

# HENDRA STATE SCHOOL



## Get Set for PREP!



# SCHOOL PHILOSOPHY

Hendra State School = *Quality education in a caring, supportive learning environment*

## STATEMENT OF PURPOSE

Our purpose at Hendra State School is to create:-

“a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. Students of the Hendra State School community will be able to participate in and shape community, economic, and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad.” (QSE 2010)

## OUR PHILOSOPHY

Education at Hendra State School – is based on four key ideas:

- At Hendra State School, we are committed to providing a safe and supportive learning environment, where inclusive and engaging curriculum and effective teaching is paramount;
- At Hendra State School, we believe all members of the Hendra State School community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others;
- At Hendra State School, we believe caregivers should show an active interest in their child's schooling and cooperate with the school to achieve the best outcomes for their child. Caregivers are expected to support school staff in maintaining a safe and respectful learning environment for all. We believe that enhanced outcomes are achieved by initiating and maintaining constructive communication and relationships with students and their caregivers; and
- At Hendra State School, students are expected to take responsibility for their learning and behaviour, and actively participate in the educational program provided. Students must demonstrate respect for themselves, other members of the school community and the environment. All students will behave in a manner that respects the rights of others, including the right to learn. Students will cooperate with all members of staff and others in authority.

## Beliefs & Values – Student Behaviour

Hendra State School is committed to developing a school culture that promotes and maintains a high standard of student behaviour, where students are encouraged to and expected to **accept responsibility for their own behaviour**. At Hendra State School students will **respect the rights**, property and opinions of themselves and others. Our school culture will inspire all students to become **responsible, respectful, self-motivated** and **cooperative** individuals, who have acquired values supportive of their lifelong wellbeing.

At Hendra State School we believe that:-

- The **social outcomes** of schooling are as important as the academic outcomes in determining future success and happiness;
- Students can be assisted to **accept responsibility for their behaviour** choices through explicit teaching, modelling and encouragement:-
- **Positive teacher-student relationships**, a stimulating and productive classroom environment and an engaging and inclusive curriculum are fundamental in promoting positive behaviour;
- Consistent, **responsible parenting**, which models acceptable social behaviour, is an important influence on student behaviour;
- Managing student behaviour is a **joint responsibility** of students, parents and staff; and
- **There are many factors — personal, interpersonal and environmental — that influence student behaviour as the student interacts with the elements of the school environment.**

*The use of a fair, consistent and responsive approach that encourages students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes. A range of factors needs to be considered when choosing responses to student behaviour. These include context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act or react to adult responses.*



## **Beliefs & Values – Learning**

Essential to effective learning is a safe, supportive and disciplined environment that respects the following **rights**.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

At Hendra State School we believe that:-

- Education is a **life-long** process;
- Effective teaching practices and quality curriculum will result measurable improvement in **student learning outcomes**;
- Students need to be viewed as **unique individuals** and as such our school needs to establish and enhance programs which cater for the **individual needs** of our students and staff, their diverse learning styles, abilities, social and cultural backgrounds;
- Students require opportunities to engage in **quality learning experiences** that foster a love of learning and equip all students with the skills and capacities to become productive members of society; and
- Students have a **natural desire to learn**. This eagerness and curiosity should be fostered by parents and teachers.

## **Beliefs & Values – School Community**

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Code of School Behaviour is based upon shared values and beliefs for the school community. They include the following:

- Honesty;
- Respect for self and others;
- Responsibility and self-discipline;
- Excellence and self-confidence;
- Professionalism: accountability and high performance;
- Supporting innovation and creativity in safe and supportive environments;
- Diversity and inclusiveness: encouraging all parties to participate in education.

At Hendra State School we are committed to initiating and maintaining **constructive communication and relationships** with students and parents/guardians.



## 1. Welcome

We are pleased to welcome you to Hendra State School Prep Year. Prep is the first year of the Early Phase of learning which spans from Prep to Year 3. Hendra State School is a small school making it quite unique in its philosophy. Prep is part of a multi-age class structure. Being a small school provides many benefits for our Prep children:

- Being taught in small groups provides more individualised instruction.
- Being in a multi-age setting provides the scope to extend those children who need extending.
- It gives the Prep children a chance to see more formalised learning in a positive light, better preparing them for their Primary school experience.
- The interaction with children of different ages is beneficial socially to the Prep students particularly in regards to learning school routines and co-operative play.

## 2. Hendra State School Early Years Philosophy

### Understandings and Beliefs about Young Children

Our children:

- Come from diverse backgrounds, are at varied stages of development and have varied learning styles
- Work best in a safe environment with flexible, meaningful activities
- Benefit from strong working partnerships between families and the school community

### How Young Children Learn

Our children learn best through multi-sensory experiences and active exploration incorporating physical, intellectual, language, emotional and social skills:

- In a non-competitive environment where efforts are valued
- In a supportive environment where learning is built around prior experiences
- When involved in developmentally appropriate decision making
- Where flexibility and routine co-exist



At Hendra State School we endeavour to **create and sustain a learning community** where everyone continually learns and grows through

- Learners who
  - are unique individuals
  - have a broad interest in knowledge and life experiences which affect the meaning they gain from new learning
  - learn in many different ways and at different stages
  - are resilient and self confident
- Learning which
  - is a lifelong process
  - is supportive, collaborative, challenging, relevant, meaningful and fun
  - involves active partnerships
  -

*Children are strong, rich and capable. All children have preparedness, potential, curiosity and interest in constructing their learning, negotiating with everything their environment brings to them.*

*Gandini (1993)*



### 3. The Role of the Early Childhood Teacher

The Teacher

- is a facilitator and a co-ordinator
- creates positive, supportive, safe yet challenging learning environments
- is caring yet promotes self confidence and independence
- develops partnerships
- develops and implements age appropriate curriculum
- supports all stakeholders
- understands the phases of child development

Our Early Years Classrooms incorporate:

- A range of structured teaching models catering for individual, small group and whole class situations
- Strategies to effectively implement school-based curriculum and the school's Responsible Behaviour Plan for Students

### 4. The Early Years Curriculum – What will my child be learning?

Teachers at Hendra State School will plan, teach, assess and report using the Australian Curriculum and relevant areas of the Queensland curriculum in 2014.

#### ***Australian Curriculum***

The Australian Curriculum provides content descriptions and achievement standards for English, Mathematics, Science and History. It provides elaborations on the content descriptions to support teachers to interpret the content descriptions. It is important to note that the elaborations are not individualised teaching points.

The Australian Curriculum also provides general capabilities and cross-curriculum priorities as key dimensions of the curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that children develop and use in their learning across the curriculum. The Australian Curriculum includes seven general capabilities, which are referred to as being embedded into relevant learning area content. The general capabilities are:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

The cross-curriculum priorities address contemporary issues relevant to the real lives of children. The Australian Curriculum includes three cross-curriculum priorities, which are embedded into relevant learning area content. They are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

#### ***Queensland Curriculum***

For Prep, the Queensland curriculum is used for learning areas where the Australian Curriculum is not yet available.

The Early Years Curriculum establishes links for children between their prior, current and future learning. It provides a broadly based, integrated programme consisting of a framework focused on the 5 early learning areas:

- Social and personal learning



- Health and physical learning
- Language learning and communication
- Early mathematical understandings
- Active learning processes

Early Years teachers are involved in planning, interacting, monitoring and assessing, and reflecting on each of the five early learning areas

Learning experiences are planned taking into consideration the 5 contexts for learning:

- Play
- Real life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

A balanced curriculum provides opportunities for children to engage in all five contexts for learning on a daily basis, engaging in active learning through play, real-life situations and investigations, interspersed with meaningful routines and transitions and short, appropriate, focused learning situations.

By integrating these 5 contexts into the child's learning experiences, the teacher is ensuring that the child gets a good all-round education in Prep.

## 5. Monitoring and Assessment

Monitoring and assessing is part of ongoing curriculum decision making. Assessing involves the purposeful, systematic and ongoing monitoring of children's learning. The information gathered is used to:

- plan for future learning
- make judgments about the child's learning and development
- inform conversations with the child, parents / carers, specialist teachers, and other professional colleagues



At Hendra, assessing and monitoring of our Prep children comprises of

- face to face interviews (at a time determined by the school – usually at the end of Semester 1 and 2)
- individual folios – a collection of information eg sheets, pictures, photos, anecdotal records collected and discussed at interviews
- report cards
- standardised testing results

## 6. Parental involvement in Prep

Please introduce yourself early in the year to the teacher and staff - we would like to know who you are! Parents play a vital role in their child's education. Bridge the gap between school and home by talking to your child daily about their day and keeping up with the themes and activities in the classroom.

Parents/Caregivers should:

- Read all the information relating to the Prep Year in order to be familiar with our policies, routines and practices
- Comply with relevant health and hygiene policies
- Discuss any issues with the teacher
- Notify the staff of any changes relating to address, phone numbers and emergency contacts

How to get involved:

- Visit the room and join in!



- Read the noticeboards and newsletters
- Collect materials for use in collages and art work
- Ensure that your child has all the books and stationary needs required
- Offer to share any hobbies, interests or expertise you may have
- Support and attend excursions and special events if at all possible
- General classroom help eg hearing reading, changing library books, supervising small groups
- Read to your child daily

## 6. Ready, Set, Go!

Starting school can be exciting and stressful for both parents and children. There are some simple steps you can take to ensure a smoother transition for your child and a more relaxed time for you.

### Habits that will help

- Putting things away - setting a regular time to pick up things is a good way to help develop responsibility and the ability to organise
- Learning to listen and follow directions
- Doing simple chores teaches children responsibility and reliability
- Getting along with others fosters a sense of helping, caring and sharing
- Learning to use scissors will help with many activities especially cutting and pasting
- Dressing themselves especially manipulating zips, buttons, buckles and tying shoelaces

### Independence

It is important to foster a feeling of independence for Day One. Here are some things parents can encourage their child to do:

- Carry his/her own bag
- Learn his/her first and last name, address and phone number
- Walk to and from the classroom after the first week or two
- Search for lost property on their own
- Respond verbally when spoken to
- Eat and drink from a lunch box and not to share food
- Use the toilet properly

Become familiar with the school, its teachers and students. This will help settle your child during the first few days. Don't leave your child in the dark – tell them as much as you know about what will happen at prep. Drive by the school, find some friends who will be attending the same prep, buy your requirements with your child and come and visit the school beforehand.



## On the big day

Be organised! The more ready you are, the more relaxed you and your child will be. Have all the prep requirements ready and labelled beforehand. Your child may become anxious if you arrive at prep and don't have some of the requirements the other children are arriving with.

Prepare everything the night before, eat a healthy breakfast and talk through the day with your child. Pack them a healthy lunch and show them what they will be eating. Bring them into the classroom, settle them and find something of interest for them to do (puzzles, games, play dough). Say goodbye and tell them where you will be waiting when class is over.

Do not worry if your child does not separate easily. The best thing to do is say your goodbyes and leave. The teacher or teacher's aide will assist in settling your child and stay with them if they are anxious. Children usually settle quickly and if they don't, you will be contacted.

## Uniform

Prep children wear the Hendra State School uniform. This includes black shoes with Velcro (unless your child can successfully tie his/her shoelaces) and white socks. For more details, please refer to our handbook. All uniforms can be purchased at the uniform shop at our school. **It is important to name all pieces of clothing so they can be recovered if lost.** This is especially important in Term 1 and 4 when we have swimming.

## Routines

Our day begins at **8:30am**. Please be punctual as we do start our activities soon after this time. Our first break is at **10:30am until 11:15am** and second break is **1:00pm until 1:30pm**.

Children are allowed to play on the play equipment and the oval at both breaks. School finishes at **2:30pm**.

**We have assembly every Friday at 8:35am. Parents are very welcome to attend.**





## Other

- Include a labelled spare pair of underwear, shorts and shirt in your child's bag (accidents do happen!)
- Choose a school bag that your child can manage (zips are easier than clasps or drawstrings for young children to manage independently).
- Label the bag with a bag label or ribbon so your child can identify it as his/her own bag.
- Don't let your child bring toys from home. Toys can create all sorts of problems eg getting lost or broken, to share or not to share
- The children do not have a formal rest time so please encourage your child to have a good night's sleep every night
- Prep children will participate in the normal day to day running of the school ie specialist lessons, assembly, tuckshop

## 7. Contacts

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Principal – Mr Trevor Carr

Teacher – Miss Kellie Hazard

Teacher Aides – Mrs. Dani Pesavento and Ms Georgie Hutcheon

Physical Education – Mr Glen Dick

LOTE – Mrs Junco Kamitani

Music – Mrs Leah Shephard

Administration – Mrs Deb Minton



## 8. Finally.....

Prep at Hendra State School will give every child the very best start to school and set them on the path to lifelong learning – *every child, every chance for the future*. We are here to provide quality education and care for your child in a supportive, learning environment. We hope that you and your child share a happy, exciting and rewarding preparatory year with us in preparation for the rest of their primary schooling at Hendra State School.

