**Our Beliefs about Learning in Prep**

*Children bring with them their own beliefs, knowledge and experiences that we value and build upon.*
Children are capable and competent and have been learning since birth. They enter Prep with diverse knowledge and a unique set of experiences that form the basis for much early learning at school. The Prep year is critical for developing the beginning literacy, numeracy and thinking skills upon which all their other learning at school is built. It is a foundation year for establishing attitudes to learning, social interactions and behaviour, and understanding the expectations and routines of school.

*Children learn best through interactions, active exploration, and experimentation and when they can represent their learning in different ways.*
Children engage with tasks that involve active learning and exploration, enable them to connect with their experiences and to demonstrate what they know and can do. Hand-on tasks and facilitated inquiry and experimentation engage children physically with stimulus materials. Thinking and problem solving skills are developed through opportunities to question, talk, listen, respond and reflect on their learning.

*Children build deeper understandings when they learn through all senses and in many ways.*
Diverse learning styles require a variety of teaching approaches. Children in Prep experience varied and multisensory opportunities for learning and the development of new understandings and knowledge. They learn at different rates and at different times which requires teachers to set goals and expectations to support individual student needs.

*Children’s positive dispositions to learning and to themselves as learners are essential for success in school and beyond.*
A supportive and positive learning environment provides routine, structure and stability. At the same time, it encourages children to step outside their comfort zone, accepts mistakes as part of learning and seeks to develop resilience and persistence. Effort is recognised. Children are encouraged to ask questions, to be curious and to apply their new learning. Open ended questions present many possibilities for divergent and thoughtful responses.

*There is an important place for creativity, imagination and self-expression in learning.*
Children are creative individuals with their own ideas, interests and wonderings. Many learning activities encourage children to have ownership of their learning, feel valued as individuals and encourage them to express their creativity and perceptions. Opportunities to incorporate play as part of learning help children make sense of their world, develop and practice social skills, become co-contributors to each other’s learning, experiment with new ideas and explore new concepts.

*Assessment of young children is an integral part of the teaching and learning cycle.*
Children’s development and progress is monitored within a range of assessments for learning and is part of an ongoing process of observation and data gathering that informs the teaching and learning cycle.

*Children learn best when there are supportive relationships among all partners in the learning community.*
Our families are an integral part of the Prep environment and learning program. We all benefit when interest in school is high and home and school work together in a mutually supportive relationship facilitated by positive communication channels.

*Building continuity of learning as children move to and through school provides foundations for their future success. Every day counts.*
Attendance is important for continuity, confidence and consolidation of learning from one day to the next and matters as much in Prep as it does for every other student in every other year level.
Our teachers recognise the needs of young learners, the developmental nature of learning and the value and diversity of knowledge and experiences each child brings to Prep. These elements contribute to the exciting, unique and wonderful world of working with the youngest members of our school in their first year of learning at school.

All Prep classrooms are attractive, organised and stimulating physical environments. Throughout the day, our Prep students engage in a broad range of learning activities that primarily target early literacy and numeracy skills and the development of important capabilities and attitudes needed for learning and working together. Our classroom environments reflect the need for active and engaged learning, activities that maximise the interests of young learners and which stimulate and motivate them to learn.

On a regular and daily basis, our Prep students will:

- Be immersed in rich language environments important for developing beginning readers and writers
- Listen, question, explain, discuss, respond and sing as part of learning
- Learn about letters, sounds and concepts of print
- Actively participate in planned focussed learning groups.
- Have lots of experiences with hands-on learning activities
- Be involved in planning investigations and classroom events
- Be stimulated to think and respond critically and creatively
- Learn in a variety of ways including songs, music and movement
- Interact and learn with a range of digital technology and multimedia
- Respond to learning activities with opportunities for dramatic, imaginative and creative responses
- Develop self-management skills and independence.
- Learn about school routines and activities
- Make new friends and learn how to get along with others
Behaviour

By the end of the Prep year, all children will be expected to demonstrate the ability to:

• follow school rules and expectations both in and outside of the classroom;
• self-manage their behaviour with minimal prompting and reminders;
• follow directions given to them in a timely and appropriate manner
• make amends where appropriate.

The Australian Curriculum
Achievement Standards

Reading, Viewing, Listening

By the end of the Prep year, students will be able to

• read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters;
• identify the letters of the English alphabet and use the sounds represented by most letters;
• listen to and use appropriate language features to respond to others in a familiar environment;
• listen for rhyme, letter patterns and sounds in words.

In responding to written text, they will be able to

• use predicting and questioning strategies to make meaning from texts;
• recall one or two events from texts with familiar topics;
• know that there are different types of texts;
• identify connections between texts and their personal experience;

Speaking, Creating, Writing

By the end of the Prep year, students will be able to

• understand that their texts can reflect their own experiences;
• identify and describe likes and dislikes about familiar texts, objects, characters and events;
• communicate clearly in informal group and whole class settings;
• retell events and experiences with peers and known adults.

In their writing, students will be able to

• identify and use rhyme, letter patterns and sounds in words.
• use familiar words and phrases and images to convey ideas;
• shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops;
• correctly form known upper- and lower-case letters.
By the end of the Prep year, students will learn and use early mathematical language and develop basic conceptual understanding in early numeracy. Expectations are that they will

- make connections between number names, numerals and quantities up to 10;
- compare objects using the language of mass, length and capacity;
- connect events and the days of the week;
- explain the order and duration of events;
- use appropriate language to describe location;
- count to and from 20 and order small collections;
- group objects based on common characteristics and sort shapes and objects;
- answer simple questions to collect information.

By the end of the Prep year, students will be able to

- describe the properties and behaviour of familiar objects;
- suggest how the environment affects them and other living things;
- share observations of familiar objects and events.

By the end of the Prep year, students will be able to

- identify similarities and differences between families;
- recognise how important family events are commemorated;
- sequence familiar events in order;
- pose questions about their past;
- relate a story about their past using a range of texts.

By the end of the Prep year, students will be able to

- describe the features of familiar places
- recognise why some places are important to people
- recognise that places can be represented on maps and a globe
- share observations in a range of everyday language
- describe simple elements of direction and location
- suggest ways they can care for a familiar place
Reading and Writing Outcomes in Prep

Samples of a familiar reading text Prep students could read independently and that meets end of year level expectations for Prep

Samples of student work that meets end of year level expectations for Prep

Samples of student work that are above year level expectations for Prep
Term 1

- The first part of the term focuses on the transition into the routines and expectations of the Prep classroom. Children become familiar with the specialist teachers and the range of other people with whom they will have regular interaction in the school. They meet and interact with their older buddies, through the Better Buddies Program. Within a few weeks, they attend Junior gathering. Play space is restricted to the Prep precinct for the first half of the year and areas are supervised by staff who know and interact with the Prep students on a daily basis.

- Teachers begin to develop an understanding of each child as a learner and to gather a picture of each child’s development and needs on entry to school. Early Start assessment determines students’ knowledge of the alphabet, letter names and sounds and oral articulation, and early mathematical knowledge. There is a strong oral language focus built around the vocabulary, positional language and the language and concepts of early reading, writing and number. Children will become very familiar with big books and stories with lots of repetition and predictable text. Work begins on correct letter and numeral formations and pencil grip.

- Throughout this term and across the year, there is time and space for structured play, planning and investigating child centred investigations, creative responding, conversation and discussion and for exploring concepts in active, hands on activities in all curriculum areas. Music and movement are a regular part of learning.

- Children practice writing their name with correctly formed letters and are encouraged to engage in reading and writing behaviours. They are encouraged to identify familiar words in texts and have a go at writing familiar words. There is focused learning of single letter names and sounds.

Term 2

- Oral language and listening skills continue to be important. Regular and repeated reading of well-known and well-loved stories with lots of repetition is a daily activity through the Reading to Learn program. There is an increasing focus on teaching letters and sounds and on building children’s capacity to apply their developing knowledge of print concepts, sounds and words to well-known, familiar texts and to a variety of early writing tasks. Teachers model and think-aloud in the explicit teaching of specific reading and writing skills with the gradual release of responsibility for independent work by children occurring over time and with decreasing support as the year progresses. They develop class books based on experiences and interests as part of their reading collection. The Prep team present a session for parents on helping young children learn to read.

- Students strengthen their understanding of number and use of mathematical language. They apply their learning to demonstrate conceptual understanding of number, measurement and spatial concepts in a range of contexts.

- Teachers offer opportunities for face-to-face interviews on student progress and prepare for written reporting to parents.

- Sight words are introduced. All children attempt to write using their developing knowledge of print and letter sounds and access words from print sources in the room. Independent, modelled and small group reading and writing activities underpin much of the learning and there are daily activities to practice, experiment and consolidate emerging skills in a wide range of contexts.
Children are introduced to Home Reading towards the end of the term. Parents receive information on the purpose and intent of the home reading program and ways to support children’s motivation and interest in reading. The home reading books are an opportunity for students to practice and consolidate the reading behaviours teachers are explicitly teaching during class time.

**Term 3**

- The concepts of writing in sentences and using capital letters and full stops in independent writing are areas of focus.
- Children begin to explore the concept of addition and subtraction in oral number stories and real world contexts. Children gather and collect data and gain skills in applying mathematical language to measurement, time and spatial concepts and skills.
- Children transition from the Prep playground to share play spaces within and outside the Prep precinct with the Year 1 and 2 students and can access the Prep side of the oval for play.

**Term 4**

- Children consolidate their developing skills as early readers and writers to more independently apply their word, phonic, punctuation knowledge to reading and writing tasks. They read a simple, short repetitive text by themselves. They are starting to use reading strategies such as sounding out, picture cues and reading on.
- They attempt to write whole sentences with spaces between words, use capitals and full stops. They use some sight words and attempt to sound out other words using beginning, middle and end sounds. Where appropriate, children are encouraged to write longer sentences and experiment with new vocabulary and spelling in writing.
- Children explore and consolidate ways to record and demonstrate what they know about their mathematical understandings. They represent the concepts of addition and subtraction in a variety of ways. They count to and from 20, sort shapes and objects, sequence the days of the week and identify what things are likely to happen on those days. They use mathematical language to compare and describe items according to their length, weight and capacity.
The development of literacy and numeracy skills is an ongoing focus throughout the year and underpins the daily teaching and learning of foundational skills in Prep and early years’ classrooms. Within this context, a number of subject area units with specific key concepts, learning sequences and assessment complement this focus and are common to all Prep classrooms each term.

**English**

**Term 1**

**Enjoying our New World**

Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.

**Term 2**

**Enjoying and Retelling Stories**

Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

**Term 3**

**Interacting with Others**

In this unit, students listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge, a range of language features and identify common visual patterns. They engage in multiple opportunities to learn about language, literature and literacy. Students will create and recite a rhyming story to a familiar audience. They will show understanding of the rhyming story by creating some gestures to go with it. Students will write and draw a personal response to a rhyming story including justification for their opinion.

**Term 4**

**Responding to texts**

Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy.
Summary of Unit Focus – Australian Curriculum

**Mathematics**

**Term 1**
- Number and place value — explore principles of counting, explore numbers in the environment, represent and subitise quantities, connect numerals to quantities, compare quantities, order numerals and quantities, record representations of quantities
- Patterns and algebra — sort and classify objects, sequence of numbers to 20, describe and create patterns
- Using units of measurement — sequence routines and events, compare the duration of events, explore size
- Location — identify language of location, represent locations
- Data — ask questions to gather information

**Term 2**
- Number — counting forwards and backwards from a given number to 10, subitising random and formal arrangements to 5 and forming numbers to ten using five as a reference
- Patterning — copying, continuing, creating and describing repeating patterns, using materials, sounds, movements or drawings
- Mass and length — directly comparing to determine which is heavier or longer
- Shape-matching and describing familiar three dimensional shapes, two dimensional shapes and lines
- Addition — identifying parts of the whole.

**Term 3**
- Number sense — connect number names, numerals and quantities, addition and sharing
- Data — answering questions to collect data
- Measurement — Volume: comparing the volume and capacity of containers and objects
- Time — comparing and ordering the duration of events, connecting days of the week to events
- Shape — sort, describe and name familiar shapes and objects.

**Term 4**
- Number sense — connecting number names, numerals and quantities
- Measurement — comparing the length and volume of objects
- Location — position and movement
- Addition — comparing amounts to ten and combining small amounts
- Shape and Time — sorting, describing and naming familiar shapes and objects, comparing and ordering the duration of events and connecting days of the week to events.
Science

Term 1
Our Living World
Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth’s resources and support the provision of the needs of living things.

Term 2
Our Material World
Students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. The unit provides opportunities for students to examine familiar objects using their senses. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made. Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.

Term 3
Weather Watch
Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students using sensory experiences to explore daily and seasonal changes in the local weather and to reflect on the impact of these changes on plants, animals and daily life. Students are provided opportunities to explore specific regional weather events and interpretations of weather phenomena through various cultural perspectives. Students then formulate generalizations about the signs and signals relating to weather.

Term 4
Move it, Move it
Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students observing and asking questions about how things move. Students gather different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation.
Beyond the Classroom

Prep children will have many opportunities to actively participate in the activities of the wider school, to build relationships and connections and to learn outside the classroom.

These include:

- Excursions and outings
- Gatherings
- Special event days
- 100 Days of Learning
- Tuckshop
- ANZAC Day and Remembrance Day
- Music and PE lessons
- Library visits and lessons
- Library borrowing
- Buddy class activities
- Changing play spaces
- Sports Day
- Fun Run and Cross Country
- Book Week
- Book Fairs
- Celebrations of Learning
- Performances and Concerts
- Junior Environment Team
- Day for Daniel
- Student Council Events
- Competitions and challenges
- Displays
School Term Dates 2015

Term 1:
Tuesday 27 January – Thursday 2 April (10 weeks)

Term 2:
Monday 20 April – Friday 26 June (10 weeks)

Term 3
Monday 13 July – Friday 18 September (10 weeks)

Term 4:
Tuesday 6 October - Friday 11 December (10 weeks)

Student Free Days 2015
- Thursday 22 January
- Friday 23 January
- Monday 19 October

* Prep students must remain with their parent or carer until the classroom is opened at 8:45. *

*Children should be on time and ready to start learning at 8:55. Arriving late distracts others, interrupts learning and disrupts expected routines. *

*Playground equipment is not to be accessed by children before and after school for management and safety reasons. *

<table>
<thead>
<tr>
<th>Bell Times</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>From arrival</td>
<td>Prep students are expected to be supervised by their parents/carers under B Block or immediately outside lower floor classrooms. There is no access to upper floor verandas as a waiting area before school.</td>
</tr>
<tr>
<td>8.45am</td>
<td>Doors to classrooms open for students to be left in the care of their teacher.</td>
</tr>
<tr>
<td>8.55am</td>
<td>Learning activities commence for the morning session. All children should be on time and ready to begin the day.</td>
</tr>
<tr>
<td>11:00am</td>
<td>First break commences with 15 minutes eating time. This is the main lunch break.</td>
</tr>
<tr>
<td>11:15am</td>
<td>Students will be dismissed from eating areas at the discretion of duty supervisors. Play time commences.</td>
</tr>
<tr>
<td>11:40am</td>
<td>First break finishes. All children return to their designated area ready to recommence learning activities at 11:45am.</td>
</tr>
<tr>
<td>1:30pm</td>
<td>Second break commences with 10 minutes eating time.</td>
</tr>
<tr>
<td>1:40pm</td>
<td>Students will be dismissed from eating areas at the discretion of duty supervisors. Play time commences.</td>
</tr>
<tr>
<td>1:55pm</td>
<td>Second break finishes. All children return to their designated area ready to recommence learning activities at 2:00pm.</td>
</tr>
<tr>
<td>3:00pm</td>
<td>School day ends. <strong>Prep parents, designated carers or OSH supervisors collect Prep students from their classroom.</strong> Students depart from the school.</td>
</tr>
</tbody>
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Students travelling by school bus assemble in the Junior Courtyard where they are supervised by staff until buses arrive.
Other Routines in Prep

Eating

- Children generally eat outside their classroom supervised by Prep staff.
- **Fruit Break** (approximately 10am). Please pack a small piece of fruit or vegie for this break (apple cut up, banana, cucumber slices)
- **First Break** (11am) = sandwiches/wraps/rolls. This is the children’s longest break so we encourage them to eat their main food items now as well as any yoghurt or cheese.
- **Second Break** (1.30pm) = fruit/biscuit/crackers
- Please consider providing a healthy and nutritious diet. Lots of pre-packaged foods and drinks can be high in salt, sugar and artificial colours and flavourings.
- Please consider the environment and minimise packaging and potential litter with a focus on a “litter-free lunch”.
- Please pack spoons (if required) and note that we cannot heat food for children. Please also refrain from sending canned foods (e.g. fruit, tuna, spaghetti) as they are a potential risk for small fingers (and ours too).
- Please ensure your child has a drink bottle filled with water only EVERY DAY.

Tuckshop

- Parents are requested not to order tuckshop for the first two weeks to enable us to focus on establishing routines around eating time.
- Older brothers and sisters are not permitted to purchase food and bring it up to Prep children.
- Tuckshop operates from Monday to Friday.
- The tuckshop operates via an online ordering system through Flexischools. This system allows parents to set up an account through the website and order students’ tuckshop online. [www.flexischools.com.au](http://www.flexischools.com.au)
- Prep children are not permitted to go to the tuckshop to purchase food items.

Playtime

Different year levels in our school have different places allocated for play. Playtime during Semester 1 takes place within the Prep precinct. Early in Semester 2, Prep students will have access to the early years’ playground with students in Years 1 and 2.

- **NO HAT, NO PLAY** in the Playground Rule. Students are required to play in designated shade areas near buildings.
Managing Property

- Please ensure ALL items are clearly named including jumpers and jackets.
- Lost property is located in a large box on the veranda of the Administration block.
- Your child’s school bag needs to be large enough to fit a folder (plastic home folder approximately A4 size), spare clothes, lunch and a water bottle.

Uniforms

Prep students wear the same uniform as students in the rest of the school. The school uniform must be worn every day.

- Options include a buttoned shirt (boys) or formal dress, polo shirts and shorts. Children will be allocated a sports house (advised in a letter prior to the Orientation Day) and will require a sports shirt in their team’s colours for sports days later in the year.
- Black shoes with black laces or black velcro and white socks. (No fluoro embellishments or laces please.) Shoes can be multipurpose joggers and do not need to be “school shoes”.
- The uniform shop – open Tuesday and Thursday (8:30 – 9:30) and days TBA in the week before school commences in January.
- No jewellery. In the case of pierced ears, plain studs or sleepers only are to be worn. Limit hair decorations to plain navy, white or jade hair ribbons.

Toileting

- When children begin Prep, apart from an occasional accident, children should be able to know when they need to use the toilet, access the toilet independently and address associated personal hygiene aspects related to toileting.
- Teachers will take the whole class for scheduled toilet breaks at the commencement of the year. As children settle, they will transition to going in small groups and pairs. Prep students access the toilets in the Prep building closest to the car park or under B Block.
- Please let your child’s teacher know if you have any concerns regarding your child’s ability to self-manage toileting or if there are associated medical issues.
- Please pack clean undies, shorts and socks in case of an accident.

Attendance

All students are expected to be on time to commence the start of the day at 8:55. Where students are absent Parents are requested to advise the school of reasons for any absence by ringing the school (A message service is available out of office hours.) Parents may also email or write a note explaining absence within 2 days of the student’s return to school.

When there are significant occurrences of unexplained absence or after three consecutive days of absence without explanation, class teachers will follow up by contacting parents requesting the reason.
for the child’s absence. Ongoing regular non-attendance at school will be referred to the relevant Deputy Principal and followed up by school administration. When families plan for a student to be absent for more than 10 consecutive school days for any reason, parents are required to notify the office.

Getting Off to a Good Start in Prep

The skills below are important to begin developing before children start in Prep and are part of an ongoing focus particularly in first term. Children are advantaged in learning if parents and carers have invested time and energy into helping their children begin to learn and apply these skills in a range of contexts.

**Important Early Learning Skills**

- Recognising their first name
- Having a go at writing their first name
- Listening to stories to retell important information or events
- Developing vocabulary – using real words to name objects and a range of words to describe (Story time and conversations with adults are really important!)
- Understanding positional language – the words used to describe where things are e.g. on, under, next to, behind, first, last, below, above – very important as a stepping stone to reading, writing and mathematical concepts
- Recognising common colours
- Counting aloud to 10 or 20, counting things with growing accuracy
- Being able to focus on an age appropriate activity for about ten minutes

**Important Social Communication Skills**

- Greetings – saying hello and goodbye
- Engaging in conversation
- Looking at the person who is speaking
- Listening and following simple instructions
- Participating in collaborative play; sharing equipment and turn taking
- Using manners (please and thank you)
• Appropriate toilet behaviour, requesting to go to the toilet in an acceptable way
• Willingness to have a go at new things

Physical Coordination Skills
Activities that require use of small muscle groups in manipulation and control of objects to assist with developing control, coordination and movement of hand and fingers muscles needed for writing e.g. putting pegs on the line, colouring in, cutting with scissors

Activities that require use of larger muscle groups and coordination in a range of large movements and balance e.g. playing on park equipment, climbing, running and jumping, hopping and skipping

Organisational Skills
Children in Prep will become increasingly independent in terms of self-organisation and responsibility in the classroom over the year. Children are more confident and self-reliant if they can independently
• pack their belongings into the bag
• put their own shoes and socks on and dress themselves
• open their lunch box and any packaging (wrappers, poppers, packets)
• Recognise their own belongings (lunch box, water bottle, school bag).
• pack away after themselves and help to tidy up.

Prep Resource Payment

The Prep Resources Payment of $130 is a payment made to the school to enable us to equip your child with access to a full set of stationery resources they will need for Prep for the year. The payment replaces the traditional individual stationery list provided to parents of students in Years 1 – 7

Items are largely consumable, used on a daily basis and include stationery, a range of art, craft and construction supplies, foods and ingredients for cooking and folders and folios for the storage of student work.

Parents make a single, one-off payment to the school. The school makes bulk purchases through accredited suppliers as required and ordered by class teachers. Funds derived from parents paying for Prep Resources Kit will not replace the school’s responsibility to fund other necessary resources and equipment required in Prep classrooms.
The Prep year was recognised as the first year of schooling in Queensland from 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum.

**Student Portfolios**

The evidence of each student’s achievement is collected in a Student Portfolio comprised of a range of assessments as required by our school’s Assessment Schedule. This work is discussed and compared for consistency of teacher judgements at shared moderation meetings. The Student Portfolio is available for parents to peruse and discuss in meetings with the class teacher. This information forms the basis for teachers’ judgments about the student’s overall level of achievement in the subject or learning area for the purpose of reporting to parents.

Parents of all children in Prep will receive a written report on their child’s progress based on achievements, effort and behaviour in each semester. Reporting is based on:

- teacher judgments about the quality of student learning based on evidence collected over time
- the student’s most consistent level of achievement with consideration given to more recent evidence

In addition to providing written reports, schools offer parents opportunities to discuss their child’s educational performance at the school with their child’s teacher(s), at least twice a year.

**Prep Five Point Scale for Reporting**

Due to the age of students and the nature of learning in Prep, teachers use a five-point scale that is uniquely different to reporting in other year levels. As many Prep children are just beginning to build their skills as early readers and writers in the first half of the year, they will often still be in the Exploring or Becoming Aware phase of learning at the time of the first report. We expect that as the year advances, they will consolidate their knowledge and skills to progresses into the Working With, Making Connections and/or the Applying Phases by the end of year reporting. The scale and abbreviations that will be used in the written report for Prep are:

**Applying (AP)**
The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

**Making Connections (MC)**
The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

**Working With (WW)**
The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

**Exploring (EX)**
The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.

**Becoming Aware (BA)**
The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N:** There is insufficient evidence to make a judgment.
Eatons Hill State School

Early Literacy and Numeracy Learning in Prep

Eatons Hill State School Contact Details

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Deputy Principal: Brad Geisel

A/Deputy Principal: Nikki Spanner

A/Deputy Principal: Nick Landolt

Business Services Manager: Kathy Hammett

Administration Officers: Dani Stock, Lynda McNeil, Julie Mackay, Melissa Middleton