PROSPECTUS

Preparatory 2016

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Welcome to Narangba Valley State School Preparatory Year of Schooling

Your child is about to begin an exciting and important part of his or her life. We welcome him or her and assure you that we will do our best to make school life a happy and rewarding one. We hope this booklet will help to make your child’s transition from home, kindergarten or Day Care to our school, a smooth one. (See also Parent Handbook document for information about school operations)

Narangba Valley State School has been providing the Preparatory year of schooling since 2005. Our classrooms are purpose built and our teachers are Early Childhood experienced professionals.

**ACARA (Australian Curriculum)**

**Foundation Year (Prep) to Year 2**
The Australian Curriculum for students between five and eight years of age (typically Preparatory to Year 2) recognises the importance of communication, language and building relationships. It gives priority to foundation knowledge, understanding and skills that all children are expected to develop to enhance their opportunities for continued learning. In these years, priority is given to literacy and numeracy development because these are the foundations on which further learning is built. The foundation for literacy is built primarily in English and the foundation for numeracy primarily in mathematics. However, both literacy and numeracy must be reinforced and strengthened through learning in other contexts including science, history, geography and technologies. Priority is also given to motor skills development, physical activity and the development of safe and healthy personal practices through the teaching of health and physical education. Equally, all students in these early years will have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning.

Students at Narangba Valley State School enjoy four specialists’ lessons. These include music, physical education, gross motor and an Information Communication and Technology lesson every week. Monitoring and assessment of a student’s progress is an important part of planning for future learning. The information gathered allows teachers to build a picture of a child’s knowledge and development. Teachers will gather information about your child’s learning and complete records and a folio. Parents will also receive a written report card at the end of Semester 1 and 2 and will be offered a scheduled interview to discuss your child’s progress at the end of Term 1 and Term 3, however please feel free to discuss your child’s progress at any stage with the classroom teacher.

We have planned 6 classes of Preparatory for 2016. All classrooms are in the Junior Precinct area of the school. You will receive a letter via post in the week beginning 7 December 2015. This letter is to inform you of the name of your child’s teacher and the location of your child’s classroom.

You can help your child become self-confident and self-reliant by encouraging your child to do many things for himself or herself. For details of the daily schedule, term dates etc please see Parent Handbook.
Reinforce the school routine of:

**Going to school**
- Carrying own school bag
- Putting school bag in port racks
- Saying "good-bye" to parents/guardians once school starts

"Break 1"
- 11.00 am - 10 to 15 minutes where half the amount of food is eaten sitting quietly in a designated lunch area
- 25 to 30 minutes of play to follow

"Break 2"
- 1.15 pm - 10 to 15 minutes where the second half of food is eaten sitting quietly in a designated lunch area
- 25 to 30 minutes of play to follow
- Remind children not to throw uneaten food into the bin. Take it home in the lunchbox so that you can assess the amount your child wants to eat.

N.B. A suggestion is to have a trial run the week before school commences of eating "Break 1" and "Break 2" while manipulating lunch boxes. Learning to replace lids on plastic lunch containers and drink bottles is essential. Make a small opening in pre-packaged food. Lunch breaks are not just for eating and playing but for going to the toilet too and washing hands.

**Fresh Fruit/Vegetable Snack Time:** Each day, students have a snack time around 10.00 am. They are only allowed to eat Fruit or Vegetables at this time. This is part of a whole school approach to healthy eating. It also helps children concentrate through the morning session.

**Home time** is for quickly going to meet parents, the bus line or place for collection and not to go home with their friend or friends.

**REMEMBER:**
- Every item your child brings to school should be clearly marked.
- We are a Sun Smart School so a Broad Brim hat is essential. The rule NO Hat NO Play is enforced and No Hat during outdoor lessons also means they will miss out on participating.
- **Water Bottles** are essential items in the classroom and we encourage all students to bring water ONLY everyday. Pop up bottles are the best as bottles can be easily knocked over and spillage can occur.

**The First Day of School**
- Beware! Many children rise early on this day, they do not need to be at school before 8.30 am.
- First bell is at 8.40 am and students will then be able to access the classrooms.
- When the second bell goes at 8.50 am, start the process of telling your child you are leaving. Confirm arrangements for collecting him/her in the afternoon. If your child is a little hesitant at this time alert the teacher or other support staff and say you are leaving. We would hope that all parents have left by around 9.00am.
• Class lists will be posted on classroom doors. Maps and lists will also be posted on the notice board at the front of the school.

• Stay a while in the room. Do an activity with your child.

• When parents have left for home, the children will tour the school, ensuring everyone knows where toilets, taps and play areas are.

**Making things easy in the early days of school.**

1. Do not lead your child to expect things of school which may not happen; Eg. "You'll get into trouble if you ................. at school." Children can easily learn to be afraid of school.

2. Keep all toys at home. (They may get lost causing great upset)

3. Children can carry their own ports and belongings and be responsible for putting these away in their classrooms.

   CHILDREN NEED TO LEARN INDEPENDENCE early.


5. Make a time each afternoon to ask specific questions about the day eg. "What story did you hear today?" Sometimes, questions like "What did you do today?" is a little too open after a tiring day at school.

6. Support the school and teachers so that your child feels that we are working for him/her.

![Image of a classroom with letters and numbers]

**If Your Child...**

... is tearful in the early days, take him/her to the teacher, firmly say goodbye and confirm arrangements for the afternoon and leave quickly without returning for "just another hug". Often the tears are very short lived as the class settles down to the work. Your child becomes involved in class activities and forgets anything causing the initial upset. There are many instances where parents have spent a very upset day only to greet their child smiling and excited at three o'clock.

... is teary and upset in the early weeks, ensure that he/she is going to bed early as school days are long, hot and very active. Children tire easily until they adapt to their new routine.

... is teary and upset in the early weeks, check that lunches are being eaten and that he/she is having extra drinks of water at school, as well as visiting the toilets regularly.
... reports an incident to you concerning another child, check with the class teacher.

... says nobody plays with me, check with the class teacher. Teachers will also assist in forming friendships, if a real difficulty does exist.

... says "but the teacher never asks me", you need to help your child understand that there are many children in the class, all of whom want to talk. Children need support and help to understand that they need to "share" the teacher with all the class.

... comes home with a worry, minimise his/her concerns until you can contact the teacher to clarify the situation. Try not to build the worry into something bigger for your child by discussing it at great length.

Your child needs to see your very positive attitude to school and the class. With your daily assurance, that everything is fine, children can approach the new experience of school with confidence. Try not to expand on any exciting things you may be doing during the day.

**HOW CAN PARENTS HELP?**

I. **THE USE OF LARGE MUSCLES IS IMPORTANT IN THE GROWTH AND DEVELOPMENT OF THE CHILD AND ENABLES HIM TO ENGAGE IN SUCCESSFUL PLAY WITH HIS/HER MATES. TO IMPROVE YOUR CHILD’S LARGE MUSCLE SKILLS ENCOURAGE HIM/HER IN:**

(a) Carrying parcels  
(b) Wheeling out laundry  
(c) Sweeping, mopping, polishing (with a rag) the floors  
(d) Helping turn the mattress and making the bed  
(e) Moving furniture  
(f) Raking up leaves  
(g) Digging small patch for garden  
(h) Washing the car  
(i) Cleaning the bath  
(j) Playing with a ball, catching and throwing  
(k) Playing cricket, in a simple fashion  
(l) Playing hopscotch, hopping on each foot  
(m) Playing jumping games, both long and high jumps  
(n) Skipping games
All the above activities are fun and therefore more beneficial, if parents are also involved.

2 TO IMPROVE YOUR CHILD’S SMALL MUSCLE SKILLS (SO NECESSARY FOR SUCCESSFUL WRITING AND DRAWING) ENCOURAGE HIM/HER IN:

(a) Helping with the cooking - using rolling-pin when making biscuits or ginger-bread men; using cutters for biscuits; rolling dough into small balls and flattening carefully with a fork
(b) Preparing fruit and vegetables - shelling peas, hulling strawberries or gooseberries, snapping beans, cutting up vegetables for soup, or fruit for fruit salad
(c) Grating carrots or cheese
(d) Using egg beater
(e) Stirring with spoon when making jelly or a cake
(f) Pouring liquid from one container to another.
(g) Mixing icing and then spreading it with blunt knife on biscuits or cake
(h) Cutting a recipe from the paper and pasting it in Mother’s Recipe book
(i) Drawing a small picture to decorate recipe book
(j) Buttering bread, and making sandwiches, then wrapping them up, and packing them in a container ready for a picnic lunch in the garden
(k) Lots of drawing, painting, finger-painting, and cutting and pasting. Any scrap wrapping-paper, even newspaper will do for these activities, buy some Wall-paper Paste to make the base for paint. Small quantities of Vegetable Dyes may be purchased for colouring

3 THE EARLY STAGES OF LEARNING TO READ INVOLVES RECOGNISING AND REMEMBERING LETTER SHAPES AND WORD PATTERNS. TO HELP YOUR CHILD WITH THESE SKILLS ENCOURAGE HIM OR HER TO PARTICIPATE IN THESE ACTIVITIES:

(b) Measuring out solids (flour, sugar, icing-sugar etc) and liquids when cooking, watching the appropriate mark on the container
(c) Making a pattern of dough for shortbread or biscuits, or when icing a cake use a variety of marking implements, tines of a fork, base of patterned tumbler etc
(d) Tidying and dusting rooms, spotting things which are out of place
(e) Give child a label for a tin or packet, and ask him to look for a similar label in supermarket
(f) Encourage hobbies such as shell-collecting, flower, leaf or rock collecting - sort the items into appropriate shapes, groups, colours etc
(g) Bird watching. Ask child to watch for birds in the garden, and tell you size, colour etc.
(h) Sorting clothes ready for washing. Sorting socks into pairs when taken from line
(i) Folding clothes, tea-towels etc.
(j) Picking up papers and scraps
Walking on the foot-path - "step on every crack", or "be sure you miss the crack"

Sorting out father's nuts, bolts nails etc into jars

Find out which lid fits which jar in a collection you have made

Play the game "Find me something larger than a 5 cent coin but smaller than this cup", - "Larger than a cat but smaller than an elephant"

Cut up a few drinking straws and ask child to arrange them from shortest to longest

Shape Game. While mother is sitting sewing or ironing etc ask child to think of things in the house that are (i) round - buttons, clocks, saucepans, coins, plates. (ii) Square - boxes, window-panes. (iii) Rectangular - doors, tables, books, boxes

Let child measure things with your tape-measure - don’t worry about accuracy. Have a family height chart marked up somewhere convenient - discuss who is tallest, shortest

Have a set of pictures depicting large and smaller objects. Show child each picture and ask him to describe it in terms of big, little, short, tall, fat, thin etc.

Colour. There are dozens of opportunities each day to make a child aware of colour:
"Which shirt would you like to wear, this blue one, or this green one?" "Do you like this pretty red flower?" "Look, the Jones have a new green car." "Please bring me the brown pencil, John" Play the colour game as you drive in the car - "How many yellow things can you see?" "How many cars have white roofs?"

4. IN ORDER TO LEARN LANGUAGE SUCCESSFULLY AT SCHOOL, YOUR CHILD NEEDS CERTAIN LANGUAGE SKILLS. THESE INCLUDE THE ABILITY TO LISTEN AND REMEMBER ACCURATELY, AND THE ABILITY TO EXPRESS THEMSELVES CLEARLY. ENCOURAGE HIM/HER ENGAGING IN THE FOLLOWING TASKS:

(a) Listening for something specific - use the stove-timer or alarm clock to signal certain times, such as "Time to get dressed", "Time for Dad to come home", "Time for bed" etc.
(b) Answering the telephone and discriminating between different voices
(c) Engaging in interesting conversation, slow up a little if you are a fast speaker, and clearly articulated words, assists a late speech-developer. Listen to what your child says, and take care in answering him - this gives tremendous encouragement for him to speak more often
(d) Learning to recognise bird-calls - is it a sparrow? a crow? an owl?
(e) Read aloud to your child, every day if possible, and discuss what you have read. This will encourage him to listen more effectively. Read poems and stories with a repeated refrain so that he may join in
(f) Encourage your child to listen to the radio - this is quite different from "listening and watching" as with TV. Listen perhaps for the weather report each day, to see what kind of a day to expect
(g) Help your child to compile a story-book, which he/she illustrates, and you write what he/she suggests. Get him/her to read it to his/her father when he comes home
(h) Similarly help him/her make a Touch Book (with different textures, sandpaper, velvet, plastic,
rubber etc pasted in or a Shape book (different shapes cut out and named underneath for him/her to read)

(i) Play guessing games - "I see something big and brown, and it has knobs on it, and a glass face - what is it?" - TV. Etc

(j) Play "Opposites" with your child, while you are ironing or sewing or gardening: "I’LL say a word and you tell me the opposite" (give a few examples to show him what you mean) - wet-dry, old-new, up-down, fat-thin, in-out, long-short, loud-quiet, soft-hard, big-little, smile-frown, good-bad, near-far, hot-cold, happy-sad, easy-hard.

(k) Play the game - "What is this part of?"

<table>
<thead>
<tr>
<th>buckle part of a belt (or shoe)</th>
<th>leaf part of a tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>page part of a book</td>
<td>seed part of a fruit</td>
</tr>
<tr>
<td>tyre part of a car</td>
<td>sleeve part of a shirt</td>
</tr>
<tr>
<td>window part of a house</td>
<td>arm part of a body</td>
</tr>
</tbody>
</table>

We look forward to establishing a close working partnership with families and encourage you to contact us if you have any concerns and also provide us with positive feedback and comments to ensure we are providing quality education and care for your child.