



Brookton District High School

Independent Public School Since 2015

Preparing today's child for tomorrow's world.



PRE-PRIMARY INFORMATION BOOK 2025

Brookton District High School

Welcome to Brookton District High School

We hope that this year at school will be an enjoyable and enriching one for you and your child. This information has been compiled to give you an insight into our Pre-Primary and to answer some of the questions you may have.

Our Vision

At Brookton DHS we provide our students with the skills, knowledge and attitudes to enable them to become lifelong learners and to make positive contributions to the society in which they live.

Brookton District High School is a friendly and welcoming school, committed to providing the best possible education for the children of the Brookton community and surrounding areas. We believe that every staff member, parent, and child is a partner in that child's learning journey. Our school continually monitors the learning of each child and makes great effort to analyze student progress. We believe that every student can learn and that every student can achieve their individual excellence.

At Brookton District High School our motto is **'Strive'**.

School Context

Brookton District High School is situated in the South Avon Valley Region 137km from Perth. The area is mainly engaged in rural pursuits with services that support these activities. Students are from farming and town families and our current enrolment is 140 students, catering from Kindergarten to Year 10, with approximately a third of the student population being Aboriginal.

The school conducts specialist programs in Physical Education, Information Technology and has begun implementing STEM learning opportunities using Coding, Robotics and Multimedia. The school has invested in sets of iPads and has trained staff in their use to support STEM learning. Secondary students are engaged in several enterprise activities, for example, Design and Technologies, Home Economics, Robotics, STEM coding, Sports Academy and Outdoor Education.

The school is well resourced with facilities that include a computer lab, two dedicated science labs, a design and technology Center, a home economics room, and a teacher resource center. The school grounds are attractive and well maintained and provide playing areas for all groups. The school receives outstanding support from our very active School Board and P&C Association.

Our Aim

Our aim is for Brookton District High School to become the school of choice for Brookton and surrounding areas.

General Information

Contacting Us

The School and Pre-Primary can be contacted on the following numbers:

ECE 1	9642 5007
ECE 2	9642 5008
Administration Office	9642 5000

Please do not hesitate to contact the teacher if you have any queries or worries about your child. We can easily make appointments to discuss any issues about which you are concerned.

Term Dates for Students - 2025

Term One:	Wednesday 05 February – Friday 11 April
Term Two:	Monday 28 April – Friday 04 July
Term Three:	Monday 21 July - Friday 26 September
Term Four:	Monday 13 October – Thursday 18 December

PLEASE NOTE THAT START DATES FOR THE BEGINNING OF EACH TERM MAY BE SUBJECT TO CHANGE DUE TO PUPIL FREE DAYS. PLEASE CHECK TERM CALENDARS AND NEWSLETTERS FOR UPDATED INFORMATION.

Our Program

The teaching and learning program in Pre-Primary feature an integrated approach where child-centered activities, play, explicit teaching, and targeted, structured activities provide a balanced curriculum. The learning activities are planned in accordance with the Early Years Learning Framework and covers the eight learning areas of the Western Australia Curriculum.

Our Positive Behaviour Values

Brookton District High School has implemented a School Wide Positive Behaviour Support program to ensure that expected behaviours are explicitly taught, modelled and reinforced. With contributions from students, staff, and community members, four expectations were developed to help every student “SOAR” to achieve their greatest potential.

- We are **Safe**
- We are **Organised**
- We are **Achievers**
- We are **Respectful**



Class Dojo

All classes from K-10 use Class Dojo. It is a behaviour management monitoring tool that encourages children to work hard and participate through the allocation of positive and negative dojo points.

It is also used to communicate with parents. We can share news, photos and information regarding events and activities happening at school and in the classroom. We are also able to send private messages directly to you.

To participate you need to sign up for Class Dojo. It is a simple free app for iOS and Android, or you can login at www.classdojo.com. You will receive further information from us at the beginning of the year and any new parents will be invited to join our class.

Voluntary Contribution

In accordance with the School Education Act 1999 (Amendment) and the Department of Education – Contributions, Charges and Fees, schools can charge up to \$60.00 for students from Kindergarten to Year 6.

A voluntary contribution is requested from families to support the educational program at Brookton District High School. This contribution is used towards the cost of materials, services and facilities used by students in all educational programs. Contributions collected contribute towards:

- Photocopying for class work and homework packages.
- Classroom resources, e.g., computer and science consumables, paper, files, reading book sets.
- Physical Education, Art, and Library equipment.
- Classroom activities and incentives.

The contributions are as follows:

Kindergarten	\$ 40.00
Pre-Primary to Year 6	\$ 60.00
Secondary	\$235.00

Voluntary contribution payments can be made by cash, EFT or by direct deposit.

School banking details are below, please use Student name as reference.

BSB: 633 000

ACC: 118772029

Payment plans are available and encouraged.

Attendance

The Department of Education is providing full time education for Pre-Primary children which is now a compulsory year of schooling. It is therefore an expectation that the children attend to maximize their learning experiences. **Regular attendance is very important.** Coming every day and arriving on time reinforces for children that school is a significant experience, not to be missed. A child is deemed 'At Risk' if attendance is below 90%. **Requests for family holidays taken during school time need to be applied for in writing to the principal for approval before the date/s involved.**

In line with the Department of Education Attendance Policy, attendance data is recorded every day. If your child is going to be absent, please notify their teacher each day that they are absent by sending a text message to **0438 942 354**, the school's MGM message system.

Arrival and Departure

When your child arrives, please bring them into the classroom, that way we are sure they have arrived. Children who arrive after 9.00 am will need to go to the Administration Office so a late absence can be entered before going to Pre-Primary. Your child should be picked up at the end of the day promptly. Young children easily become distressed if they think you have forgotten them! If you are unavoidably detained, please contact ECE1/ECE2.

Administration Office	9642 5000
ECE 1	96425007
ECE 2	9642 5008

If someone other than yourself is collecting your child, please notify the staff verbally, or by way of a note or phone call. **The school will not release any child to non-authorised persons.** Written notification is required if there will be regular collection by someone other than a parent or legal guardian (*refer to form – Collection of Pre-Primary Children*) enclosed in this pack.

*Please note that unless you have a Restraining Order or Sole Custody Order from the Family Court or other legal requirements, we are unable to refuse legal parents or guardians the right to access their child. The school must be shown the original court documentation and a copy must be retained on your child's student file.

Children are not permitted to be on school grounds prior to 8.30am unless they are attending Breakfast Club.

If children are not collected within 10 minutes after the conclusion of school, they will be taken to the Administration Office and will need to be collected from there.

Parking

Parents are reminded that Tiller Street parking is for staff and official visitors to our school. Please use White Street as the drop off and pick up point for your child/ren, unless specifically coming to Administration.

Bus Children

The bus bay is located in Tiller Street.

Older children will be organised to escort the children to the Centre. In the afternoons a staff member escorts the children to the bus bay and makes sure they get onto the right bus.

If you do not want your child to go home on the bus for any reason, you must notify the **Pre-Primary staff and the bus driver, or your child will be put on the bus.** Staff will also need to be informed if your child is travelling on a different bus.

Uniform – Pre-Primary

School uniform is compulsory for all students of Brookton District High School. Uniforms help children to feel that they belong.

Uniforms are available for purchase. Orders can be placed at the Administration Office and the uniforms will be supplied as soon as convenient. The Brookton District High School P & C Association provide this valuable and voluntary service. It is advisable to label all clothing.

Although every precaution is taken, paint often ends up on clothes as well as everything else! For most stains a stain remover and cold water usually work.

Footwear

Students are required to wear footwear throughout the entire day. Sandals or sneakers are the only acceptable form of footwear to be worn as it is suitable for both indoor and outdoor play. **Please do not send your child in Ugg boots, gum boots or thongs.**

Birthdays

Children love to celebrate their birthday at school. If you would like to send something to share, a cake that we can cut up or cup cakes are most suitable. Please ask beforehand how many children are in the class so there is enough for everyone, and if there are any food allergies you need to be aware of.

Confidential Declaration

All parents are asked to complete a 'Confidential Declaration' form. This allows you to participate in any activities at the school. See Attachment.

Allergies and Medical Conditions

If your child has a medical condition (allergies, asthma etc.), please notify the school immediately, if you have not already done so. Where necessary, a Health Care Plan will be formulated in consultation with you, Administration and your Doctor so we can follow procedure for day to day care or if an emergency arises. If your child needs a Health Care Plan and does not have one in place, they may be unable to attend school.

Medications

If your child is on prescribed medication, you can request staff to administer it for you during the day. You must place your request through the Administration Office and sign all the relevant forms before staff will be authorised to administer **ANY** medication to your child.

Allergy Aware

Please be aware that there may be some students with food allergies who need to be considered when sending food to school. Please contact Pre-Primary Staff before you provide food for other students. The school is a nut aware school and discourages the consumption of nuts and nut products at school.

Illness

It is advisable to keep your child at home when they are unwell. A child who is not well does not always cope very well during the day. Staying at home also helps curb the spread of infection to other children and staff. Please keep your child at home if they are suffering any of the following:

- Head lice (until they have been treated).

- Ear/nose/eye discharge (e.g. conjunctivitis).
- Weeping sores.
- Diarrhea.
- Fever.
- Vomiting or **has vomited within the last twelve hours.**
- Any signs of infectious disease i.e. chicken pox, influenza, mumps, rubella, ringworm and school sores.



Should your child become unwell during the day you will be contacted and asked to make arrangements for them to be collected.

PLEASE KEEP YOUR CONTACT INFORMATION UP-TO-DATE THROUGH THE ADMINISTRATION OFFICE.

Kindergarten/Pre-Primary Parents Committee

The Kindergarten/Pre-Primary Parents' Committee is a subcommittee of the Parents and Citizens Association.

A new committee will be elected for 2025. Please consider taking an active role in this committee. Not only does every child benefit from the resources the committee is able to purchase through their fundraising efforts, but it is also a great way to keep in touch with what your child is doing at Kindergarten/Pre-Primary.

The purpose of this committee is to:

- Promote the interest of the Pre-Primary and Kindergarten; and
- To represent the special interest of Pre-Primary and Kindergarten students at the P&C meeting.

Correct Pencil Grip

It is important to establish and reinforce a proper pencil grip as early as possible. The tripod grip is the preferred grip as it allows for proper control of the pencil. In the tripod grip the thumb, index finger and middle finger form a triangle to hold the pencil with the ring finger and the little finger supporting the middle finger. The pencil should be positioned between the three fingers so there is equal pressure. The index finger should rest on the top of the pencil. All fingers are slightly bent.



Handwriting

At Brookton District High School, the children are taught NSW Foundation font print. It is very important that when you are showing your child how to write the letters of the alphabet, you model the correct letter formations. Bad habits formed now are very hard to break. We have included the Peggy Lego prompts that we use to teach the formation of every lower and upper case letter. At the back of this booklet

Pre-Primary Requirements for 2025

ON THE FIRST DAY ALL STUDENTS WILL NEED TO BRING:

- Class requirements as listed on 2025 Personal Items List. **(please – all items are to be clearly labeled with your child’s name).**
- A clearly labeled school hat that will stay at school. **The school has a strict No Hat-No Play rule that is enforced all year round.** Bucket hats or school caps with the school logo on them can be purchased from the school uniform shop. These are part of the school uniform and must be worn when children are off school site, e.g. excursions or sporting events.
- Attachment – Child Collection Parent Authorization.
- Attachment – Confidential Declaration Form.
- Attachment – Photo Permission Form.
- Attachment – Good Standing Policy.

EVERY DAY ALL STUDENTS WILL NEED TO BRING:

- A school bag or pull along case big enough for lunchboxes, jumpers and pieces of work that your child will bring home.
- A change of clothes to be left in their bag in case of accidents.
- All Pre-Primary students have fruit/vegetables for recess, followed by a snack. They also participate in Crunch ‘n’ Sip every afternoon from Tuesday to Friday.

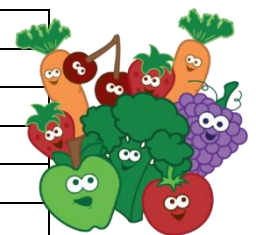
Please provide **TWO** pieces of fruit/vegetable every day, except on Mondays when they will only need one piece.

If your child needs their fruit cut up to eat it, please do this at home and send it in separate containers or bags in their lunch box

- A healthy allergy aware packed lunch. The School Canteen operates on a **Thursday for lunches**. Children are able to order their lunch on these days. The Canteen menu and price list will be published on school DOJO.
- Water bottle filled with **WATER ONLY**.

Some suggestions for fruit time are:

apples	nectarines	strawberries	carrots
bananas	oranges	watermelon	capsicum
dried apricots	peaches	tomatoes	cauliflower
grapes	pears	sultanas	celery
honeydew melon	plums	broccoli	snow peas
kiwi fruit	rock melon	beans	cheese





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PRE-PRIMARY

READING: LEARNING AT HOME

READING STAGES

Your child goes through different stages as they learn to read. Remember that children learn in different ways and at different rates, so be patient and always encourage your child's efforts.

Read things your child really enjoys so they learn to love reading!

Role-play readers

As your child grows and develops, they begin to take an interest in books and the words they see around them.

They may start to imitate you by holding books the right way up, turning the pages carefully and pretending to read by using the pictures and their memory to retell stories. They also learn the difference between the front and back of a book, understand that words and pictures are different, and that printed words contain messages.

You can support your child by:

- reading with them every day
- encouraging and praising any attempts at pretend reading
- showing them that pictures help tell the story
- reading their favourite stories again and again – familiarity builds confidence
- not criticising them when they make mistakes – learning to read takes time!

Experimental readers

During this stage, your child often reads by looking at the pictures and using their memory of a story. They also recognise some words, but their focus is on the meaning of a text rather than reading every word properly.

You can support your child by:

- reading with them every day
- encouraging them to have a go at reading and praising their attempts
- talking with them about sounds, words and interesting features in books and other texts like labels, shopping lists and newspapers
- talking with them about book characters and storylines
- encouraging them to express opinions about what happens in a story
- continue reading their favourite stories again and again.

Turn off the television. It's easier for your child to concentrate when there are no distractions.

**You'll find more
learning at home factsheets
at education.wa.edu.au.**





READING: LEARNING AT HOME

MORE READING IDEAS

Reading together

When you are reading with your child:

- have them look at the pictures in the book to give them an idea of what the story might be about
- talk about what is happening in the story and in the pictures
- point out key words in the story and explain words they might not know
- encourage them to join in with rhyming words or phrases repeated throughout the story
- stop and ask: *What do you think will happen next?* and *What makes you think that?* – accept their answers, even if they aren't quite right
- ask them about events and characters in the book
- talk about the story or get them to retell the story in their words when you finish reading – this helps them recognise the beginning, middle and end of the story
- answer their questions even if they interrupt the flow of the story – remember, you asked for their opinions!

It's really important to give your child lots of praise when they are learning to read. Praise them when they try to read a book. Avoid criticising if they get something wrong, even if it seems easy to you. Some children need lots of practise and encouragement.

There are lots of things to read including nursery rhymes; story books; non-fiction books; books on dinosaurs and pets; books you make together; funny stories and poems; joke books; websites and CD books; comic books; newspapers, catalogues and magazines; recipe books; street maps; and dictionaries.

Reading techniques

- When your child comes to a word they don't know, encourage them to look at the letters of the word and get them to attempt to sound out all or parts of the word – give them time to do this.
- If you think your child knows a word, ask them to go back to the beginning of the sentence and have another try. Sometimes this helps to give them an idea of the word, by listening to the rest of the story.
- If you don't think your child knows a word, say it for them and then encourage them to continue reading.
- At the end of the story, go back to the words your child didn't know and help them work out what they are.

Children who enjoy reading at home are more likely to be successful in early reading activities at school.

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WRITING AND SPELLING: LEARNING AT HOME

WRITING AND SPELLING ARE IMPORTANT!

Speaking and listening are the foundations on which writing, spelling and reading are built. In Pre-primary, your child continues their learning journey and, as they build their confidence, they start to become more familiar with words and writing.

What can I do?

- Read with your child regularly. Explore words and books together and involve them when you are writing.
- As you read together, talk about the words you read. For example, rhyming words like: *bat* and *cat*, and talk about the sounds made at the beginning of words. When your child is comfortable, talk about the sounds made at the end of words.
- Encourage your child to help you write notes, emails and shopping lists. Set out paper and pencils so they can try writing with you.
- Play word games together such as simple word searches.

A child with disability usually benefits from and enjoys the close interaction and stimulation provided when they are read their favourite stories or are sung a nursery rhyme. If your child has a disability, their school supports them as they participate in activities at a level suitable to their ability. Talk with your child's teacher about appropriate tools, equipment and ideas to support you and your child.

If your child speaks another language or dialect, they need time to hear the sounds of the English language. It may take up to two years or longer for them to hear and say all these sounds.

- Display letters and drawings your child has created. Write them notes such as: *I'm very proud of you!*
- Use magnetic alphabet letters on the fridge or a magnetic board. Help your child make words.
- Search for words at home, when you are out and about, as you take a walk and when you are travelling such as on signs and in shops.
- Set up a home message board and write messages to your child. Encourage them to leave messages for you and other family members.
- Make good use of junk mail! Ask your child to:
 - circle words with a certain letter such as *m* and a certain sound such as *sh*
 - underline all the two letter words, three letter words and so on
 - count how many times they can find a certain word such as *the* – this helps them recognise common words.

Turn off the television. It's easier for your child to concentrate when there are no distractions.

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NUMBERS:
LEARNING AT HOME

NUMBER ACTIVITY IDEAS FOR HOME

Read together

Books are an easy and fun way to bring maths into your home. As you read, add to the fun by asking questions such as: *Who was the second person to arrive? How many people have brown hair? Who is the tallest person in the picture?* and *What page are we on?* Count the pages as you turn them.

Talk about time

Help your child to read both an analogue and a digital clock. Talk about time. For example: *What time does your favourite television show start?* and *How long does the program go for?*

Sport

Sport is a topic that includes maths and is easy to talk about. Ask questions such as: *How many goals does the team have? How many goals is the team leading by?* and *Which player has scored the most runs?* You can:

- point out the score and the times shown on the scoreboard
- talk about placegetters in a race – first, second, third... last
- write sport days and times on a calendar and talk about days of the week, months of the year and the seasons.

Food and cooking

Ask your child to help measure ingredients with spoons, scoops and cups, and check cooking times. Encourage them to lift things to see what is heavier. Help them work out how food and drinks can be shared equally, for example cut sandwiches or fruit into halves and say: *I have cut this into two equal pieces – half for you and half for me.*

Prepare meals together and ask questions like:

- *How many people are eating?*
- *How many plates and cups do we need?*
- *Can you get enough plates without counting each plate? We need six plates, that's three and another three.*
- *If we need two slices of bread for each sandwich, is there enough bread to make sandwiches for everyone?*

Show your child that the overall quantity of a group of objects does not change even if you rearrange them. Put some objects in a line and ask: *How many?* Put the same objects in a group and ask: *How many?* The answer is the same.





SCIENCE: LEARNING AT HOME

SCIENCE AT HOME

Learning about science through play

Play is an important part of your child's learning and discovery. By using play to learn about science, your child uses all their senses – sight, sound, feel, smell and taste. They also learn about predicting, observing, describing and comparing different things around them. Let your child explore and ask lots of questions. Most of all, nurture their curiosity and creativity, and let them learn and discover at their own pace.

In the toy box

- Get your child to sort toys by size, shape, colour, texture and weight. Ask your child to explain why they have grouped certain toys together.
- Place one toy in each of your child's hands and ask them to tell you which feels heavier and which feels lighter.
- See how fast toy cars, marbles and balls roll down ramps and inclines. Experiment by changing the surfaces.

Put items in a dark plastic bag that your child cannot see through. Place different items in the bag. Get your child to put their hand in the bag and describe the different textures they feel, such as smooth, furry and rough.

In the kitchen

- Observe and test how different kitchen utensils work and move such as an ice cream scoop, hand-held mixer, can opener, potato peeler and garlic press.
- Ask your child to look at their reflection on both sides of a spoon and ask questions such as: *Why do you think the reflection is different?* and *Which side of the spoon is like looking in the mirror?*
- Get your child to practise their coordination skills by picking up items with tongs and chopsticks.
- Make play dough. See our [how to make play dough activity factsheet](#).

Bath play

- Test different objects to see if they float or sink. Make predictions before testing them and ask questions such as: *Why do some things float and others sink?* and *How can you make a floating object sink or a sinking object float?*



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at education.wa.edu.au.**



Letters and Sounds Program

Peggy Lego Handwriting Prompts

Phase 2 Set 1

S	Up and around like 'c' is for cat, big fat belly.
s	Up and around like 'c' is for cat, big fat belly.
A	Jack and Jill go down the hill, Jack and Jill go down the hill, sideways to the magic land.
a	Up and around like 'c' is for cat, join it up, pull down STOP.
T	Tall man, tall man pulls down STOP. Sideways to the magic land.
t	Tall man, tall man pulls down STOP. Sideways to the magic land.
P	Tall man, tall man pulls down STOP. Back to the top, big fat belly to the middle.
p	Small man, small man, pulls all the way down. Back to the top big fat belly.

Phase 2 Set 2

l	Tall man, tall man pulls down STOP.
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i	Small man, small man, pulls down STOP. A dot on top.
N	Tall man, tall man pulls down STOP. Jack and Jill go down the hill, back to the top, tall man, tall man pulls down STOP.
n	Small man, small man, pulls down STOP, back up on the same line and over the hill.
M	Tall man, tall man pulls down STOP. Up to the top, Jack and Jill go down the hill, Jack and Jill go up the hill, tall man, tall man pulls down STOP.
m	Small man, small man, pulls down, up over the hill up over the hill.
D	Tall man, tall man pulls down STOP. Back to the top, big fat belly.
d	Up and around like 'c' is for cat, join it up, all the way up, down on the same line STOP.
Phase 2 Set 3	
G	Up and around like 'c' is for cat, small man, small man pulls down.
g	Up and around like 'c' is for cat, join it up, all the way down and a monkey's tail.
O	Up and around like 'c' is for cat, join it up.
o	Up and around like 'c' is for cat, join it up.
C	Up and around like 'c' is for cat.

c	Up and around like 'c' is for cat.
K	Tall man, tall man pulls down STOP. Jack and Jill go down the hill to the middle; Jack and Jill go down the hill.
k	Tall man, tall man pulls down STOP. Up to the middle, big fat belly, Jack and Jill go down the hill.

Phase 2 Set 4

E	Tall man, tall man pulls down STOP! Sideways, to the magic land, sideways to the magic land, sideways to the magic land
e	Sideways to the magic land, up and around like 'c' is for cat.
U	Tall man, tall man pulls down, under the bridge, back down on the same line STOP.
u	Small man, small man pulls down, under the bridge, back down on the same line and STOP.
R	Tall man, tall man pulls down and STOP! Back up to the top and big fat belly to the middle, Jack and Jill go down the hill.
r	Small man, small man pulls down STOP! Back on the same line and a rainbow.

Phase 2 Set 5

H	Tall man, tall man pulls down STOP. Tall man, tall man pulls down STOP. Sideways to the magic land.
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h	Tall man, tall man pulls down STOP. Up to the middle and over the hill.
B	Tall man, tall man pulls down STOP. Back to the top, big fat belly to the middle, big fat belly to the bottom.
b	Tall man, tall man pulls down STOP. Back to the top, big fat belly, big fat belly.
F	Tall man, tall man pulls down STOP. Sideways, to the magic land, sideways to the magic land.
f	Starts like 'c' is for cat, tall man, tall man pulls down STOP. Sideways to the magic land.
L	Tall man, tall man pulls down STOP. Sideways to the magic land.
I	Tall man, tall man pulls down STOP.
Phase 3 Set 1	
J	Tall man, tall man pulls down, a monkey's tail.
j	Small man, small man pulls all the way down, a monkey's tail. Dot on top.
V	Jack and Jill go down the hill; Jack and Jill go up the hill.
v	Down and under the bridge.

W	Jack and Jill go down the hill, up the hill, down the hill, up the hill.
w	Down and under the bridge, down on the same line, under the bridge.
X	Jack and Jill go down the hill, Jack and Jill go down the hill.
x	Jack and Jill go down the hill, Jack and Jill go down the hill.

Phase 3 Set 2

Y	Jack and Jill go down the hill, back to the top, Jack and Jill go down the hill.
y	Small man, small man pulls down, under the bridge, back down on the same line, all the way down, a monkey's tail.
Z	Sideways to the magic land, Jack and Jill go down the hill, sideways to the magic land.
z	Sideways to the magic land, Jack and Jill go down the hill, sideways to the magic land.

