

**Samford State School**

*Excellent outcomes through learning together  
A child-centred approach*

*School Road, Samford, Q4520*

# 2017

## Preparatory Year

### Samford State School



## Parent Information Booklet





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## WELCOME TO THE PREPARATORY YEAR OF SCHOOLING AT SAMFORD STATE SCHOOL



Prep is designed to give all students the very best start to school by helping them make a smooth transition to schooling and setting them on the path to lifelong learning.

Prep provides the foundation for your child's success at school by developing:

- a positive approach to learning
- independence and confidence
- thinking and problem-solving skills
- language skills
- early literacy and numeracy
- physical abilities, including gross and fine motor skills.

The Prep program is guided by the Australian Curriculum in English, mathematics, science, history and geography as well as the Queensland Studies Authority's Early Years Curriculum Guidelines. Prep classrooms are designed to be fun and offer challenges for children through a mix of play-based learning and focused teaching and learning tasks. Our program incorporates both child initiated and teacher initiated experiences and is flexible in design to include spontaneous learning situations.

The key Early Learning Areas include:

- Social and Personal Learning
- Health and Physical Learning; and
- Active Learning Processes.

The curriculum provides opportunities for children to engage in five contexts for learning on a daily basis through:

- play,
- real-life situations and investigations,
- routines and transitions and
- appropriate focused learning situations.

Should you have any questions about our program please ask your child's teacher.

We look forward to a wonderful year!



*From the Prep Team*

*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 Gandini*  
(Early Years Curriculum Guidelines)

## SCHOOL VALUES

Our values are most closely aligned with the National Values and focus on three - **Doing Your Best, Respect and Responsibility.**

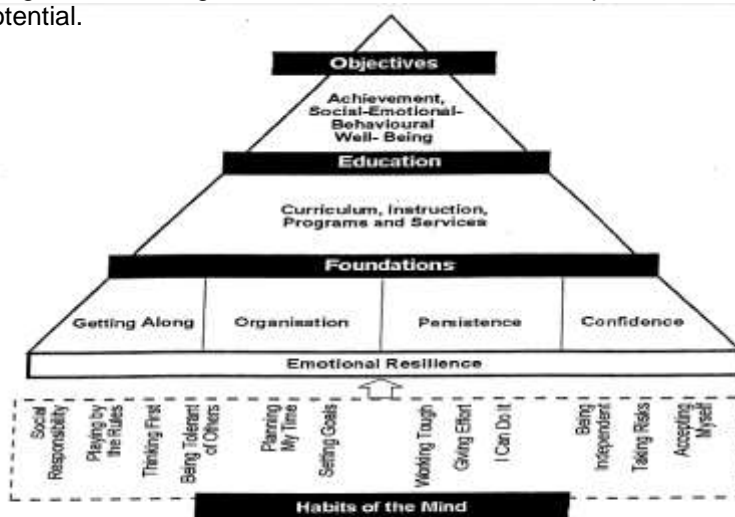
The following have been collaboratively developed and reflect the future development of Samford State School. Our future development is based upon the following guiding principles.

<b>Generosity of Spirit</b>	We value an environment where all people are treated with care, respect and compassion.
<b>Excellence</b>	We believe in striving to achieve excellence in all areas of school life in the best interests of all.
<b>Partnerships</b>	We believe that opportunities for children will be maximized when home, school and community work together.
<b>Confidence</b>	We believe in developing strong and capable students who believe in themselves.
<b>Learning</b>	We believe children learn most effectively when learning is challenging, exciting and engaging.
<b>Personal Growth</b>	We believe in maximizing the potential of the whole child – socially, emotionally, physically and academically.

## YOU CAN DO IT!

Samford State School is a 'You Can Do It!' school. The 'You Can Do It!' program was developed in Australia, at the University of Melbourne, by international consultant school psychologist, Professor Michael Bernard. It has been used extensively in the United States, the United Kingdom and across Australia, including a number of schools in and around Brisbane.

It is a program with the goal of fostering the social and emotional development of children, assisting them to develop to their full potential.



### **Goals of You Can Do It! Education for Young People**

The You Can Do It! Program is used throughout the school to help foster the social and emotional development of children through teaching them how to use the **Five Core Social and Emotional Capabilities**: Resilience, Confidence, Persistence, Organisation and Getting Along. These lessons are begun in Prep with the assistance of 5 puppets: Connie Confidence, Pete Persistence, Oscar Organisation, Gabby Get Along and Ricky Resilience.

**Confident behaviour** means knowing that you are likely to be successful at many things you study. It means not being afraid to make mistakes or to try something new. In Prep, Connie Confidence teaches students to use positive ways of thinking (called Habits of the Mind) including:

- **Accepting Myself** – Not thinking badly about myself when I make a mistake
- **Taking Risks** – thinking that it's good to try something new even though I might not be able to do it.
- **Being Independent** – thinking that it's important to try new activities and to speak up even if my classmates think I'm silly.



Connie Confidence



Pete Persistence

**Persistent behaviour** means trying hard and not giving up when schoolwork feels like it's too difficult or boring. Puppet, Pete Persistence encourages students to use the Habits of the Mind (HOMs):

- **I Can Do It** – thinking that I'm more likely to be successful than I am to fail
- **Giving Effort** – thinking that the harder I try, the more successful I will be, and knowing that success is not caused by external factors (luck, ease of task), but by internal factors (effort).
- **Working Tough** – thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present.

**Organised behaviour** means setting a goal to do your best at school, fulfilling responsibilities and planning your time so that you are not rushed, and having everything ready each day. The Prep teachers use Oscar Organisation to show students how to use the Habits of the Mind (HOMs) for:

- **Setting Goals** – thinking that setting a goal can help me be more successful at a task.
- **Planning My Time** – thinking about how long it will take me to do my work and planning enough time to get it done.



Oscar Organisation

**Getting Along** means working well with teachers and classmates, solving problems without getting too angry, and following the rules of the classroom. The students are encouraged by puppet, Gabby Get Along to use the Habits of the Mind (HOMs) by:

- **Being Tolerant of Others** – accepting that everyone acts unfairly towards others some of the time, and not making overall judgements of people's character ("good person", "bad person") based on their differences or behaviour
- **Thinking First** – thinking that when someone treats me badly I need to think about different ways I can react, the consequences of each, and the impact of my actions on the other person's feelings
- **Playing by the rules** – thinking that by following important school and home rules, I will live in a better world where everyone's rights are protected.
- **Social responsibility** – thinking that it is important to be a good citizen and to help build a world with fairness and justice for all where everyone feels safe and secure.



Gabby Get Along

**Resilience** means knowing how to stop yourself from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and feel better when you get very upset. It also means being able to control your behaviour when you are very upset. Ricky Resilience helps students to learn how to be resilient by teaching them alternatives to becoming angry, down and worried.



Ricky Resilience

**Happy Learners – You Can Do It!**

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## **SAMFORD STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN**

Samford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

A copy of the school's Responsible Behaviour Plan is available from our website.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. The overarching rule is Respect and we further expand this rule to include the following elements of respect:

- Respect for Learning
- Respect for Self
- Respect for Others
- Respect for Property and Environment
- Respect for Safety

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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## 1. ENROLMENT

Children born between 1 July 2010 and 30 June 2011 will be eligible to attend Prep in 2016. Children will need to be five by 30 June in the year they enrol in Prep.

Early entry provisions may apply to those students who are already enrolled in full time education in another state/territory or country.

Children whose birthday falls in the month of July 2011, and children who have previously enrolled at school in another state or country, may be able to commence Prep in 2016 if they are assessed by the school principal as being ready for school.

These are the only circumstances in which early entry to Prep is permitted under Queensland legislation.

Enrolment packages are available from the office or can be sent by mail upon request.

All 2016 Prep students and parents are invited to attend an enrolment interview with our Deputy Principal or one of our prep teachers later in the year. The purpose of the interview is to gather information about the child from parents, ensure best possible class placement and welcome our newest school members. Please contact the school to make your appointment.



## 2. ATTENDANCE

Enrolment in Prep is non-compulsory, though highly encouraged. Prep is an early education, full-time program and children attend from Monday to Friday during normal school hours, from 8:50am to 3pm.

## 3. CLASSES

Education Queensland target class size is 25 children. Where there are not enough children to form a separate class, children may be in a composite or multi-age class.

## 4. ARRIVAL AT SCHOOL

School starts at **8.50am**. Before school, staff are busy preparing their resources or attending meetings. Classrooms will be opened by 8:45am.

We encourage our Prep families to regularly drop their children at their classroom. This will allow open and regular communication between parents and Prep staff. A regular meeting point between school and home supports the development of effective partnerships. Older siblings may also bring the Prep child to class. Should you need to drop your child before 8.45am, Outside School Hours Care is available on site (ph - 3430 9145).

When students arrive at their classroom, they will be expected to be responsible for their own belongings. Please encourage your child to follow the routine outlined by the teacher. This routine may include:

- unpacking their bag
- going to the toilet before school
- preparing for the day.

At 8.45am the first bell will ring to signal preparation for the official school day. Classes should be ready for the start of school at 8:50am.

## 5. THE END OF THE SCHOOL DAY

At 3pm the bell will sound to signal the end of the school day. We encourage parents to pick their Prep students up from the classroom, particularly for the first term. Older siblings may also pick students up from their classroom.



If students are not collected from the classroom by 3.15pm their teacher will take them to the office so parents can be contacted. All Prep students not collected by 3:30pm will be taken to Outside School Hours Care. A charge for this service applies.

Some students have great difficulty remembering their plans for getting home each day, particularly if there is a change from their usual plan. This can often result in feelings of anxiety for children. Please inform your child's teacher of the

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going home arrangements and clearly explain the arrangements to your child.



## 6. BUS TRAVEL

For the first term, Prep students travelling by bus is possible, although not recommended. Students will need to be able to independently make their way to the bus lines in the afternoon. If catching the bus to school, they will need to be able to independently make their way to their classroom. Please talk with your child's teacher if you will be using this service.

Prep students are able to access bus services to and from school. To be eligible for free transport, children must reside more than 3.2km from the school. Application forms for this can be obtained from the school office or by phoning Brisbane Bus Lines on 3354 3633.

Children not eligible for free bus travel may journey on the buses, on a "user pays" system.

## 7. UNIFORM

Prep students wear the casual polo shirt and cotton shorts not the formal dress or shirt. Students should have a bottle green, wide brimmed hat. Sandals or black shoes with green socks complete the uniform. It is recommended that students have Velcro shoes. The wearing of jewellery is not encouraged due to health and safety requirements. [The Uniform Shop](#) is open on Tuesdays (8.00 – 10.00am) and Thursdays (2.00 – 3.30pm). Uniforms can also be purchased online. A uniform fitting appointment is recommended for prep students. These will be publicised during term four. This appointment ensures staff are free to fully to assist families with their purchases.

## 8. STAFFING

Each Prep class will have a full time teacher and a teacher aide in the classroom from approximately 9am until 1pm each day.

Specialist teachers take Prep students for a range of curriculum activities.

Students work with:

- a music teacher,
- a health and physical education teacher and
- a library teacher.



## 9. COMMUNICATION

We value high quality regular communication between parents, teachers and school staff. Each week, teachers send a class email to parents, talking about the learning for the week, special activities and events, and requests for assistance. Regular, ongoing individual communication between parents and teachers is highly regarded as a way to maximize your child's engagement and learning at school.

Each week, our school newsletter, the Ironbark Press, is emailed to all families. This contains information about our school priorities and values, events and activities. All past editions of the newsletter can be found on our [school website](#).

Each term, a year level term newsletter is sent home. This newsletter details the learning for the term and contains information about upcoming school events and excursions.

## 10. ASSEMBLY

Students from Prep to Year 3, parents, extended family and community members are invited to attend assembly which is held every Tuesday at 2.10pm in the Samford Community Hall. Prep students join this assembly throughout term one, as they settle into the school routine.

## 11. BUDDIES

Prep classes will participate in the whole school Buddies Program and will be allocated a 'buddy' class - usually from years 3 or 4. Each student will team up with an older 'buddy'.

## 12. PREP LEADERS

Each prep class has a Year Six Prep Leader. These responsible school leaders help Prep teachers and Prep students during lunch times and with special Prep events.



### 13. OUTSIDE PLAY



Play is a vital part of the Prep experience at Samford State School. Like all aspects of life at the school, how, where and when a child plays is driven by their developmental needs.

When Prep commences, Prep students will only access the Prep playground and sandpit.

During first term, our Prep team will examine our children's needs and commence planning for expanded play opportunities. Our goal is to have all Prep children operating safely and confidently in the school playground by the end of term one. This area consists of the Prep play area as well as the Prep-Year 1 'soccer field'.

From Term 2, the games room is open at playtime to provide students another option at playtime. Parents and a teacher/ teacher aide supervise and support students' co-operative play.

### 14. REST AND RELAXATION TIME

Rest and relaxation time will form a part of the Prep student's daily routine particularly in Term 1. During this time, students will be supported in 'resting' in different ways. A range of quiet activities will be negotiated with students. Students do not need to sleep.

### 15. TOILETING

Initially, Prep students will be supervised by Prep staff when using toilet facilities. Later, our Prep teachers will use their judgment about students' readiness to access the toilet facilities in pairs.



### 16. FOOD AND BREAK TIMES

Prep children share similar lunch breaks to the rest of the school though stay with their classes early in Term 1. Each student will have the opportunity to have a 'brain food break' in their classroom somewhere around 9.30 – 10.00am. Healthy unprocessed snacks are encouraged e.g. fruit or vegetables [NO nuts or eggs please]. In the lunch breaks please ensure that you send food in containers that your child can easily open. Please DO NOT send tinned food or sharp cutlery. If your child requires a spoon to eat their lunch, it must be included in their lunchbox.

### 17. TUCKSHOP

Tuckshop will be available for Prep students **on Wednesdays and Fridays from Term 2**. Ordering is done on line <http://www.flexischools.com.au/>.

### 18. STUDENT CONSUMABLES AND RESOURCES SCHEME

The Student Consumables & Resources Scheme has been implemented at Samford State School to ensure that all students have the necessary resources to support their educational requirements. It is also intended as a convenience to parents/caregivers to provide a more economical option to purchasing consumables and textbooks each year. This scheme has been fully endorsed by the Samford State School Parents and Citizens' Association. The consumables and resource scheme operates at this school under the policy and guidelines of Education Queensland. Parents wishing to take up the offer to participate in the scheme pay an annual flat fee and sign an agreement to comply with the conditions of the scheme.



### 19. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

Samford is able to boost internet connectivity in each classroom space with multiple computers in each teaching area. In 2014, a third computer lab was established to allow for focused, whole group instruction. Complete with data projectors, these air conditioned facilities complement the range of delivery options.

All teaching spaces are equipped with data projectors and interactive whiteboards.

Our school recognises that new technologies and mobile devices are changing the ways that people share, use and communicate with ICT. The introduction of ipads in our school provides an authentic digital tool for students to investigate, communicate and create across a range of tasks. This new technology adds depth and

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richness to student learning. As part of the Australian Curriculum our students develop ICT capability that supports and enhances learning across all areas of the curriculum. Our students develop the knowledge and skills to use ICTs in a range of tasks within meaningful, authentic and safe contexts. They learn to use the appropriate social and ethical protocols and develop awareness of being cybersafe in digital environments.

Teachers use computers across all curriculum areas. Curriculum specific software is available through the Local Area Network. In the early years, teachers use computers and tablets to assist with Literacy and Numeracy activities in a range of teaching modes. Computers are also used as part of our intervention programs for children with learning difficulties and are also used extensively in the Music department. I pads are used by classes in our junior school and are part of the library learning opportunities.

The Q-Schools and QParents Apps are examples of how our school is embracing new technology. It is a powerful new tool that allows our parents, teachers and students to see at a glance exactly what is happening by way of updates from our school website and to access up to date information about their child. Both are free to download on apple, android and windows devices.

## 20. LIBRARY BORROWING

Prep students are strongly encouraged to regularly borrow books from our school library. Our library is open from 8:30am daily for parents and students to borrow books. Prep children will have a weekly library lesson. At this time they will be able to borrow a book. They will need a library bag (which can be purchased from the Uniform shop).

## 21. MONEY COLLECTION

Any money collected by the office for school events or activities is to be placed by parents in the 'Money' box in the foyer of the school office.

**MONEY IS COLLECTED ON TUESDAY AND THURSDAY MORNINGS ONLY. Teachers can not handle money.**

## 22. TREASURES FROM HOME

Please leave toys and trinkets at home as they very often become lost or broken at school.

## 23. BIRTHDAYS AND OTHER CELEBRATIONS



Some of our students have **egg or nut allergies**, so please check with your child's teacher before sending birthday cakes.

## 24. NAMES AND LABELS

Please label **all** student belongings to enable easy identification. When students start playing on the Prep-year 1 soccer field, parents will be provided with a ribbon to easily identify Prep children in a larger group of students. Please sew the **coloured ribbon** to your child's hat.

## 25. ATTENDANCES AND ABSENCES

If your child is absent from school for any reason, please call the school absence telephone line on 3430 9160 by 9.00 am or send an email to [absences@samfordss.eq.edu.au](mailto:absences@samfordss.eq.edu.au). It is important this advice is received by 9.00 am so we can reconcile our absences with the actual students in attendance. We are obliged to follow up on all absences from school and will check with you if we don't get prior advice.

Students who arrive late for school will need to visit the school office to receive a late slip. This late slip must be presented to the class teacher.

Parents wishing to collect their child during school hours are requested to advise the class teacher in writing. Parents should visit the office to advise of their child/ren's early departure from school and sign out.



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## 26. PARENT ROSTER

Prep teachers invite parents to help out in the classroom on a roster basis. Your class teacher will organise rosters in the early part of the year. Our Prep students love sharing their learning in their classes with their parents. There is always a myriad of tasks our Prep teachers will need your help with; any help you are able to give will be appreciated.

## 27. WELCOME GATHERING

The Prep staff invites you to a Prep Picnic in term one. This is an opportunity to meet the teachers in a less formal situation and to meet the other parents in the year level. More information can be obtained from your class teacher.

Last year, we began the tradition of prep class get-togethers during the Christmas break, prior to the beginning of prep. This was a lovely opportunity for parents and children to meet and play together.

## 28. CARNIVALS AND EVENTS



Prep students participate in a number of major school events e.g. Easter Bonnet Parade, ANZAC Day ceremony, NAIDOC events, Under 8's Day, Book Week, Cross Country and the Junior Athletics Carnival. Prep students do not participate in the swimming carnival.

## 29. PARENT CONCERNS

If you have any concerns about your child at school or the operations of the school, please do not hesitate to contact your classroom teacher or our Prep – Year 2 Deputy Principal.

Education Queensland is committed to ensuring that all parents have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents to work through any issues. Concerns should initially be directly to the teacher involved or lodged directly with the Deputy Principal or Principal.

If the problem cannot be resolved within the school, you should contact the Greater Brisbane Region District Office at P.O. Box 3376, Stafford DC 4053, or phone 3350 7866.

All district offices also provide access to a community participation officer or an officer responsible for parent liaison. As part of this process, the Executive Director Schools Improvement will be notified and involved if needed.

Parents or caregivers may also wish to contact the Queensland Council of Parents and Citizens' Associations (QCPCA) on 3262 3400 for help and support.

Both the QCPCA and District Office have access to the Office of State Schooling, which administers the operation of all Queensland State Schools, to further resolve issues if required.

## 30. REPORTING TO PARENTS

Our Prep teachers meet formally with parents twice a year to share information about students' learning and development. Parent teacher interviews are held during terms two and four. Parents will receive written reports via email at the end of semesters one and two.



## PRINCIPLES FOR PRACTICE EARLY YEARS CURRICULUM GUIDELINES

The following set of principles provides a framework for practice that guides teachers as they make curriculum decisions and scaffold children's learning in the early phase of learning.

- 1. Children are capable and competent and have been learning since birth.**

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Recognising children as competent learners means recognising what they know and can do, and using that as a starting point for new learning. Teachers support and encourage children as they learn by building on their prior knowledges, making links to new learning and making implicit knowledge explicit.

**2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.**

Children develop complex cognitive structures when they take in information through all senses including touch, kinaesthetic (body movement) and smell. Children engage more enthusiastically in learning when they are able to participate in decision making about learning experiences.

**3. Children learn best through interactions, active exploration, experimentation and by representing their learning through a variety of modes.**



Children actively construct knowledge of their world by investigating new materials, ideas and events. Therefore they learn most effectively through interactions with people, concrete objects, ideas and representations, which invite attention, exploration, manipulation, elaboration, experimentation and imagination. Teachers support children by encouraging them to represent their learning in a range of modes such as movement, painting, drawing, speaking, writing, construction and socio-dramatic play.

**4. Children's positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.**

Teachers have an important role in encouraging children to develop dispositions such as perseverance and a willingness to engage in new learning. Children develop dispositions such as these when they receive constructive feedback as they question, investigate, analyse, innovate and interact with others. Positive dispositions towards learning are also fostered by providing learning experiences that are relevant to children's lives and interests.

**5. Children learn best in environments where there are supportive relationships among all partners in the learning community.**

Teachers develop supportive partnerships with children, families and carers, communities and professional colleagues by:

- building a sense of child agency by collaboratively planning with children
- involving families in supporting children's learning through sharing information and allowing families to contribute their own knowledges and perspectives
- working with specialist personnel, teachers, teacher aides, administrators and support staff to provide quality learning programs.



**6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children.**

Children have diverse experiences in homes, communities, early care and educational settings. Teachers collaborate with partners to ensure that learning environments reflect this diversity of cultural and social experiences as well as shared ideas, values, beliefs, and identities. Learning programs therefore acknowledge or build on children's diverse ways of thinking, knowing and behaving.

**7. Building continuity of learning as children move to and through school provides foundations for their future success.**

Children successfully manage transitions into school and through school when teachers establish continuities between children's prior, current and future learning. Schools plan transition processes that engage children, families and the school community.

**8. Early childhood programs are most effective when they recognise value and build upon the cultural and social experiences of children.**



Assessment involves the purposeful, systematic and ongoing monitoring of children's learning. The information gathered is used for future planning and to make judgments about a child's learning and development. Children's everyday learning experiences offer rich opportunities for gathering evidence of learning. It is important that children have opportunities to participate in their assessment and to demonstrate understandings, capabilities and dispositions towards learning in a full range of learning contexts. In the early years, "point-in-time" assessment external to learning contexts is inappropriate, because young children's performance can be adversely affected by unfamiliar language and misunderstandings about the purpose of assessment.

**SCHOOL MAP**

