

Noosaville State School PROSPECTUS

Information Handbook for Families



Ready Set



PREP
2023



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It is our pleasure to welcome your family to Noosaville State School, where we take a very personal approach to your child's learning. We look forward to sharing many happy times with you as we work together to provide the best possible learning opportunities for your child. Our school motto *'Be the Best You Can Be'* and vision of the Noosaville community supporting all students to become Accomplished, Compassionate and Empowered learners, underpins all we do.

At Noosaville, your child matters. Our dedicated teachers and support staff work together to nurture a love of learning and respond to the individual needs of students. Should you wish to discuss your child's learning with me during any school times, you are warmly invited to telephone or call in at our office and make an appointment.

Mike Hobson
Principal

We extend a warm and sincere welcome to all families of our Prep year children. Welcome to the Preparatory Year! We are very happy to welcome you and your child to our school and excited about the learning journey ahead.

At Noosaville State School, we strive to make learning enjoyable and meaningful for students. We encourage children to share information about their lives and make sure that children's interests are reflected in our programs.

We have prepared this booklet to help you and your child prepare for their first year of school. We look forward to working with you and your child and watching them grow into a confident, capable and independent life-long learner.

If you have any further questions, you are very welcome to see one of us or one of our school administration team.

Best wishes

Noosaville Prep Teachers and Teacher Aides



Noosaville State School: Important Information



School Principal: Mike Hobson
Deputy Principal: Alasdair Scott
Head of Inclusive Education: Eleanor Burns
Head of Curriculum: John Graham

Business Manager: Janet Harrison

Office Staff: Kelly Williams
 Carly Owens



School Values

The school operates with 4 core values. These values form the basis of all our learning processes.

Care for Self	Care for Others	Care for Learning	Care for School
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School Contact Details

Office:	5440 3222	ECDP:	5440 3258
Absence Line:	5440 3266	Canteen:	5440 3264
E-Mail:	admin@noosavilless.eq.edu.au	Buslink:	5476 6622
Website:	noosavilless.eq.edu.au	Dental Van:	0409 493 028

Please ensure you provide the school with your current e-mail address and phone details.

Office Hours

Monday to Friday 8:00am – 3:30 pm
 Office telephones switched to answering machine after hours.



2023 Queensland Term Dates

Queensland Term Dates 2023		
Term	Dates	Length
Term 1	Monday 23 January – Friday 31 March	10 weeks
Term 2	Monday 17 April – Friday 23 June	10 weeks
Term 3	Monday 10 July – Friday 15 September	10 weeks
Term 4	Tuesday 3 October – Friday 8 December	10 weeks

Uniform Pick-up Dates

Prep parents will be able to purchase uniforms from the Tuckshop in Term 4, Monday to Friday between 8:00am and 9:30am

In the week prior to school starting uniforms can be purchased from 8am to 1pm Wednesday, Thursday and Friday. Phone to school office 54403222 for any inquiries.

If students don't need to physically try uniforms on, then we recommend using our uniform ordering form from the [school website](#), or shopping at our online uniform shop at www.school24.net.au School ID: 25232963

We look forward to welcoming the new Preps to Noosaville.

Noosaville State School P&C

Booklist Reminder

Further information will be available before the end of the year and as soon as available you will be notified of where you can purchase. Booklists will be available on the [school website](#). Booklists will be able to be downloaded from the school website (www.noosavilless.eq.edu.au), using the Curriculum/Booklist tab.

Parents do have the option to purchase items themselves at local stores.

Prep Operating Hours (8.35am – 2.35pm)

Prep students attend school for the full school day. Students are expected to attend five days per week and for the full length of the school day.



Prep lays the educational foundations for all students to attain the skills required for success in later schooling. These skills include knowledge and application of language, early literacy and numeracy, sense of self, skills for relating to others and knowledge of the immediate world. The Prep curriculum offers rich opportunities for all students to engage in learning experiences that support their individual learning success.

At Noosaville State School our dynamic teachers provide supportive and active learning environments that enable the Prep students to solve problems, to communicate and to build creative thinking skills.

Prep Introduction

Prep is the first year of schooling and is a full-time program. Children attend from Monday to Friday during normal school hours.

Children must be aged 5 by 30 June in the year they start Prep.

Prep is the start of the early stage of learning which continues until Year 2. It is available in all Queensland state schools and most non-state schools offering a primary program.

Prep is part of the whole school. Classrooms and other facilities are located in school grounds.

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

- the knowledge, understanding and skills detailed in the Australian Curriculum for English; Mathematics, Science and History (Foundation Year);
- a positive approach to learning;
- independence and confidence;
- creativity and problem-solving skills;
- physical abilities, including gross and fine motor skills.

In Prep, teachers support children's learning by making connections between school and their experiences at home, kindergarten or childcare.



Prep Curriculum

Prep students are taught the Foundation Year of the [Australian Curriculum](#) for English, mathematics, science and history and social science.

Learning in Prep

In Prep, your child will have opportunities to learn in many different ways. This includes active learning such as play-based and enquiry-based approaches. They make decisions, solve problems, develop thinking skills, collaborate, communicate and develop a positive sense of self.



Children learn about:

- speaking, listening, reading and writing;
- mathematics and problem solving;
- science, exploring interesting and important questions about the biological, physical and technological world;
- history, beginning to examine and enquire about the past to develop curiosity and imagination.

Prep children also learn about:

- negotiating rights, roles and responsibilities and developing social skills for working and playing with others;
- diverse social and cultural practices of people in their community;
- making healthy choices;
- experimenting with materials in a variety of creative, imaginative and innovative ways;
- technology in everyday life;
- music and movement.



Students with Disability

All students with a disability are encouraged to enrol at their local state school alongside their same age peers.

A range of support options are available to ensure that all students with disability, have opportunities to access, participate, and gain positive outcomes from state schooling.

For further information, refer to the department's [Disability Policy](#).



English Achievement Standard *by the end of the Prep Year*

Receptive modes - Listening, Reading and Viewing

By the end of the Prep year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experiences. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes - Speaking, Writing and Creating

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper and lower case letters.

Mathematics Achievement Standard *by the end of the Prep Year*

By the end of the Prep year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students Count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Science Achievement Standard *by the end of the Prep Year*

By the end of the Prep year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

HASS Standard *by the end of the Prep Year*

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.



HPE, Technologies/Digital, The Arts



HPE Standard *by the end of the Prep Year*

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Technologies: Digital: Standard *by the end of the Prep Year*

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.

With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.

The Arts: Standard *by the end of the Prep Year*

Dance

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Media Art

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

Music

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.



Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Visual

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.



Specialist Lessons

Prep students receive specialist lessons in Science, Technology, Music and Performing Arts and Physical Education each week. They also visit the Library for weekly borrowing. There is also an opportunity to join our instrumental lessons in the Music Excellence Program ACE (guitar, keyboards, drums and percussion).

Homework

Homework in Prep generally consists of home reading and sight words sent home weekly. Families and Preps are encouraged to read together daily.

Professional Learning Opportunities for Parents/Carers

Families play an integral role in their child's education. Each child enters Prep with different levels of learning, capabilities, prior knowledge, interests and cultural background.

To support families in their child's learning journey, Noosaville State School offers a variety of workshops and information sessions relevant to the needs of our students. These informative sessions may include aspects of oral language, reading, writing and numeracy as well as one on one information sessions with your child's teacher. Sessions are advertised through our school newsletter and via student class communications.

Before and After Routines

School starts at 8:35am. In the morning teachers are busy preparing for the day and attending meetings. Rooms open at 8:20am. It is important to be punctual for your child to start the day on time and organised.

Prep children are usually collected from the classrooms in the afternoons. This will provide us with an opportunity to talk to you about your child's day. At the end of the day please be here on time. A child can quickly become distressed when it's time to go and no one is here to collect them.

Please notify us, in writing, when anyone other than yourself will be collecting your child from school. School finishes at 2:35pm. If you know that you are going to be late, please contact the school office and notify them of your delay. Any children catching the bus in the afternoon will be collected from the Prep rooms by Teacher Aide.

When children come into the classroom, they are expected to be responsible for their own belongings. Please encourage your child to follow the routine outlined by the teacher. This routine may include:

- ✿ putting their bag into the port racks;
- ✿ putting lunch box in the fridge and drink bottle in the classroom;
- ✿ putting their tuckshop in the box and banking in bank folder;
- ✿ putting fruit break in designated area;
- ✿ putting library books in the library box;
- ✿ going to the toilet before the starting bell rings;
- ✿ placing show and tell items in the given location.





Children with infectious diseases must be excluded from Prep for specified times. In cases of minor ailments (eg: cold or headache), parents are asked to exercise good judgment about whether or not their child is well enough to benefit from attending school. If your child has a specific health problem, please discuss this with the teacher. The teacher can then act in a manner that is most helpful to your child.

Medication

Education Queensland has strict guidelines concerning the administration of medication to students. These guidelines state that medication can only be given to a student when it is:

- 🌸 Parents fill out the “Request to Administer Medication” form
- 🌸 Prescribed by a doctor
- 🌸 In the container issued by the pharmacist with the pharmacist label and instructions printed on it. The instructions must state the time the medication should be given. **Please do not send single tablets.**

Staff cannot give children non-prescribed medications such as cough medicine or cough lollies, paracetamol, vitamins etc. **Please do not send non-prescribed medication to School.**

All prescribed medication is administered through the staff in the front office. Medication is registered and signed off for each child and their dosage noted.

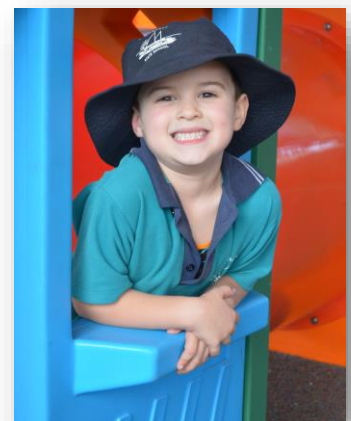
Travel To and From The Classroom

For the safety of your child, there are pedestrian crossings located outside the school grounds. Please ensure that you use the crossings and parking areas outside of the school grounds. Please do not park along Beckmans Road because of safety concerns for you and your child.

Sun Safety Policy

The outdoor learning environment is perfect for children to explore their large muscle skills, e.g. running and climbing. It also promotes body strength, balance, coordination and supports growth in thinking processes and social learning.

We are very conscious of sun safety at our school. Please apply sun screen in the morning prior to school especially in the warmer months. As per our school dress code, children must wear a bucket hat (available from the tuckshop).



Fruit Break

To keep busy brains working, each Prep group has a Fruit Break around 9.30am daily. Children are asked to bring a piece of fresh fruit or vegetable for this short eating break.

Healthy Lunch Boxes

Help your child make healthy choices about food by providing a lunch box with as many natural foods as possible. Lunch and afternoon tea need to be provided every day. Some ideas for healthy and nutritional eating include: fruits, yoghurt, cheese, sandwiches, eggs etc. As we are trying to promote healthy eating habits, **please do not send any cordial, chocolate, lollies, soft drinks or chips.**

Talk with your child about what you have given them for lunch. We generally encourage children to eat sandwiches and yoghurts first. **Please try also to strive for a litter free lunch box.** Reusable containers are great for yoghurt and sandwiches. Alternatively, you may order your child tuckshop using the bag system. Tuckshop bags are to be placed in the tuckshop baskets in their classroom. Separate orders for morning tea and lunch; clearly named with your child's class. Tuckshop operates Monday to Friday. A note will come home early next year. Tuckshop menus are available at the tuckshop and school office.

Lunchtime Play

Our Prep students use the two Adventure Playgrounds, near the Prep classrooms with an opportunity to play in the sandpits at break times. All areas are carefully supervised by teachers or teacher aides. Students experiencing any concern during a break are encouraged to approach the teacher on duty for assistance. A first aid officer is on duty each break also.



Going to the Toilet

The Prep students use the Prep toilets in Prep Block, B Block and the Junior Undercover Area toilets. Children who need to go to the toilet at other times during class are sent in pairs.

Shoes

Children in Prep play in a variety of settings and must wear closed in black shoes and white socks. If your child needs assistance with tying laces, please send them in shoes that fasten with Velcro.

Treasures from Home

We would appreciate it if your child's treasures and toys are left at home. Treasures can be lost or broken and are safer at home. This rule applies to sharing time, when children are asked to bring something other than a toy.

Sharing Information

Events in family life, such as a trip, moving house, a major illness, visit from grandparents or other relatives, an accident or death of relatives, friends or pets, can have an enormous impact on children. Sometimes, these events affect children's behaviour at school. It is important to share information that might help us understand your child and respond to him/her sensitively. If something is happening in your family that may affect your child's participation at school, please let their teacher know at drop-off or collection time, or use a written note to let us know about any special or unusual happenings.

Parents in the Prep Class

Families play a vital role in the education of your children and we very much welcome you to become involved in our classroom. These interactions between home and school can also contribute to your child's success in learning.

You can help by:

- visiting the classroom and joining in the program;
- before school reading or supporting the reading program;
- offering to share hobbies, interests, ideas and any special expertise;
- collecting re-usable items for classroom use, doing small jobs at home (e.g. cutting up collage).

When the children are settled, we will inform you when we are ready to begin parent helpers. The interactions between home and school also contribute to your child's success in learning.

Children First

The safety and learning of our students always come first. While we greatly value opportunities to speak with you, there will be times when we will not be available to answer the telephone, respond to an email, or have a chat. This is because it is always our first duty to be present for the children. Should you wish to speak with one of us and find us unavailable, please make an appointment for another time via email.

Names and Labels

As young children may not recognise their own belongings, we cannot emphasise enough the need to label absolutely everything – school bags, shoes, lunch boxes, hats, library bags, clothing.

Clothes

Sometimes a child may have an accident or their clothes may become dirty as they play with paint, sand, water, clay etc. In anticipation of such accidents, we ask you to leave a marked plastic bag containing an old outfit (including underwear) in their bag. Please remember to label each piece of clothing.





P&C Association



Noosaville State School's Parents and Citizens Association is a vibrant and connected team made up of both parent and staff members. The executive committee consists of a President, Vice President, Treasurer and Secretary, any of our school community is encouraged to be involved. These are all volunteer roles and well supported by the school body. The P&C work with the local and school community to enhance our student's educational experience by providing school and community events as well as funding for resources that enhance our school. We encourage a supportive school community where each and every member of the community is welcomed, valued and is motivated to get involved. We believe that when we all work together we can make our school the best it can be.

Noosaville State School P&C meet each month straight after school in the school training room in the library. Our meetings are family friendly with family members of all ages welcome. Helping Hands (our before and after school care provider) provides free child minding (bookings needed) during P&C meeting times.

If you would like to find out more about how you can be involved, you can send an email to the [Noosaville State School P&C](#).



Before and After School Care - Helping Hands OHSC

Noosaville State School is very fortunate to have a before, after and vacation care provider with a fun, curriculum (also homework support) orientated program. This is a great service for working families, or for the one off times when your child may need outside school care. Prep children are taken to and collected from classrooms when using this service. Please phone 0458008297 for more inquiries. Email noosaville@helpinghandsnetwork.com.au or website www.helpinghandsnetwork.com.au



Choosing Your Child's School Bag



Zips are easier than clasps or drawstrings for young children to manage independently.

Everyday your child will need to fit these items into their school bag.

Please make sure they fit easily.

- Lunch Box
- Hat
- Water bottle
- Spare clothes

A practical school bag can help your child to organise their school life... Just like the way we choose a practical briefcase or handbag.

Make sure your child can open and close the zips. Encourage him or her to **ALWAYS** zip up their bag when it is not in use so items do not fall out.

Encourage independence. Let your child be responsible for packing and unpacking their own bag each day. Of course reminders will be needed initially. It is a small job but will help them develop a responsible attitude towards their belongings.

Allow your child to carry their school bag to and from school. Make sure that they are the ones who actually put their school bag on the port racks and lunch box in the fridge. This will ensure that they know where it is at break times.

Here are some other items that your child will need to bring to or from school sometime during the week. It would be extraordinary if all these items had to be at school on the same day... but there will certainly be days when the load is big. Try to buy a school bag that will accommodate these items.

- Library bag
- Jumper
- Swimming bag (can be attached if it does not fit)



The First Day Of School



- Have their uniform ready and the school bag packed the night before.
- Have all personal items such as a hat, bag, lunchbox etc. clearly labelled with your child's name. Can your child recognise their own name?
- Have all of the items on the booklist. This way your child can participate in all activities and won't feel left out.
- Have morning tea and lunch wrapped separately.
- Ensure that your child can open pre-packaged food, unwrap glad wrap, etc. by themselves.
- Explain to your child how long the school day will be e.g. Who will collect them from the classroom at the end of the day? Explain the school routines your child can expect to happen during a school day.
- Be familiar with the school hours so that you won't be arriving late or collecting your child late on the first day.
- Allow plenty of time on the first day to find the classroom, meet the teacher and settle your child in.
- Be positive when picking children up. Ask "Tell me about your day?"
- Be positive and talk about going to school in a happy way. Butterflies are catching! If you feel like crying (and many of you will), wait until you leave the building before starting.
- When saying goodbye at the first bell, be cheerful and don't linger. Reassure your child that you will be waiting outside the classroom after school then go!
- Remember that most young children find the school day very tiring. Avoid bombarding them with questions straight away even though you will be curious to know how their first day went.



Mike Hobson, Principal

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