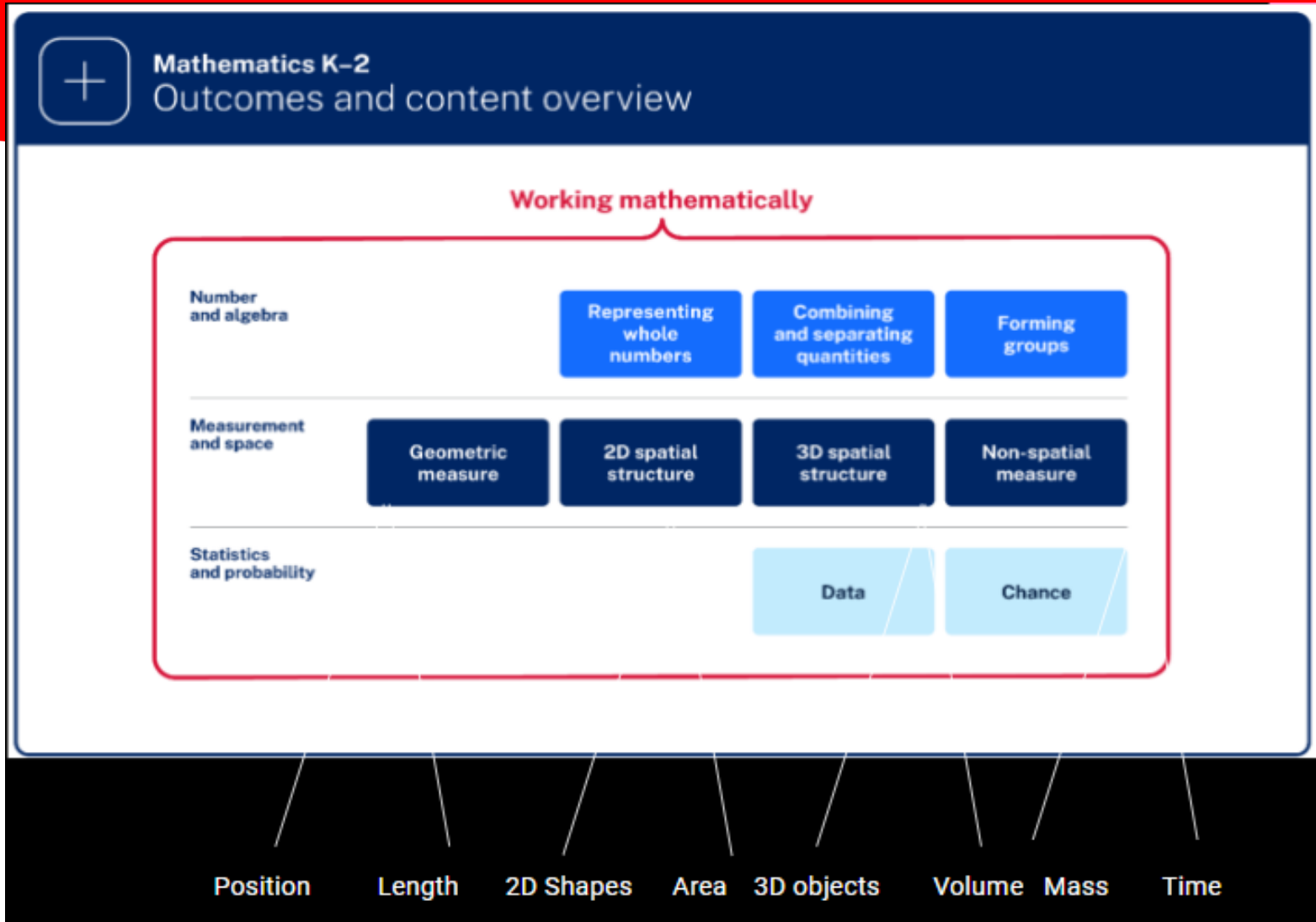
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Mathematics K–2 shows essential learning and supports students to make connections across concepts as outlined in the research for building foundations in Mathematics.

- Developing reasoning skills to support a deeper understanding
- Focus on the language of Mathematics
- Content is structured to highlight the parallel connections across Number and Algebra, Measurement and Space, and Statistics and Probability, underpinned by the latest research.

The new syllabus affirms the strong evidence base of outcomes and content, with an increased emphasis on place value.

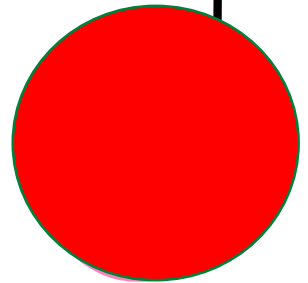
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Occupational Therapist- Lauren Cleary

Occupational therapy aims to restore, enhance or adapt a child's abilities and functioning at home, school and with everyday activities.



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Motor Development in Children

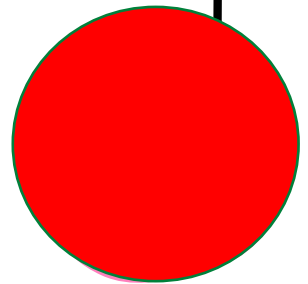
Gross motor skills

Fine motor skills

Self care skills

Play skills

Sensory Processing



• Reasons for differences in motor skills

HEREDITARY FACTORS

ENVIRONMENTAL FACTORS

MATURITY

PHYSICAL DISABILITY

INTELLECTUAL DISABILITY

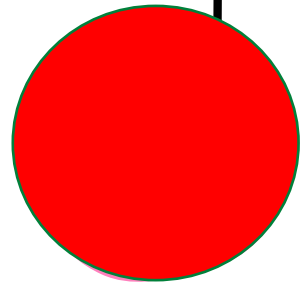
COORDINATION

MOTOR PLANNING

BODY AWARENESS

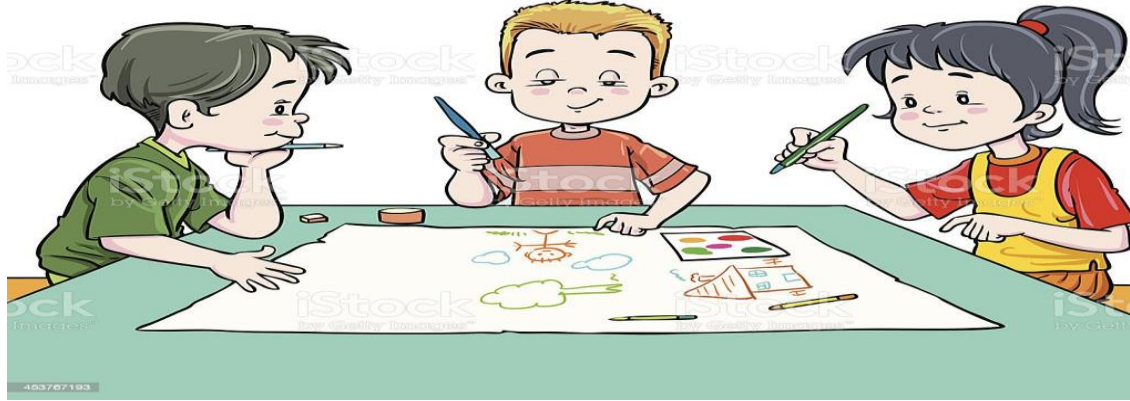
PERFORMANCE ANXIETY

INDIVIDUAL PERSONALITIES AND INTERESTS



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Handwriting Readiness



Some controversy exists as to when children are ready for formal handwriting. Differing rates of maturity, environmental influence and interests all influence children's early attempts and successes in copying letters. Some children may be ready to write at 4 and others may not be ready until age 6.

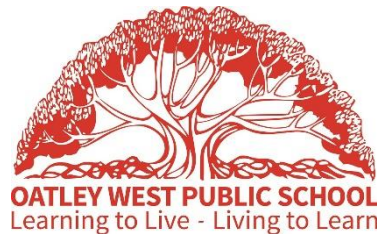
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Fine motor skills

The most important mechanical tools the student bring to the classroom are their hands

Hand skills are critical for early childhood learning and school.

Refined hand skills are needed to master handwriting, a major occupation of school aged children. They also provide the basis for all manipulative activities and hand tool use

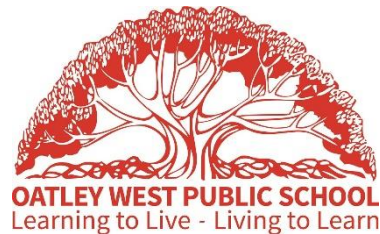


Typical Development of Handwriting Skills

- Typically developing children by the age of 6 or 7 years old are fairly competent at writing legibly when instructed with the traditional handwriting curriculum.

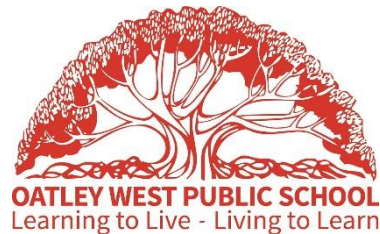
NOTE:

- However, more and more we are seeing typically developing children with delayed fine motor skills and decreased hand strength because they are not using their hands in ways that would strengthen their muscles. As a result we are seeing a variety of inefficient grasp patterns which affect handwriting and fine motor skills.



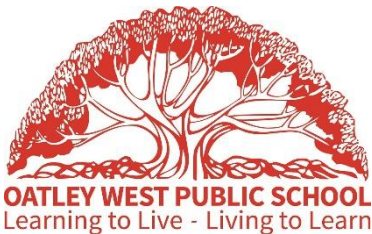
Prerequisites to handwriting

- Before a child is ready for handwriting they must have the following
 - Small muscle development
 - Eye hand coordination
 - The ability to hold utensils or writing tools
 - The capacity to smoothly form basic strokes such as circles and lines
 - Letter perception including the ability to recognise forms and notice likeness and differences

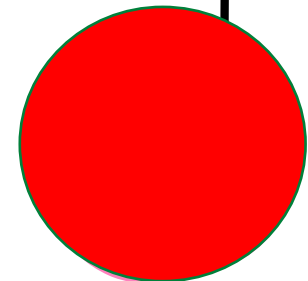


Pencil grasps

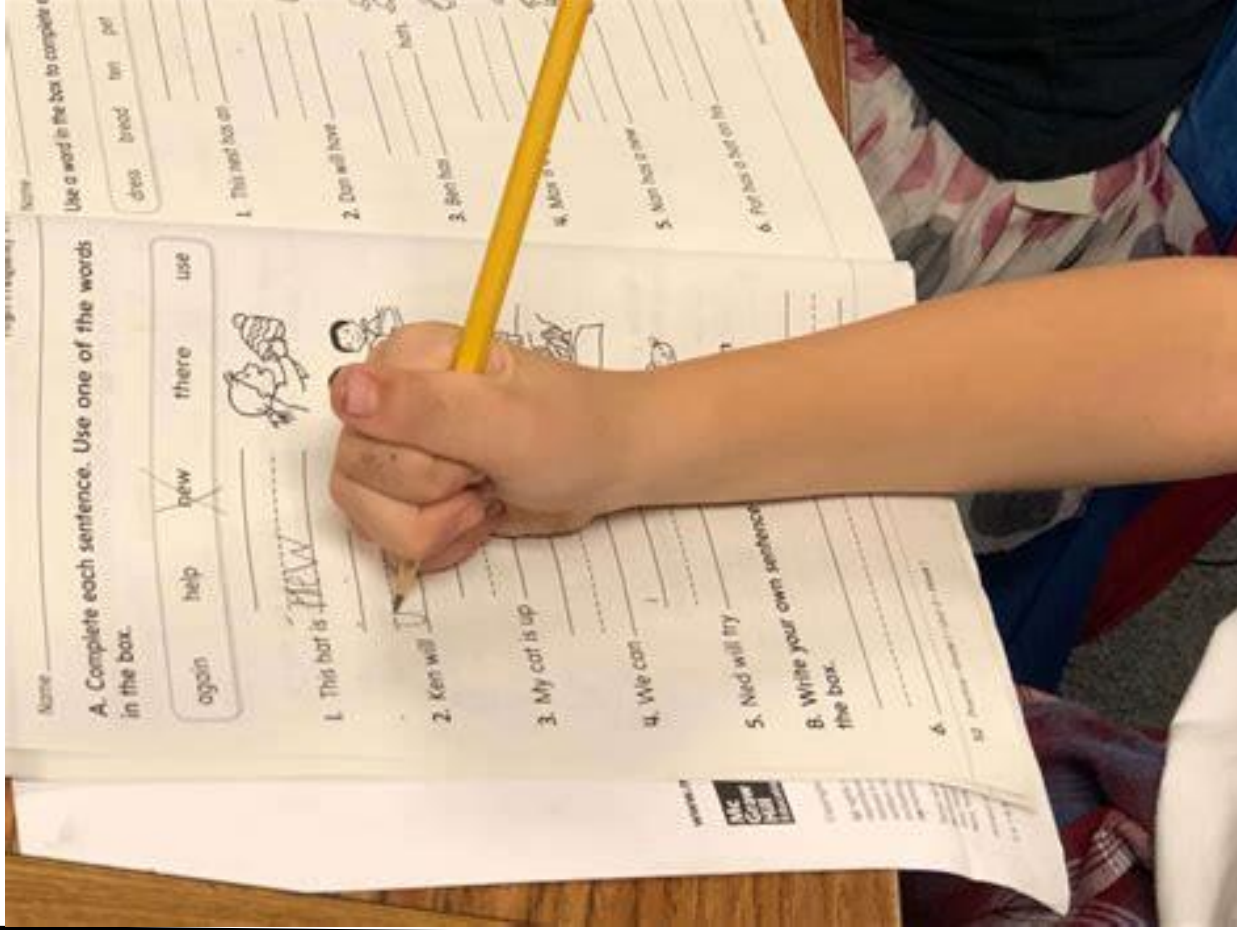
- Research is showing that a pencil grasp has to be comfortable and not cause the child pain or fatigue.
- A maladaptive grasp does not follow the developmental progression and should be corrected to achieve legible handwriting.



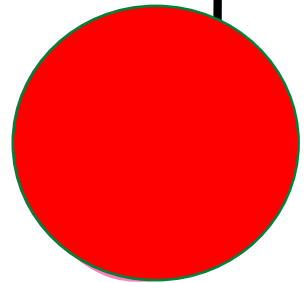
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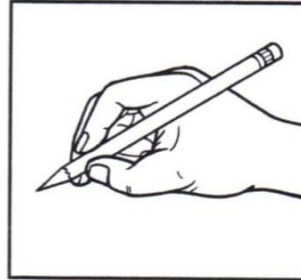


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DESCRIPTION OF GRASP

1 MATURE DYNAMIC TRIPOD (4 1/2 TO 6 YEARS)

- Wrist extended up
- Grasp distal with opposition of thumb, index and middle fingers in a triad
- Open web space with thumb stable
- Fingers move during tool use



INTERVENTION

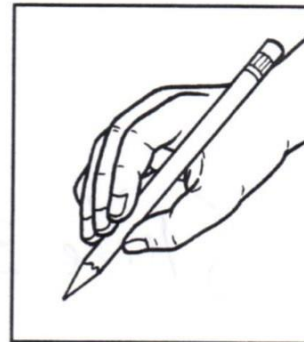
No intervention.
This grasp is optimal for precision and speed, combining biochemical advantage with sensory awareness due to contact with appropriate sensory receptors in the hand.

DESCRIPTION OF GRASP

2 DYNAMIC QUADRIPOD

A common alternate grasp using four fingers around the tool shaft. This provides more stability in the grasp.

- Grasp distal with opposition of thumb, index, middle and ring finger
- Open web space with stable thumb
- Fingers move during tool use

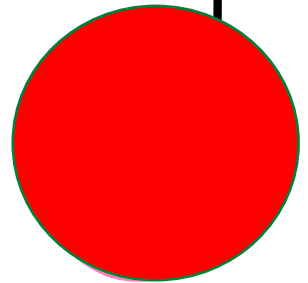
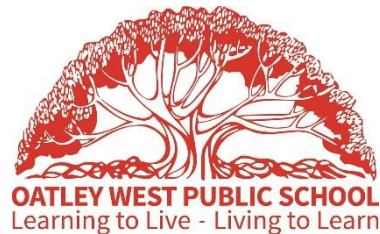


INTERVENTION

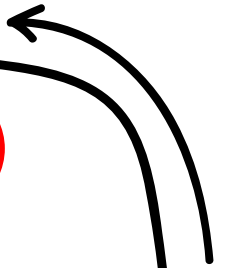
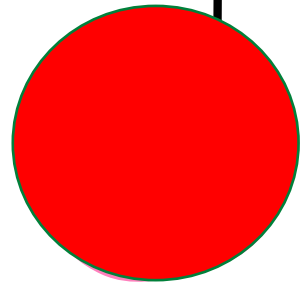
Helpful to introduce tripod position.
Develop separation of sides of the hand.
Equipment cues to form tripod grasp are helpful; STETRO GRIP or TRIANGLE PENCIL GRIP.

Ideal Pencil Grip

- Encourage your child to hold the pencil 1-2 cm above the tip of the pencil and
- Encourage using the thumb and index finger to grip and have the pencil resting on the third (middle) finger.



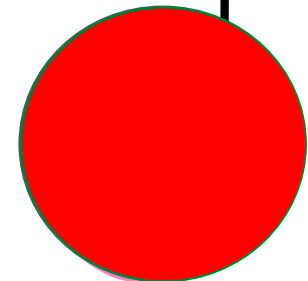
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○ Strengthening our hands

Construction toys (Lego, hammers, nuts and bolts etc)

Playdough play

Sand and

water play

Bead threading/ Lacing

Puzzles

Peg boards

Sorting small objects

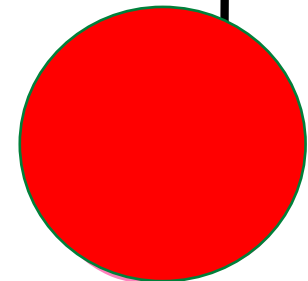
Painting with eye droppers

Using

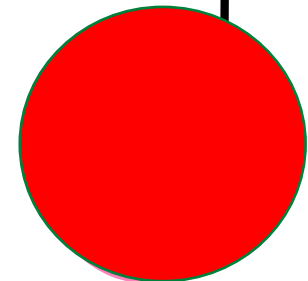
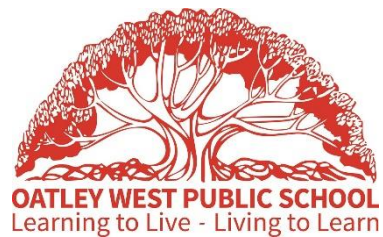
tweezers

Scrunching/ tearing paper for collages Stamping

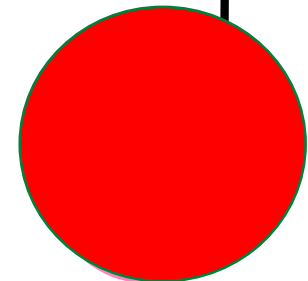
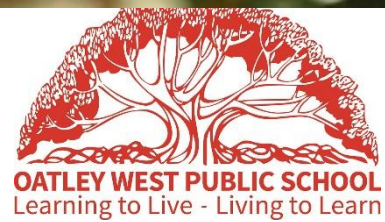
Peeling stickers from sticker books



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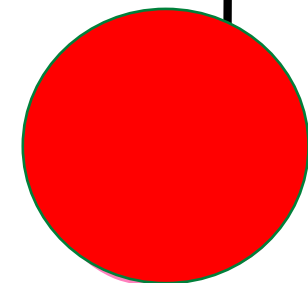
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Hand dominance

Day/date	Activity	Hand used first (R/L)	Swapped? (Y/N)	Observations (if any)
e.g. Mon 31/7	Writing	R	N	Sore hand
	Colouring	L	Y	



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Sitting Posture for Handwriting

Sitting Posture for Writing

If you write with your  right hand . . .

Sit up tall.
Keep both feet on the floor.



Keep your paper straight.
Put both arms on the desk.
Pull your pencil toward the
middle of your body.
Use your left hand to move
the paper.



Hold the pencil like this.
Do not squeeze the pencil
when you write.

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Writing Positions

If you write with your  left hand . . .

Sit up tall.
Keep your feet on the floor.



Slant your paper.
Put both arms on the desk.
Pull your pencil toward your
left elbow.
Use your right hand to move
the paper.



Hold the pencil like this.
Do not squeeze the pencil
when you write.

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Scissor Skills

- Skills necessary for scissor use:
- Closing and opening hand
- - Using a 'doer' and 'helper' hand
- Isolating and combining movements of the thumb, index and middle
 - fingers
 - -Coordinating arm, hand and eye movements
 - -Keeping the wrist, elbow and shoulder stable
 - -Planning movements to work how to cut

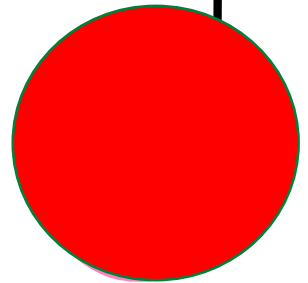
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Holding Scissors

- Reinforce 'thumb on top' for both hands when cutting. Use stamps or stickers on thumbs to encourage this if needed.
- Allow plenty of experimentation using scissors to snip playdough, straws, cards, etc.
- Activities should be graded to ensure success. Start with very thick bold lines and vary the length and direction of lines as well as type of paper. Start with smaller pieces of paper and firm paper or light card.
- Correct sitting posture should be encouraged with both forearms



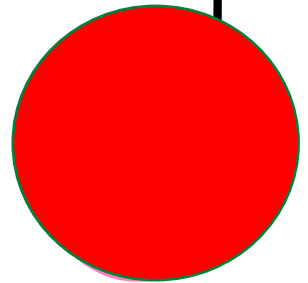
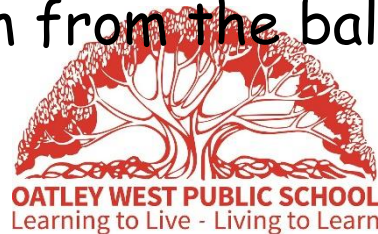
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Activities to develop scissor use

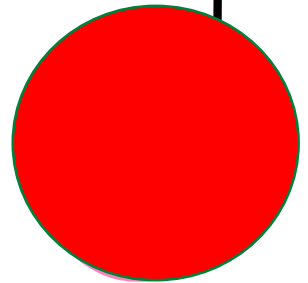
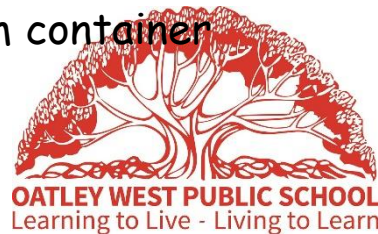
with BBQ tongs or salad servers

- Pick up and sort objects into buckets
- Pick up blocks and build towers
- **Games with hole punches** - Use thin cardboard and punch holes to make a lacing card
- **Games with water spray bottles or water pistols**
 - Hang up balloons with shaving cream patterns on them. Squirt water to remove the shaving cream from the balloons.



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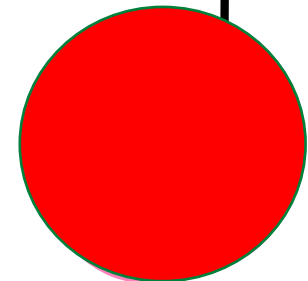
- Push a balloon along the ground using spray from water bottle.
- Squirt water into a container containing bubble mixture in order to make more bubbles.
- **Games with tweezers or tea bag squeezers**
 - Pick up and sort small objects into plastic bottles
 - Make a collage by using tweezers to place items onto page covered with glue.
 -
 - Poking playdough with individual fingers or rolling playdough eggs between fingers.
 - Threading small beads
 - Squeeze pegs onto line or icecream container



Working with your child at home

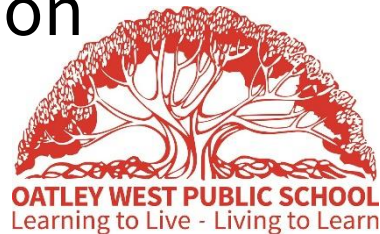
THE FOLLOWING STRATEGIES CAN HELP CHILDREN EXPERIENCE SUCCESS AND FEEL GOOD ABOUT THEMSELVES WHILE LEARNING SKILLS WHICH MAY BE DIFFICULT:

- Work on the cause of the difficulty
- Choose achievable tasks
- Structure activities to produce a good result
- Choose enjoyable activities
- Choose an appropriate work environment
- Use short periods of practice



Specific Ideas at home

- Allow opportunities for activities which the child does well
- Avoid practicing mistakes
- Provide assistance to complete tasks
- Provide only the amount of assistance needed
- Provide additional instruction and demonstration



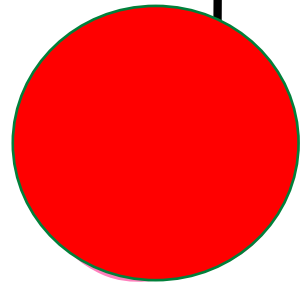
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Specific Ideas at Home

- Encourage frequent changes of position to avoid fatigue
- Provide opportunities for a lot of gross motor activity during the day e.g. at the park, obstacle courses, walking along fences
- Use playground at quiet times
- Use appropriate shoes and clothing when playing outdoors
- Incorporate movement activities e.g. tyre swing



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Specific Ideas for Home

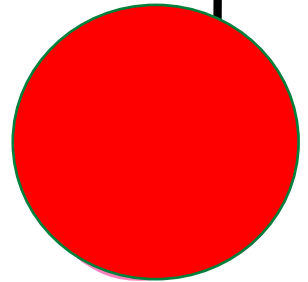
- Encourage use of a functional pencil grasp.



- Use short, chunky implements (pencils, crayons, brushes) which are easier to control and encourage an appropriate grasp
- Draw thick dark lines around pictures to make them simpler to colour



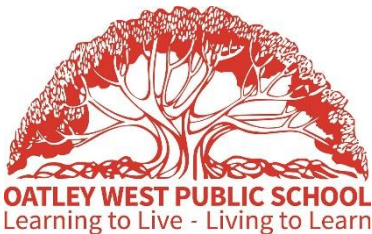
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When to see an OT:

- The teacher has raised concerns
- You are concerned
- You are not seeing progression in their skills
- Your child is becoming upset or verbalising they are struggling

- An OT is happy to have a discussion to see if a assessment will be beneficial





Thank you

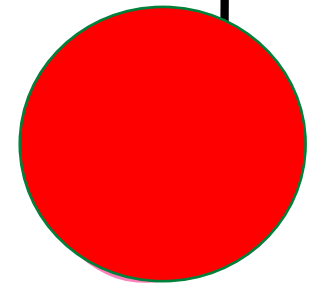
Looking forward to getting to know your family in 2023



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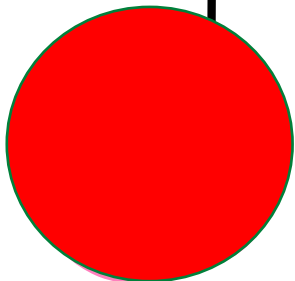
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