FERNVALE STATE SCHOOL
PREP
Making ADifference

We Are One

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School Mission Statement

To maximise the potential of all members of the school community within a happy, safe, secure and stimulating environment so that they may fulfil a positive role in society.

The individual child is the focal point of our concern.

We are glad that you chose our school.

Our Beliefs

At Fernvale State School we pride ourselves on being a supportive environment where:

- Each member of the school community has individual abilities and values.
- ‘Desire for Success’ is a prerequisite for maximum achievement – ‘to do, one must want to’
- Fairness and consistency are desirable attributes.
- Children enjoy learning in a happy, caring, stimulating and attractive environment.
- We take pride in our appearance, our work, our school, our community and ourselves.
- Primary schooling is a preparation for later school life.
- A sound basic knowledge in literacy, numeracy and other curriculum areas is desirable.
- Children develop thinking, learning, problem solving, research and other skills for the real world.
- The school shares with the community in the moral, social and cultural development of the child.
- Productive teacher-child-parent relationships depend on mutual trust, respect, honesty,

‘Learning takes place more quickly and effectively when home and school are in harmony.'
Furthermore, under our umbrella of our School Motto – ATTITUDE, ACTION and ACHIEVEMENT live our following beliefs:

**HONESTY**
- Be Fair
- Tell the Truth
- Own it
- Do the right thing
- Report

**ACCEPTANCE**
- We are all unique
- Accept differences
- Together we achieve
- I belong

**RESPECT**
- Values the feelings, needs, thoughts, ideas and wishes of others.
- Care for yourself
- Care for your environment
- Care for other's property

**RESPONSIBILITY**
- for your actions, safety and belongings
- make good choices
- care for others
- do your job well

**COURAGE**
- be yourself
- be confident
- have faith in yourself
- have a go
- perseverance
- to take risks
These values and beliefs also have been integrated into our Social Skilling program and students within our school community will be addressing each as a concept to be investigated and discussed.

We, the Prep staff, wish you a warm welcome to Fernvale State School Prep. We look forward to the year ahead, and we hope that your association with Fernvale State School Prep will be a happy and beneficial one. We are glad to have been given this opportunity to work with you and your child, as we believe that education is a combined venture involving the child, his/her parents, his/her teacher and the greater community.

At Fernvale State School, Prep is an integral part of our school experience. The purpose of Prep is to help children develop positive dispositions to learning and to view themselves as successful learners. We recognize that children are capable and competent and have been learning since birth. We know that children build deep understandings when they learn through all their senses and are offered choices in their learning experiences. We believe that children learn best through play, interactions, active exploration, experimentation and by representing their learning through a variety of modes. You will see children talk about ideas, negotiate and cooperate, investigate their world, create and imagine, solve problems, make plans and carry them out, try out different community roles and use literacy and numeracy. We provide an environment where partnerships are nurtured, past experiences are built upon, and continuity of learning as children move to and through school is planned for and carefully managed.

**Profile of a Prep Learner**

**Understanding young children**

An understanding of young children and how they approach their world is essential for all teachers engaging with Prep children.

**What are the characteristics of preparatory year children?**

Children in the Prep year are:

- **curious and inquisitive** – they seek to clarity their understandings through asking questions
- **investigative** – they look for multiple solutions to problems and approach questions in various ways
- **active and energetic** – they like to explore their environment and need plenty of opportunities to move as part of their learning experiences
- **impulsive** – they react quickly to situations
• **visual** – they relate to visual stimulus, preferring experiences that involve visual representations
• ‘**hands-on**’ – they prefer experiences where they can use materials to support thinking an expression of ideas and feelings
• **complex and active thinkers** – they draw on their own experiences to shape their ideas and responses
• **social and interactive** – they learn through social interactions with peers and adults
• **implicit users of knowledge** – so they often need support to apply their existing skills and knowledge across a range of learning situations
• **shaped by their social and cultural backgrounds** – they approach problems, social situations and learning in different ways. Their responses to learning contexts vary according to their backgrounds.

**Explicit Instruction**
Lessons in Prep are taught using the Explicit Instruction model. In this process the teacher revises content taught previously (warm up); teaches new content (I do); the students and teacher work together on the lesson content (We do); the students work alone (You do) then to finish the lesson is reviewed with the students (Plough back). Each year level at Fernvale State School follows this model.

**Students**
Children attending the first year of Prep across the state, will be turning 5 by June the 30th. The following chart will show when children will start the Prep year and Year 1.

<table>
<thead>
<tr>
<th>Birthdate:</th>
<th>Eligible for Prep in:</th>
<th>Eligible for Year 1 in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child born 1 July ‘10 – 30 June ‘11</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Child born 1 July ‘11 – 30 June ‘12</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>Child born 1 July ‘12 – 30 June ‘13</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>Child born 1 July ‘13 – 30 June ‘14</td>
<td>2019</td>
<td>2020</td>
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**Session Times**
8.45am to 3.00pm
• When bringing your child to Prep, please be aware that the first bell rings at 8.45am, which is when all the school children are expected to be at their school classroom.
• Prompt picking up of children from their classroom at 3:00pm would be appreciated.
• If troubles arise at home and you are running a little late, please let the office know so that we can reassure your child.
Daily Program

8.45am – Arrival/Sharing time – parents leave
9.00am – Morning session starts.
11.00am – Lunch (eat/play Prep and Year 1)
11.30am – Middle session starts
1:15pm – Snack (eat/play)
2.00pm – Prep and Year 1, back in class
3.00pm – Home time

Specialist Lessons

Prep classes will have music, P.E. and library specialist lessons.

Toilets

The Prep children will have access to the toilets in the current preschool room (B Block). The children will be going to the toilet with a buddy from their class.

Items your child will need to bring:

1. A sturdy port or bag to hold their belongings.
2. A School hat for outdoor play – The P&C will provide all prep children with a school hat. The school rule is “no hat, no play”, this also applies to P.E. specialist lessons.
3. Lunch and Snack. These can be packed in the one lunch box, along with a water bottle. Please explain to your child that there will be two eating times at school. We prefer that you pack healthy food as growing minds and bodies need good fuel in order to function to their optimum level. Tuckshop will be available for the prep children on five days a week. Ice blocks must be ordered for the Preps.
4. A set of spare clothes (named, to be kept in their school bag).
5. A library bag with your child’s name clearly marked on it. (School Library bags are available from the tuckshop).
6. Items as per the booklist. This list is for the year. Extra items will be kept in the cupboard and distributed by the teacher when require.
Children who are sick should remain at home until they are well. If your child is sick or has a contagious condition, please keep them at home. You must notify the school by note or phone call if your child will be absent from Prep for any reason. Please find following an extract table outlining the recommended period of exclusion. A full copy of the exclusion table of infectious Diseases approved by Education Queensland is available from the school office. (Extract)

<table>
<thead>
<tr>
<th>Diseases</th>
<th>Period of Exclusion for Sufferers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Should be excluded for at least 7 days after the beginning of illness and until the lesion (scabby, weepy sore) has healed.</td>
</tr>
<tr>
<td>Measles</td>
<td>Should be excluded for a least 7 days from the appearance of the rash, or until a medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Should be excluded for at least 14 days after the onset of symptoms.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Should be excluded for at least 7 days from the appearance of the rash or until a medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Impetigo is contagious. Lesions on any part of the body – except the face – must be covered, otherwise the child is to be excluded. On the face, the lesions must be under treatment and a layer of ointment or paint is accepted as “cover” in this situation only.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Ringworm is contagious (It is not a worm, but a fungal infection.) Lesions must be covered otherwise the child is to be excluded. Except in ringworm of the scalp, lesions under treatment with a paint is accepted as being covered. If an ointment is being used, a dressing must be applied (except on the face as is the case with impetigo.)</td>
</tr>
<tr>
<td>Head Lice</td>
<td>If your child has head lice please keep them at home and treat their hair.</td>
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</tbody>
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Accidents – Despite care and supervision, accidents do happen at school. No treatment is permitted in the school except First Aid which is an immediate temporary measure given by a First Aid qualified teacher or teacher aide. If necessary, an Ambulance is called. Every effort is made to contact the parent first in these circumstances. The school will not accept any responsibility for expenses incurred in seeking medical attention for sick or injured children. It is extremely important for emergency contact details to be kept up to date. Please help us to take the best possible care of your child by advising us promptly if your child suffers from any illnesses, allergies or physical disabilities. All information supplied is treated as confidential.
**Medication** - Strict new procedures have been developed by the Queensland Government regarding prescription, and over-the-counter medication in schools. Fernvale State School is committed to working closely with parents and students to highlight the risk of students misusing these medicines.

*All parents/caregivers must:*

- Notify our school in writing of a health condition requiring medication at school.
- Request in writing if school staff are to administer medication or assist in the management of a health condition.
- Notify our school in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.
- Provide the medication in the original, labelled container to the nominated staff member.
- Ensure the medication is not out of date and has an original pharmacy label with the students name, dosage and time to be taken.
- Notify our school in writing when a change of dosage is required. This instruction must be accompanied by a letter, from a medical practitioner.
- Advise our school in writing and collect the medication when it is no longer required at school.

**Uniform and Dress Code**

The children will be expected to wear the school grey/green uniform each day. These school shirts/shorts/skirts are available from the tuckshop. Other options are to purchase these items from a retail outlet at a reduced price. All children are expected to wear comfortable, suitable footwear for health and safety reasons, eg. sandals. A reminder that the School P&C will supply all Prep children with a school hat. To comply with the schools dress code, acceptable standards of jewellery, are a watch, a signet ring, stud or sleeper earrings, a necklace of religious/personal significance or medical bracelet. Be aware that body jewellery is not acceptable due to Health and Safety concerns.

**Photographs**

As part of your child’s year at prep, photos will be regularly taken as part of their work folios and the prep program. If you **do not** wish your child to have these photos taken, please inform your child’s teacher in writing. Class photographs will be taken by professional photographers during the school year, at a cost to the parent per photo. The expectation is that all students are to wear their grey school uniform for the formal class photo.
 Behaviour Management Policy

Code of behaviour

All teachers have a copy of the Code of Behaviour which is the basis of discussion for classroom rules formulated with children at the commencement of each year and visited frequently thereafter. It is also the basis for behaviour out of the classroom.

At Fernvale School we:

Respect the rights and property of others;
Take pride in ourselves, our school, our belongings and our achievements;
Act and play safely and sensibly;
Think before we do and before we speak;
Use good manners;
Are kind, honest, helpful and considerate;
Strive to improve;
Smile and enjoy each day.

As part of the classroom behaviour management program, terms such as Happy Zone, Rule Reminder Zone, Warning Zone and Time Away Zone, using the High Five strategies and The Fernvale Way will be used during the school day in relation to the children’s behaviour.
This is used as part of our whole school social skilling program and our beliefs. (Honesty, Acceptance, Respect, Responsibility, Courage)

Rules
Manners
Listen when others speak.
Use language that is not considered offensive.
Be courteous at all times.

Safety
Keep hands and feet to ourselves,
Do not bring items that could inflict harm to school.
Wear shoes.

Learning
Be punctual and prepared for class at appropriate times.
Be considerate of other classes.

Movement
Walk on concrete and bitumen areas and around buildings.
Play in designated play areas.
**Property**
Leave valuable items (eg. toys) at home.
Be responsible for the care of your own belongings.

**The High Five**
The High 5 is a system taught to the children so they can solve some minor conflict issues in the playground by themselves.

1. Speak friendly
2. Speak firmly
3. Walk away
4. Ignore
5. Report

It is advisable to use this at home with siblings as it reinforces the lessons learned at home.

**Parent Involvement**

We encourage parents to be involved in the Prep program. Your child's teacher will inform their class as to how and when parents are invited to be a part of the program. All parents are encouraged to be involved in the P&C, and attend the monthly meeting on the 3rd Monday night of each month at 7.30pm.

**School Banking**

The Commonwealth Bank provides a school banking service. Banking is conducted every Thursday and deposit books are to be handed to the child's teacher before class begins. Mrs Raine is the coordinator for school banking. Mrs Raine processes the deposits.

**Sport and Physical Education**

**Houses**

Inter-house sports carnivals are held prior to the inter-school District and Zone carnivals. The students are divided into one of three sports houses.

   Oxley (green)          Cunningham (blue)          Logan (red)

It is school policy to place children in the same family in different houses. Physical education and sport play a major role within the school's curriculum framework. The annual inter-house athletics carnival is attended by hundreds of parents and children each year.
Leaving School Grounds

Children are not permitted to leave school grounds during school hours unless written authority or a telephone call is received from a parent/guardian. It is stressed that this ruling also applies in cases of appointments with doctors or dentists etc. In the interest of safety, if you wish a person who is not known to school staff to collect your child please inform the school of this otherwise the child may not be released. Parents must go to the office and sign out the student if leaving early.

School Crossing

School Crossing Supervisors officially appointed by the Department of Transport operate morning and afternoon on each school day.
Times of Operation:

- Morning - 8.00am to 9.00am
- Afternoon - 3.00pm to 3.45pm

All drivers must stop their vehicles clear of the crossing when the supervisor holds up the STOP sign and VEHICLES MUST REMAIN STATIONARY UNTIL THE SUPERVISOR RETURNS TO THE KERB. Failure to do so is regarded as a breach of Regulation 39 of the Traffic Regulations. Cyclists are also required to stop when faced with a STOP sign. Please assist the supervisors to protect your children by setting a good example and using the marked crossing. In the interests of student safety, children entering the grounds from the main entrance are required to use the school crossing.

Crossing Procedure

The supervisor will ask all pedestrians to wait on the footpath. When a suitable gap appears in the traffic from both directions, the supervisor will extend the STOP sign to face the traffic and blow TWO blasts of the whistle to indicate that pedestrians may then cross. Pedestrians should walk smartly across. ONE whistle means it is not safe to cross and all pedestrians must then wait on the footpath.
No Standing Areas and Bus Zones

It is important that these areas are kept free of vehicles, as per signage. The crossing supervisor will record the registration number and details of offending vehicles so that drivers may be prosecuted.

Vehicles in School Grounds
Because of the danger to children, no vehicles are allowed in the school grounds, except those on official business. Neither the school nor Education Queensland will accept responsibility for any damage to vehicles parked in the school grounds.
Holding a pencil

During the Preparatory year, children develop their ability to control a pencil and other writing/drawing tools.

Watch how your child holds the pencil so you can prompt them to move to the next developmental stage when they are ready.

Your child may be able to attempt a more mature grip for a short time, but will often go back to using a less mature grip if their strength and control are not fully developed.

It will not help your child to force them to hold a pencil correctly. Their pencil grip will develop over time with encouragement and as they build strength and control.

**Initial grip** – Pencil is held tightly in a fist-like grip. Fingers grip around the pencil with the thumb wrapped or resting on top of fingers. The pencil is often straight up and down.

**Early grip** – One or more fingers and the thumb are wrapped around the pencil or the pencil is held by all finger pads/joints and the thumb joint/pad (not tip). Hand moves stiffly.

**Transitional grip** – The pencil is held between the thumb tip and two or three fingertips/pads. The pencil rests on the ‘webbing’ between the thumb and index finger. The whole hand moves in a stiff action.

**Correct grip** – The pencil is held between the thumb tip and index finger. The pencil rests near the joint of the middle finger. Fingers, hand and wrist move freely.

To help your child develop pencil control:
- provide thick pencils/crayons/pens, then gradually reduce the thickness of the tools;
  e.g. medium thickness and finally standard pencil thickness
- allow your child to build their hand strength;
  E.g. gripping and swinging on monkey bars/ropes, digging with a sandpit shovel, squeezing water from shampoo/detergent bottles and using trigger-spray containers help your child to develop hand and finger control. Allow them to cut and glue small objects, use construction sets, and manipulate puzzle and game pieces.