PREPARATORY YEAR HANDBOOK
2015

Whitsunday ANGLICAN SCHOOL
Five Core Values lead the School’s Anglican Ethos

1. **CHRISTIANITY (through Social Responsibility)** – characterised by faith in God, forgiveness, reconciliation, developing a sense of mission/purpose through service to, and compassion and care for others;

2. **TOLERANCE (through Respect)** – characterised by openness to a broad range of ideas and concepts, accommodation of multicultures and faiths, and inclusivity of a wide range of backgrounds;

3. **EXCELLENCE (through Effort)** – characterized by the pursuit of optimum outcomes for students in their academic, sporting and cultural endeavours by our explicit strategies to assist students develop the habits of self-belief, persistence and resilience;

4. **DIGNITY (through Tradition)** – characterised by our expectations for a conservative approach to worship, dress, appearance, manners, language, social discourse, rituals and symbols;

5. **TRUST (through Co-operation)** – characterised by consideration of the needs of the group before the needs of the individual, expressed through collaboration, teamwork, honesty and consistency.
The Preparatory Year at the Whitsunday Anglican School is acknowledged as the first formal year of the WAS journey, with Kindergarten as the first step in the journey. As such the Preparatory Year is seen as an integral part of a whole School philosophy, and 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 WAS 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.

At Whitsunday Anglican School we support the traditional 3 ‘R’s of ‘riting, reading, ‘rithmatic with a 4th ‘R’ of RELATIONSHIPS.

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. We have a Pastoral Framework of 5 Foundations – cooperation, organisation, persistence, confidence, resilience – that we believe will enhance the social & emotional wellbeing of the students.

In the Preparatory Year the students will experience a wide variety of activities. In support of them we believe students learn best when School is a place of active and stimulating learning and the students:

- feel important
- care about themselves and others
- feel safe
- feel confident
- are successful but are able to understand less successful moments
- feel challenged
- have an opportunity to practice their learning.

The Preparatory Curriculum is supportive of The Early Years Curriculum and the Australian Curriculum with a focus on early literacy and numeracy, and socialisation (social emotional learning). We acknowledge that the students learn in different ways; the three learning styles are known as:

- Visual
Auditory
Kinaesthetic.

The five Early Learning Areas of:
- Social and Personal learning
- Health and Physical learning
- Language Learning and Communication
- Early Mathematical Understanding
- Active Learning process

underpin the contexts for learning in the Preparatory Year.

The *Early Years Curriculum* is integrated with the academic expectations of the Australian Curriculum.

The Whitsunday Anglican School’s Preparatory Year is a curriculum-based, structured learning program with play elements designed to assist our students through to the School’s Junior, Middle and ultimately Senior Schools.

The program concentrates on literacy and numeracy, with students gaining exposure to visiting specialists in Art, Music, Japanese and Physical Education. Christian Education plays a major role in the Preparatory program.

Please feel free to contact the Preparatory teachers to discuss your child’s journey through the Preparatory Year.

Preparatory Year Curriculum & whole School integration:
- Christian Education
- English
- Mathematics
- History
- Geography
- Science
- Social Emotional Learning

Technology including computers
Specialist programs
  ~ Art
  ~ Physical Education
~ Music
~ Language Other Than English - Japanese
✓ Chapel Services – Junior School & whole School
✓ Assembly – Junior School & whole School
✓ House activities – athletics, cross country, swimming, ball games, Spirit Day
✓ Activities Week
✓ Service Days
✓ Voices Literary Festival
✓ International Day
✓ Grandparents Morning

Preparatory Staff:
Prep S – Mrs Juanita Steyn, Mrs Heather Klein
Prep W – Mrs Shirley Wood, Mrs Wendy Adamson
Outside Hours School Care (OHS C) – Mrs Cheree Pigott

Contact Us:
• Junior School Office – 4969 2038
• School Administration Office – 4969 2000
• School Fax – 4969 2001

Preparatory Year start & dismissal times:
✓ Day begins at 8.25am (students are welcome to enter class as soon as the doors are opened at
  8.00am – it is strongly recommended that students do not attend School before 8.00am; if so
  then they will be admitted to Before School Care at a cost to parents.)
✓ Dismissal – 3.00pm

Before & After School Care (BASC) (in Preparatory precinct):
✓ Mornings: 7.30am until 8.00am
✓ Afternoons: 3.00pm until 6.00pm
Please call the Junior School Office or the Outside Hours School Care (OHSC) coordinator to
book your child into BASC.

Student Diary:
Every Prep student will have a diary; this is firstly a celebration of their day and secondly a very
useful communication tool to support the triangle of interdependence. Teachers will provide
weekly diary notes full of information about what is happening in Prep. The diary will also be
used by staff to write comments to keep parents informed about their child’s progress, and in
turn it is to be used by parents to clarify concerns.

Communication:
It is Junior School practice to attempt to send out all notes and letters via the School’s Daily
Correspondence emailed each day of each week. There is a plethora of information and
communication that is Prep specific and Junior School general that comes home throughout the
year. We attempt to ensure that parents are pre-informed through the School calendar, the
Junior School Fridge Facts, the School newsletter, specific letters and diary notes, the Prep
weekly information diary note.

Preparatory Uniform:
The Prep students wear a uniform that is appropriate to their daily schedule and
developmentally appropriate.
- Unisex WAS shirt and shorts
- White WAS socks
- WAS red bucket hat
- Appropriate sand shoes (see Student diary)

**Activities (Outdoor Education) Week:**
During Activities Week (the final week of Term Three for the whole School) the Preparatory students participate in a range of off-campus excursions and school-based activities. There will be occasions, in ensuring we have adequate safety and supervision that parents may be asked to assist.

**Friends of Junior School (FOJS):**
Parents are invited to assist in a variety of ways in the Preparatory (and Junior School) classrooms – PMP, classroom group rotations, excursions.

Parents are also invited to assist on a ‘larger’ scale through the FOJS group; one or two parents, through the class teachers, take on a role of ‘parent representative’ for each class. Their charter is a social one arranging a list of parent contacts, organising a range of social events that include parents across the cohort, and also includes attendance, where possible, at the monthly FOJS meetings. These ‘parent reps’ may also like to attend the P&F meetings to assist disseminate information back to the Preparatory/Junior School parents although all parents are welcome to P&F meetings.

There are also opportunities for parents to be involved in Junior School events such as Grandparents Morning, International Day, and the Junior School Arts Show (as part of *Splendour in the Arts*).
Health Procedures:
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. Please call the Junior School Secretary or the School Nurse for clarification of the ‘exclusion’ periods.

All medication must be handed to the Junior School Secretary with accompanying medical notes.

Students who have asthma or an allergy must also have an ‘Action Plan’ from their GP handed into the Junior 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.

Recommended minimum periods of exclusion of childhood diseases:

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<tr>
<th>CONDITION</th>
<th>EXCLUSION OF CASES</th>
<th>EXCLUSION OF CONTACTS</th>
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<tbody>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
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<tr>
<td>Influenza</td>
<td>Exclude until well</td>
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<td><strong>Measles</strong></td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case.</td>
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<td><strong>Meningococcal infection</strong></td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
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<td><strong>Ringworm, scabies, pediculosis (lice) trachoma</strong></td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Any child with an immune deficiency (e.g. leukaemia) or receiving chemotherapy should be excluded for their own protection.</td>
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<tr>
<td><strong>Chickenpox</strong></td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears.</td>
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<td><strong>Conjunctivitis</strong></td>
<td>Exclude until discharge from eyes has ceased.</td>
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<td><strong>Whooping Cough</strong></td>
<td>Exclude the child for 14 days from the onset of coughing or until child has taken 5 days of a 7-day course of antibiotics (erythromycin)</td>
<td>Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken 5 days of a 14 day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</td>
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<td><strong>Mumps</strong></td>
<td>Exclude 9 days or until swelling goes down.</td>
<td>Not excluded</td>
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**You Can Do It! Education (YCDI!):**

The YCDI! Program provides the Junior School with an explicitly taught framework around foundations for achievement, and social and emotional well-being. Our core value is the development of the potential of all students – academically, intellectually, socially, and emotionally – through instilling in our students the 5 Foundations of:

**Confidence, Organisation, Cooperation, Persistence and Resilience**

Central to the development of these Foundations is the explicit instruction in 12 Habits of Mind – social responsibility, playing by the rules, thinking first, being tolerant of others, planning my time, setting goals, working tough, giving effort, I can do it, being independent, taking risks, accepting myself.

The challenge of the YCDI! Education program is:

- Reducing the percentage of students who display educational under-achievement (discrepancy between their academic capability and their academic achievement)
- Reducing the percentage of students who exhibit poor relationships and behaviour
- Reducing the percentage of students who experience emotional problems (e.g. anxiety/stress, depression, loneliness, anger)
- **Increasing the percentage of students who have high levels of social and emotional well-being.**

**Preparatory to Year One Transition:**

The transition to Year One is an exciting time for the Prep students; it may also be a time of anxiety and caution for the Preppies, and parents!
To assist alleviate any ‘fears’ about leaving Prep and joining the Year One cohort, the Prep and Year One teachers coordinate a number of ‘orientation’ sessions for the students. This culminates in the Junior School Orientation morning, and by this time the Preppies are more than ready and prepared for life in Year One.

**The First Year of School: A Parents’ Guide...ideas for how you may help.**

*(taken from ‘Your child’s first year at school: a book for parents’)*

Starting the year.....
- Be positive about school including your reflections of your own schooling
- Discuss the place of rules in society & school
- Allow opportunities for your child to demonstrate independence at home
- Have them follow through on instructions
- Practise some ‘school’ skills at home  
  - clothing – ease in putting on, taking off  
  - shoes – tying laces  
  - lunch – unwrapping foods, have a ‘lunch-box’ lunch before school starts  
  - manipulating their school bag  
  - toileting
- Plan the routine from home
- Discuss the ‘drop-off’ & ‘pick-up’ routine
- Label everything!
- Extra clothing in bag

Starting the day.....
- Sleep is important
- Start each day with a routine – be prepared
- Ensure your child has a good breakfast
- Talk about the day ahead
- Discuss the pick-up routine
- Have a Plan B if you are running late
- Ensure the School has up-to-date contact names & numbers

The end of the day.....
- Ask about the school day – ask questions that require elaboration
- Expect your child to be tired throughout the first weeks
- Provide a cuddle and a snack, and may be some quiet time.

Supporting literacy skills.....
- Sing songs and play with rhymes
- Hold extended conversations with your child
- Listen to their questions and encourage them to investigate and wonder
- Draw your child’s attention to environmental print – signs, symbols, words
- Share lots of books – discuss plot, characters, things that happen, why
- Discuss what they see on TV & movies – encourage comment
- Model reading & writing for real life purposes
- Gently encourage correct pencil grip

Supporting numeracy skills.....
- Discuss size, shape, number of things, counting
- Draw your child’s attention to environmental print – signs, symbols, numerals
- Discuss how numbers help us to locate information, travel to the correct destination, and know how many and how much
- Use numeracy for many practical purposes – travelling, at home, out & about

Supporting social skills......
- Have lots of conversations with your child – discuss ideas and opinions within family
- Talk about the best ways to act in different scenarios at school, at home and in the community
- Provide solutions to solving arguments – discuss together
- Give them a range of differing social situations to mix in
- Allow opportunities to try new things and make mistakes
- Notice and comment positively when they take turns, share and show kindness
- Tell them things they are good at and why you are proud of them
- Support them in learning new things – taking risks with support
- Give them increasing responsibilities for things they can do independently

Research has demonstrated a strong link between a successful transition into the Preparatory Year and a positive outcome socially, mentally and academically for many children. For many it is the most challenging adjustment they have to make in their early childhood lives. Through conscious but subliminal encouragement, parents are able to assist their child build:

- Independence
- Resilience
- Emotional, social and learning skills that will play a crucial role in helping ease the transition.

Skill Building for starting school..... *(KidsMatter for Parents & Carers)*

- Friendship skills
  - Teach your child ways to introduce themselves to new children
  - Give them strategies to join in play and be friendly and cooperative
  - Talk about what being a friend means
  - Discuss sharing, taking turns, using kind words
- Play dates
  - Arrange for your child to play with other children
  - Allow them to establish friendships and practise their social skills
  - Preferably these would be with children they may start Prep with
- Sense of responsibility
  - Encourage your child to be accountable for small tasks i.e. setting dinner table
  - Discuss looking after own belongings
  - Give them opportunities to pack up after an activity
- Following instructions
  - Start by giving your child one instruction to follow i.e. please get your school bag
  - Build up to two-step instructions i.e. put your dish in the sink and get your bag, please
  - Children at this stage of development may have difficulty remembering more than two or three instructions at a time

Suggested books and stories that may help with the familiarisation process of beginning school:

- **Charlie and Lola: I am too absolutely small for school** – Lauren Child
- **Jessica’s Box** – Peter Carnavas
- **Look, there’s a hippopotamus in the playground eating cake** – Hazel Edwards
- **Just Jack** – Jane Turner
- **First Day** – Margaret Wild
The School Motto, *Spiritus Scientiae* is taken from (1 Corinthians Chapter12). Saint Paul regarded the *Spirit of Knowledge* as one of God’s gifts to His people and, as such, this motto seemed eminently in keeping with the School's objective of imparting knowledge to its students through the auspices of the Holy Spirit.

**SCHOOL MISSION STATEMENT**

Within a framework of Christian values provide the challenging and supportive learning experience that achieves the best outcome for the individual. The School offers an education that caters to the individual needs of its students and proudly promotes Christian values.

To ensure the development of each student, emphasis is given:

- discipline that is firm but fair;
- to respect and be responsible for oneself and for each other;
- to participate in co-curricular activities and service;

The combined intention of which is the development of a commitment towards responsible citizenship.

There is a strong tradition of co-operation and friendship between parents and staff in the School. The process of education is a combined operation, with School and home each playing an important part. The School expects to contribute to the full intellectual, physical, social, aesthetic, moral and spiritual development of each student.