



Riding the Waves to Success

PREP INFORMATION BOOKLET



**Currimundi
STATE SCHOOL**



Riding the Waves to Success

A Great Little School by the Beach

OUR SCHOOL VISION

The school's vision statement **"Riding the Waves to Success"** utilises our school's unique coastal environment as a basis for a shared understanding of teaching and learning that sums up our belief that all students can enjoy success if they are empowered with the skills, knowledge and time to meet meaningful challenges.

Our Prep students participate in dynamic challenging units of work to explore the elements of the world in which they live, the lives and cultures of its people and the challenges of the future. Just like the constancy of the waves, our vision promotes to students that learning is a continuous life-long process. The Currimundi State School Prep Year offers an exciting educational experience, which is aligned with the Australian National Curriculum.

The Prep curriculum includes the following Learning Areas:

- English
- Mathematics
- Humanities and Social Sciences
- Science
- Digital and Design Technology
- The Arts (Music, Dance, Drama, Media Arts & Visual Arts)
- Health and Physical Education

At our school, individual student needs are recognised and catered for. Learning activities are provided to meet the needs of student abilities, preferred learning styles and interest areas. As the student's skills and confidence improves, then the height of the learning wave is increased to keep challenging the student to grow and further develop his/her skills.

Our school is committed to achieving consistent high standards in literacy and numeracy, and also behaviour management in a friendly supportive atmosphere. The waves of the beach symbolise this type of relaxed atmosphere. Our school sees the importance of recognising the magic of childhood and uses this childhood magic to ensure an essential component of coming to school is having fun.

Our school's vision, **"Riding the Waves to Success"**, tells all students that they can all have success - that success takes many different forms and we need to value and celebrate all successes. At Currimundi State School, there will always be learning waves there for us to ride. We need to be confident to have a go. The lifesavers - our teachers and support staff - will make sure that the conditions are right for us to dive straight into our learning waves.

A WARM WELCOME

For many of you this will be your first contact with school since your departure from High School. You will find the Preparatory Year a great adventure for your child and yourself. Through the experiences gained here, you and your child are making an ideal start to his/her education.

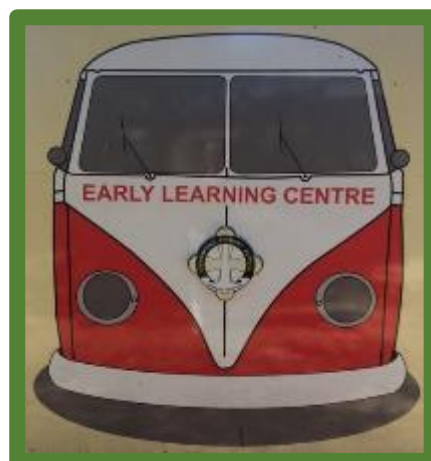
Enjoy this year! Watch your child grow. Support your child and your school in any way you can. The rewards are worthwhile.

So welcome to your new school - Currimundi. We, the school community, look forward to working with you.

Regards,

Aaron Willis
Principal

Amanda Brewer
Deputy Principal



YOUR SCHOOL!

We hope this school will become very much "YOUR SCHOOL" as we work together to help your child develop and learn. We consider YOU, the parent/carer, as the most important influence in your child's education. We are looking forward to a happy, learning year with you and your child.

The purpose of this booklet is to provide you with some information on what we do specifically in the Prep Year.



EQUITY AND EXCELLENCE – REALISING THE POTENTIAL OF EVERY STUDENT

Currimundi is a welcoming, highly inclusive learning environment where we recognise the diverse needs of our learners. This diversity includes gifted and talented students, students with disabilities, indigenous students, students from a variety of cultures, students in need of learning support.

PREP YEAR CURRICULUM

The Prep Year is full-time schooling for children who turn five by 30 June in the year they start school. Principals may also consider enrolling a child into Prep who turns five between 01 to 31 July in the year of proposed attendance if they are satisfied that the child is ready for education after considering the child's attributes. Details of the Early entry to Prep process are available on the school website.

<https://currimundiss.eq.edu.au/enrolments/prep>

International research shows the benefits of children taking part in full-time quality programs before they start Year One. This research also shows that if children start formal schooling when they are a little older, they generally do better than their younger peers.

Prep is the first year of school and provides the foundation for your child's education. The Prep Year builds on your child's learning at home and in other places like kindergarten and child care.

How is the Australian Curriculum organised?

There are three dimensions in the Australian Curriculum:

- learning areas
- general capabilities
- cross-curriculum priorities.



1 Learning areas

The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subjects together: Humanities and Social Sciences includes History, Geography, Civics and Citizenship, and Economics and Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design and Technologies and Digital Technologies. There is also a choice of 15 Languages.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.

2 General capabilities

General capabilities are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:



Literacy



Numeracy



Information and Communication
Technology (ICT) Capability



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding



Intercultural Understanding

3 Cross-curriculum priorities

In a similar way, there are three priorities critical to Australia's future:



Aboriginal and Torres Strait Islanders Histories and Culture



Asia and Australia's Engagement with Asia



Sustainability

They build across the curriculum and allow students to connect the content of learning areas.

*Preparing
students for
21st century living*

THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*

THE FIRST YEAR OF SCHOOL

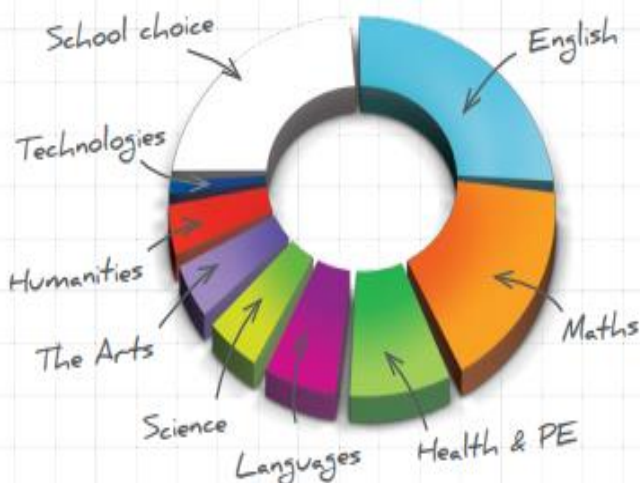
In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community.

Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling such as 'Reception', 'Kindergarten', 'Pre-Primary' or 'Prep'.



Foundation Year Learning Areas



English

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

Typically, students will:

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



Number, order, sequence, pattern, position

Mathematics

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

Typically, students will:

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

Connects events with days of the week

Health and Physical Education

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

Typically students will:

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



Humanities and Social Sciences

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

Typically, students will:

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



Identifies a place that is special to them.

Science

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

Typically, students will:

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

The Arts

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

Typically, students will:

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

Technologies

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

Typically, students will:

in Design and Technologies

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

in Digital Technologies

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



WHAT WILL I SEE MY CHILD DOING?

Your child will be:

- investigating interests
- making choices
- talking with teachers and other children
- planning with their teacher about the things they might do, and carrying out their plans
- designing and making things
- singing, dancing and painting
- listening to stories
- playing games indoors and outdoors
- climbing, balancing, jumping
- planning and sharing in make-believe play
- using computers to draw pictures, make signs, play games and find out about the world
- taking part in everyday experiences like gardening, cooking and tidying up
- writing and copying signs during their play
- learning about size, shape, weight and measurement as they construct things indoors and outdoors



FIVE CONTEXTS FOR LEARNING

Within flexible Prep learning environments, teachers purposefully create five main contexts for learning and development:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

Children have opportunities to learn within each of the five contexts in both indoor and outdoor Prep environments. The contexts for learning and development are designed to actively engage children, parents/carers, teachers and teacher aides as partners in learning. Together, these partners co-construct, reconstruct and reflect on new ways to make sense of their world and relationships with others.

A balanced curriculum provides opportunities for children to participate in all five contexts for learning regularly and a range of contexts daily. Longer blocks of time for engaging in active learning through play, real-life situations and investigations are interspersed with meaningful routines and transitions, and short, appropriate, focused learning and teaching. Children are also likely to shift between contexts as learning progresses. For example, initial investigations using art materials may lead to play with materials and processes and then shift towards real-life art-making.

PLAY

In the early phase of schooling the purpose of play is to support children's learning and development. Play occurs in both indoor and outdoor environments. It provides a powerful context in which children learn as they actively engage socially, emotionally, physically and intellectually with people, objects and representations.

Through play, children develop thinking and problem-solving strategies. They use and extend oral language capabilities, learn literacy and numeracy practices, explore a range of ways to symbolise experiences and develop imagination and creativity. Play-based experiences provide children with opportunities to build their personal identities as successful and responsible learners. In play, children are able to learn through all their senses, make connections with their prior knowledge, practise and master learning, sustain concentration and take risks in enjoyable and non-threatening contexts.

Play, however, also involves children in role-playing challenging life experiences as they seek to make sense of their world. Some play can have a harmful effect on developing identities, and may reinforce inappropriate stereotypes and power relationships. Play, therefore, provides meaningful contexts for sensitively examining with children underlying assumptions and issues, such as fairness and bias. This can enable children to consider alternatives and take action to address inequities.

TYPES OF EDUCATIONAL PLAY

Types of Play	Examples
Socio-Dramatic	Children setting up and running a flower shop.
Fantasy	Children creating props for space adventures.
Exploratory	Exploring the properties of new manipulative or construction materials; looking through magnifier / lenses to see how they work and the effect they have.
Manipulative	Doing puzzles, making necklaces or constructions.
Physical	Running, hopping, skipping, climbing, moving through obstacle courses.
Games with Rules	Playing board and card games; outdoor games; child-created games with rules.

While early childhood teachers view play through an educational lens, children engage in play for different purposes. For children, play is a way to develop relationships or organise and make sense of their world. When children engage in play, they bring diverse background experiences, developing identities and perceptions about their own and others' social and cultural experiences. They draw on their own experiences and perceptions of others to create contexts in which to play.

Play is particularly effective for learning the foundational concepts, oral language, thinking processes and social competence that children require to be successful learners in school. When children learn through play and are actively engaged in learning, new understandings, capabilities and dispositions are more likely to be sustained and extended over time. With experience, children's play changes to become more socially and intellectually complex.



InitialLit

Currimundi State School was amongst the first schools in QLD to commence InitialLit – Foundation (I-F) in 2018.

I-F is a literacy program for all children in their first year of school to ensure that all children get off to the best possible start

InitialLit-Foundation teaches children how to read & spell through daily lessons, using research – based teaching methods. It also uses a range of good quality story books to develop children's vocabulary and oral language

It includes an explicit and systematic synthetic phonics program as well as a literature component to enrich oral language, listening comprehension and vocabulary.



LEARNING THE SYMBOL SYSTEMS

Children have a diverse range of early experiences with the shared symbol systems of literacy and numeracy. Children living in communities where symbols and print abound can discuss why and where they are used. These children know the symbols for such things as petrol stations, railway crossings, fast food outlets, stop signs and traffic lights. They look through catalogues for the toys, scooters, DVDs and computer games available for purchase. They understand that menus are used to order food in eating places. Children in environments not well supplied with symbols and print may still identify culturally significant symbols, favourite logos, and words from television, computer games and magazines. They realise that symbols have meaning.

Some children are engaged in many literacy and numeracy events — such as writing party invitations, birthday cards and lists, assembling toys from instructions, sharing food and toys equally with their families, and grouping objects. Some have been using quantitative thinking about fixed quantities — counting cars, shells, oranges — and continuous quantities like sand and water, for some time. If an adult or older child has been present, children may also have learnt some of the language that is part of those literacy and numeracy experiences.

Being read to, reading books and talking about symbols may be new experiences for some children. Playing with language and learning rhyming verses may also be a new experience for many children. When teachers understand children's prior experiences, they are able to select rhymes, songs and texts that are understandable and enjoyable to all children.

Children develop their early understandings of reading and writing through experiences involving reading and writing with more experienced people. Through these experiences, children develop many understandings about written language and its social purposes and will develop products like menus and notices for their play. Initially, children do not understand that words can represent speech written down — that realisation comes through many experiences of co-constructing texts with literate people demonstrating how they turn their thoughts into speech and their speech into written words. Once children understand this, they experiment with representing their spoken thoughts using their emergent understandings about letters and symbols



Handwriting
The Beginner's Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

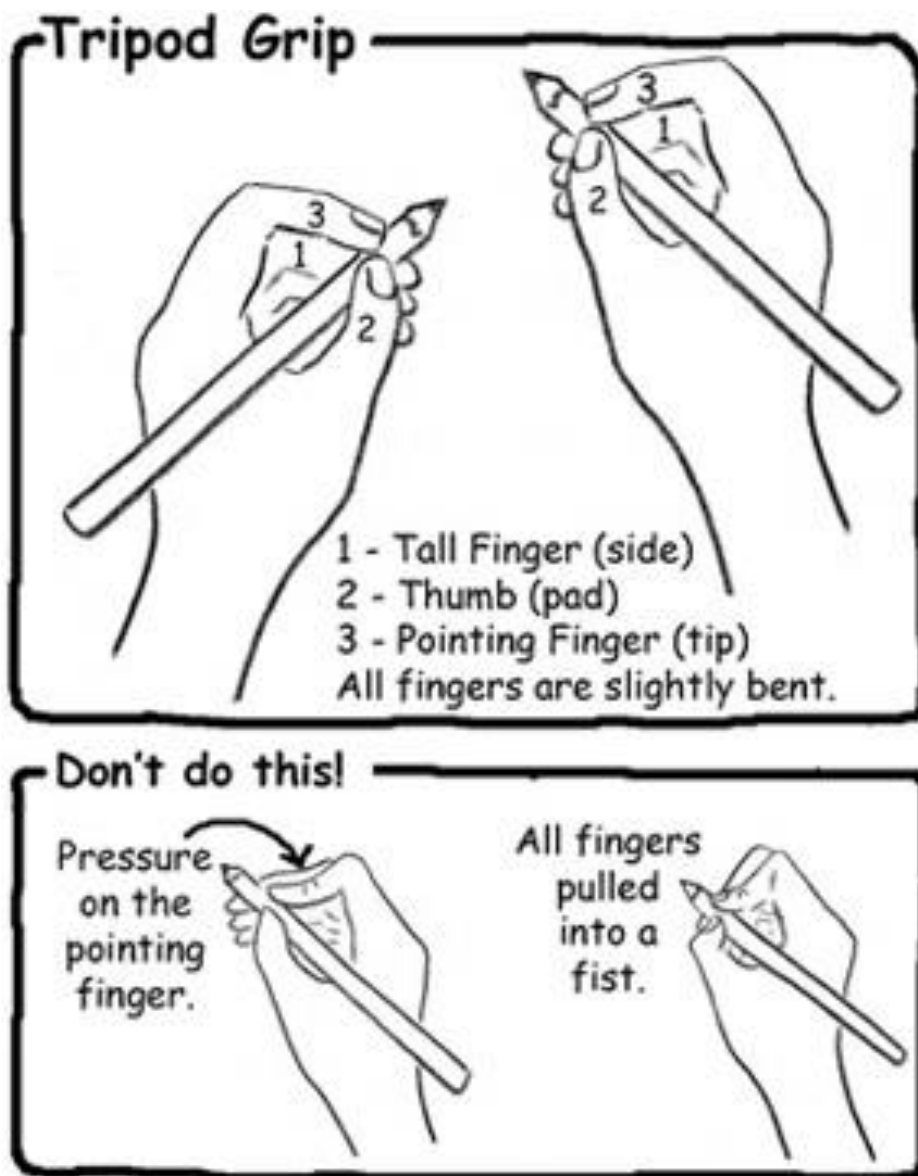
Vv Ww Xx Yy Zz

Use this as a guide to model writing your child's name.
Please do not worry if your child is not writing this way.

Numbers

0 1 2 3 4 5
6 7 8 9

Pencil Grip



HOW DOES PREP HELP MY CHILD PREPARE FOR YEAR ONE?

The Year One curriculum builds on the curriculum in the Prep Year. The curriculum in the Prep Year is designed to provide the foundation that children need for success in later schooling. International research has identified several factors that influence success at school. These are:

- Independence
- Social Learning
- Health and Physical Development
- Language Development
- Early Understanding of Literacy and Numeracy
- Ability to Think and Solve Problems
- Imagination and Creativity
- A Positive Approach to Learning



HOW CAN I HELP MY CHILD?

- Share information about your child with the teacher. This information is always confidential.
- Chat with your child about what they're doing at school.
- Visit the classroom for a brief chat or to take part in daily activities or special events.
- Encourage your child to experiment with various materials and equipment.
- Encourage your child to explore different ways to organise areas, *e.g.* their bedroom, play area, cubby.
- Read together and talk about everyday items such as signs, notices, letters, catalogues, magazines, TV guides, food packaging and bills.
- Read and talk frequently about storybooks, factual books and rhymes.
- Make available a variety of materials and containers for measuring such things as water, grain and sand.
- Involve your child in family activities that investigate mathematical ideas *e.g.* cooking, setting the table, matching socks, sharing a meal.
- Provide “junk” materials for drawing, making patterns, and building things.

REPORTING

Report cards are issued at the end of Semester 1 and Semester 2. These reports are quite comprehensive but we encourage all parents/carers to make an appointment to see the Prep teacher at any time during the year if they have any questions regarding their child's progress, or aspects of the Prep Year curriculum or management.

Teachers monitor and assess by gathering information and evidence over time to build an overall picture of the children's learning.

PARENT TEACHER INTERVIEWS

Term 1	'Understanding the Learner' Opportunity to meet with the teacher about the progress of your child before a formal report.
Semester 1	Opportunity to meet with the teacher to 'Unpack the Report Card'

Teachers:

- *Observe children as they learn*
- *Talk with children about their learning*
- *Help children identify what they have learnt*
- *Gather the things children produce during their learning*
- *Comment on children's learning in relation to the curriculum*
- *Have formal and informal discussions with parents, carers and professional colleagues*

Teachers and children will organise evidence of learning into individual folios. This folio becomes a dynamic record of the examples of a child's learning in the Prep Year.

Teachers will use the early learning record to document judgements made about a child's learning in relation to the Prep Year learning statements. The early learning record uses four phases to describe a continuum of learning in relation to the learning statements. These phases are:

- *Becoming Aware*
- *Exploring*
- *Working With*
- *Making Connections*
- *Applying*

THE PHASES OF LEARNING & DEVELOPMENT

Becoming Aware

Children:

- *Rely on their personal observations and habitual behaviour*
- *Need explicit support to engage with new learning*
- *Use their learning in limited contexts*

Children become aware of new things in their lives. They watch and listen to an activity and discuss new objects, representations, people and practices. They may randomly explore the attributes of new materials

Exploring

Children:

- *Construct personal understandings*
- *Need support to engage with new learning*
- *Use their learning in familiar contexts*

Children explore new objects, representations and social practices for their own purposes.

Working With

Children:

- *Apply skills in situations familiar to them*

Children work with the curriculum content and demonstrates understanding of the required knowledge.

Making Connections

Children:

- *Make connections between their personal understandings and commonly accepted understandings*
- *Need some prompts to engage with and talk about the new learning*
- *Are beginning to transfer their learning across familiar contexts*

Children begin to represent their ideas and understandings.

Applying

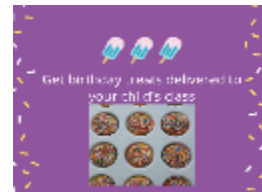
Children:

- *More readily recall and explain their conceptual understandings*
- *Apply their knowledge of the new learning independently*
- *Confidently transfer their learning across familiar contexts*

Children confidently plan, explain and reflect on their learning.

BIRTHDAYS

We like to help celebrate birthdays in our Prep classes. Please feel free to send a cake on this day and we can have a “Birthday Party” at school. Please let the teacher know beforehand. Birthday treats are also available from the tuckshop and can be delivered straight to your student’s classroom!



TREASURES FROM HOME

Toys or jewellery can often get lost or broken when brought to school, so it saves anxiety if these are kept safely at home. Electronic devices e.g. iPods, electronic games, are not permitted at school.

OTHER SCHOOL REQUIREMENTS - STUDENT RESOURCE SCHEME/BOOKLIST

Parents/carers do not need to purchase a booklist. Instead, our school will invest in bulk-purchasing of all the stationery and textbooks required for Currimundi students. This bulk purchasing strategy allows the school to offer both SRS and booklist at a great savings for our families.

Students will need a school bag, lunchbox, separate container with a healthy snack for fruit break, cooler brick and drink flask.

HEAR & SAY VISION TESTING

Why wait until a hearing / language or vision problem becomes the identified reason for poor grades – often after the first report card? At Currimundi we check our Prep students hearing, speech and vision very early in the year so any physiological reason can be ruled out, allowing us to address any learning issue directly.

GROW YOUR MIND PROGRAM

Grow Your Mind is a research-based wellbeing program based on the four key pillars of research – positive psychology, public health, social and emotional learning and neuroscience. All classes from Prep to Yr 06 participate in this curriculum aligned program that creates a positive and supportive school developed culture.

STUDENT SAFETY

Children are to be brought to and collected from their Prep class by a responsible adult known to the teacher.

We will not release any child to a stranger.

If your child is to be collected by anyone other than the usual person, please let us know beforehand.

Most parents are very thoughtful about collecting children at the correct time. If, on the rare occasion, you may be held up, a phone call to the Office is essential on 07 5436 6888.

HEALTH POLICY

If your child is sick, he / she should be kept at home until the illness passes. With so many children together, it is very easy to pass on sickness. Definite periods of exclusion apply to sufferers of the common childhood illnesses/ailments.

If you have any concerns regarding illnesses, please talk to your child's teacher. Please ensure that any absence has been advised to the school via text message, telephone or a note to the classroom teacher.

Some of the common childhood diseases necessitate exclusion of the child from school until the risk of infecting others has passed. Any doubts in this regard should be discussed with the Principal. Please see the current QLD Health Time Out Poster on website.

https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf

MEDICATION

If your child requires medication at school, please contact the school office in the first instance to discuss your child's requirements.

Please note, school staff will only administer medication that:

- Has been prescribed by a qualified health practitioner (e.g. doctor, dentist)
- Is in its original container
- Has an attached pharmacy label.

Office staff will ask you to complete and sign Section 1 of the Administration of medication at school record sheet.

NB if your child requires more than one medication, you will need to complete a form for each medication.

In many cases, it is possible to work out a timetable that allows for medication to be administered only at home e.g. before or after school and before bed time. It would be an advantage to discuss this with your doctor when a prescription is issued.

Please note, school staff will not administer medication that you can buy over the counter at chemists and supermarkets (e.g. paracetamol, eye drops, cough syrup) unless it has been prescribed by your child's qualified health practitioner. For example, the school would administer paracetamol to a student only if it has been prescribed by their dentist to be taken for a short time after dental treatment.

School staff are bound by these regulations and we hope that all parents/carers will acknowledge and cooperate with these rules.

ESTABLISHING ROUTINES

It is important to establish 'before' and 'after' school routines, such as getting dressed and packed before breakfast. This will help the mornings and afternoons run a little more smoothly.

Roads around schools are busy during 'drop off' and 'pick up' times. Please assist your child in developing good road safety habits by supervising them crossing any roads.

Please observe all signage and traffic laws to ensure maximum safety for all road users and pedestrians. Please be patient and tolerant on the roads around our schools. When picking up or dropping off your child, remember the other children at the school. Avoid the temptation of parking in the easy, yet illegal spot next to the crossing. It puts everyone at risk. To ensure the safety of all students, make sure you do not park in any 'No Parking' areas. Parking in these areas may obstruct the vision of other road users and pedestrians. The driveway into the Administration block is not an access road for the general public. Driving into this area endangers our students.

KEEPING UP HOME AND SCHOOL LINKS

Read newsletters and notes that are regularly sent home. This will keep you in touch with what's happening at school. If you are unsure of the details, of up-coming events, phone the school for information, ask the teacher, School Facebook page, texts or download the free app Qschools searching for Currimundi State School as a favourite.

Family involvement is highly valued in our Prep rooms. Collecting unwanted items to use in activities, helping in classrooms and sharing your valuable expertise are all wonderful ways that can enhance your child's education. One way of assisting in the communication of the parents/carers is by taking on the role of Parent Class Rep. A great way to be part of the classroom & to meet the parents/carers.

Sometimes, after having gone to school for two or three days your child may not want to go any more. This is not uncommon. Your child may have just realized that going to school and leaving mum and dad behind is a regular event. Be sensitive and respectful of your child's needs and emotions when handling this problem. In cases where children are just not happy within a few days of school, there may be greater problems involved and these must be investigated. Don't be afraid to talk with the teacher about this.

Maintain open communications with the school. If you have any concerns about your child's welfare or development, discuss them with your teacher.

Sometimes children seem to take a step backwards in their learning before advancing forwards. Give your child time to adjust to school. It is only when they are comfortable at school that they can be expected to learn and progress.

READING WITH YOUR CHILD

There will be many informal opportunities to develop your child's language at home.

<ul style="list-style-type: none">• Talk to your child, using interesting vocabulary.	<ul style="list-style-type: none">• Explain new words.
<ul style="list-style-type: none">• Join a local library and borrow books to read to your child daily.	<ul style="list-style-type: none">• Talk about the stories you read to your to your child.
<ul style="list-style-type: none">• Restrict screen time and replace with opportunities to develop oral language.	<ul style="list-style-type: none">• Help develop your child's curiosity about the language and the sounds within words by playing word and sound games such as 'I Spy'.
<ul style="list-style-type: none">• Teach your child nursery rhymes.	<ul style="list-style-type: none">• Revise the sounds for the letters that they are learning and help them work out words using their sounds.

The most important thing is to keep it light and playful but purposeful.

BEFORE READING

Get ready Get Set



- Talk about the cover, illustration and title.
- Ask your child if this reminds them of anything else.
- What do they think it is going to be about?

DURING READING

Go



- Read aloud to your child with expression & enthusiasm. Model what good readers do and how reading can be FUN!
- Encourage your child to join in with any rhyme or repetition.
- Ask your child what they think might happen next.
- Talk about what is happening in the illustrations.

AFTER READING

Ask your child one or two of these or something similar.



- What was their favourite part of the story and / or character and why?
- Does the story remind them of anything else?
- Is there anything they would like to do as a result of their reading?
- Did anything happen that they did not expect?
- What could have happened differently and why?
- If they could be one of the characters, who would they be and why?
- Did they learn anything new from reading?

WHAT YOU COULD READ WITH YOUR CHILD?

- Picture story books
- Simple picture story book versions of recent children's movies
- Recipes
- Advertisements
- Toy Catalogues
- Maps or simple timetables
- Information books on a topic of interest
- Cereal boxes
- Simple cartoons
- Junk mail
- Re-read favourites. Perhaps read a new text each night and then re-read a well-loved favourite.

The most important thing is that we foster a love of reading very early and that children see reading as a very positive, sharing experience. The main emphasis at this stage is about recognising words, decoding, sounding out, and reading independently. The focus is on having special time to share books and texts with an adult in a positive and caring way and to promote a love of literacy.

Sharing texts in a positive and encouraging way, by parents reading aloud and making reading a fun and enjoyable time as a family, you are setting your child up to love reading for life.

*The most important thing is for you to model that reading is **FUN** and it is positive and enjoyable.*

HAPPY READING



THE FIRST DAY!

MAKING IT EASIER

The 'Big Day' has finally arrived. The best way you can help your child is to be relaxed and positive. This will help your child to feel this way too.

ARE YOU PREPARED?

- Does your child know who is picking them up? This is very important.
- Is the appropriate food packed for the day? If you give your child too much food, they sometimes feel that they have to eat it all and they don't have time to play.
- Is their schoolbag too heavy for them to lift by themselves? Let them carry it themselves - it will make them feel independent and like a 'big school' person.
- Are all school clothes labeled clearly with your child's name?
- Have you packed everything the school has asked your child to bring?
- Have you given yourself plenty of time to get ready, so you can stay calm and relaxed?

HOW TO LEAVE YOUR CHILD

Some strategies we suggest include:

DO	<ul style="list-style-type: none">• Try to make the leaving brief, but not hurried. Tell your child a few minutes ahead of time that you will be leaving.• Let your child know what time you will be back to pick them up. Explain this in a way that they will understand, for example, after lunchtime.• Accept your child's protests at leaving, sympathetically and reassure them that you will be back to pick them up.• Let the teacher try to involve your child in an activity. This will ease his/her crying.• When saying goodbye, be calm yet definite. This will help your child to accept the separation.
DON'T	<ul style="list-style-type: none">• Don't slip out quietly without saying goodbye. It will be difficult for your child to trust you in future goodbyes.• Don't show your child you are upset. This will cause your child to become more upset.• If you are worried about your child after you have left, don't return to the classroom before it is time to pick them up. This will only make your child upset again. Instead, ring the school to ask if he / she is okay.



REMEMBER

The moment you leave is usually the most distressing for some children.

Teachers of Prep have acquired a lot of skills and experience in these matters and will suggest strategies that have had proven success.

Your child will then be occupied with interesting things for the rest of the day.

THE END OF THE DAY

The end of the day is as important as the beginning of the day. For the first few weeks, it is better to meet your child yourself if you can manage it. Knowing that mum or dad will be there at the end of the day can be reassuring. If this is not possible, have the same person pick up your child each day.

NB: It is important to stay within the waiting areas around the class area so as not to interrupt the end of day procedures of each class.

Be sure to collect ON TIME, especially if he/she is experiencing anxiety. It can be very frightening to be the last child to be picked up.

TOWARDS A GREAT SCHOOL YEAR

It would be nice to say that after the first day, it is clear sailing. However, school life is full of ups and downs. Here are some handy hints to keep the school year running smoothly.

- **Attendance ♦ Every Day Counts!** Going to school is very important. For children to understand the value of school, parents/carers must support its value. Therefore, try to make appointments such as doctors and dentists outside school hours and only keep your child home if he or she is sick.
- At the end of the day, try not to ask questions such as 'What did you do today?' A child's answer to this question will normally be that he or she played or did nothing. Instead, ask a directed question such as 'What story did you read today?' or 'What song did you learn today?'
- Develop good eating habits for school life. A child who has breakfast each morning and who eats nutritiously at school is able to concentrate more at school.
- Praise any work your child brings home. Look for good things he or she is doing and talk positively about them.
- Pack a spare pair of named underpants and set of clothes in your child's school bag. These will help should your child need them.

Don't worry if your child plays alone. Developmentally they may not be ready to play with another child. This is very normal. As children mature, they will move from playing alone, to playing with other children. Allow plenty of time for hobbies and play. Avoid the temptation to over-organise your child's life with sport and other formal activities after school.

Every day counts in Prep

Every day counts in Prep because going to Prep every day ...

- will make sure your child gets the most out of their important first year of school
- will make your child's transition into Year 1 easier
- improves your child's reading, writing and maths
- builds a positive approach to learning
- strengthens your child's independence and confidence.



Prep in Queensland

- Prep is the first year of school in Queensland. It is also the first year of the Australian Curriculum.
- Prep is full-time. It is from Monday to Friday – the same time as the other years at school.
- Schools assess and report on Prep student's achievements.

What will your child's school do?

- Deliver the first year of the Australian Curriculum through Prep.
- Monitor your child's attendance.
- Talk to you about any unexplained absences.
- Work with you to overcome problems affecting your child's attendance.
- Give your child support for any additional learning needs they may have.
- Offer developmentally, socially and culturally appropriate learning opportunities.

Support for families

If you think your child may not be ready to start Prep, or is having difficulties in their Prep Year, you can speak to your school's principal.

If needed, you can delay when your child starts Prep by 12 months.

If your child is having problems attending Prep each school day, speak to your school for advice and support.

Every day counts – Is your child at school today?
www.education.qld.gov.au/everydaycounts



Queensland
Government

PREP READINESS INFORMATION

WHAT CAN YOU DO TO HELP?

One of the most important things you can do for your child is share experiences with them. Talk with your child about what is happening, what you see and hear in everyday routines and outings. A child's ability to speak and listen lays the foundation of all future language development.

Encourage your child to have a go at new things. Offer them a range of experiences; cooking, craft, board games, computer activities, ball games and sport, stories, drawing, painting...

All these experiences will encourage independence, literacy and numeracy.

INDEPENDENCE

Encourage your child to do things themselves

- Dress, undress and turn clothes the right way
- Put shoes and socks on (Velcro closures are best even if they can tie laces)
- Open own lunchbox and wrappers (practice over the holidays)
- Put sunscreen on
- Toilet independently.

LITERACY

Show an interest in literacy. Talk about what you're doing and share your uses of print in everyday situations.

- Share stories together daily. Talk about the book after reading
- Write lists together e.g. shopping, jobs, Birthday or Christmas presents
- Look for letters in the environment. Do a letter hunt and find all the letters from A-Z in order; say name and sound, and extend to word
- Model correct use of letters when writing, Use lower case letters, and capitals for beginning names and sentences e.g. beginner's alphabet
- Sing songs and Nursery Rhymes
- Share experiences/relay messages.



NUMERACY

Numeracy concepts can be found almost everywhere in daily routines. Discuss these with your child to encourage their interest.

- Talk about the time of day for routine activities or appointments, count down days to dates for special events.
- Cook - measure the ingredients, half, quarter, full, mls, tsp, tbsp
- Number hunt – look for numbers in the environment see what you get up to counting them in order
- Board games – recognising numbers and dots on dice
- Sort lollies similar or different, make patterns
- Every day counting - setting the table, stairs.

ACTIVITIES AND RESOURCES

Useful resources don't need to be costly or solely designed for literacy and numeracy.

Below are some practical ideas to help.

- Magnet letters and numbers – leave on fridge and make words etc.
- Food – 'Tick Tock', letter or number biscuits, sandwich cutters
- Number plates while driving – letter name and sound, numbers
- Shop signs and prices
- Bucket, paint brush and concrete – paint letters, numbers, pictures
- Steam in the shower for drawing or writing
- Board games – bingo (numbers, letters), Junior Scrabble, Boggle Jr, Yahtzee, Letter Soup, Cards (fish, snap).



Literacy Activity sheet

Supporting your child in Prep to Year 2

Here are some simple yet effective activities you can do with your child to help them apply the literacy skills they learn at school.



Make a scrap book

– this could be about a holiday or special event and have your child write captions for the photos and pictures.

Play word games and do crosswords to help develop spelling and vocabulary.

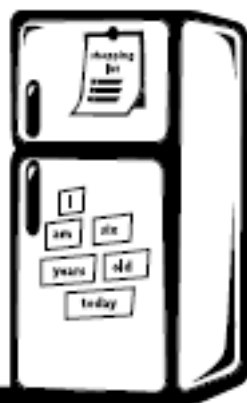


Have your child collect and sort the mail – who are the letters for and who are they from?



Create a collage using junk mail, old magazines or your child's drawings with a particular focus – this could include pictures of things beginning with an 's' sound or all pictures showing a particular colour.

Make your kitchen a 'cooking' zone and a 'reading' zone – use fridge magnets to make new words and short sentences, have your child write the weekly shopping list and read names on packages.





Literacy Factsheet

Supporting your child in Prep to Year 2



Make the **writing** of letters, notes, cards or emails a daily family activity – you can write notes to your child and encourage them to write notes back to you.



Keep a **dictionary** in an easily accessible place – show your child how it can be used for a variety of purposes and accessed while word processing on a computer.



Read with and to your child everyday.



Keep blank paper and pencils handy at home for **writing** activities.

For more information about how you can help your child with literacy visit www.education.qld.gov.au/parents/map or contact your child's teacher or school.

Numeracy Activity sheet

Supporting your child in Prep to Year 2

Here are some simple yet effective activities you can do with your child to help them apply the numeracy skills they learn at school.



Play number games using magazines, books, newspapers and number plates. Discuss the prices of items in shopping catalogues and junk mail.



Play 'I spy' and look for different shapes and colours — 'I spy something that is round' or 'I spy something that is rectangular'.

Talk about time — ask your child to check the time on the clock when they go to school, eat meals, watch their favourite television program and go to bed.



Count everything — toys, the number of pegs needed to hang clothes on the line and the number of buttons on your clothes.



Record your child's growth on a **height chart**.



Estimate, measure and compare lengths and heights, how heavy or light objects are and how much containers hold — for example, how many cups do you think it will take to fill the bucket with sand?



Numeracy Activity sheet

Supporting your child in Prep to Year 2

Count the money in your child's moneybox each week — take it to the bank and help them deposit the money.



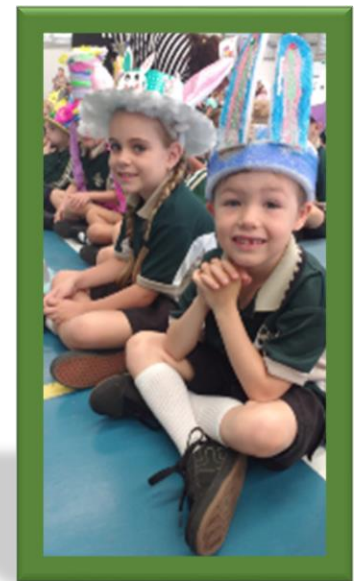
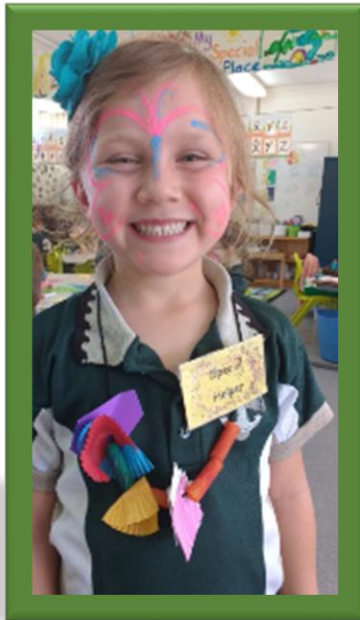
Make a home supermarket using empty grocery items and packets — attach price tags, then play a shopping game where your child can purchase items and calculate the change they will receive.

Use public transport to read timetables, look at routes on a map or figure out the number of stops the bus or train would need to make before you get to your destination.



Take your child on a '**number and shape hunt**' in your home or community — point out how numbers and shapes are used on everyday household items such as the telephone or your house number in the street.

For more information about how you can help your child with numeracy visit www.education.qld.gov.au/parents/map or contact your child's teacher or school.



Riding the Waves to Success