



MONMIA PRIMARY SCHOOL

- Learn and Achieve -

PREP TRANSITION HANDBOOK



The Kindergarten to School transition is a major milestone in a child's life. We trust that this booklet will help you prepare for this important occasion.

PRINCIPAL: *Lorraine Bell*



2022 TERM DATES

TERM 1		
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Thursday	28 January	BOOK PACK COLLECTION DAY
Friday	29 January	Curriculum Day Student Free Day
Monday	31 January	Students Resume (Preps at 10am)
Friday	8 April	Last day of Term 1 Students finish at 2.30pm

TERM 2		
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Tuesday	26 April	Students resume
Friday	24 June	Last day of Term 2 Students finish at 2.30pm

TERM 3		
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Monday	11 July	Students resume
Friday	16 September	Last day of Term 3 Students finish at 2.30pm

TERM 4		
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Monday	3 October	Students resume
Tuesday	20 December	Last day of Term 4 Students finish at 1.30pm



SCHOOL ATTENDANCE FOR STUDENTS IN YEAR PREP

To help Prep children settle into the school routine and in accordance with the Department of Education and Training (DET) regulations, attendance hours for school beginners are a little different at first. A long week, often in hot conditions, is an extra trial for young children. It is recommended, that a break half-way through the week allows for the best possible start to students. This also provides staff the opportunity to assess students on a 1:1 basis on a Wednesday. The following schedule is implemented for year prep students only. Please note, the school bell rings at 8.55am on Mondays so the whole school Assembly can start at 9.00am.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>31 January</u> <u>PREP STUDENTS START AT 10.00AM</u> Years 1-6 start at 8.55am	<u>1 February</u> Prep students at school from 9.00am-3.30pm	<u>2 February</u> <u>NO SCHOOL FOR PREPS</u> 1:1 assessment appointments organised	<u>3 February</u> Prep students at school from 9.00am-3.30pm	<u>4 February</u> Prep students at school from 9.00am-3.30pm
<u>7 February</u> Prep students at school from 8.55am-3.30pm	<u>8 February</u> Prep students at school from 9.00am-3.30pm	<u>9 February</u> <u>NO SCHOOL FOR PREPS</u> 1:1 assessment appointments organised	<u>10 February</u> Prep students at school from 9.00am-3.30pm	<u>11 February</u> Prep students at school from 9.00am-3.30pm
<u>14 February</u> Prep students at school from 8.55am-3.30pm	<u>15 February</u> Prep students at school from 9.00am-3.30pm	<u>16 February</u> <u>NO SCHOOL FOR PREPS</u> 1:1 assessment appointments organised	<u>17 February</u> Prep students at school from 9.00am-3.30pm	<u>18 February</u> Prep students at school from 9.00am-3.30pm
<u>21 February</u> Prep students at school from 8.55am-3.30pm	<u>22 February</u> Prep students at school from 9.00am-3.30pm	<u>23 February</u> <u>NO SCHOOL FOR PREPS</u> 1:1 assessment appointments organised	<u>24 February</u> Prep students at school from 9.00am-3.30pm	<u>25 February</u> Prep students at school from 9.00am-3.30pm
REGULAR SCHOOL ATTENDANCE COMMENCES THIS WEEK				
<u>28 February</u> Prep students at school from 8.55am-3.30pm	<u>1 March</u> Prep students at school from 9.00am-3.30pm	<u>2 March</u> Prep students at school from 9.00am-3.30pm	<u>3 March</u> Prep students at school from 9.00am-3.30pm	<u>4 March</u> Prep students at school from 9.00am-3.30pm

ARRANGEMENTS FOR EACH WEDNESDAY

For the first 4 full weeks of school, the timetable is different for students in Year Prep. Students are not required to attend school on a Wednesday, but the school will arrange for you and your child to have a one-on-one appointment with your class teacher. You and your child will only be required to attend one appointment for approximately one hour.

The purpose of this meeting is to determine your child's literacy and numeracy skills so the teacher can plan effective curriculum learning programs that cater to the needs of the students. It is not a test and there is no need to prepare. Both you and your child should be feeling very relaxed about this time and take it as an opportunity to get to know the teacher without the hustle and bustle of everybody else being around. It is also an opportunity for the teacher to explain important information about school routines and processes.

During this appointment, you will have an opportunity to share information with the teacher. Parent/Guardians should feel free to discuss any concerns or share information they feel will assist the classroom teacher and work in partnership with the school to assist their child.



ARRANGEMENTS FOR THE FIRST DAY OF SCHOOL

On the first day that your child commences Year Prep, students will be required to arrive at the school gymnasium by 10.00am. Students will be welcomed by the Principal and collected by their class teacher. They will be taken to their classroom and Parent/Guardians can visit briefly and say their goodbyes.

Parent/Guardians are invited to the community room for a morning tea to meet other Parent/Guardians, have an informal chat with the Principal, Assistant Principals and members of the Monmia Family and Friends Committee. Please consider taking up this opportunity as many other Prep Parent/Guardians will be experiencing the same feelings as you. Tissues will be available just in case!

WHAT TO BRING ON THE FIRST DAY OF SCHOOL

Your child should arrive at school on the first day wearing the correct school uniform. This includes a broad-brimmed school hat, which must be worn outside from Mid-August to the end of April in accordance with the Sunsmart Policy.

On the first day, your child will need to bring to school the items listed below. **Please have all items clearly LABELLED with your child's name.**

1. One long sleeved art smock. An adult's shirt with elastic at neck and cuffs is ideal.
2. One large box of 200 tissues.
3. One waterproof library bag that can be purchased through Monmia Family and Friends or you can supply your own.
4. A School bag that your child can carry.
5. A reading satchel purchased from the administration office.
6. Play lunch and lunch that is packed in re-usable containers. The school focuses on healthy eating and we would appreciate parent/guardian support in encouraging children to have healthy snacks and lunches. In keeping with the school's efforts to be environmentally aware, it would be preferable if plastic wrap or foil is not used. Drinks should be in a plastic bottle.
7. A plastic water bottle and fresh fruit/vegetable snack **EVERY DAY.**
8. One spare pair of underpants and one pair of socks. Please place these in a plastic bag. This will be kept in the locker at school for the whole year

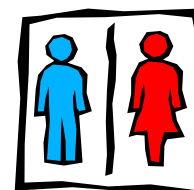
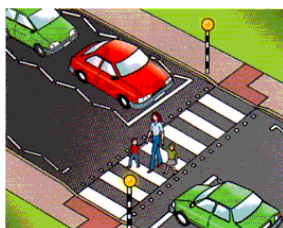


READY FOR SCHOOL CHECKLIST



- Can your child say their name, address and phone number?
- Have you walked the route to school with your child a number of times?
- Whenever you walk anywhere, do you practise the road safety rules?
- Does your child recognise his/her own clothes?
- Are you helping your child learn to tie shoelaces?
- Have you given your child a practise lunch box meal?
- Is your child in bed between 7.00pm- 7.30pm each night?
- Do you read a book to your child each night?
- Have you talked with your child about STRANGER DANGER?
- Is your child able to use the toilet independently, including urinals for boys?
- Have you been talking about school in a positive way?
- Have you visited the doctor if you have any concerns about your child's health?
- Did you give the staff in the administration office all the relevant information about your child upon enrolment?

YES	NO



PREPARING YOUR CHILD FOR SCHOOL

Getting Ready

- Have some 'practice-runs' before school starts.
- Talk about school in a positive way.
- Have a special lunch day at home using a plastic lunchbox and a water bottle.
- Encourage your child to organise clean clothes and prepare their own books and bag.

Sleep Routine

- Establish a routine with a set bedtime to ensure your child gets enough sleep.

Journey to and from School

- Practise walking to school along the safest route, obeying road rules and discussing potential dangers.
- Discuss the safest way to get into and out of a car if you are driving your child to school. Parking is limited and we request that Parent/Guardians are cooperative when dropping off and picking up children to ensure the safety of all our students.

Toilet

Children will need to:

- go to the toilet by themselves
- undo and do up any buttons or zips
- flush the toilet/urinal
- wash hands

Prep teachers program regular toilet visits during the first weeks of school.

Dressing for School

- Check the weather forecast and be prepared for unexpected changes. Pack a spare jumper in the school bag.
- Encourage your child to dress himself/herself so he/she can manage things like taking jumpers on and off at school.
- Show your child how to use buttons, zips and tie up shoelaces.
- Reinforce to your child the need to care for his/her own clothing and other possessions.
- As jumpers and shoes are often removed during a school day, you should encourage your child to practise dressing in his/her uniform at home.
- Many 5-year old children find it nearly impossible to tie shoelaces but perseverance in teaching your child to tie their laces will achieve great results and give immense satisfaction.
- Children should also be able to distinguish their right and left shoe.

Food for Energy

- Please supply lunch in a clearly named container.
- It is helpful if 'play-lunch' is placed in a separate area of the lunchbox or other container.
- Explain an order for eating their lunch. Start with sandwiches, an occasional sweet dessert, followed by fruit.
- Plastic water bottles need to be clearly named and only contain water.
- Pack a healthy lunch and snacks and explain when they should be eaten. This may include:
 - Fruit Break: Piece of fruit or vegetable (10:00am)
 - Play Lunch: Piece of fruit, muesli bar or cheese and crackers (11:00am)
 - Lunch: Sandwich, piece of fruit and water (1:30pm)
- Purchase a 'child friendly' lunchbox with your child and ensure that he/she can open and shut it independently.

Please discuss the importance of not sharing any lunch items with others and/or taking other students lunch.

Prep children should not need the canteen for the first few weeks. The queuing up and handling of money can be quite overwhelming for them.



Social Development

School is a social environment, therefore we encourage small children to mix with other children and adults from outside their family. Through this interaction, children learn skills to help them cope with the social aspects of school.

How can you help?

- Have other children visit your house.
- Visit other people's homes.
- Ensure your child tidies up his/her own toys and games.
- Ensure your child comes to the table on time.
- Make sure your child plays often, both outside and inside.
- Allow them to make decisions and choices about behaviour and dress, when appropriate.
- Teach them the social conventions of asking to be excused or not interrupting.
- Allow your child to entertain themselves and resist the temptation to always provide the materials for your child to play with at break times.

Separation/Independence

- Plan for your child to have time away with relatives or friends to introduce being separated from their immediate family. Perhaps build up to the length of the school day before starting school.
- Encourage your child to tackle something for themselves as this fosters developing a healthy self-esteem and promotes confidence.
- Allow your child to pack, unpack and carry their own bags to and from school.

Responsibility

At school, each activity has to be tidied away before another can be started. A sense of responsibility is developed at home when families:

- encourage their child to keep their rooms tidy
- ask their child to put their toys away and always finish one task or game before beginning another
- give their child a simple task to do and insist that it is completed
- make a point of chatting with their child and encourage them to sit quietly and listen
- teach them to be independent with their own belongings and toys
- teach them to recognise their own clothing and school belongings by writing his/her on it as uniforms do look alike.

Clothing

- Label all your child's belongings clearly.
- Show your child where these labels have been placed.
- Teach your child how to identify his/her name, address, telephone number and personal belongings.
- If your child has lost an article of clothing please check the Lost Property Box in the Gymnasium.

Managing Behaviour

- Focus on preventative strategies and give specific feedback to children for positive behaviour.
- Praise children and be specific with what behaviour you are praising.
- Be fair and consistent.
- Set clear boundaries and expectations.
- Give clear and specific instructions.
- Talk with your child about consequences of misbehaviour.

Punctuality

- Model punctuality by leaving home early to be at school on time.
- Arrive at school well before the bell to allow time to say goodbye and for your child to join others at play and participating in the morning routine.
- Walk through the school yard talking about special areas.

Saying Goodbye Firmly

Saying goodbye to your child can be difficult for Parent/Guardians. Listed below are some ideas that may assist you.

- For the first few days you might stay a while to ensure that your child feels secure at school but be careful not to prolong the farewell.
- Tell your child you are leaving. Give your child a kiss, a hug and then leave them. Reassure him/her that you will be back at 3.30pm to collect them.
- Always farewell the teachers so they know that you are leaving as well. This is a signal for them to give a little extra support to your child should they need it at this time.
- Some children can be upset when Parent/Guardians first leave. If your child is unusually distressed, the teacher will discuss further strategies which could be used to help your child adjust to school. We have found through lots of experience that tears usually stop soon after Parent/Guardians leave.



Picking your Child up after School

- Please remember to be on time to collect your child. A few minutes can be a long time for a child who is waiting for you.
- Discuss who is likely to pick up your child if circumstances change and where to meet after school. **Please ensure that anyone picking up your child is registered on the emergency contact list.**
- Greet your child warmly and show appreciation for anything they might be telling or showing you.
- Talk about what exciting things your child has done during the day but do not ask too many questions. Ask open ended questions that require more than a 'yes' or 'no' answer. Some may include:
 - 'That looks interesting. Tell me more'.
 - 'Tell me about your learning'.
 - 'Tell me about what you did during lunchtime'.

Communication between Home and School

Check your child's schoolbag each night for notices from school. Notices that need to be returned will be printed on green paper.

Please use the student diary to communicate messages between the home and school. Staff will use the diary to communicate with you so look at it regularly.

Discuss with your child a special place in the schoolbag to place all notices and the diary.



EACH CHILD IS DIFFERENT AND UNIQUE

It is important for you to be aware that each child is different. Some children will be just starting to handle writing implements while others will be writing their names. Some will want you to read to them while others will be beginning to read.

You will be curious to know what is going on at school and may question your child about the learning experiences of the day. Do not be concerned if your child is not keen to talk at length about school. Making questions specific can encourage a response.

Above all, remember that both families and teachers need to work together to ensure that each child has a chance to develop to their optimum level.

If you are concerned about any matter or have any questions, you are always welcome to discuss these with someone at the school. **It is usually advisable to discuss the concern with your child's teacher first as most issues can be clarified and resolved by making contact with the teacher.**

If the issue is not resolved then you will be able to make an appointment to speak with the Principal or the Assistant Principals to discuss the issue further. Please phone to make an appointment, at a mutually suitable time, as teachers have the responsibility of their classes and the Principal and Assistant Principals have various commitments.



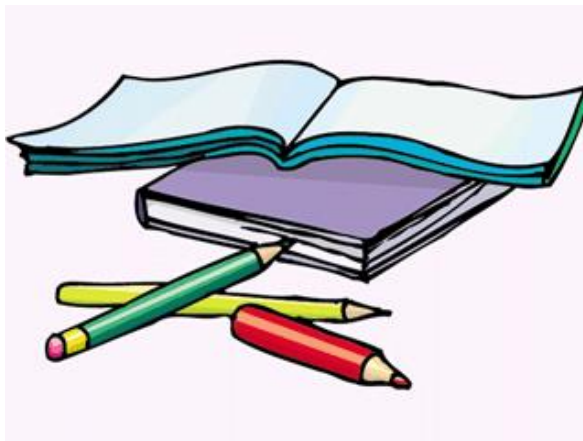
LITERACY

An effective Literacy Program operates in all classrooms at Monmia Primary School and provides a learning environment that supports strong literacy learning.

Features of the English Program include a daily two-hour literacy block that is usually conducted at the beginning of the school day. Teachers work with small strategy groups in reading, writing, speaking and listening. This provides focused teaching for small groups of students in groups. While teachers are working with these groups, children are working on purposeful learning experiences and independent reading. Teachers also conduct one to one conferences with students and develop and monitor individual learning goals. A variety of literacy assessments are conducted at the beginning of Term 1 and then continued throughout the year.

Additional assistance is available for those children who require extra help within the classroom. The classroom teacher facilitates opportunities for this support to be provided within the normal classroom program.

Family Participation is an important part of learning. Parent/Guardians can complete the Classroom Helpers Program so they can listen to the children read or help in the classroom during the literacy block. Parent/Guardians who complete this course learn how children learn best and how they can effectively support all learners in the classroom. Teachers are appreciative of the assistance and the children enjoy having their Parent/Guardians in the classroom. This course is implemented at the beginning of Term 2 at the school.



READING

Reading is more than recognising or sounding out words. It is seeing print and attaching meaning. It is sharing ideas and information through print. Children are surrounded by print from the day they are born. Reading begins at home amidst all the print and talk that surrounds a child in the years before they come to school. Not all print is in books. The breakfast table usually has plenty of print on it. The cereal packet, the margarine container, the bread wrapper all have print on their packaging. Signs in the neighbourhood, service stations and shops also have print displayed everywhere. Whenever your child comments on print, be sure to respond enthusiastically.

Strategies to help your child to read:

- read to your child often, preferably daily
- encourage your child to respond to questions asked of the text
- praise your child's attempts
- share book experiences with your child

Remember that encouragement is the key to success!

Other strategies you can do to help your children to read:

- Let them see you reading and enjoying books and magazines as your example becomes their best teacher.
- Always read to your children for pleasure so they will develop a love of reading.
- Encourage them to value books and ensure they become prized possessions if they are well chosen and received as presents.
- Talk about the front cover and author before you start reading.
- Recite nursery rhymes and jingles, clap them and sing them. Ask your child to join in and put in the words that you leave out.
- Share picture story books, talk about the pictures and encourage them to point out things of interest.
- Let your child choose from their favourite simple stories to read to you. By reading favourites over and over again, they will get to know these so well that you will not dare change a word or miss a page.
- Join the local library and visit regularly as part of a normal routine. Encourage book borrowing and returning as part of a rich literacy experience. Your child will love having their very own library card.



LIBRARY PROCEDURES

As a new member of our community, your child will have access to our amazing refurbished school library. The new library is bright, light and inviting. It has a wide range of rich literature for students to browse, borrow and read. Many books have accessories that students can interact with to increase enjoyment.

To enable your child to take full advantage of the resources on offer, we respectfully ask that some simple Library rules and procedures be followed.

Please make sure your child has a suitable waterproof Library Bag. This can be purchased from the Family and Friends Committee or you can supply your own. This library bag is different to the black satchel that is used to carry home reading books for reading practice.

Each book a student borrows from the Library needs to be looked after properly and returned in the same condition as it was borrowed so other students can enjoy them as well.

Please ensure books are returned in a timely manner. All classes are timetabled to attend the Library for an hour each week to browse and borrow. The actual loan time for the books is two weeks.

If a book is lost or damaged, it must be paid for or replaced.

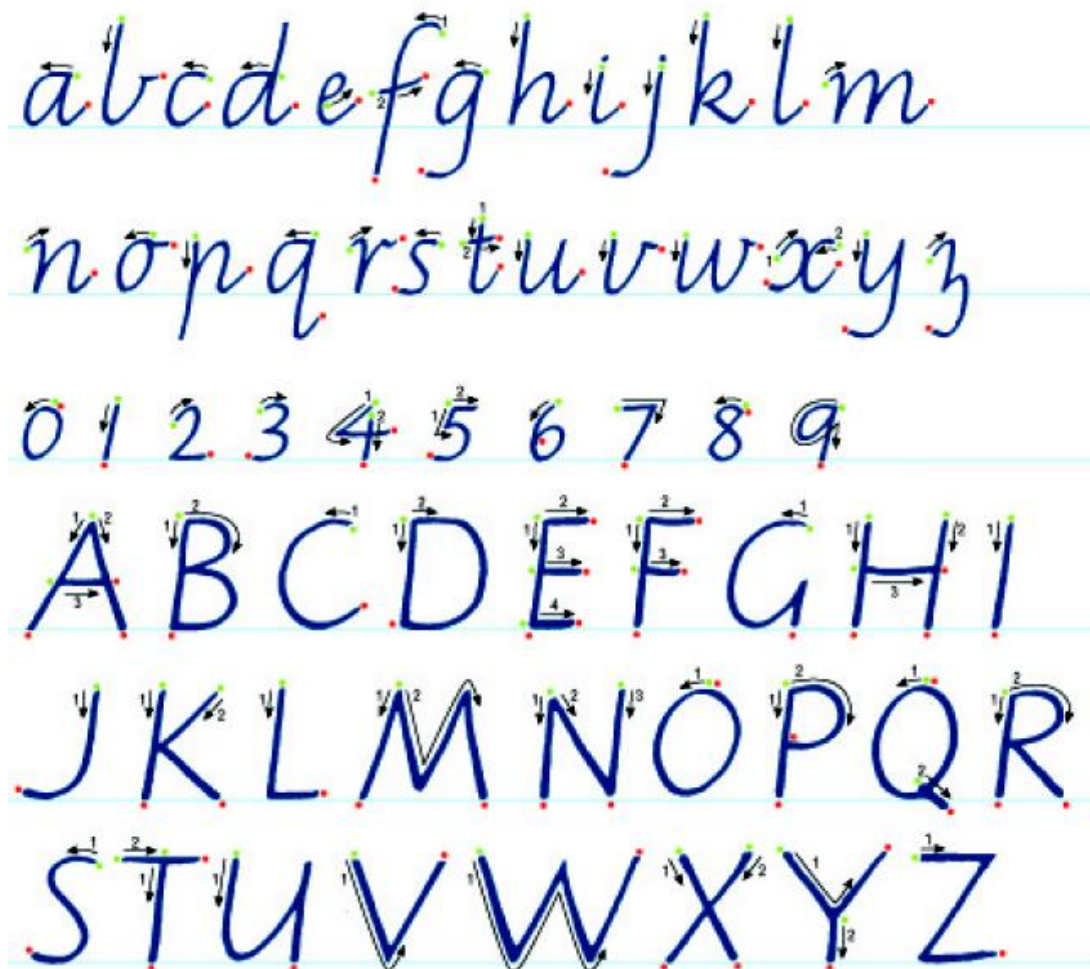
If you move house, go on holidays or leave the school, library books must be returned.

Students at Monmia have access to the Scholastic Book Club. If you would like to purchase books from these two groups, your child's classroom teacher will have order forms at the appropriate time. The money and completed form are to be placed in a sealed envelope and returned to the administration office for processing.



WRITING

When writing anything for your child, we use Cursive Script. It would be helpful for your child if you did the same. We only use capital letters at the beginning of our names. Children who learn to write using all capital letters take a long time to unlearn the habit.



Children learn to write by writing. Children's early writing takes the form of experimental scribble. The teachers will help your child record their written messages while they develop knowledge of the writing process. When children are writing freely, the teacher will gradually suggest improvements in the way the ideas are expressed and how the writing is presented.

All children go through certain stages on their way to becoming confident, competent writers. There is continuous development in writing. The stages are not fixed. In fact, one piece of writing may show attempted spellings whilst another might show strings of letters.

STAGES OF WRITING

First Stage

In the first stage, the writing may not be legible by others and may include random strings of letters, or invented symbols.

Second Stage

The second stage is characterised by the first efforts at writing letters that appear in attempts to write words. Words may be abbreviated, with only one or two letters, usually consonants, to represent the word (eg. Wt = went or g = go). At this stage, children have difficulty with vowels. Spaces between words may or may not appear until the next stage.

Third Stage

Spelling is not yet standard, but the writing is meaningful and can usually be read by others.

Fourth Stage

Writing may include vowels and endings such as 'ed' or 'ing' may appear. Correct letters may be used, but in the incorrect sequence and words used frequently, generally appear in the correct form.

Fifth Stage

Knowledge of the English written language can be firmly established and most of the words the writer wants to use are spelled correctly.

It must be emphasised that these stages are continuous and overlapping.



NUMERACY

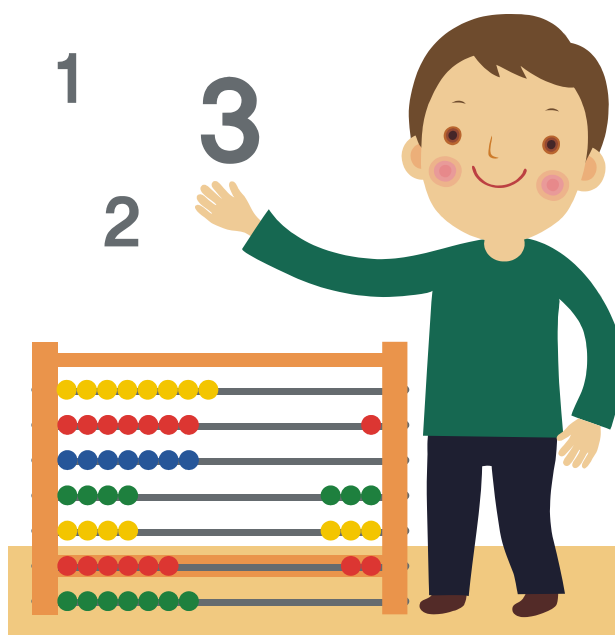
The Numeracy Program operates in all classrooms at Monmia Primary School and provides a learning environment that supports numeracy learning.

The program provides a learning environment for students that encourages risk taking, group, paired and individual learning that is facilitated by the teacher. Students are expected to talk about how they have solved mathematical problems and share what they have learnt by making corrections to events in their everyday life. Assessment is conducted at the beginning of Term 1 and is then continued throughout the year.

Sessions begin with a warm up as a whole class and then move into small group/individual focussed teaching where students are manipulating concrete materials. The mathematical activities cover the concepts of Number, Space, Measurement and Chance and Data.

Closed and open ended questions are used when exploring the various Mathematical concepts. At the end of each session students are encouraged to share their learning with the class.

WIN (What I Need) Mathematics sessions are provided for students to practice mathematical concepts to consolidate understanding. Extension programs are also provided for students working well above the expected level. These are implemented within the classroom and by the classroom teacher.



MATHEMATICS

Encourage your children to use mathematics in real situations:

Cooking



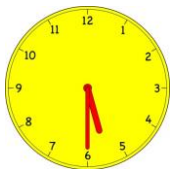
- measuring ingredients
- timing how long things take to cook
- talking about cooking utensils and how they are used
- discuss how many pieces each person will get
- setting the table for each person

Shopping

- preparing shopping lists
- counting change
- budgeting pocket money
- counting money
- counting small collections of items – one to one counting
- identifying more expensive/cheaper items



Time



- telling the time
- searching for what's on TV at 6.00pm
- using language around 'time'
- discussing how long will it take to get to school
- talking about the features of an analogue clock and a digital clock

Games

- playing with jigsaws
- playing snakes and ladders
- playing card games
- playing dice/board games
- going for a walk and looking at house numbers and number plates



TRANSITION FEEDBACK

PLEASE RETURN TO THE OFFICE

Did you find the Prep Transition Handbook information helpful? YES / NO

Did you find the Information Booklet information helpful? YES / NO

Do you think that there is anything we can do to improve any part of the Prep Transition process?

- Pre-enrolment YES / NO
- School Tour YES / NO
- Enrolment YES / NO
- Notices YES / NO
- Information Evening YES / NO
- Orientation Days YES / NO
- Uniforms YES / NO
- First day of prep YES / NO

Is there any information that you were wanting that was not included in this booklet or the 'Information Booklet'? Please add any additional comments that you would like to make.

Thank you for your time

Lorraine Bell

(Principal)
