Prep Information Session
22 August 2013
CULTURE OF WAMURAN S S

How can you help to maintain the culture?

- Be involved in P&C (meet at 6.00pm)
- Assist with fundraising for Chaplaincy
- Volunteer at
  - Wamuran Sporting Association dinner nights (Friday nights/Saturday morning)
  - Tuckshop (Mon, Wed & Fri)
  - Annual Children’s Carnival (September)
  - Help in the classroom

School Rules

Be Safe
Be Positive
Be Responsible
Be Respectful

Caring and supportive school
Is my child ready for school?

What can I do to support my child?

Some background......
Why did the Government introduce a Preparatory Year?

An independent review of the Preparatory Year trial in 2003 indicated that the preparatory program is highly successful in promoting children's social-emotional development and their communication, numeracy, literacy and motor skills.
Prep gives every young Queenslander the very best start to school by setting them on the path to lifelong learning and helping them make a smooth transition to Year 1.

Queensland children now start school at about the same age as children in other Australian states and territories.
Prep provides the foundation for your child's success at school by developing:

✓ a positive approach to learning
✓ independence and confidence
✓ thinking and problem-solving skills
✓ language skills
✓ early literacy and numeracy
✓ physical abilities, including gross and fine motor skills
National Curriculum

- English
- Mathematics
- Science
- 2013 - History
- 2014 - Geography
Text response – Barty’s Hat

Annotations

- Sequences ideas using beginning, middle/problem and end structure.
- Provides detail about character, setting and events in drawings to support a written text.
- Creates a simple multimodal text to tell a story about a familiar character.
- Uses concepts about print including directionality, spaces between words and return sweep when writing.
- Uses knowledge of letters and sounds to write words, for example ‘hid’ (heard), ‘ran’ (round).
- Writes simple sentences, for example ‘Barty the sheep had a hat’.
- Experiments with full stops as sentence boundary punctuation.
- Forms known upper- and lower-case letters correctly.
- Spells some frequently used words correctly, for example ‘the’, ‘he’, ‘it’.
MR. HAPPY

A picture of Mr Happy

Mr Happy got scared. He saw a ghost. He was so scared. He said, ‘I want to go home. When he went home it was night. He was scared of the dark.’

Annotations

Above satisfactory

Creates a short imaginative text about a familiar character.

Describes a new problem for a familiar character, for example ‘Mr Happy got scared’.

Writes legibly using unjoined upper and lower case letters.

Uses direct speech to give a character voice, for example ‘He said I want to go home’.

Understands that full stops are the end of the message.

Records familiar words accurately, for example ‘went’, ‘when’.

Spells unfamiliar words using knowledge of letters and sounds, for example ‘dreck’ (dark).
Sorting shapes and objects

Annotations

I sorted my objects by colour.

Sorts and classifies familiar objects and explains the basis for these classifications.
Knowing numbers

Write your special number in red on the number line.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Write the numbers before and after your special number in order.

Why did you place your number in that position on the number line?

4 is a low number so it goes near 1 and 20 is a
higher number. So 4 doesn't go there.

Where might you see your special number in real life?
On a number plate, candle, birthday card, clock, ticket, house number, on my digital
clock, the clock in the car.
Investigation - Watch it move

Watch it Move!

Find out which object will be best for playing our rolling game.

<table>
<thead>
<tr>
<th>Item</th>
<th>How did it move?</th>
<th>Why did it move that way?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle</td>
<td>IT ROLLS</td>
<td>IT'S ROUND</td>
</tr>
<tr>
<td>Dice</td>
<td>IT SLIDES</td>
<td>BECAUSE IT IS FLAT</td>
</tr>
<tr>
<td>Book</td>
<td>IT SLIDES</td>
<td>BECAUSE IT IS FLAT</td>
</tr>
<tr>
<td>Ball</td>
<td>IT ROLLS</td>
<td>BECAUSE IT HAS A CURVED SHAPE</td>
</tr>
</tbody>
</table>

I think the best object for our game will be the **Ball** because it is nice and round and it rolls.

Annotations

- Describes the way a variety of shapes move.
- Links the shape of the object to the way it moves.
- Organises observations in a provided table.
- Considers observations and selects an object suitable for a purpose based on its properties.

Annotations (Overview)

The student uses drawing, written text and a verbal explanation to share ideas and observations.
Summary of task

Students talked about the sequence of time and that Aboriginal people lived in Australia before the Europeans.

They also talked about how stories can be told and shared, by reading a book about the Dreamtime, *How the Birds Got Their Colours?* and retelling it orally.

The students were then asked to:

- draw a line with an arrow on a piece of paper
- draw pictures to show how, over time, the birds got their colours (as told in the story)
- describe how the birds got their colours.
Daily tasks after school – check school bag

- Lunchbox & water bottle
- School hat
- Communication folder (school provided)
  ✓ Check for notes & return folder daily
- Homework to be completed daily
  - Letter sounds
  - Reading
  - Sight words
  - Folder returned weekly (Friday)
CHILDREN MAY BE READY WHEN THEY:

- Have reasonable control over their behaviour and emotions.
- Can cope when minor things go wrong.
- Can talk confidently to adults, ask for help and express their feelings.
- Can entertain themselves.
- Can make things for themselves.
- Can tackle new or challenging tasks.
- Can solve simple problems on their own and stand up for themselves.
- Can look after their belongings.
- Can respect others' toys and games, and share their own.

- Have friends and can make friends.

Author - Margaret Cook
Developing

Confidence

Persistence

Emotional Resistance

Organisation

Getting Along

(The 5 Keys of YCDI! Education)
Accepting Myself
Taking Risks
Being Independent
I Can Do It
Giving Effort
Working Tough
Setting Goals
Planning My Time
Being Tolerant of Others
Thinking First
Playing by the Rules and
Social Responsibility  
(12 Habits of the Mind)
Caring,
Doing Your Best,
Freedom,
Honesty,
Integrity,
Respect,
Responsibility,
Understanding,
Tolerance and
Inclusion!
Annually:

Fun Run on school oval for Preps –Year 3 Sports Day – Athletics
Easter Bonnet Parade
End of The Year Concert
Book Week Parade –Dress Up

Swimming – Term 4 Woodford Pool
DanceFever Term 3
LifeEd Term 4
Live Theatre excursion Semester two

Fundraisers – For Chappy. Student Council
Eg : Hair spray, free dress day

Feature events: eg 2013 RawArt
SCHOOL WEBSITE

Prep Resource Scheme (2013 $80)

Student Resource Scheme - form

All forms and information are on our website

Responsible Behaviour Plan
Annually:
Information sessions –
• Mathletics
• Reading Eggs
• as required/requested

Opportunity To volunteer
• In class to help with reading, sight words, and craft activities
  • Excursions
  • Sport- eg swimming
Points to remember-
Some children may not have certain skills because they have never had the opportunity to develop them.
The more children can do for themselves, the more successfully they will function at school. Parents can help by developing their children's social and fine motor skills (such as using pens and staplers) and encouraging them to be more responsible and in control of their behaviour.
Play board and card games - teaches turn taking, sharing, winning and losing, being fair, concentration, social interaction.
Maturity is hard to pinpoint

Every child is an individual and cannot be compared to a sibling or a friend. All children develop at different rates but thrive with nurturing. Developing their independence will lead to success.
Thinking of your child –

• Scissor accuracy
• Draws detailed pictures
• Able to write own name/letters/numerals
  • Can count to ten
  • Makes eye contact when speaking
• Accepts correction/guidance from carers
  • Blows nose independently
  • Toilets independently
  • Dresses self
• Pours drinks without spilling
• Opens lunch box/drink bottle
  • Unwraps lunch
  • Packs a school bag
Thinking of your child – Physically:

✓ Balance on one foot 10 seconds
✓ Hop on either foot 10 times
✓ Skip
✓ Jump forward 25 cm
✓ Throw a ball under/over arm
✓ Catch a ball with arms outstretched
✓ Able to kick a ball
✓ Able to walk backwards
✓ Hit a ball with a bat
✓ Able to balance along a narrow line
✓ Able to heel-toe walk
✓ Able to climb up/down on play equipment
✓ Swinging (Self propelled)
☐ Can say first and last name
☐ Can use present, past and future tense
☐ Can use plurals and pronouns (She/He and Her/His etc)
☐ Can build a tower of 6-8 blocks
☐ Can use a crayon or pencil
☐ Can separate without stress from parents
☐ Shows a range of emotions
☐ Can name at least 4 colours
☐ Can draw a person with a body
☐ Can count 10 or more objects
Are you concerned about your child’s development?

- Speech or Language concerns - Speech Therapy
- Motor or Sensory – Occupational Therapist
- Hearing – GP
- Vision – Behavioural Optometrist
- Behaviour – GP, Paediatrician, MYCP (Managing Young Children Program) at Early Years Centre, Caboolture

* Four Year Old check up at GP
PLAYGROUP – In our Hall
Fridays 9.15 to 11.00
Queensland

Education (General Provisions) Act 2006

Part 10 Dress code
Uniform
Polo shirts
Sport polo shirts – 3 team colours (On PE day and sport’s days)
Combo skirts
Microfibre shorts
School hat – bucket or surf
Polar fleece jacket
White socks
Black shoes
Winter – royal blue/black tracksuit pants
Jewellery & Other items

Students are not to wear jewellery apart from:

A watch
Studs or small sleepers only for ears (no more than 2 per ear)
Medical ID jewellery
Hair accessories: Yellow, black or royal blue – hair bands, scrunchies, hair ties, hair clips.

Make-up is not to be worn, with the exception of “special dress up days” ie. Book Week, Student Council – face painting, as sanctioned by the school.

Nail polish is not to be worn

School uniforms are compulsory and enforceable at Wamuran State School.