Prep Year
Parent Information Book
2027

SCHOOL ADDRESS:
Glenella State School, Hill End Road
Glenella, Mackay, 4740 Qld
SCHOOL TELEPHONE NUMBER:
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SCHOOL E-MAIL ADDRESSES:
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Welcome to Prep at Glenella

The Preparatory Year at Glenella State School is acknowledged as the first formal year of the Glenella journey. As such the Preparatory Year is seen as an integral part of a whole School philosophy, involving a cyclical learning and teaching approach.

Parents are the first and foremost prime educators in any child's life. It is for this reason that we believe in open communication between home and school; communication at Glenella is seen as a triangle of interdependence encompassing parents-staff-child.

The beginning of school can be a little bewildering for all children but even more so for the younger ones with new adults and children to meet, friendships to establish, new rules and expectations to understand, new places to see, new challenges to have-a-go at. It is important for parents, friends and staff to express and support positive attitudes. Take time to talk to your child about the new school situation, listen to problems with an open mind, and help your child discover ways to overcome personal problems themselves.



SCHOOL VISION

"Every Child, Every Day - Learning and Growing Together"

Breaking our vision down…

- ***Every Child*** – every student is unique and it is our job to unlock EVERY child's potential. We advocate for ALL students and believe that ALL students can succeed.
- ***Every Day*** – Improvement is continual, not standalone.
- ***Learning*** - our core business is LEARNING, and this goes for all stakeholders – students, staff and parents. Success can take many forms (academic, social/emotional, behavioural etc). This doesn't just mean getting an 'A.' Success is about IMPROVEMENT.
- ***Together*** – we work together as a team to get the best out of each child, whether it is teacher-student, teacher-teacher, teacher-parent, etc.



Behaviour

Glenella State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.
Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.
We strive to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline. It is recognised that all members of our school community are responsible for their own behaviour and this contributes to a safe, supportive environment in which effective teaching and worthwhile student learning can occur.
Our Responsible Behaviour plan for Students aims to ensure that students can come to school to learn, teachers to teach, and parents to be part of a co-operative effort to ensure learning outcomes (educational, emotional, social and physical) occur for every child to achieve at the best of their abilities.

Be Respectful ***Be Safe***

Be Responsible ***Be a LEARNER***

Key Dates 2027



Term	Dates	Length
Term 1	Wednesday 27 January – Thursday 25 March	9 weeks
Term 2	Monday 12 April – Friday 25 June	11 weeks
Term 3	Monday 12 July – Friday 17 September	10 weeks
Term 4	Tuesday 5 October – Friday 10 December	10 weeks

Pupil Free days will be advised in the school newsletter.

School Hours



Starting Time: 8:45 am. **Finishing Time:** 3:00 pm.
Classroom Door Opens: 8:45 am.

Absentees



Absenteeism

In the event of your child being absent, you can update the absence using the QParent APP or alternatively contact the school by phoning the office on 49692333 or sending an SMS to 0426 305 129 **by 9am each day the student is absent.**

If your child contracts an infectious illness please be aware there are exclusion periods that apply. Please contact the office for further details.
Parents are requested to ensure that children are only absent for valid reasons. These include: appointments, bereavement, illness, injury etc.
If leaving the school permanently we would appreciate early notification to enable us to make appropriate arrangements.

Health

It is expected that sores and cuts should be treated and covered before your child comes back to school. This is also the case when children are affected by colds or flu.
Those students with potentially infectious diseases such as measles, mumps, chicken-pox, tonsillitis, conjunctivitis, etc should remain at home during the most contagious period.
See our website under the "Enrolment" tab for the Timeout Chart.
All medication must be handed to the Prep Teacher or School Office with accompanying medical notes.
Students who have asthma or an allergy must also have an 'Action Plan' from their doctor handed into the Prep Teacher and School Office.
On occasions we may need to contact parents during the school day should a student fall ill or is injured.

Please ensure that all contact numbers are current.

Medication

Education Queensland acknowledges that some students require medication and/or management of health conditions at school. While parents/caregivers have ultimate responsibility for the administration of medication and the management of health conditions, schools can assist with the provision of these services.

Expectation of Parents

It is reasonable to expect parents/guardians to undertake the following in relation to the administration of medication and/or management of health conditions.

- If your child is on medication and he/she needs to take this at school, authority MUST be given to administer this medication. If this is not done then we cannot administer the medication.
- Medication is NOT to be kept in students' school bags.
- AN AUTHORITY TO ADMINISTER MEDICATION MUST BE SUPPLIED. These forms are available from the school office or downloaded from the school website.
- If your child is an asthmatic please see the office as soon as possible to enable more detailed documentation to be completed.

Emergency Contacts

It is imperative that your address, home telephone, work numbers and emergency contacts are kept up to date throughout the year. The only time we would need to contact you during the school day is if your child is sick, has had an accident or has displayed inappropriate behaviour.

Arrival and Collection of Prep students

Children must be brought to and collected from their classroom by a responsible adult. Arrangements will be made for students who attend the before/after school service within our school.



If at any time you arrange for someone else to collect your child you must let us know in advance of this taking place.

If your child is late to school they need to be signed into the register which is located in the Prep classroom or at the office. (*Children are considered to be late if they arrive after 8:50 am).*

Similarly should you need to collect your child early they must also be signed out using the same register.

It is very important to ensure children do not climb or play on the handrails outside the prep classroom at any time.

Parking

The Sweeney Court car park (opposite Magpies) is for Preparatory year use only.



Daily Routines



The daily routine in Prep consists of:

- investigating interests
- making choices
- talking with teachers and other children
- planning with their teacher about 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
- developing early numeracy through hands on activities and focussed learning
- developing literacy through language experiences and focussed learning of letters and
- sounds, shared and modelled writing, shared and guided reading and learning Sight Words
- Pre writing and handwriting lessons.

8.45am - Doors Open (Please be aware there is **no supervision** at the Prep building prior to 8.45am)
8.45am – 11.00am Morning Session
11.00am – 11.45am Morning Tea
11.45am – 1.15pm Middle Session
1.15pm – 1.45pm Lunch
1.45pm – 3.00pm Afternoon Session

At Glenella State School Prep we...

- Provide rich, stimulating and challenging programs that are based upon and reflect the principles of the Australian and Early Years Curriculums.
- Foster a warm, caring and nurturing atmosphere.
- Have dedicated and experienced staff who are committed to, and have a passion for, Early Childhood Education.
- Have open, spacious indoor and outdoor learning environments that support learning for young children through play, real life situations, investigations, focussed learning and routines and transitions.
- Have weekly lessons with specialist teachers in Music and Physical Education.
- Have weekly sessions in the Library.
- Participate in a weekly Assembly.
- Participate in the School Sports Day, Book Week Parade, swimming and carnivals.
- Encourage partnerships with parents through regular newsletters, information sessions, parent showcases and an open door policy.

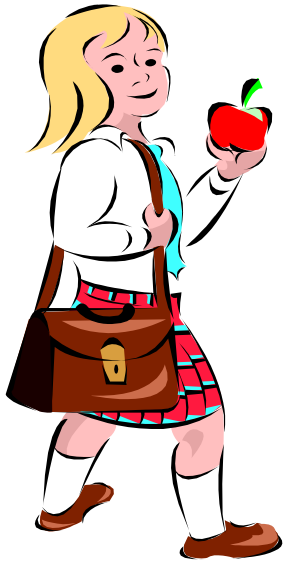
The learning experiences in the Prep Year will help your child to:

- ✓ take on responsibilities
- ✓ become more independent
- ✓ respect other people
- ✓ cooperate with others
- ✓ make sensible choices about their health and safety
- ✓ develop their physical skills
- ✓ develop their oral language
- ✓ develop their understanding of literacy and numeracy
- ✓ learn how to be thinkers and problem solvers
- ✓ use their imagination and creativity
- ✓ learn about their environment.

The First Day… What to Expect

There are some simple steps you can take to make your child's first day at school more enjoyable and relaxed. Be prepared. The best thing you can do is to make the first day as stress-free and relaxed as possible.
The day before write a list of all you'll need to organise, such as food and a change of clothing. Stick the list to the fridge and tick each item off with your child as you complete it. On the day:

- ✓ leave plenty of time to get ready
- ✓ make a nutritious breakfast — this is essential for sustained energy and concentration
- ✓ talk through the daily routine — start, lunch and finish times
- ✓ talk through a few simple self-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 early days of school, children may take a little while to settle in.
- ✓ Class lists will be attached to Classroom Doors and posted up in the Hall.
- ✓ All classes will attend Assembly on the first day so talk to your child about this. You are very welcome to attend as well!
- ✓ Please don't bring your child too early; 8:30 am is a suitable time.
- ✓ Children will be provided with a nametag upon arrival. Provide a healthy lunch and morning tea as well as a drink bottle and piece of fruit or yoghurt for snack.
- ✓ Hats are not required – we will provide one on the first day.
- ✓ Label all items!
- ✓ When the time comes, the kindest thing for your child is a brief and positive goodbye. Drawn out farewells although being well meant, too often end in needless tears and upsets. Your Child's teacher will be there to assist with any separation issues.



Uniform

Students will wear full school uniform (as specified in this document) at all times in attendance at school, while travelling to and from school, and on special occasions. All items should be clearly marked with the owner's name. Neatness, tidiness and cleanliness of uniform are essential, and no variations will be accepted. T-shirts may not be worn under the uniform.

GIRLS: A royal blue skirt or skort with the school polo shirt.
BOYS: Royal blue shorts with the school polo shirt.
FOOTWEAR: Closed in footwear (shoes/sneakers velcro) and socks. Thongs are not acceptable.
HATS: Prep students will be provided with a yellow hat on the first day.

Winter uniform consists of a royal blue jumper with either track pants or royal blue tights. No print fabric at any time.

Jewellery
Students with pierced ears may wear studs or sleepers only. No bracelets, necklaces, watches etc. to be worn.

Footwear should be enclosed shoes suitable for daily physical activity – black shoes or predominately white sports shoes with Velcro **(no shoelaces)**.

Free Dress Days. Clothes are expected to be modest and tidy. As per the sun safe requirements shirts are to cover the shoulders and midriff. No inappropriate wording is to be displayed. Covered footwear is required.

Uniforms are available for purchase from the school office. EFTPOS facilities are available.

Parent and Community Involvement

Glenella State School P & C welcomes parents of children attending the school to become members of the Association. Meetings are held monthly at 5:30pm in the school library. Everyone is welcome to attend.

Curriculum

Developing and maintaining effective partnerships ensures that positive relationships are established. In the Early Years these partnerships are crucial in supporting children's learning and development. Partnerships with the child, parents, teachers and colleagues and other professionals all play a major role in supporting a shared vision in the child's learning journey.

Early Phase

With the introduction of the Australian National Curriculum, Prep is aligning its curriculum with that of the other states and as such we will be continuing to develop focussed learning and teaching programs in reading, writing and numeracy. We will still be working within the Early Learning Guidelines by presenting Curriculum which utilises the best from both approaches and therefore delivering a high standard of education to prepare children for Year 1.

Principles for practice

- Children are capable and competent and have been learning since birth.
- Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.

- Children learn best through interactions, active exploration, and experimentation and by representing their learning through a variety of modes.
- Children's positive dispositions to learning, and to themselves as learners, are essential or success in school and beyond.
- Children learn best in environments where there are supportive relationships among all partners in the learning community.
- Early childhood programs are most effective when they recognise value and build upon the cultural and social experiences of children.
- Teaching, learning and assessment should be aligned.
- Learning experiences should promote depth of understanding and be connected, purposeful and challenging.
- Building continuity of learning as children move to and through school provides foundations for their future success.
- Assessment of young children is an integral part of the learning–teaching process and is not a separate activity.
-

Creating Contexts for Learning

The flexible learning environments that are such a strong component of the Prep classroom provide rich contexts for young children's learning and development. Teachers, in creating a balanced curriculum, provide a range of opportunities in which children can participate in encompassing the following five contexts of learning as set down in the Early Years Curriculum Guidelines.

Play

Play occurs in both indoor and outdoor environments and it provides a powerful context in which children learn, as they actively engage socially, emotionally, physically, and intellectually with people, objects and representations. It is through play that children develop thinking and problem solving strategies, learn literacy and numeracy practices, explore a range of ways to symbolise experiences and develop imagination and

creativity. Play takes many forms including socio-dramatic, fantasy, exploratory, manipulative, and physical and games with rules.
It is through play that children learn the foundational concepts of oral language, thinking processes and social competence that are so important in developing as an effective learner.

Real Life Situations

Real-life situations allow children to build connections between home, community, and classroom experiences. They provide opportunities for the teacher to make explicit how, when, where and why people use literacy and numeracy in their everyday lives. Real-life situations include cooking, gardening, reading and writing texts for real purposes, conducting an experiment, creating artworks, and working on a task, talking with visitors, attending performances or searching the Internet.

Investigations

Investigations involve children interacting with people, objects and representations as they inquire, explore relationships and test ideas. They arise from the questions children ask, from ideas and events that arouse the child's curiosity or from the need to collect further information for something that they want to do. Teachers scaffold investigations by asking questions, posing problems, challenging thinking, modelling, explaining and suggesting alternatives, and involving children in decision making.

Routines and Transitions

Routines include regular organisational events such as meal times, relaxation times, toileting times and tidy-up times.
Teachers use transition times to introduce concepts, provide meaningful practices of skills, recall information, make connections between classroom discussions and life experiences, recount experiences, respond to texts, think about relationships and patterns, and share personal knowledge.

Focussed Learning and Teaching

This requires children actively to co-construct understandings through interacting with people, objects and representations. The children are active with their learning. Focused learning and teaching may occur within play contexts, real life situations, investigations, and routines and transitions. The focused learning and teaching in these situations uses *teachable moments* to make learning explicit.

Early Learning Areas

The Early Years Curriculum Guidelines are designed to form strong foundations through The Early Learning Areas which are closely aligned to the Key Learning Areas that form the basis for curriculum decision making in Years 1 to 6.
Research indicates that these Early Learning Areas are associated with later success in school.

Social and Personal Learning



The focus will be upon building children's awareness of being members of many social groups, including family, cultural and community. The learning experiences will focus on developing respect, cooperation, and resilience, positive self-esteem and independence.

From 2015, the Australian Curriculum: History and Geography will be incorporated within this learning area.

Language Learning and Communication

The focus will be on spoken language and early literacy where the children will construct, communicate and interpret meaning for a range of purposes and in a range of contexts as they speak and listen, read and view, and write and shape.
Language experiences will involve the children in learning about the purpose for using language, the patterns and the conventions of language, the concepts of print, phonemic awareness and alphabetic knowledge.

The Australian Curriculum: English, is incorporated throughout this learning area.

Early Mathematical Understandings

The focus is on the children investigating their environment and communicating their mathematical ideas. The children will develop understanding related to number, patterns and algebra, measurement, position, movement, direction, order, sequence and patterns.

The Australian Curriculum: Mathematics, is incorporated within this learning area.

Health and Physical Learning

The focus is on gross and fine motor development and making healthy choices to foster a sense of wellbeing in children.
The learning experiences will contribute in developing children's movement skills and positive health choices.

Active Learning Processes

The focus is on thinking, investigating, imagining and responding. The children will develop investigative processes and understandings about natural, built, social, technological and virtual environments. They will develop their abilities to express ideas creatively, using a variety of experiences relating to music, visual arts, media, dance and drama. Information Communication Technology will be embedded throughout the Early Learning Areas.



The Australian Curriculum: Science is incorporated within this learning area.

The School provides education across all key learning areas including:

- Mathematics
- English
- Study of Society and Environment
- Science
- The Arts
- Music - All students participate in specialist music lessons every week.
- HPE - All students participate in specialist PE lessons every week.
- History
- ICT
- Geography



Assessment and Reporting in Prep

Parent Interview – once a semester (provides the opportunity to discuss your child's learning goals).
Individual Folio – contains evidence of students' learning.
Written Report Card - end of Semester 1 and Semester 2.

Lunch Boxes

We encourage healthy eating at Glenella. We eat morning tea and lunch in the covered eating area with the whole school.
As we have no fridges to store all the lunch boxes, it is suggested you pack an ice brick in your child's lunch box. Some suggestions of lunch box food are:

- ✓ sandwiches, saos, saladas, wraps
- ✓ muffins
- ✓ baked beans
- ✓ pikelets
- ✓ Cheese and jatz
- ✓ fruit
- ✓ yoghurt
- ✓ sultanas , dried fruit
- ✓ home baked goods



We also have a mid-morning snack. Please only send fresh fruit or yoghurt for snack. Yoghurt snack can be placed in our small fridge. Please restrict the number of packaged items in lunches.

Newsletter

Our school newsletter is issued each fortnight, reminding you of events in the coming weeks. The newsletter will be emailed every second Friday.

Lost Property

Please label all your child's belongings as there is always a lot of lost property without names. If your child should lose something check with their class teacher or in the lost property basket situated inside the office.

Tuckshop

Glenella Fuels currently offers students a tuckshop system. Please note parents are to order and pay for lunches directly with the store by 8:30am on the day required. We encourage students to eat healthy foods and ask parents to assist by not ordering lollies/sweets/packet chips/soft drinks etc. for lunches. Please inform the teacher when your child is having tuckshop.

Getting your child set for Prep

(Department of Education and Training – Fact Sheet 3)
Work with your child to develop his or her communication skills. Help your child to:

- make his or her own needs known
- 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 an orientation program or open day so you can meet your child's teacher and see the classroom
- showing your child where to put his or her things, such as a school bag and hat
- visiting the school, if possible, when other children are there so that your child can get used to the number of children, the playground and the movement of children around school grounds
- introducing your child to other children in the neighbourhood who will be attending the same school
- asking the school what equipment and materials are needed such as school bag, library bag and hat (most schools will have a list). Make sure all possessions are clearly labelled with your child's name
- checking with your pre-Prep provider (kindy, childcare) about how they can help children make a smooth transition to school
- encourage children to understand that teachers are at school to help.

Starting school can be an exciting but stressful time for you and your child. For some children it may be the first time that they have been away from their parents. They may be going into a strange environment with unfamiliar people and things around them.
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 lunchboxes, wrapping and unwrapping school lunches
- 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
- carrying his or her own bag
- identifying his or her own belongings.

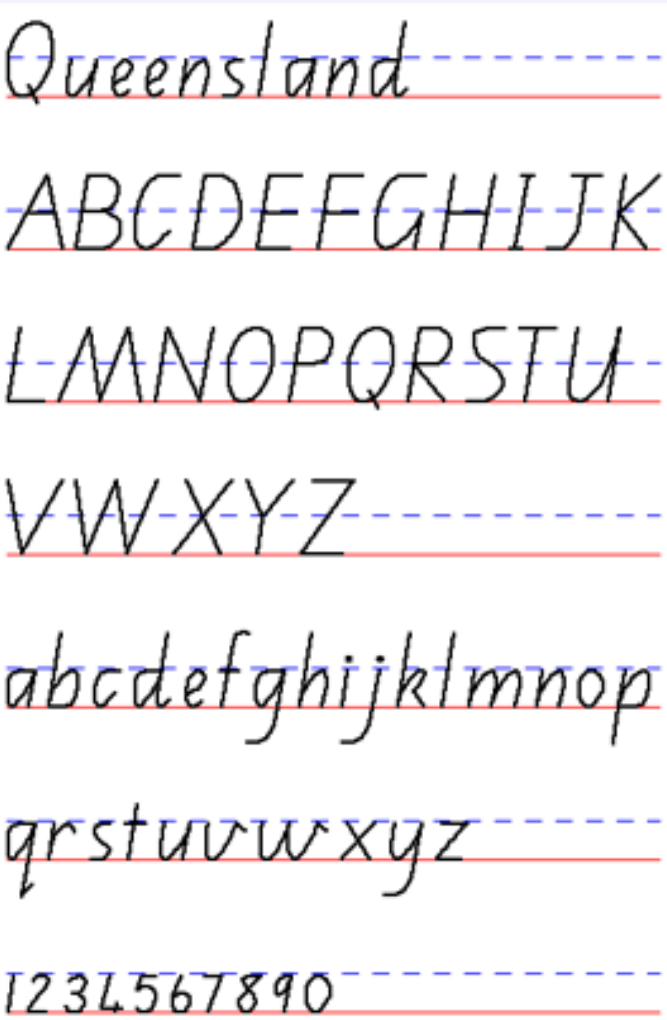


Handy Hints

- ✓ Share information about your child with the teacher. This information is always confidential.
- ✓ KIT books (Keep in Touch books) – your child will receive a KIT book once at school. In here you will find notes on any upcoming events, reminders, if your child is receiving an award at assembly, and anything we would like to share with you about your child. Please check this daily. It is also intended for you to communicate with us in instances where you are unable to speak to us face to face.
- ✓ 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, T V 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.

Handwriting

THE QUEENSLAND BEGINNERS ALPHABET



When writing your child's name please use upper AND lower case letters e.g. 'Jane' not 'JANE'



GENERAL GUIDELINES FOR A GOOD PENCIL GRIP INCLUDE:

- ✓ The pencil is held in a stable position
- ✓ between the thumb, index and middle
- ✓ fingers
- ✓ The ring and little fingers are bent and
- ✓ rest comfortably on the table.
- ✓ The index finger and thumb form an
- ✓ open space.
- ✓ The wrist is bent back slightly, and the
- ✓ forearm is resting on the table.

The pencil is held 1-2 c