

Prep Handbook 2022



This guide will help you through your first year at our school.

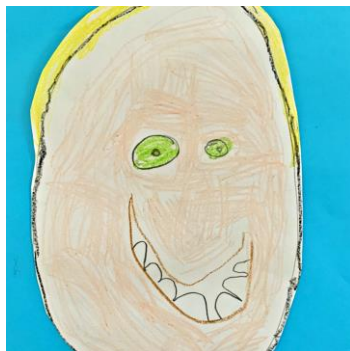
Starting school is an exciting time and will set the foundations for a lifetime of learning.

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The Prep team members are keen to work with parents to instil a love of learning in all children.

Christine (Prep C), Jake (Prep J), Mardi (Prep M),
Anna (Prep A) and Steph (Prep S)



Literacy

Reading and writing skills

We work with students so they develop and apply literacy skills in ways that make reading and writing enjoyable.

Prep students take part in a variety of literacy activities and teaching strategies. These include teacher directed learning, whole class and small group instruction, as well as individual sessions that cover reading, writing, speaking and listening.

Literacy sessions

- Reading
- Writing
- SMART Foundation (spelling)
- Speaking & listening
- Viewing & responding
- ICT & digital literacy

We want students to see themselves as successful readers and writers.

For reading we use high quality literature and author studies.

We use modelled, shared, guided and independent reading strategies.

We teach comprehension skills of predicting, questioning, visualising, inferring, summarising, making connections and evaluating.

Flexible guided reading groups focus on the exact needs of students in each group.

Each student is set reading goals to meet their needs.

We teach decoding strategies of looking at a picture, focusing on the first sound, stretching out words, reading on and re-reading for meaning.

Rhymes, chants and alliteration are all part of our program.

Reading and writing

For writing we use whole class writers' notebooks.

We use modelled, shared, guided and independent writing strategies.

We teach the students the writing cycle.

Teachers work with students to improve their writing.

Each student is set writing goals to meet their needs.

We use seeds to launch the Writer's Workshop - a springboard for ideas.

We share and celebrate students' writing.

Time is provided for sustained independent writing.

VCOP (Vocabulary, Connectives, Openers and Punctuation) is explicitly taught.

We want students to see themselves as confident speakers.

For spelling we use SMART Foundation.

We explicitly teach sounds and letters in words.

We listen for and hear sounds that relate to letters.

Students learn about letters, words and sentences.

We teach high frequency words (popcorn words) in context.

Links are made with reading and writing.

**Spelling,
speaking
and
listening**

We focus on sharing with others when speaking and listening.

We support students to get ready for speaking and listening situations by questioning, discussing and rehearsing.

We focus on tone and clarity of voice with the use of visuals for support.

We provide opportunities for students to share their work.



Numeracy

Mathematics skills

Our numeracy sessions emphasise the importance of problem solving skills, reasoning, fluency and understanding.

Numeracy concepts and understandings are explored through a wide range of teaching strategies and approaches.

Literacy sessions

- Number
- Measurement and geometry
- Statistics
- Probability
- Working mathematically

Students are supported in developing problem-solving strategies.

We foster engagement through rich and challenging tasks.

We develop a deep understanding of mathematical concepts and ideas.

Students build their ability to think and work mathematically.

We value students' prior knowledge.

We provide additional support or extension for students.

**Working
with
numbers
and
strategies**

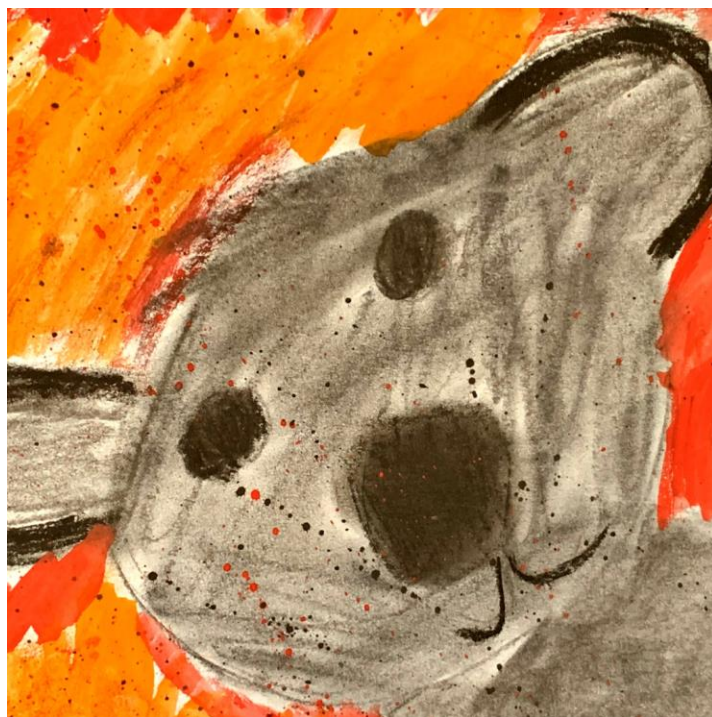
We work with students on how to apply the knowledge they acquire.

Students use a variety of ways to represent a problem.

We encourage students to ask and answer questions.

Students practise mental processes such as quick instant recall of number facts daily.

Students are set a learning goal for each lesson.



Investigations

Developmental curriculum

Investigations are run three times a week as part of the Developmental Curriculum. These Investigations are set up in classrooms using children's interests as motivation.

The learning is often play based and allows children to explore, invent create and use their imaginations.

Teacher's work alongside the students to scaffold and extend their thinking and learning.

Areas in the classroom include a reading corner, writing area, maths resource area, dramatic play, construction, create and make, sensory experiences and tinkering.

There are various roles within Investigations.

Focus children share their learning intentions at the start and end of each session.

A photographer and reporter complete tasks based on their needs and share their learning.

Parents are welcome to run interest based clinics or just come along as an extra pair of hands.



Specialist subjects

Learning skills for life

Visual arts

The focus is to discover and explore a variety of materials and processes to create wonderful and original artworks.

Materials used include watercolour and acrylic paint, soft pastels, Texas, inks, fabric and recycled goods.

When creating art, the students will learn about different art elements including line, shape, space, colour and texture.

Artworks are inspired by family, books, nature and animals.

When your child's artwork comes home, please note that it is not a carbon cut copy of a famous piece of artwork, but a true reflection of your child's ideas and efforts. It is something to be celebrated and talked about.

Students are given opportunities to hear and use appropriate art language.

Our biennial Art Show will be held on October 12th.

Students express their ideas through dance and music.

We encourage creativity through Performing Arts.

We integrate dance, drama, singing and circus.

Students compose their own movement phrases or compositions.

We explore dance elements and different dramatic themes.

Students learn to appreciate and respond to their own and peer performances.

We aim to encourage peer relationships and an appreciation for the Performing arts.

Performing Arts and Music

Students are able to sing and play musical games.

Students will develop skills to sing in tune, keeping a steady beat, play percussion instruments and explore expressive movement to music.

We encourage students' musicality and confidence.

Students have the opportunity to perform at the family picnic and in our biennial school production.

Giving students opportunities to develop specific skills.

We promote the very best of children's literature.

We work towards children being 'hooked on reading' by recommending and discussing books.

We continually add the latest picture books and non-fiction books.

Students are able to borrow five books per fortnight.

Library, ICT and PE

In ICT we focus on being cyber smart.

Students develop their knowledge and understanding of digital systems.

We develop students' knowledge and understanding of how data is represented and structured.

Students create digital solutions.

Students make links between physical activity and health.

Students participate in a Perceptual Motor Program to develop their running, catching, hopping, skipping, jumping, throwing and balancing skills.

Students play minor games to develop more complex skills such as dodging, overarm throw, dribbling and striking.

Our main sporting event is Tabloid sports, with a focus on fun and participation.

Students wear their house colours. This will be held on the school oval on Thursday 20th October.



Home Learning

Practising skills at home with confidence.

Home reading

Students will bring home a book each night. Always talk about the book first.

Think about when is the best time for your family to read.

Read great picture books and stories to your child in addition to the books from school.

Record in the home reading diary.

Please find additional tips on our Prep Learning page.

SMART Foundation

Students will bring their SMART spelling book home every Tuesday that has the 'Word of the Week' sheet ready to go.

The word of the week has been explicitly taught. Students can use their hand to help identify each sound.

If your child can read the word of the week, they can write the words, create letter patterns or think of other words.

Other programs

Each student will receive a Reading Eggs and Mathletics login and password. The children will be accessing these programs as part of the Literacy and Numeracy program.

Students will be able to access these programs as well.

Volunteering



Valuing the contribution of parents, grandparents and other community members.

What can classroom volunteers do?

We appreciate your assistance, especially in those areas where parents have skills, knowledge or expertise to offer the children or time to assist with the following types of activities:

- Supporting small group work during Guided reading
- Assisting during maths sessions
- Running clinics in Investigations or just helping out
- Laminating materials

Volunteers who work, specifically, outside the classroom i.e. in the Kitchen Garden, Kitchen, on excursions, at swimming or with sporting teams, must have an official 'Working with Children' identity card.

Applications for a "Working with Children" Card are obtained online and lodged through a Post Office. There is no cost involved and the cards are valid for five years. A photocopy of the card is kept for school records.

Some important points for volunteers in classrooms:

- Encourage and support student learning
- Be friendly and have fun
- Use discretion and observe the understanding of confidentiality
- Try to commit to set times so that teachers can plan to include you in the program
- Feel secure that you are working under the guidance, sight and duty of care of the teacher at all times



Well being

We build the social, emotional and motivational capacity of children.

It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of young people.

It seeks to build the capabilities of adults (community, home and school) associated with positive outcomes in young people.

It develops positive, caring relationships with young people, providing for their safety, high expectations for achievement and behaviour.

The eight modules are:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relations

It is vital that school, home and communities work together so that the responsibility for supporting and education, including quality social and emotional learning experiences and caring relationships is shared.

Each fortnight we focus on one of the five social-emotional strengths of YCDI through the newsletter, classroom discussions, activities and assemblies.

Lunches and allergy awareness



Our policy is to minimise the risk of allergic reactions.

We have a number of students with food allergies and to minimise the risk of allergic reactions we:

- Ask that you avoid sending your child to school with food that might in some way, through accidental contact, cause an allergic reaction.
- Ensure that students do not share food at anytime.
- Ensure that students always eat in a supervised environment.
- Regularly cleaning spaces where children eat.
- Promoting an awareness of anaphylaxis, allergens, reactions and what they can do to help.
- All staff is up to date in their knowledge and administration of epipens.

We also encourage:

- Fresh food lunches and snack.
- As little packaging/wrappers as possible.



Student progress

Encouraging positive relationships and effective communication between home and school.

Your child's teacher is your first point of contact about any matter affecting you child's happiness, self-confidence, development and progress in all areas.

We gather information and feedback we need to ensure each child's learning is successful and that they feel secure and engaged at school.

If you have a question or concern about your child's learning or wellbeing you should:

- Work with the teacher and make an appointment to discuss any issues.

You may also:

- Organise to meet with Rosie Grosso, Assistant Principal or Nicole Richards, Principal.

As part of our open communication between home and school you will be provided with a written report on your child's progress in Terms 2 and 4. Parent teacher meetings are held in Terms 1 and 3.

We are excited to work with you to provide your child a well-rounded education at Elwood Primary School.