

WYNNUM STATE SCHOOL PREPARATORY PROCEDURES 2023



Welcome to the Preparatory Year of Schooling

WEEK 1 – Monday 23 January – Friday 27 January (Public Holiday Thursday 26 January)

Morning

- Doors open at 8.30am – parents/caregivers bring student directly to Prep Homeroom
- Parent/caregiver settles his/her child at an activity
- Parent/caregiver leaves when child settled



Afternoon

- School finishes at 2.30pm
- Parents/caregivers wait for students at MEGA Central until 2.30pm
- Parents/caregivers will be invited to the Homeroom to collect student

Any changes to these procedures will be provided to parent/caregiver through the take home correspondence filed in your child's communication folder.

If you wish to discuss your child's progress an appointment is necessary.

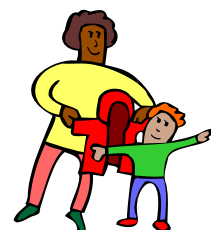
REMAINDER OF THE YEAR – From Week 2

Morning

- Before school meet and greet procedures – For safety and security purposes all students and parent/caregivers are to assemble in MEGA Central (D Block) undercover area from 8:30am. At 8:40am first bell is sounded and staff will direct students, with their parent/caregiver, to the Prep Homerooms. Class instruction time commences at 8.45am. **It is well known that the first hour is "prime teaching time". Please give your child every advantage by ensuring they are in class and ready to start learning by this time. No student should be in the grounds before 8.30am.**

Afternoon

- Handover procedures – School day finishes at **2.45pm**. All parents (including parents of Prep students) wait in MEGA Central until the end of school at 2.45pm. At the sound of the bell, parents make their way to Homerooms to collect students and exit the grounds. This process is designed to minimise disruption to teaching and learning, which continues right up to the conclusion of the school day.
- Prep students must be collected by 2.45pm by an adult or sibling from the Homeroom. If a sibling is doing the pick-up the parent must record this in writing and provide to the Homeroom teacher.
- The play areas are not open before or after school, even with parent supervision. This is a regulation due to workplace, health and safety, and supervision.



STARTING PREP 2023

PREP PROGRAM

Habits of Mind

At Wynnum State School the belief is that an enriched age appropriate curriculum plays a vital role in the growth of the individual, in shaping personality, in developing a self image, in facilitating social adjustment, and in establishing patterns of thinking and learning.

Embedded within the Australian Curriculum, our school play-based philosophy is defined as a context for learning through which children organise and make sense of their social worlds as they engage actively with people, objects and representations (Early Years Curriculum Guidelines: 2003).

The Preparatory teachers take responsibility for introducing the students to the school's framework for thinking – Habits of Mind. These dispositions, derived by Art Costa, are defined as the habits that are skilfully and mindfully employed by characteristically successful people when confronted with problems.

Preparatory students are given the opportunity to explore and begin to develop their strengths in the full range of habits.

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

Parents/caregivers are a very important part of your child's education. We like to see parents/caregivers in our prep room. It provides the opportunity for us to get to know each other, to talk about your child's progress and to discuss any concern that either of us may have. We would like you to join in - perhaps by reading to a few children, encouraging children with puzzles or being close by so that their efforts can be acknowledged. Positive reinforcement, and comments to praise their efforts and attempts, encourages them to try the skill or activity again. Through positive reinforcement a child's self-esteem increases and he/she becomes more confident.

BACKGROUND INFORMATION - Events in family life such as a major illness, visits from relatives, death (including pets) or any other disruption to their normal home life can be a major concern or excitement for children and influence their behaviour. It is important for the home and school to share, confidentially, information which may affect the students. It would be appreciated if parents would inform the teacher of any different happenings.

BIRTHDAYS - On this special day a cake or patty cakes can be brought along to prep to share with friends. If your child has any allergies or dietary requirements please discuss this with the Homeroom teacher so that an alternative treat can be provided.

HANDWRITING SCRIPT - When writing your child's name on paintings or transcribing stories on their drawings we would appreciate you using the **capital letter at the beginning of the name followed with lower case letters.**

LOVING LITERATURE READING – Through the love of literature, an enthusiasm for learning grows. By taking ten to fifteen minutes each night to read together, texts come alive and meaning making occurs. The children, from the beginning of the year, will engage in the Loving Literature Program. This entails each participant (parent/child/teacher) taking on a role. The parent's role is to read the book with wonderment and awe. The child's role is to listen, question, ponder over, and discuss the story with the adult. Through immersion in rich literature, language develops, concepts of print are consolidated, vocabulary extended, and thinking skills for comprehension are developed. These thinking skills include predicting, questioning, visualizing, making connections, retelling, summarizing and inferring.

READINESS FOR SCHOOL

BELONGINGS - **Please clearly name, all items of clothing including hats, uniforms, underwear, shoes and socks, lunch boxes and water bottles**

LUNCH - A well balanced healthy morning tea and lunch needs to be provided every day for your child eg fresh fruit, dried fruit, sandwiches, salads, yoghurt. Please avoid snack food eg chips, soft drinks, lollies and containers with sharp lids. Water bottle needed everyday.

SLEEP - Research shows that children of this age require ten to twelve hours of uninterrupted sleep to gain the maximum benefits of learning experiences.

SUN SAFETY - A good habit to get into is applying sunscreen to your child prior to coming to school. At Wynnum State School the Sun Safe policy stipulates the use of the school's broad brimmed hat, during all outside activities. The children are discouraged from applying products themselves due to safety issues eg sharing with others (allergies), cream getting into eyes etc.

TOILETING - Students need to be independent in their toileting habits. Please ensure your child knows how to use the toilet, flush the toilet, redress himself/herself and wash hands (with soap). Please monitor this over a short period of time, to assist your child with knowing the required hygienic procedures.

Children are strong, rich and capable. All children have preparedness, potential, curiosity, and interest in constructing their learning, negotiating with everything their environment brings to them.
– Lella Gandin

HELPFUL HINTS

- Make sure your child has practised getting dressed for the school day, including shoes (black Velcro shoes are an acceptable option) and socks, prior to coming to school
- Lunches and snacks need to be easy to unwrap
- Label everything – including shoes and socks. It is amazing how everyone's clothes look the same
- Water (only) in water bottles
- Put an extra set of clothes and socks in bag, in case of accidents
- Expect that children will be tired in the first few weeks at school, even if they have been used to care situations
- Provide a cuddle, a drink and some quiet time when they first arrive home
- Make sure children have sufficient sleep – 10 to 12 hours are required at this age
- Encourage your child to eat a good breakfast – school days don't go well on an empty stomach!
- **Be punctual.** Children are ready for learning if they have a few minutes before the day starts to get organized
- Core learning time begins from 8:45am
- If you are going to be delayed, you must inform the teacher
- Teachers in the early years are very sensitive to young children and their needs and will offer help and guidance. However the more everyday tasks children can manage for themselves, the more they'll feel in control which fosters independence.