

Get Set for Prep at Yarrilee State School 2024

A guide to preparing your child for their first year at school

YARRILEE STATE SCHOOL

15 SCRUB HILL ROAD (T) 07-41977111 Email: dwalk60@eq.edu.au (Deputy Principal)

Website: <u>http://yarrileess.eq.edu.au</u> Facebook: https://www.facebook.com/YarrileeStateSchool

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General Information



GET SET FOR PREP

THERE ARE MANY THINGS FAMILIES CAN DO TO HELP MAKE A CHILD'S TRANSITION TO YARRILEE STATE SCHOOL SUCCESSFUL, INCLUDING:

- Getting to know as much about the school as possible
- Talking with your child about school
- Booking your child into one or more of the "Prep Come and Try" Days
- Making sure your child knows the transport arrangements for getting to and from school
- Talking with your child about eating, toileting and hygiene at school
- Making sure your child has had experiences of public toilets and, if relevant, public transport
- If appropriate, ensuring your child knows how before and after school care hours care will work
- Answering your child's questions about school
- Reading some children's books about starting school
- Always being positive and realistic about starting school



Welcome to Prep at Yarrilee State School. We aim to give your child the very best start to school by helping them make a smooth transition into the foundation year of their lifelong learning journey.

Prep will provide the scaffolding your child needs to succeed at school by developing –

- Early literacy and numeracy understandings and skills
- Thinking and problem solving
- Physical abilities including both gross and fine motor skills
- Personal and Social capabilities

Prep is offered full-time and children attend from Monday to Friday during our normal school hours: 8.50 am – 3.00 pm.

"There is powerful evidence that the early years of development from conception to age six set the base for competence and coping skills that will affect learning, behaviour and health throughout life."

(McCaine and Mustard, *Reversing the Brain Drain*, Early Years Study Final Report)



LEARNING AND DEVELOPMENT

Young children's learning really is quite extraordinary. In the first years of life children learn how to walk, talk, think, explore and create. They also learn a huge amount about who they are and how others feel about them. They learn about what interests them and build a sense of themselves as capable learners. This growth and development is rapid and may be uneven. One child, for example, may show early physical prowess and be remarkably coordinated in their movement and hand-eye coordination; another may use language early and be able to communicate and articulate their opinion/needs in a very "grown up" manner; while another child may show a high level of social sensitivity in their relationships with family and friends.

These individual differences are normal and it is seldom helpful to compare one child's progress with another. If parents have any concerns, however, it is wise to consult your GP or a child health professional before your child starts school.

As our staff will be sharing the care of your child in their first year of school, it is vitally important that ongoing issues are discussed with either your child's teacher and/or the Deputy Principal who manages the Junior School.

SOCIAL AND EMOTIONAL LEARNING

Smiling Mind- Teaching Mindfulness

Imagine if every young person was taught the skills they need to be resilient, emotionally aware and mentally healthy as a standard part of their education? We think this is possible and important for the mental health of future generations.

From 2023 we are implementing the Smiling Mind Mental Health and Resilience Program across our school from Prep to Year 6.

Smiling Mind is an evidenced based approach to supporting mental health and wellbeing of children in the classroom, school and home environment. From Prep to Year 6 children will be taught the skills they need to be resilient, emotionally aware and mentally healthy.

As part of the program children are taught "Mindfulness".





BUILDING RELATIONSHIPS

"Check and Connect" Morning Meeting Time

As part of our school wide focus teachers are implementing "Check and Connect" Morning Meetings in all year levels to start the day.

"Check and Connect" Morning Meetings provide a consistent, predictable routine that is about building connection and belonging.

During these meetings children and teachers participate in a number of activities including morning greetings and team building, ready to learn scales, positive primer games, discussions/ reflections around school values, expectations and routines.

Participating in "Check and Connect" Morning Meetings promotes positive connections between students and peers as well as students and staff. This routine helps to create a sense of safety and belonging that can support student engagement, build well being and create positive classroom communities . Students experience positive emotions that prime them for open, flexible and engaged thinking.

Connection: The power that exists between people when they feel seen, heard, and valued. Brene Brown

TRANSITION STATEMENTS

A transition statement is created to build a shared and accurate picture of your child's learning during their kindergarten year. It includes information about each of the learning and development areas and helps support your child's transition into Yarrilee State School.

A transition statement includes:

Information about your child's strengths and interests



- Information about your child's learning in each of the five learning and development areas. These include – identity, connectedness, wellbeing, active learning and communicating
- The type and level of support that your child requires in both familiar and new situations
- Opportunities for you and your child to contribute information that is relevant throughout the kindergarten year and to support their transition to school
- Suggestions and strategies to support your child's transition to school and continuity of learning

Creating the transition statement

Kindergarten teachers will seek your written consent to create your child's transition statement in the secure QCAA (Queensland Curriculum and Assessment Authority) Portal.



If you prefer not to have your child's transition statement created in the Portal, your kindergarten teacher can download a template from the QCAA website.

Sharing the Transition Statement

After you have read your child's transition statement, the kindergarten will ask for your informed consent to:

- share the transition statement with Yarrilee State School
- contact, or respond to contact from your child's Prep teacher and relevant school staff to discuss strategies for a successful transition to school

If you prefer, you can take the transition statement to share with the school.

Promoting Continuity

Sharing information helps promote continuity of learning and supports your child's transition into their Prep year. The process of sharing information is important for building strong, trusting relationships between all partners involved in your child's learning.

This information may be used by school staff to allocate class groups, provide a starting point for learning that builds on your child's strengths, talents, motivations, interests and learning needs and promote the knowledge, skills and dispositions that help your child to feel comfortable at school.



WHAT YOUR CHILD WILL LEARN AND DO IN PREP

The Australian Curriculum – Foundation (Prep) Year

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.

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.

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, recognise 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.

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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 word, such as *above, outside, left*.

Science

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

Typically, students will:

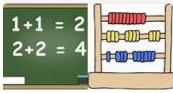
- explore the needs of living things
- investigate the properties of everyday materials
- > explore changes in our world, for example, the weather
- explore how things move.

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.







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.

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 health
- 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.

Arts

The Arts – In the Foundation Year at Yarrilee SS this learning area includes Dance, Drama, Music and the Visual Arts. In Dance, students use the body to communicate and express meaning through purposeful movement. In Drama, students create, perform and respond to drama as artists and audiences. In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design.

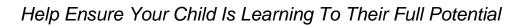


HOMEWORK – HOME READING PROGRAM

Reading is one of the most important skills children can learn at school. Home reading is an essential part of this process as it provides children with the opportunity to practise skills and strategies they are being taught at school, sharing their learning with their families and developing a love of reading and sharing books.

Homework provides students with the opportunity to consolidate their classroom learning, pattern behaviour for lifelong learning and involve family members in their learning. Homework for Prep students now necessitates parents to access the Decodable Readers Australia online reading library using an individual login that will be supplied by your child's class teacher. The online texts will align with the letter sound correspondences that students focus on at school. Students in Prep will also bring home sight words

EARS AND EYES





Whilst Queensland Health's Primary School Nurse Health Readiness Program now screens the vision of every Prep student it is still advisable to have your child's vision checked prior to starting school, as many potential learning issues your child may have may be avoided by having their sight checked prior to the beginning of Prep.

We also strongly recommend that you have your child's hearing checked before starting school, as without early detection hearing loss can negatively impact on a child's social and emotional wellbeing as well as their educational development.

If you haven't already had this done, we would encourage you to do so by contacting: Your Local Doctor or Community Health Ph 4128 5403



REPORTING AND PARENT TEACHER INTERVIEWS

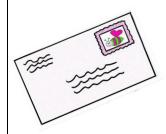
Parent and teacher meetings are highly valued at Yarrilee SS and you will be provided with times and dates as they are determined. However, your child's teacher is always available to meet with you if needed. (*If you need to have a lengthy chat, please make an appointment.*)



- The first of two Parent/Teacher Interviews is held at the end of Term 1. This interview enables teachers to inform parents of their child's progress and development.
- A report based on your child's progress in a combination of the Australian Curriculum's Learning Areas of English, Mathematics, Science, HASS will be shared with you at the beginning of Term 3. This report will then be discussed with you at the Parent/Teacher Interview in Term 3.
- Parents will receive a written report of a similar format at the end of Semester 2.

INTERIM CLASS PLACEMENT

- The organisation of classes for the commencement of any school year is a complex and challenging one.
- Staffing for all schools across the State is not finalised until the 8th day of the school year. Up until that point all arrangements are only interim until staffing is finalised in all schools. This is to ensure that all schools are equitably resourced and a period of time has lapsed to allow any last minute enrolments to be included in school staffing models.



Your child will be advised of their class for 2024 via a personal letter which will be sent to them in the first week of the Christmas school holidays.

GETTING YOUR CHILD SET FOR PREP

There are some simple steps you can take to help make your child's time at school more enjoyable and relaxed. Encourage your child to be independent by helping them get used to:

- Putting on and doing up his or her shoes
- Eating and drinking without help (opening lunch boxes, wrapping and unwrapping school lunches, placing straws in poppers and drinking from drink bottles)
- Caring for and putting away play things
- Using a handkerchief or tissue
- Going to the toilet independently
- Using playground equipment safely
- Identifying his or her name
- Identifying his or her belongings

Work with your child to develop his or her communication skills. Help your child to:

- Make his or her needs known using "their words"
- Use appropriate greetings
- Respond verbally when spoken to

Familiarise your child with the school environment and routine by:

- Driving or walking by the school a few times so that the school becomes a familiar place
- Attending one or both of the Pre-Prep Programs
- Making sure your child knows where to meet you of an afternoon or what the arrangements are for after school care or the bus line
- Making sure all your child's belongings are organised and labelled with their name
- Checking with your pre-Prep provider (Kindy/Childcare) about how they can help your child make a smooth transition to school





- Encouraging children to understand that school staff are at school to help
- Permitting your child's Kindy/Child Care Centre to share your child's transition statement prior to commencing Prep

MAKING THE FIRST DAY A SUCCESS

On the first day:

- Talk through the daily routine start, fruit break, first break, second break and finish times.
- Talk through a few simple help ideas for example, asking teachers for help or directions.
- Be positive and encouraging about your child's attendance at school.
- Be flexible in the first few days of school, children may take a little while to settle in.
- Be organised and punctual on the first day arrive around 8.30, locate your child's classroom, place their bag on the bag rack and meet the teacher and teacher aide.
- Spend some time in the classroom with your child before the bell goes at which time please farewell your child and leave.

Packing the school lunch:

• Being at school is hard work, so by lunchtime your child will be hungry and thirsty. They will need a nutritious and filling lunch.

When packing your child's lunch:

- Provide healthy food and drink in realistic quantities for both first and second break (as well as a piece of fruit/veg for fruit break).
- Ensure that your child can open and unwrap their lunchplastic film wrap can be very difficult for little fingers. Consider placing in recyclable containers.
- Provide a variety of smaller items rather than one or two large items.





• Provide a water bottle every day and encourage your child to drink from it. These are taken into the classroom.

CHILDREN'S REQUIREMENTS

Uniforms

- All students are requested to comply with the student dress code policy which relates to uniform, jewellery and other matters relating to general appearance.
- There is a range of uniform options available which provides choice and flexibility for students.
- Coloured sports shirts, hats and library bags are available through the school.
 - Hats and library bags are included in the resource scheme for Prep
- School Uniforms are available through Lowes. Alternately, pieces such as the grey or maroon shorts can be purchased through Big W, Target, K Mart and Best and Less.



• Flexible and closed footwear is recommended - Joggers or black leather shoes that support growing feet.

Spare Clothing

 In case your child has a toileting accident could you please ensure that they have a spare set of undies and shorts or skirt, etc.

Sun Smart Hat

• As a Sun Smart school, Yarrilee has a "No hat...No outdoor play" policy.



A royal blue YSS Sun Smart hat is provided with the resource scheme for Prep students. If you are not participating in the resource scheme a hat will need to be purchased.

- Please ensure that your child's hat is labelled clearly with your child's name.
- Sunscreen is available for your child to apply independently before proceeding to the playground.

Resource Scheme

- Our school currently has a resource scheme which covers all books, stationery items which are used in the classroom. It also provides access to a number of educational internet sites which include the site used for home reading.
- If you choose not to participate in the scheme a booklist is available from the office.
- EFTPOS, BPoint online, phone payment using credit/debit card via BPoint, Centrepay, QParents, cash and Direct Debit facilities are available. If you choose to pay with cash please bring the correct money as we do not keep any change on the premises.

Please note: A QParent account can only be opened after your child's enrolment has become active, ie, for Prep parents, on Day 1 of the new school year.

GENERAL INFORMATION

Bell Times:

8.50 - 1st session begins

10.50 – First Break

- 11.00 Play bell
- 11.30 2nd Session commences
- 1.30 Second break
- 1.40 Play bell
- $2.10 3^{rd}$ session commences
- 3.00 School Day concludes





Office Hours:

 Monday to Friday 8.00 am to 3.15 pm (An answering machine is in place for messages outside office hours). Absences can be recorded on 4197 7111 select 1

Dropping Off and Picking Up:

- If your child is dropped off prior to 8.00 they will need to wait in the designated area between the Admin block and the Resource Centre.
- In the mornings, the children are not allowed in the room until teachers are present.
- When picking your child up in the afternoon please wait in the undercover area.
- If you need to pick your child up early or are late getting to school, please go to the office and get an early departure or late arrival slip.
- If you are sending someone else to pick up your child (other than one of your emergency contacts) please ring the office or write a note to let us know of the change.

Bus Travel:

• Please ensure that your child is aware of the bus number/s



that they are catching, in addition to the location at which they change buses (if this is the case). These numbers may be different in the morning to the afternoon.

- If your child's/children's normal bus arrangements are changed please contact the office prior to **2.30pm** in order for this to be organised
- Ensure that the office/teacher knows of the bus number/s your child catches and which days they travel.
- Teachers are rostered on bus duty.
- If your child does not have an older sibling at Yarrilee a teacher aide will be organised to collect them from their classroom and escort them up to the bus lines (until they are independent in doing so themselves). Please ensure that you advise your child's teacher if this escort is needed.

Health Issues:

- It is vital that you let us know both verbally and in writing, if your child suffers from an allergy or any other health issue.
- Please ensure that the school is made aware of the exact nature of your child's allergy, the allergens to which they react, and the care and action plans needed to manage a potential allergic reaction.
- If your child has an ongoing medical condition, such as diabetes or asthma, you should communicate this on your child's enrolment form. A personal health plan (completed by a GP) also needs to be provided to the school.
- You also need to inform the school of any medication or treatment which may be need to be administered.

Medications:

 All medication, including over-the-counter medication such as paracetamol and alternative medicines, treatments or supplements, <u>must be authorised by a medical</u> <u>practitioner</u> before it can be administered to students. That is, a prescription label on all medication as listed above.



- Short Term and Long Term Conditions/Medication: A 'Consent to Administer Medication' form needs to be completed by the parent or their child's medical practitioner for students with chronic (long term) and short term medical conditions who require <u>routine</u>, <u>short term or</u> <u>emergency medications</u>. *i.e.* anaphylaxis, diabetes, epilepsy or asthma medication and general medication. This form can be downloaded from the school website or obtained at the office.
- ADHD If your child is medicated for this condition your paediatrician is to supply a letter stating your child's name, date of birth, medication type and strength, dosage and time to be administered.
- Regulations of the Education Act, amended in 2013, require that before medication is administered:
 - a parent has completed and returned relevant documentation i.e. letter/'request to administer form'
 - the <u>prescription label</u> on the medication clearly states: (a) the name of the child (b) the dosage and times for it (c) the doctors name
- Please note: All medication is to be stored at the office and signed in using the appropriate form.

Communication:

- We encourage you to keep informed about school events and your child's education through reference to the school's website – yarrileess@eq.edu.au, Facebook, Class DOJO and the fortnightly newsletter which is emailed to you.
- Your child's teacher is the first point of contact should you wish to discuss any issue pertaining to your child. Please be mindful that school starts at 8.50am and that the teachers need to be teaching from this time, therefore if you do want to speak with your child's teacher please make an appointment with them.
- Please ensure that you advise the office of any change of address or contact details as it is of the utmost importance that your details are correct in the case of an emergency.

Student Absences:

Please phone the absence line: 4197 7111 dial 1 for absences

Please do not email Admin or leave absence messages on Facebook or Class DOJO as they may be overlooked due to the cut off time for sending text messages.

Should you receive a text message from Yarrilee SS for an "Unexplained Absence", please reply with a reason and the student record will be updated.

Should you receive an "Absentee Letter", please complete and return to the office asap.

Tuckshop:

• Is open at each break on Thursday and Friday.



- Qkr! (quicker) online ordering system is available for both Tuckshop and selected uniform purchases. (Preferred method of ordering)
- The Qkr! App can be downloaded through Google Play or the App Store.
- Cash payments A paper bag with your child's name, class, order, and amount of money enclosed needs to be placed in the appropriate box (orange – first break/white – second break) prior to the beginning of school.
- The boxes are delivered and picked up by designated tuckshop monitors.
- Placing the correct money in the bag negates "change hassles" and is much appreciated by our tuckshop helpers.
- If a frozen item is ordered, the bag must be retained and the student must proceed to the tuckshop to collect the item after the play bell has rung.
- EFTPOS is available for transactions at the tuckshop.



Below is an example of how to write a tuckshop order on a lunch bag

(A separate order would be required for 2nd break)

1st Break Joe Bloggs JPLK 1 x bolognaise \$4.00 ı x watermelon .50 1 x water \$1.50 Total \$5.50