

# Mary Immaculate Primary School *Prep Parent Handbook*



# Table of Contents

<b>PRACTICAL COMPONENTS OF THE SCHOOL</b> .....	<b>3</b>
WELCOME .....	3
2023 PREP TEACHING TEAM .....	4
ATTENDANCE & UNIFORM .....	5
LOST PROPERTY .....	6
ADDITIONAL ESSENTIAL ITEMS .....	7
ILLNESS/MEDICATIONS .....	7
DAILY ROUTINE .....	8
MUNCH & CRUNCH .....	9
TRANSITIONS .....	9
WET WEATHER .....	10
CAR PARKING & THE PICKUP/ DROP-OFF ZONE .....	10
SUPERVISION .....	10
CELEBRATIONS: FOOD/BIRTHDAYS .....	10
<b>LEARNING EXPERIENCES AT SCHOOL</b> .....	<b>11</b>
VISION STATEMENT .....	11
CURRICULUM .....	11
ACTIVE LEARNER FRAMEWORK .....	12
BOOKS & STATIONERY .....	12
POSITIVE BEHAVIOUR FOR LEARNING – PB4L .....	12
QUEENSLAND SCRIPT .....	14
CHILDREN INDEPENDENTLY AWARE OF THEIR OWN BELONGINGS .....	14
<b>COMMUNICATION</b> .....	<b>15</b>
PARENT COMMUNICATION & SUPPORT .....	15
MEETINGS .....	15
HOW PARENTS CAN HELP AT HOME (HOME READERS?) .....	16
<b>COMMUNITY</b> .....	<b>17</b>
BELONGING .....	17
PARENT HELPERS .....	17
ASSEMBLY GATHERINGS .....	18
TRADITIONS .....	18

# PRACTICAL COMPONENTS OF THE SCHOOL

## WELCOME

Welcome to all our new families. The New Year brings change and opportunities, and we look forward to the explorations we will have together in 2023. We aim to build community and acknowledge the beautiful spirit of each child within the classroom.



2023		
<b>Term 1</b>	Tuesday 24 January – Friday 31 March	10 weeks
<b>Term 2</b>	Monday 17 April – Friday 23 June	10 weeks
<b>Term 3</b>	Monday 10 July – Friday 15 September	10 weeks
<b>Term 4</b>	Tuesday 3 October – Friday 1 December	9 weeks
<b>Public Holidays</b>	<p><u>Term 1:</u> Australia Day - Thursday 26 January</p> <p><u>Term 2:</u> Good Friday – Friday 7 April Easter Monday – Monday 10 April ANZAC Day – Tuesday 25 April Labour Day – Monday 1 May</p> <p><u>Term 3:</u> Exhibition (EKKA) Show Day – Wednesday 16 August</p> <p><u>Term 4:</u> Queen’s Birthday – Monday 2 October</p>	
<b>Pupil Free Day</b>	<u>Term 3:</u> Friday 1 September	

## 2023 PREP TEACHING TEAM

### Introduction

### Prep Staff



### Other Staff



### What to expect

You will most likely experience mixed feelings during your child's first days at school. Excitement, relief, anxiety, and optimism are amongst these. We understand it will not always be easy and would like to share a few ideas. Share your feelings with us, however small or large they may seem, and our support will be with you and your child.

School is a new experience and children often tend to behave differently at school than what they do at home. They are becoming socialised members of a small community, which entails great effort and occasionally stress when first adjusting. Sensitive listening when children return home from school and a chance to 'let down' is ideal. They may be overtired but too stimulated to rest.

Children cannot always express the wide range of feelings they have when starting something new. When asked, they may say nothing or very little or perhaps focus on one or two negative incidents. Much more is happening. Parents should not always take a child's stated experiences literally. We are more than happy to discuss ways to initiate discussions to help your child reveal their experiences and their work.

We look forward to a prosperous and enriching term!  
Here's to the beautiful spirit of each child, and to developing community.

Kerrie-Anne Dickson & Bridie Westcott

## ATTENDANCE & UNIFORM

### Attendance

- School hours for Prep to Year 6 are **8:35 am to 3:00 pm** each day.
- Prep students are collected at the end of the day from the Prep room **by an adult or older sibling**.
- Those children accessing the Outside School Hours Care program **will be supervised and then collected by the OSHC staff**.
- Please advise the school office if your child will be absent for any reason.
- We mark our roll electronically.
- Children who arrive after 8:45am are noted as late and need to be taken to the office by a parent to be signed in before coming to the classroom.
- The method of communicating any absences is through the Parent Portal/BCE Connect app.
- Please refer to your Parent pack received at Orientation for information and guidance on how to download the app.



## Uniform

- Girls' sports uniform
  - School polo shirt
  - Navy blue rugby knit shorts or skirt
  - White or black sneaker with white socks
- Boys sports uniform
  - School polo shirt
  - Navy blue rugby knit shorts
  - White sneakers or black sneakers with white socks
- Accessories
  - School bag is compulsory
  - Hair accessories
    - Must be in school colours (navy, white or maroon)
  - Hair longer than shoulder length must be always tied at the back of the head
  - Jewellery
    - Sleepers or studs are the only earrings to be worn, limited to one per ear
    - No other jewellery to be worn (wristwatches excluded)

All school uniforms can be purchased from The School Locker- The Zone Oxley 2118 Ipswich Road, Oxley.



## LOST PROPERTY

### Your Belongings

- Clothing must be clearly labelled with your child's name, including shoes and socks
- Please let your child write their own name on the lower left corner of their bag as well as inside the flap
- We suggest adding a key ring or bag tag as this makes it helpful for little eyes to locate their bag amongst a lot of identical ones

## Lost Belongings

- Unnamed lost items will be returned to the front office at the conclusion of each school day

## ADDITIONAL ESSENTIAL ITEMS

- Named spare clothing to cater for growing independence around toileting
  - Includes underpants, shorts and socks kept in the front of your child's bag for emergencies
  - Thank you for your understanding and support during this process
- A cushion (NOT pillow) labelled with name and a removable case for 'Rest Time'



## ILLNESS/MEDICATIONS

### Accidents or Sudden Illness

- For injuries of a minor nature, first aid will be administered at school
- Should a serious illness or accident occur, every effort will be made to contact parent/guardians for students to be collected and taken home
- **In some circumstances, it may be necessary to seek immediate medical service**
- It is essential that school records are kept accurate thus parents/guardians are expected to keep the school informed of emergency contact numbers and all other pertinent medical information

### Illness and Sick Children

- Following QLD Health Department regulations, children with cold & flu symptoms or infectious diseases must NOT come to school until they are well, or for certain specified times (an Infectious Diseases List is available at the School Office)
- For children who become sick at school during the day, parents will be notified by phone and children will be sent home

## **Medications**

The following is a summary of the procedures for administering medication to children as outlined in detail by Brisbane Catholic Education:

1. The medical practitioner who has treated your child must supply written authorisation and information for administering the medication prescribed
2. The parent or legal guardian must request in writing for school staff to administer prescription medications. Please see the School Office staff for a Medication Administration Request form.
3. The medications must be in a container labelled by a pharmacist showing the name of the drug, the 'use by' date, the name of the child's medical practitioner and the child, the dosage, and the frequency of administration
4. In the case where it is necessary for the child to keep medication in their possession, e.g., an asthma puffer, the parent/guardian must include this instruction in their advice. Please see the School Office staff for a Medication Administration Request form. All other medication is stored in the School Office.
5. Oral medication, such as analgesics and over-the-counter medication that has not been authorised by the child's medical practitioner, will not be administered by teachers or staff
6. Teachers or other volunteers will not give intravenous injections. In order to ensure that all correct documentation is used, we ask that you use the Administration of Medication form that is available at the School Office.

## **DAILY ROUTINE**

### **Morning Session**

Term one is a time of extending and establishing routine. We will be exploring the grace and courtesies within the classroom community and discovering our roles in working independently and together to achieve success. We have a particular focus on children being independently aware of their belongings. To encourage this, we ask that you help your child pack his/her bag each morning so that he/she knows exactly what is in it. Ensure your child has a hat each day (they will be unable to work or play outside without a hat as we are a Sun-safe school), as well as an appropriate change of clothing for the season. Toys or games are not to be brought to school, following a healthy principle that each child finds true purpose in their work at school. Teachers understand there may be some initial security items brought; we will ask your help to collect these upon greeting us at the door.



<u>Morning Session</u>	Greeting Jobs Literacy Groups Munch and Crunch English
<u>Middle Session</u>	Transition from play Meditation Bother Talks English Mathematics
<u>Afternoon Session</u>	Transition from play Religion Other Curriculum Areas

## MUNCH & CRUNCH

Your child is responsible for managing their food throughout the day and are expected to arrive with a labelled drink bottle filled with water. Please send your child along with a piece of fruit for munch and crunch which approximately occurs around 9.45am. This is an opportunity for students to enjoy a snack together upon concluding our first learning experience in the morning. Following this, the first break occurs around 10.45am (sandwiches, yoghurts etc) and the second break occurs at 1.30pm (a healthy snack).



## TRANSITIONS

In Prep, we begin the year with many stories that will help with the morning goodbyes. Talk to your child about what you are going to be doing while they are at school so that they know where you will be and that you will be OK. Remember the power of language; rather than tell your child that you are really going to miss them, say that you are looking forward to hearing all about their day. Try to organise some play dates before school begins to enable your child to begin to establish independence and confidence being away from you.

## WET WEATHER

### Procedure

- Raincoats are the best protection from wet weather conditions for students in Prep, both in terms of staying as dry as possible and for the safety purposes
- Please do not send an umbrella to school with your child as they are unsafe for students at Prep age.

## CAR PARKING & THE PICKUP/ DROP-OFF ZONE

### Procedure

When parking your car, you must ensure that you park in the designated parking areas only. The Ipswich Road carpark is ideal for parking (i.e., there is limited parking on Ferndale Street). Please DO NOT park in the pick-up/drop off area.

### Etiquette

Please remember that our school day is well on its way by 9.00am. To reduce distractions to the group and to allow teachers to focus attention on the children, non-preventable late arrivals are asked to utilise the communications process (email/Seesaw/Office) for any news. If arriving late, please encourage your child to independently enter the classroom to greet teachers inside, without disturbing friends already at work. Early pick-ups are to be advised by calling the school to leave a message on our class phone.

## SUPERVISION

### Before School

All students are supervised by teachers on duty from 8:15 am until the morning bell goes. The teacher on duty will bring the children from the green terrace outside the School Office into the Prep playground. Children should not arrive at school BEFORE 8:15 am unless supervised by a parent or guardian.

### After School

You are asked to collect your child from the classroom at 3:00 pm. If you are going to be late, please ring the office staff. If you require OSHC services, please contact the School Office for more information.



## CELEBRATIONS: FOOD/BIRTHDAYS

On this special occasion, you may like to send along a simple iced cake or a cupcake for each student (which is much easier to share). Other ideas such as ice cream and cones or water ice blocks etc are also fine, but please let us know a day in advance. If your child has allergies to any foods that may be shared at school, please ensure that this information is provided to the

school and to your child's teachers. If your child does have allergies that would prevent them from sharing in birthday celebrations at school, you may wish to send in a supply of something that they could have instead on these occasions.

Indoor plant life is a practical addition to the beauty of our room and a wonderful way to celebrate a birthday. If your child would like to bring a plant in to class to nurture during the term, please ensure a water-catching plate/base is included.

## LEARNING EXPERIENCES AT SCHOOL

### VISION STATEMENT

Mary Immaculate Catholic Primary School is a diverse, faith filled community learning and growing stronger together for a better future.

### CURRICULUM

The Australian Curriculum sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whichever school they attend. The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students, and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities. Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum:

**English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.**

The latter four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline. In each learning area or subject, content descriptions specify what young people will learn, and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years.

Further information for parents can be found at:

<https://www.australiancurriculum.edu.au/parent-information/>

## ACTIVE LEARNER FRAMEWORK

The 'Active Learner' is a framework made up of eight Ways of Working, referred to as WoWs. Each of the eight WoWs contain three supporting statements that describe both the 'thinking' and the 'behaviours' required for successful learning. These statements provide students, staff and parents with clear expectations for learning, and are used as part of the reporting process in both semesters. As a school, we formally celebrate learner growth and achievement at weekly Whole School Assemblies where Active Learner awards are presented. Each learner receives this award twice yearly.

The butterfly symbol is often seen as a symbol of transformation and hope because of its impressive process of metamorphosis. Observing the butterfly and learning her symbolic meanings offers us an opportunity to apply her movements to our own lives. As Active Learners, we can relate the butterfly's stages of life to our own learning progressions...often vulnerable as we sometimes struggle with the stages of growth necessary for moments of miraculous expansion. The butterfly beckons us to be Active Learners, keeping a 'growth mindset' to be curious, respectful, resilient, safe, reflective, curious, responsible and collaborative. Her unwavering acceptance of her metamorphosis is also symbolic of faith.



## BOOKS & STATIONERY

Included in the book pack for the Prep students are items such as crayons, pencils and textas that will be placed into baskets and containers for the students to use whilst working in their groups. This is the best method of providing access to resources for the students in Prep and teaches them valuable lessons about sharing and co-operation. Please do not write names on these items as this can cause problems for some students when they are combined as a shared resource. To assist your child in identifying particular books, you are asked not to cover the books from the book pack. It is essential that all items from the book pack are brought to school on your child's first day or dropped off the week before school starts.

## POSITIVE BEHAVIOUR FOR LEARNING – PB4L

PB4L is a Behaviour framework for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

At school, our children need to develop the skills of living and learning together in harmony and productivity and when conflict is experienced, to be able to work it out together. To ensure our children are able to grow and learn in a happy, supportive, and nurturing

environment, it is our role as parents, guardians and role models to be understanding and respectful of this process. It is our role to help the children develop the necessary skill sets to cope with new challenges as they arise.

We believe that behaviour is taught and learned and inappropriate behaviours, or mistaken choices, are opportunities for children to learn a more appropriate way of behaving. If you become aware that your child seems unable to overcome a new challenge, whether it be social, emotional, or work related, please consider the following steps for success:

1. Listen first to your child, discover their 'bother', is it a small or a large bother? Problem solve at home.
2. Please inform either myself or the School Officer (Bridie or other SO) as we spend a considerable amount of time with the children. Issues at school affect home time and vice versa.
3. If your child continues to struggle with a new challenge, our support will be given through meeting with the family and developing strategies, together, to help achieve consistency and success.
4. If a situation escalates or seems unresolved our principal is the next appropriate contact ~ and a wealth of knowledge!
5. If your child's challenge involves another child, it is not appropriate to openly discuss that child's behaviours with their parents, or other parents of the One Gold community.

Following this process of communication ensures we are respectful of family privacy and are maintaining strong community support for every child, as each and every child deserves our support and nurturing to become the best they can be.

## How Parents Can Help

It is important that children do not receive mixed messages. If a minor incident has occurred at school children need to be given the expectation that they can cope. This helps to build up their resilience so they can cope with 'small bothers' without having to have everyday trivial incidents grow into major catastrophic events. Positive encouragement helps them to cope later with 'bigger bothers'. This is the language we use with the children. While we do not ignore or condone inappropriate or physical behaviour, it is imperative that all children be given support on their journey and are not ostracized. Other children need to see this inappropriate behaviour as inappropriate, and not the child as a 'bad person'. Parents need to talk this through with their children at home.



## QUEENSLAND SCRIPT

- The letters are sloped.
- Apart from little 'e' and 'd', all letters start at the TOP!
- Only the first letter of a proper noun or first letter in the first word of a sentence is a capital.
- Please discourage your child from writing in all capitals. The letters can be easier to write, however, it can be a difficult habit to break if not addressed early

### QLD Beginners Font

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww Xx Yy Zz  
0 1 2 3 4 5 6 7 8 9

## CHILDREN INDEPENDENTLY AWARE OF THEIR OWN BELONGINGS

Help your child pack his/her bag each morning so that he/she knows exactly what is in it. Ensure your child has a hat each day (they will be unable to work or play outside without a hat as we are a Sun-safe school), as well as an appropriate change of clothing for the season.

Toys or games are not to be brought to school, following a healthy principle that each child finds true purpose in their work at school.

Teachers understand there may be some initial security items brought; we will ask your help to collect these upon greeting us at the door.

# COMMUNICATION

## PARENT COMMUNICATION & SUPPORT

### Before School

Each morning, your child will be greeted at the door by the prep education team. Please share any information concerning your child, which may help us understand their headspace or energy levels for the day.



### After School

It is vital that the home/school relationship is a communicative one. Events in family life such as illness, visits of family and friends, accidents or death of relatives, friends and pets can cause concern or excitement for children and have an impact on their behaviour and interactions with others at school. We would appreciate the sharing of this information as it may help in understanding any changes in behaviour. As a school, we use a digital portfolio of learning platform called 'Seesaw' which also allows teachers and parent to communicate via private messages. This will be set up during the first week of school and is a fantastic way to make communication easily accessible. We ask that emails be sent directly to:

[Kerrie.Dickson@bne.catholic.edu.au](mailto:Kerrie.Dickson@bne.catholic.edu.au)

Each 2nd Thursday (odd school weeks) the school newsletter will be sent by email to every family. Other communication, e.g. letters will be placed in your child's message bag that travels home each day and is sent back to school the next day.

## MEETINGS

If you have concerns or queries, or just want to catch up with our teaching team, you are very welcome to arrange a meeting. Before and after school are busy times for teachers when they are moving children from classes and preparing or packing up from lessons, and it can be difficult for them to give a quick 'on-the-spot' meeting without preparation. We ask that you please call or email to make appointments, class teachers will make a mutually convenient time so that they can be fully prepared for you and can give you their full attention.

During the year, you will also have opportunities for both informal and formal Parent/Teacher interviews to discuss your child's progress as well as an Information Evening for all parents of each class at the beginning of Term One.

## HOW PARENTS CAN HELP AT HOME (HOME READERS)

**Reading to** your child every day means they come to prep with over 1000 hours of reading experience. (Two picture books a day is close to 4000 books.) Experts say that children need to hear 1000 stories read aloud before they read themselves. Reading to your child is without a doubt the most important thing you can do to help them learn to read.

**There are three main ways** that parents and children can engage in home reading.

- ★ READ TO the child (too hard, challenging texts, to inspire children to want to read, or a family favourite!!)
- ★ READ WITH the child (Tricky concepts, a bit beyond your child's capabilities, manageable with help)
- ★ READ BY the child (easy, few, if any, mistakes)

### READING BY THE CHILD

This will be an easy book. We want your child to experience success. It is essential that both of you enjoy the experience!

- ★ Your child will have the same book for several nights. Rereading the book helps develop comprehension, fluency, and sight word vocabulary.
- ★ Some parents think that children will only improve if difficult books are given, but this is not correct. (Westwood 2001, p104)
- ★ Once a child makes more than a couple of errors or stumbles on several words, they lose the meaning of the text.

### READING TO THE CHILD

This book will be too difficult for your child to read independently with any level of true comprehension.

- ★ Listening to stories helps to develop a love of literature and reading.
- ★ When a child hears proficient reading, they learn how to read fluently, with appropriate phrasing.
- ★ Listening to a well told story, a child learns how expression adds to the excitement and emotion.

### READING WITH THE CHILD

Reading this book requires some support.

- ★ Parents and children could take turns reading alternate lines or passages.
- ★ Echo reading is when the adult reads a line or passage and then the student repeats the same line.



# COMMUNITY

## BELONGING

We value a community where everybody is respected and nurtured to grow, as an individual, as part of a community and in the love of God.

We foster an equitable and accessible curriculum, encouraging and empowering all as life-long learners, growing in knowledge and understanding of themselves and others.

We nurture a love and respect for God and each other. Through our work, prayer, and service to others, we grow in our own spirituality, within a wider Catholic community.



## PARENT HELPERS

Parents are vital assets to any class and parent helpers can contribute so much to the life of the classroom.

If you are interested in helping in your child's class, or anywhere in the school, it is a prerequisite that you complete the Mandatory Student Protection Training Course for parent volunteers. Please refer to the information letter which contains the link to the training. This can be found in the Parent pack you received at the Orientation. Class teachers may devise a roster for sessions in which parent helpers would be of most benefit to the class and you will be invited to add your name to the roster if you wish.



## ASSEMBLY GATHERINGS

Please refer to Mary Immaculate School Handbook

## BELONGING AND SCHOOL TRADITIONS

Please refer to Mary Immaculate School Handbook