



## 2019 Preparatory Year Information

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, 'rithmetic with a 4<sup>th</sup> '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 and We look to support each student.



LEARNING  
through LOVE

LIVING  
by FAITH

LEADING  
with SERVICE





# Whitsunday ANGLICAN SCHOOL

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, Sciences and Humanities, with students gaining exposure to visiting specialists in Art, Music, Language Other Than English (LOTE) 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.

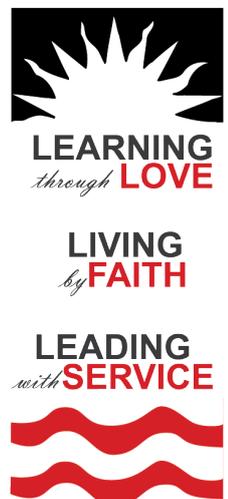
## **Readiness for the Preparatory Year:**

Children are born ready and eager to learn. From the time they are born, children want to make sense of the world around them and to find out about it. They develop more in their first five years of life than at any other time. Different areas of the brain develop, organise and become functional at different stages during childhood. Positive relationships and experiences in early childhood are the building blocks that support health, learning, emotional development and wellbeing.

Throughout the early years of life, your child has learned how to form and maintain positive relationships, establish routines, develop thinking skills in order to solve problems, learn self-control and gain self-confidence. You have helped your child to understand the world around them and to develop their language.

Your child's first impressions of school can be influenced by parents, siblings, and grandparents. Talking about school and answering a child's questions honestly is very important. You know your child best. It may be that you observe signs of anxiety in your child about starting school. It is important to talk to them about how they are feeling, to listen and to acknowledge their concerns. This will help build their confidence and lessen the stress they may experience.

It is natural for your child to feel anxious about separating from you: try not to let your anxieties be your child's.



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## 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
- ✓ Extra clothing in bag: Label everything

### 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

### Avoid the last-minute rush.....

- ✓ It is extremely important for your child to arrive at school on time
- ✓ When children arrive late to class, they often feel rushed and anxious

### 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



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Supporting numeracy skills.....

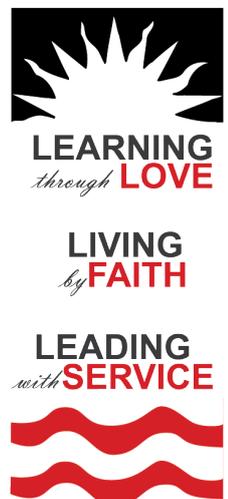
- ✓ Discuss size, shape, number of things, counting
- ✓ Draw your child's attention to environmental print – signs, symbols, numerals
- ✓ Discuss how numbers help us to locate information, travel to the correct destination, and know how many and how much
- ✓ Use numeracy for many practical purposes – 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 from Kindergarten and a positive outcome for many children. Through conscious but subliminal encouragement, parents are able to assist their child build:

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



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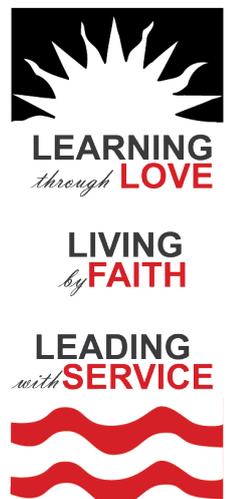
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## Skill Building for starting school..... (*KidsMatter for Parents & Carers*)

- ✓ 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
- ***Look, there's a hippopotamus in the playground eating cake*** – Hazel Edwards
- ***Just Jack*** – Jane Turner
- ***First Day*** – Margaret Wild





# Whitsunday ANGLICAN SCHOOL

## 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
- ✓ Chapel Services – Junior School & whole School
- ✓ Assembly – Junior School & whole School
- ✓ House activities – athletics, cross country, swim safe, ball games, House Spirit Day
- ✓ Outdoor Education Week
- ✓ Service Learning Days
- ✓ Voices Literary Festival
- ✓ Global Learning Day
- ✓ Grandparents Morning
- ✓ ANZAC Day

## Student Diary:

Every Preparatory 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.

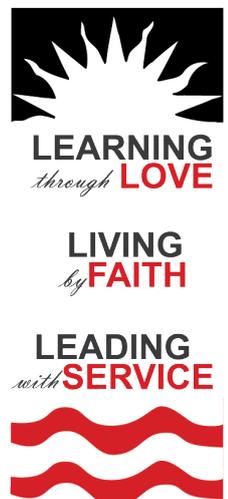
## Communication:

It is Junior School practice to attempt to send out all notes and letters via the School's Daily Correspondence emailed each day of the 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 Preparatory Weekly Information Student Diary note.

## Preparatory Uniform:

The Preparatory students wear a uniform that is appropriate to their daily schedule and developmentally appropriate.

- Unisex WAS shirt and shorts
- White WAS socks
- WAS bucket hat
- Appropriate sand shoes (see Student Diary)





# *Whitsunday* ANGLICAN SCHOOL

## **Outdoor Education Week:**

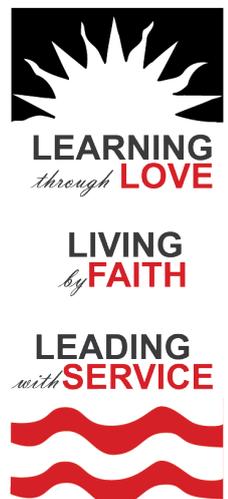
During Outdoor Education Week (the final week of Term Three for the whole School) the Preparatory students participate in a range of off-campus excursions and school-based activities. There will be occasions, in ensuring we have adequate safety and supervision that parents may be asked to assist.

## **Friends of Junior School (FOJS):**

Parents are invited to assist in a variety of ways in the Preparatory (and Junior School) classrooms – Perceptual Motor Program (gross motor activities), 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 Parent & Friends (P&F) meetings to assist with the 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, Global Learning Day, and Splendour in the Arts.



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## 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.

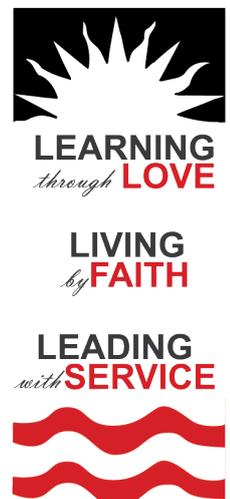
All medication must be handed to the Junior School Secretary with accompanying medical notes.

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:

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Impetigo (school sores)	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	
Influenza	Exclude until well	
Measles	Exclude for at least 4 days after onset of rash.	Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	
Ringworm, scabies, pediculosis (lice) trachoma	Re-admit the day after appropriate treatment has commenced.	
Chickenpox	Exclude until fully recovered or for at least 5 days after the eruption first appears.	Any child with an immune deficiency (egleukaemia) or receiving chemotherapy should be excluded for their own protection.
Conjunctivitis	Exclude until discharge from eyes has ceased.	
Whooping Cough	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)	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).
Mumps	Exclude 9 days or until swelling goes down.	Not excluded





# Whitsunday ANGLICAN SCHOOL

## **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**

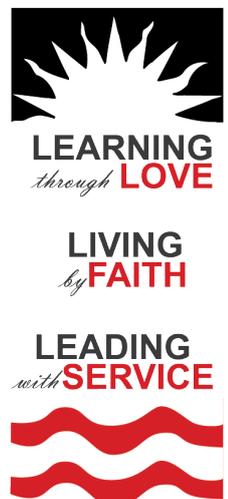
Central to the development of these Foundations is the explicit instruction in 12 Habits of Mind – social responsibility, playing by the rules, thinking first, being tolerant of others, planning my time, setting goals, working tough, giving effort, I can do it, being independent, taking risks, accepting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

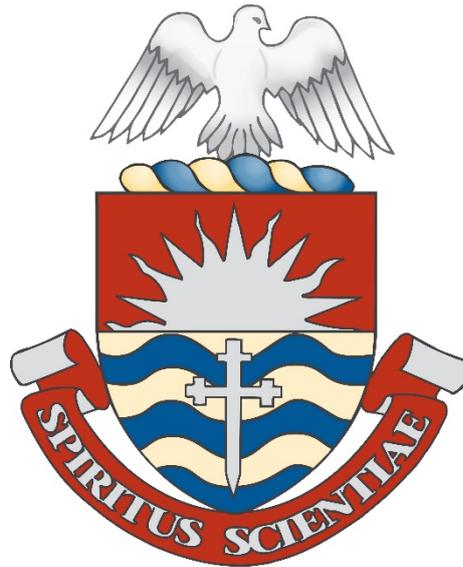
The transition to Year One is an exciting time for the Preparatory students; it may also be a time of anxiety and caution for the Preppies, and parents! To assist alleviate any 'fears' about leaving the Preparatory Year and joining the Year One cohort, the Preparatory and Year One teachers coordinate 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.



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The School Motto, **Spiritus Scientiae** is taken from (1 Corinthians Chapter 12). 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.



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