



Prep 2024 Information Evening



Acknowledgement of Country

We acknowledge the traditional custodians of the land, on which we meet today, the Wurundjeri people of the Kulin Nations. We pay our respects to Elders past, present and emerging.



Prep Teaching Team



Miss. Emily Leeds



Mrs. Laura Attard



Ms. Carolyn Webb



Miss. Sheridan Corker



Mr. Dan Oliver



Mrs. Christiana Mouskeftaras

TBC



A Week in the Life of a Prep Student at Springside

Classroom

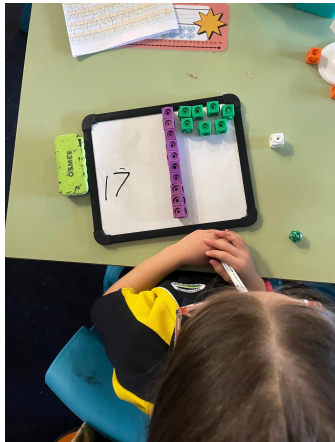
Literacy – 10 hours
Mathematics – 5 hours
Investigations – 3 hours
Library Session – 1 hour
Integrated Studies – 1 hour
Fine Motor Development – 1 hour

Specialists

Indonesian/AUSLAN – 1 hour
Physical Education – 1 hour
Science – 1 hour
V.Arts / P.Arts - 1 hour



Daily Structure



Session 1	8:50 - 9:50
Session 2	9:50 - 10:25
Lunch - eating inside	10:25 - 10:50
Lunch - play outside	10:50 - 11:30
Session 3	11:30 - 12:30
Session 4	12:30 - 1:10
Recess - eating inside	1:10 - 1:30
Recess - play outside	1:30 - 2:00
Session 5	2:00 - 3:00



Respect

Optimism

Responsibility

Excellence



Building Independence

Before School	After School	Before and After School
<p>Students are to:</p> <ul style="list-style-type: none">- line up in designated class area by 8:50am. After this time students must enter via reception and will be marked as late.- independently enter the corridors and set up for the day by completing their classes daily morning routine.	<p>Students are:</p> <ul style="list-style-type: none">- Prep students wait on their coloured line until the teacher dismisses them at 3:00pm to their Parent/Guardian.	<p>Students are to:</p> <ul style="list-style-type: none">- only enter the corridor when supervised by a teacher.- Out of Hours School Care (OHSC) staff bring Prep students' to their respective line before school and pick them up from their line at the end of the school day.- refrain from playing ball games in the courtyard.



Building Independence

Morning Routines

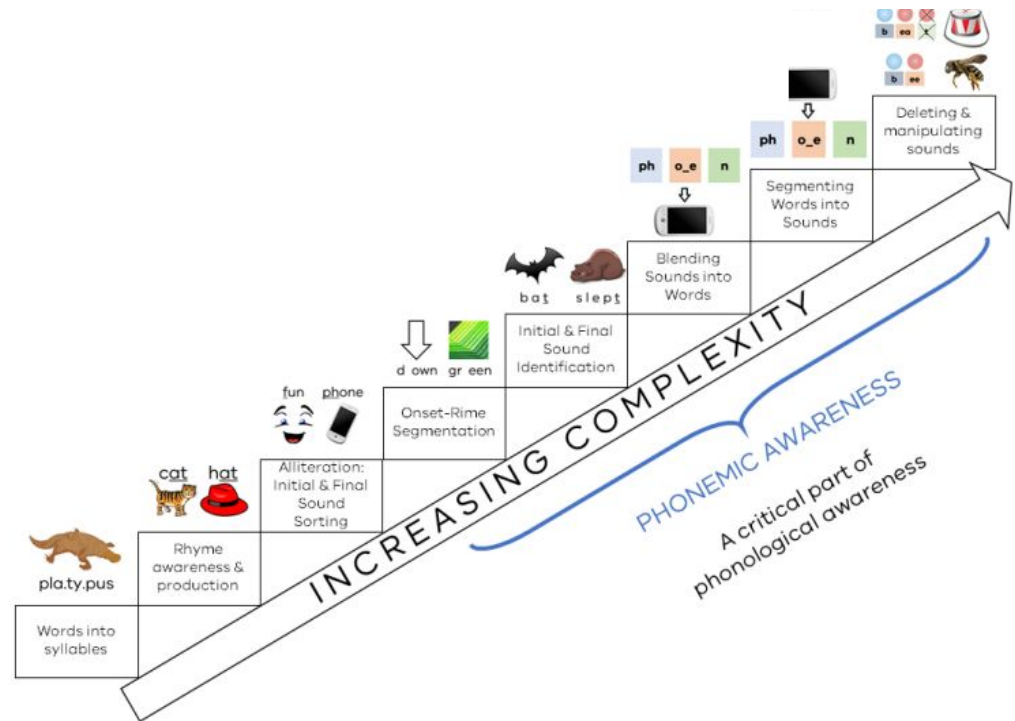
1. Meet teacher outside at their coloured line and wave goodbye to their parents.
2. Place their bag on their hook and take out their reading satchel. *Please place any notes in your child's reading satchel.*
3. Place their water bottle on their table.
4. Place items on their tables and get their chair.
5. Change their 'Take Home' book as directed by the teacher.
6. Water bottles go in tubs located in the classroom.



Structured Synthetic Phonics

Department of Education & Training recognises, Phonological awareness is a crucial skill to develop in children. It is strongly linked to early reading and spelling success through its association with phonics. It is a focus of literacy teaching incorporating:

“The most effective teaching approaches are those that are informed by the evidence of how children learn to read. Systematic and explicit approaches to phonics instruction facilitate the development of the scientifically-validated cognitive processes that lead to skilled reading. SSP is the specific method that most closely aligns with the characteristics of effective teaching.”





What is Synthetic Phonics?

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Structured Synthetic Phonics

LITTLE LEARNERS LOVE LITERACY® Sequence & Stages

- 1 m s f a p t c i
- 2 b h n o d g l v
- 3 y r e qu z
- 4 j u k x w 's' morphology
- +4 ll ss ff 's' morphology & Double consonants
- 5 ck Consonant blends/adjacent consonants
- 6 sh ch th ng

If a child memorises ten words, the child can only read ten words, but if the child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words

- Kozloff 2002

Structured Synthetic Phonics





Home Reading

Reading Routine

- During term one when students are still learning sounds and how to blend them together to read words as a whole, students will just be bringing home a word list.
- We encourage you to read a story to your child and ask your child questions about the book and then have them answer.
- When appropriate, your child will bring home decodable texts for them to read to you, this usually happens at the beginning of term 2.

Investigations

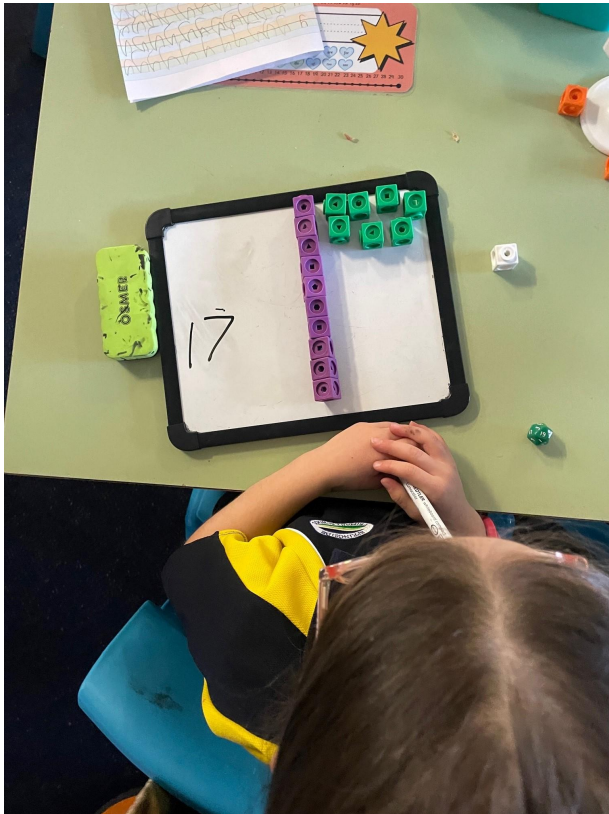
Play based learning capitalises on children's natural sense of inquiry and discovery through hands-on exploration of the world around them.

Play-based learning is purposeful and what we call 'intentional'. We deliberately plan play based experiences to help children learn about educational concepts involved in literacy, numeracy, technology, social skills and more, in a way that's meaningful and enjoyable to them.





Mathematics



The Prep Curriculum covers Number, Algebra, Measurement, Space & Statistics in everyday contexts.

In Prep, our priorities in Maths are building strong number sense and mathematical vocabulary. Early number sense includes skills and knowledge like:

- Number identification
- The parts that make up a number (7 is 5 and 2)
- One to one correspondence
- Ordering
- Subitising
- Comparing



Reminders from the School Nurse

Medication

- All medication must be brought to the school reception
- Medication should be clearly labelled in its original packaging
- No medication should be given to the teacher
- Medication must not be left in students bags
- **Paracetamol and Nurofen are not kept in the school sickbay as per DET policy**
- Sharing food is not permitted at school



Reminders from the School Nurse

Medication

- If your child requires medication to be administered at school or on a regular basis, the school nurse will require a medication administration plan to be completed by the parent/guardian and signed by your doctor or a detailed letter from the treating dr stating the medication name, dose and frequency. This form must be provided before we can administer medication to your child. Medication administration plans can be collected from the school reception.
- If your child requires short term medication such as antibiotics, parents/guardians Nature complete a short term medication administration form which can be found at reception. Once the form is completed parents need to forward the form and the medication onto reception who will then pass it on to the school nurse.



Reminders from the School Nurse

Spare Clothes

- Please keep a spare change of underwear, socks and pants, dress etc. in your child's bag.
- Sickbay does have limited number of spare uniforms.
- Sickbay does have new underwear and socks if needed. Parents are asked to donate \$2 to replace stock if this occurs.

Medical Alerts

Notify the school if:

- your child has an ongoing illness or medical condition.
- There are changes in your child's current health.
- Your child has a contagious illness e.g. chickenpox, hand, foot & mouth disease, Covid-19 etc.
- Your child has head lice.



Wellbeing

SWPBS Framework

School-wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members, while providing the individual behaviour and learning supports needed to achieve academic and social success for all students. The SWPBS is continuing to be implemented at Springside in 2024.



Wellbeing



School Wide Positive Behaviour Support Matrix

be
RESPECTFUL
be
OPTIMISTIC
be
RESPONSIBLE

All settings	Playground / Oval	Toilets	Moving around the school	Assemblies	Canteen	Out in the community
We take turns and share.	We play in our allocated areas.	We leave the toilets clean.	We use school spaces safely.	We listen to the person speaking with the microphone.	We quietly wait our turn.	We represent our school with pride.
We keep our hands and feet to ourselves.	We take turns when we play games.	We quietly wait our turn.	We move quietly around the school.	We keep our hands and feet to ourselves.	We stay in our own space.	We treat others with kindness online.
We speak calmly and kindly.					We use manners.	
We ask for help when we need it.	We try lots of ways to solve a problem.	We seek help when we need it.	We approach challenges with a growth mindset	We wait patiently.	We go to the canteen at the beginning of breaks	We seek help when we need it.
We adjust to change.	We include others.	We use the toilets during breaks.		We celebrate others' successes		
We follow directions.	We play fairly.	We use the toilet for its purpose.	We put our rubbish in the bins.	We actively participate in assembly.	We only eat our own food.	We follow the road rules.
We use our manners.	We take care of equipment.	We wash our hands.	We walk to the left in our corridors.		We spend our own money	We wear helmets when riding our bikes and scooters.
We give others privacy.	We put our rubbish in the bin.					

and then you will be EXCELLENT!

Respect

Optimism

Responsibility

Excellence



Wellbeing

Social Emotional Learning Program (SEL)

At Springside we have incorporated Social and Emotional Learning into our curriculum which includes running a stand alone lesson each fortnight and is weaved into discussions daily. This aims to support students develop self awareness and self management skills to help them achieve school and life success.



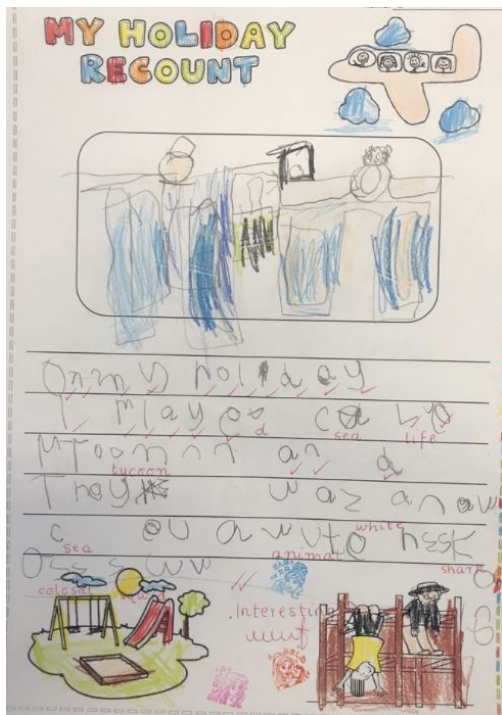
Prep Reports - Seesaw App

Little Learners Assessment of Reading Skills (LLARS)		
<p>Term 2, Week 10</p> <p>Teachers have completed the benchmark assessment 'Little Learners Assessment of Reading Skills' (LLARS). LLARS measures students' skills in Phonics, Fluency and Comprehension and is administered twice a year.</p>		
<p>Phonics</p> <p>the relationship between letters and sounds in language</p>	<p>Single Word Reading</p> <p>The ability blend sounds together to read a word.</p>	<p>Comprehension</p> <p>the ability to use experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text. It is the goal of reading.</p>
<p>knows letter/sounds to Stage 2 and is working on Stage 3.</p>	<p>knows single words up to Stage 2 and is working on Stage 3.</p>	<p>Comprehension Questions:</p> <p>is working towards being able to answer the comprehension questions referring to texts at Stage 2.</p>
<p>Stage 1: m s f a p t c l Stage 2: b h n o d g u i Stage 3: y r e q u z Stage 4: j u k x w Stage 4+: ss ff ll ** Stage 5: ck Stage 6: sh ch tch th ng ph wh</p> <p>Expected level mid year * Expected level end of year **</p>	<p>Heart Words</p> <p>is able to read heart words up to Stage 2 and is working on Stage 3.</p>	<p>Reading Goal:</p> <p>is working towards her confidence with reading, I encourage her to use her finger to track where she is up to so that she does not get lost. Continue to read with Nikita every night and maintain a consistent reading routine.</p>





Prep Reports - Seesaw App




TERM 3 CONTENT OVERVIEW Prep 2023

Don't forget your nightly reading routine!

Literacy

Reading
Practice answering comprehension questions about a text that we have read.
Understand new vocabulary that we have read.
Differentiate between information that is real and information that is not real in a text.

Writing
Write facts and information from an informative text.
Write recounts on an activity we have done, including the 'who,' what doing, where and when'
Complete and extend sentences using the word 'because.'

Phonics
Continue to learn the Stage 4, 4+, 5 and 6 graphemes and their corresponding sounds.
Blend sounds to read CVC and CVCC words.

Mathematics

Number
Understand place value of numbers to 20 (e.g 13 is 1 ten and 3 more)
Subtract small collections of 10 and under.

Data
Answer yes/no questions to collect information
Organise answers to yes/no questions into simple data displays using objects and drawings
Interpret simple data displays about yes/no questions

Measurement
Connect days of the week to familiar events and actions

Mass and Capacity
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language

Money
Represent simple, everyday financial situations involving money

Integrated Studies

Health
Name parts of the body and describe how their body is growing and changing

Identify people and actions that help keep themselves safe and healthy

We can't wait to share our learning with you throughout the term!



Transition Dates

2023

- **Session 1:** Wednesday 11th October 9:00 – 10:15am
- **Session 2:** Wednesday 18th October 9:00 – 10:15am
- **Session 3:** Wednesday 25th October 9:00 – 10:15am
- **Session 4:** Wednesday 1st November 9:00 – 10:15am
- **Meet the Teacher:** Tuesday 12th of December 2023

2024

- **1:1 Interview sessions**
Wednesday 31st January – Tuesday 6th February
- **All Preps start with reduced days**
Wednesday 7th - 9th February 8:50am – 1:30pm
- **All Preps start full time**
Monday 12th February 8:50am – 3:00pm



What's on at Springside

Extra-curricular

- High Abilities Learners Program
- Tutor Learning Initiative/Masterclass
- Life Skills Program
- Wakakirri & Arts Night
- Bolacasti Indonesian Cricket
- Indonesian Sister School Partnership
- Inter-school Sports
- Inclusion Hub
- Friendship Stop
- Stephanie Alexander Garden - Gardening Club
- Food Tech
- Welfare and counselling support
- Referral for support services and intervention
- NDIS therapist access
- Athletics Day & Colour Run
- Student Leadership Program
- Better Buddies

How to get involved

- School Council
- Parents & Friends
- Classroom Helper
- Kitchen-Garden Volunteer
- Excursions
- Mother's Day/ Father's Day
- Celebrations
- Athletics Days
- Colour Run
- Concerts



A Guide to Compass



Compass School Manager 4+
JDLF International Pty Ltd

#10 in Education
★★★★☆ 75 Ratings
Free

Respect

Optimism

Responsibility

Excellence



Q&A



Respect

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