CONTENTS

Birkdale State School PREP
Welcome.....................................................2
PREP Stands For........................................2
What Children do in PREP.........................3
Other information:
School Terms ...........................................3
Addresses & Phone Numbers...............3
The School Day.................................3

Ready... Set... PREP (Preparing your child)..........4

Early Years Curriculum..................................5

Providing for your Child
Uniforms..............................................6
Spare Clothes.................................6
Shoes...........................................6
School Bag.....................................6
Lunch Box.....................................6
Healthy Food Choices....................7
Tuckshop....................................9
Labelling Items.............................9
Library Bag.................................9

PREP procedures
Booklist..........................................9
Attendance/School Hours...........10
Sharing Information.....................10
School Communication...............10
Parent Help................................11
Daily Notices............................11
Legal Documents.........................11
Treasures from Home..................11
School Contact Details..............11
Specialist Lessons.....................12
Birthdays................................12
Medical.....................................12
Dept. of Health Time Out Exclusion Table .13
Excursions.................................15
Reimbursement............................15
Behaviour................................15
Extra Curricular Activities..........16

Individualising the Curriculum..............................17

As a Parent........................................18

Complaints.......................................19

Junk Material Collection.....................22

Queensland Beginners Alphabet........22
Welcome
Welcome to PREP at Birkdale State School. This will be an exciting year in the journey of your child’s education.

PREP Stands for

P reparing for the unexpected, yet planning for their potential
R outines and transitions that support stimulation of imagination and opportunities for creativity and self responsibility
E nvironments, both indoor and outdoor, that support students culturally, emotionally, cognitively and socially, whilst developing skills and achieving outcomes
P urposeful Play – all learning and teaching is embedded within play-oriented situations
Other Information

School Terms 2015

First term commences on Tuesday 27 January
ends on Thursday 2 April
Second term commences on Monday 20 April
ends on Friday 26 June
Third term commences on Monday 13 July
ends on Friday 18 September
Fourth term commences on Tuesday 6 October
ends on Friday 11 December

Address and Phone Numbers

Birkdale State School, Ph: 3286 0777
Agnes Street, BIRKDALE Q 4159 Fax: 3286 0700
Special Education Program, Ph: 3286 0731
Agnes Street, BIRKDALE Q 4159 3286 0734
Tuckshop Ph: 3207 0738
Dental Clinic Ph: 3822 3473
PCYC Outside Hours School Care Ph: 0407 913 040
Email: birkdalesac@pcyc.org.au

The School Day (Mon – Fri)

8.45am Students enter classrooms. Morning preparation.
9.00am - 11.00am First Session
11.00am - 11.30am Morning Recess
11.30am - 1.00pm Middle Session
1.00pm - 1.50pm Lunch Recess
1.50pm - 3.00pm Afternoon Session
What will children do in PREP?

PREP uses the National Curriculum developed by ACARA for English, Mathematics, Science, History and Geography and also the Early Years Curriculum guidelines developed by the Qld Studies Authority. The guidelines are based on active learning, which includes inquiry and play.

In PREP children will be:

- Making choices about what and how they learn
- Investigating and learning how to inquire about their interests
- Planning collaboratively with the teacher
- Participating in music and language experiences
- Investigating and playing independently, in pairs, small groups and as a class
- Participating in dramatic play to build an understanding of themselves and the world
- Drawing and painting to encourage oral language, reading and writing skills
- Constructing, using blocks and creating collages to develop early mathematical concepts and skills

Ready ... Set ... PREP

PREParing for your child’s first year of formal education

The PREP year means many changes for your child:

- 5 days a week
- Steps toward independence
- New routines
- New experiences
- New friends

Children learn by working and building relationships with others and most importantly through effective PLAY!

Through play, children:

- Develop thinking and problem solving strategies
- Use and extend their oral language capabilities
- Learn literacy and numeracy practices
- Explore a range of ways to symbolise experiences
- Develop imagination and creativity
All experiences will be imbedded in the following contexts for learning.

Focused learning and teaching

To be successful lifelong learners, the children will be involved in an integrated curriculum encompassing:

1. Social and personal learning
2. Health and physical understanding
3. Language learning and communication
4. Early mathematical understandings
5. Active learning process
What you will need to provide for your child at PREP

**Uniforms**
All PREP students are expected to wear the school uniform.
A yellow sun-safe hat to be worn at school will be provided by the school, to encourage sun-smart behaviour. Students must wear sunsafe headwear to participate in all outdoor activities. A "No sunsafe hat, no play" policy applies.

**Spare Clothes**
Please provide a spare set of clothing and underwear in your child’s bag each day.

**Shoes**
Children are required to wear school shoes or runners, sandals are not suitable. PREP students play in a variety of settings and will be required to keep their shoes on most of the time. Children who need assistance in tying laces may prefer to wear shoes that have Velcro or buckles. As you can imagine, 25 pairs of shoes with laces needing to be tied, can become quite time consuming. As the year progresses and independence becomes a major want for some, if tying laces is something that is being practised at home, we are more than willing to support you and the children in their own journey of learning.

**School Bag**
As part of the focus in PREP is to teach the children to become independent thinkers, we ask that their school bag be large in size (approx 50cm tall). Having a bag of this size allows the children to independently pack their own bag at the end of each school day. Lunch boxes, drink bottles and clothing take up a lot of room, let alone that special item produced during the day that they want to bring home and share. Birkdale School bags are available for sale from the tuckshop.

**Lunch Box**
*Brain Food* – Fruit and vegetable snack  
*Morning Tea* - Pieces of fruit, cheese or vegetable, crackers or yoghurt are acceptable for this age group. Please do not send roll-ups.  
*Lunch* - It is important that your child has a nutritious lunch so that his/her energy is sustained throughout their busy day, e.g. sandwiches, fruit etc.  
*Drinks* - Children will be encouraged to drink cold water from the drinking fountains as much as possible throughout the day. Please do not send cordial, juice or flavoured drinks. Our “water only” policy works very well and is healthy for the children.
HEALTHY FOOD CHOICES

Go to: www.education.qld.gov.au/schools/healthy

**GREEN** foods and drinks are choices, that children should ‘**Have Plenty**’ of,

**AMBER** foods and drinks should be ‘**Selected Carefully**’, as inclusions into children’s regular daily intake.

**RED** foods and drinks should be included ‘**Occasionally**’ as inclusions into children’s regular daily intake.

<table>
<thead>
<tr>
<th><strong>GREEN FOOD AND DRINK examples:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Water</td>
</tr>
<tr>
<td>• All types of breads, preferably wholegrain</td>
</tr>
<tr>
<td>• Fruits – fresh, dried, canned</td>
</tr>
<tr>
<td>• Vegetables – fresh and frozen</td>
</tr>
<tr>
<td>• Legumes – kidney beans, lentils, chick-peas</td>
</tr>
<tr>
<td>• Reduced-fat dairy products including flavoured milks</td>
</tr>
<tr>
<td>• Lean meat, fish and poultry and alternatives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AMBER FOOD AND DRINK examples:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods and drinks in the <strong>AMBER</strong> category are mainly commercial products that have moderate amounts of fat, sugar or salt (or a combination of these) added during processing. These foods or drinks should not dominate choices and should be served in smaller sizes.</td>
</tr>
<tr>
<td>• Full-fat dairy foods</td>
</tr>
<tr>
<td>• Savoury commercial products</td>
</tr>
<tr>
<td>• Processed meats</td>
</tr>
<tr>
<td>• Some snack food bars</td>
</tr>
<tr>
<td>• Some savoury biscuits, popcorn, crispbreads</td>
</tr>
<tr>
<td>• Some cakes, muffins, sweet biscuits</td>
</tr>
<tr>
<td>• Some ice-creams, milk-based ice confections and dairy desserts</td>
</tr>
</tbody>
</table>
- Fruit juices (100%)
- Breakfast cereals – refined with added sugars

RED FOOD AND DRINK examples:

Foods and drinks in the RED category lack adequate nutritional value
- are high in saturated fat and/or added sugar and/or salt
- can contribute excess energy (kJ)
- Soft drinks
- Energy drinks
- Flavoured mineral water
- Confectionery
- Deep fried foods
- Crisps, chips and similar products
- Sweet pastries
- Chocolate coated and premium ice-creams
- Croissants
- Doughnuts
- Cream-filled buns/cakes/slices
- Large serves of cakes and muffins

Visit NUTRITION AUSTRALIA for great breakfast and lunch ideas for children

www.nutritionaustralia.org
**Tuckshop**
A range of nutritious food is available from the school's tuckshop which is open Tuesday to Friday. The tuckshop will provide procedures on ordering at the beginning of the school year.

To promote healthy eating, Education Queensland adopted a program called “Smart Choices”. The tuckshop provides a range of healthy food options such as fresh fruit and vegetables.

**Labelling Items**
Please ensure that all belongings are labelled.

**Library Bag**
A waterproof library bag is required to borrow books. This can be ordered on your book and stationery list.

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**PREP PROCEDURES**

**Booklist**
Books and materials required by students for learning are acquired through two programs:

1. Booklist Scheme
2. Voluntary Financial Contribution Scheme

The Booklist gives parents the choice of purchasing materials for their children at their own selected suppliers or ordering through our Booklist Supplier.

The supplier of the Booklist is Birkdale Newsagency. They can be contacted on ph:- 3207 3005, fax:- 3822 4599, or email birkdale.news@bigpond.com

We have a Voluntary Financial Contribution Scheme which supplies the following to the Classroom

- **Consumables**
- **Curriculum materials**
- graph paper
- tracing paper
- paints, brushes, containers, rollers, pastels, charcoal, fabrics
- lined paper appropriate to year level requirements
- paper, cardboard for projects
- first aide materials, sunscreen (SP30)
**Attendance/School Hours**
Like school, PREP operates from 8:50am to 3.00pm, 5 days per week. Please ensure you have your child at the classroom by 8:45am so he/she can organise himself/herself. It is important that the children gain responsibility for routines so please encourage your child to unpack his/her bag.
Please accompany your child to class in the morning and come into the classroom at 3:00pm promptly, to collect them in the afternoon.
Should another responsible adult be dropping off or picking up your child, please notify the school and/or teacher of the change to routine. Some proof of identity and permission may be required.

**Children will not be allowed to leave the PREP room independently.**

Any absence needs to be reported via email to:- absence@birkdaless.eq.edu.au or in writing to the school the following day of attendance. Preferably, notify the teacher prior to the absence. If the child will be absent for more than one day please phone the school office.

**Sharing Information**
A key factor in the success of your child's year in PREP is the partnerships formed between school and home. Open communication between parents and staff facilitate positive home, PREP relationships based on trust and cooperation.
It is important that the PREP teacher is notified of any major events that are the cause of excitement or sadness to the student. This way issues can either be celebrated or dealt with in a caring manner.
All student communication is valued. Whether it is a small or a large issue all children will be heard and respected.
Appointments can be made with the teacher outside school hours.

**School Communication**
Each week the eldest child in the family will receive the school newsletter (The Birkdalian). This will contain important information and dates that you need to be aware of. If you would like the newsletter emailed to you, please advise the office staff.
Parent Help
We value and welcome parental involvement in the PREP classroom for Literacy and Numeracy groups.

Daily Notices
Daily notices will be displayed at the entrance to the PREP classroom. Please take the time to read them as they are necessary in keeping lines of communication open between parent, teacher and student.

Legal Documentation
A copy of any legal documentation that pertains to the care or jurisdiction of your child must be given to the school. Please take your original documents to the school for copying.

Treasures from Home
While we do not wish to dampen your child’s enthusiasm, students should be discouraged from bringing such items to school as they cause great concern to the owner if lost, broken or stolen. We do, however, encourage the children to bring to PREP any type of interesting specimen or object - rocks, shells, flowers, insects, animals - to enrich the PREP program. Tame, friendly pets would be welcome on pre-arranged days. Virtual Pets (or similar) and cards, e.g. Pokemon, are not permitted at school.

School Contact Details
We do not have a direct line into the PREP classroom, so if you need to leave a message for either the teacher or your child during the school day, one may be left with the school office.

Feel free to cut out the cards below and pop them into your car, purse or wallet.
Specialist Lessons
Like the rest of the school, PREP will be included in specialist lessons on a weekly basis.

Library – Library lessons will encompass a range of skills and activities e.g. computer skills, familiarisation with library procedures, story-telling, and regular borrowing. A waterproof library bag is required to borrow books.

Music – Children are involved in lessons which encourage vocal development and musical awareness through a variety of fun games, songs and activities.

Physical Education – These lessons develop children’s fine and gross motor skills through games and age appropriate activities.

Birthdays
Children love to celebrate their birthdays with their friends. Unfortunately, if this is undertaken in school time this can take away from teaching and learning time so we have developed some guidelines to ensure that this time is not compromised:
• Staff will not be involved in undertaking birthday celebrations for students.
• Permission must be sought to bring a birthday cake to share.
• Only cupcakes or pre-cut cakes, without lollies, are acceptable
• You must have an ingredients list with the supplied cakes.
• No candles can be lit and serviettes need to be supplied.

Medical Conditions
All medical conditions must be made known to the school. Any allergies or ongoing conditions will be noted and modifications made if necessary. Should your child have an illness that is contagious please notify the school immediately. Please refer to Department of Health Time Out Exclusion table below.
Only medication prescribed by a medical practitioner may be administered from the school office. This must accompany a completed Authority for Administration of Medication Form, available at the school office.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case (person with infection)</th>
<th>Exclusion of contacts1 (person exposed to the case with the infection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox (varicella)</td>
<td>Exclude until all blisters have dried. This is usually at least five days after the rash first appeared in non-immunised children, and less in immunised children.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded. Exclude any pregnant woman who is, or is presumed to be susceptible.</td>
</tr>
<tr>
<td>Cold sores (herpes simplex)</td>
<td>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea2 and/or vomiting</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Glandular fever (Epstein Barr virus, EBV, mononucleosis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenza type b ( Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment2 for at least four days.</td>
<td>Not excluded. Contact a public health unit for specialist advice.</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Head lice</td>
<td>Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A2</td>
<td>Exclude until a medical certificate of recovery is received and until at least seven days after the onset of jaundice.</td>
<td>Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza-like illness</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles3</td>
<td>Exclude for four days after the onset of the rash.</td>
<td>Immune contacts are not excluded. Susceptible contacts should be excluded until 14 days after the onset of the rash in the last case occurring in the facility.</td>
</tr>
</tbody>
</table>

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1 Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the Public Health Act 2005.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case (person with infection)</th>
<th>Exclusion of contacts (person exposed to the case with the infection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate treatment has been completed.</td>
<td>Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case.</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days after onset of swelling.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until they have not had any diarrhea or vomiting for 48 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded (pregnant women should consult their medical practitioners).</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Exclude until five days after starting appropriate antibiotic treatment, or for 31 days from onset of coughing.</td>
<td>Contact a public health unit for specialist advice about excluding unvaccinated and incompletely vaccinated contacts.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious.</td>
<td>Not excluded unless considered necessary by public health unit.</td>
</tr>
<tr>
<td>Ringworm, lyme, scabies</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Roseola</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).</td>
</tr>
<tr>
<td>School sores (impetigo)</td>
<td>Exclude case until has received appropriate antibiotics for at least 24 hours. Sores are not contagious if covered, or after the child has taken antibiotics for 24 hours. Weeping or crusted sores on exposed areas should always be covered with a waterproof dressing until at least 24 hours post antibiotics commenced and for as long as practical.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Shigellosis</td>
<td>Exclude until diarrhea has stopped and two samples, taken at least 24 hours apart, have tested negative.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Strepococcal sore throat (including scarlet fever)</td>
<td>Exclude until well and has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Written medical clearance is required from Queensland Tuberculosis Control Program to return to child care/school, confirming child is not infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid, paratyphoid</td>
<td>Exclude until diarrhea has stopped and two consecutive samples, taken at least week apart, have tested negative.</td>
<td>Not excluded unless considered necessary by public health unit.</td>
</tr>
<tr>
<td>Whooping cough – see pertussis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

**Footnotes**

1. The definition of 'contact' will vary between diseases and is sometimes complex. If concerned, contact your local public health unit.
2. Diarrhoea: the definition is two or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
3. Doctors should notify your local public health unit as soon as possible if child or staff are diagnosed with these conditions.
4. Appropriate antibiotic treatment: the definition will vary between diseases, if concerned, contact your local public health unit.
5. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be not infectious.

For additional information please refer to the National Health and Medical Research Council publication 5th Edition – Staying Healthy – Preventing infectious diseases in early childhood and educational care services


or the Queensland Department of Health website at


for fact sheets about various communicable diseases.


Great state. Great opportunity.
**Excursions**

It is important that students are an active part of their community and engage in real life experiences.

Excursions or visiting guests are a wonderful way to bring the real world to the PREP world.

The procedure for an excursion or visiting guest is:

- An invoice/permission form will be sent home explaining the details and cost
- A request may also be made for parent assistance
- Send the signed permission form back to your child’s teacher.
- Payments are accepted at the "cash collection window" on Tuesdays and Thursdays between 8:00am and 9:00am. A receipt will be issued.
- Students must pay prior to the event to be eligible to attend.
- Be prompt on the day of the excursion or visiting guest.

**Reimbursement Policy**

Wherever possible, money collected for an incursion or excursion is reimbursed to parents when a student is unable to attend, due to reasons such as illness. Please fill in the appropriate Refund Form with your original receipt and return to the Business Services Manager for approval. (Refund Form is available at the Office.) This is dependent upon the conditions imposed on the school from the Performers and Companies engaged to deliver the incursion or excursion. In many cases, these conditions require a firm payment for set numbers whether they have attended or not. The school acting as an intermediary must pay the full fee and therefore money cannot be reimbursed. NB:- There will be NO reimbursement of sports levies paid. All financial queries should be directed to the Business Services Manager.

**Behaviour**

During their early years, children are experimenting with boundaries. The teacher is often in an ideal position to observe various behaviours. Should any concerning behaviour be observed by the teacher, you will be notified. There are supporting networks within the school to help your child have a successful year.
EXTRA - CURRICULAR ACTIVITIES

The school is involved in extra-curricular activities as part of the overall development of students. Some of these include:-

Instrumental Music Program
  from Year 5 onwards for brass, woodwind, percussion;
  from Year 3 for strings
School Bands
School Choirs & Performance Group
Guitar & Ukulele lessons
Visits by Queensland Arts Council & Musica Viva
Visits to Museum, Cultural Centre, Art Gallery, GOMA
Year 7 Awards Night
Socials / Discos / Bush Dances / Masked Balls / Fancy Dress Balls
Orchestral Concerts
Student Council for years 4 - 7
Camping
School Swimming Club
Inter-school Sport
SUPA Club (Scripture Union)
Peace Keepers
Class Friends
Elective Recreational Sports
Book Club (students are given the opportunity to acquire worthwhile literature)
Life Education
Library Monitors
Computer Monitors
Japanese Cultural Ambassadors

Indoor pursuits conducted during lunchtimes in the Resource Centre.
Individualising the Curriculum

Where children have special learning, social or emotional needs, the teacher adjusts activities and experiences to maximise opportunities for success.

All children aspire to
- Be a participating and valued member of his/her community
- Be a happy participant
- Achieve success

Adjustments are made to allow all children to access the curriculum through
- Observing, assessing and evaluation to gain knowledge of the child, their strengths and needs
- Planning lessons/environment to accommodate the child’s learning style
- Planning activities related to the child’s interest, needs and ability
- Providing support for building the child’s self esteem and confidence in relation to others
- Building social skills
- Using materials and real life experiences that are relevant to the student
- Providing opportunities for peer, group and ‘one to one’ tuition
- Providing visual cues and representations to assist in communication and compliance
- Building on prior learning
- Providing many and varied opportunities to practise skills

In partnership with parents further professional advice may be sought when necessary. A pediatric assessment may be requested by the teacher.
As a Parent...

Every child is different and an individual, who has special needs. As a parent of PREP students your support and attention is necessary to ensure they approach PREP with some initial skills and knowledge. This will make sure the transition from home to school is supportive and successful.

Some suggestions are:

- Talk openly with your child and discuss all the wonderful things they may come across at PREP.
- Enjoy a range of indoor and outdoor activities.
- Ensure a regular bedtime is maintained.
- Encourage independent dressing, including putting on shoes and socks. Being able to work with buttons, zips and buckles. Laces may take a little longer.
- Help your child to recognise and care for personal belongings, and ensure children can put toys away (e.g. set a regular time for picking up toys to develop responsibility and organisational skills).
- Support your child to be competent and independent at toileting and hygiene (washing hands and face, reminders may still be necessary).
- Encourage your child to wait their turn to speak or participate in an activity.
- Encourage listening to and following directions.
- Familiarise your child with travel route to and from school.
- Read to your child as often as possible, it creates many opportunities for conversation, creativity and intimacy between parent and child. It will also enable your child to listen and pay attention to a story.
- Provide opportunities to practise completing short tasks and accepting some responsibility e.g. helping to do some yard work, dry dishes, set the table. Tasks like this give children a sense of helping, caring and sharing.
- Stimulate imagination and your child’s natural phenomena.
- Play simple games e.g. snakes and ladders, backyard cricket. Group games and experiences help children learn cooperation and following rules.
- Provide opportunities for your child to extensively use fingers for cutting, gluing, winding nuts and bolts, complete jigsaws and draw with crayons.
- Children should practise eating foods from lunch boxes and manipulating the small packets found in them (this may still require some training and assistance).
- Supervise T.V., computer and multi-media viewing. Children need a balance between all areas of play both indoor and outdoor.
COMPLAINTS

Making a complaint

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education.

Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

The following 5-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher, should then take steps to resolve the problem at this level.

The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal.

2. Discuss your complaint with the principal or ask the principal to assist by participating in informal conflict resolution

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school principal to discuss the
issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your complaint is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your complaint directly with the principal or his/her delegate. For example, the principal may refer your complaint to a deputy principal or registrar. The staff member will make a record of your complaint and work with you to resolve the issue.

Complaints to the principal may be lodged in person, by telephone, writing or via electronic format through the “Schools directory” at www.education.qld.gov.au/schools/directory - select relevant school, then click on the email link.

3. Contact Regional Office

If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the Executive Director (Schools) who is the supervisor of the principal and oversees activities of schools in that particular education district of Queensland.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The district office will make a record of your complaint.

Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the principal.

Addresses and telephone numbers of district offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the “Schools directory” at www.education.qld.gov.au/schools/directory

When you contact the district office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the district office will assist in seeking resolution to the issue.
4. Complaint still not resolved?
If, as a parent/carer you feel that your issue has not been resolved through the district office process, you have a further right to make a complaint to the central office of Education Queensland.

Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

• to the Executive Director (Schools) for further action or
• to another departmental unit for appropriate action.

The Office of Education Queensland can be contacted at:
Education Queensland, PO Box 15033, CITY EAST, Qld 4002
Tel (07) 3237 0618 or fax (07) 3221 4953.

5. Independent review
If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department's decision. The Ombudsman may be contacted at: Office of the Ombudsman, GPO Box 3314, Brisbane, Qld 4001
Email: ombudsman@ombudsman.qld.gov.au
Tel (07) 3005 7000 or Toll Free 1800 068 908 or fax (07) 3005 7067

A role for Parents and Citizens' Associations (P&Cs)
It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens Associations Inc (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint.

Complaints about services that are run or managed by the P&C at your school, for example after school care or the canteen, should be directed to the P&C in the first instance.
Junk Please

Many important skills are developed through the childrens’ use of junk materials and so we need a constant supply of all sorts of junk.

For art work these items are useful...
- cardboard and paper
- greeting cards
- magazines
- wrapping paper
- silver and gold foil
- cardboard cylinders (not toilet rolls)
- string, lace, wool
- buttons
- material scraps
- shirt boxes
- calendars
- old stamps
- milk and beer bottle tops
- wood shavings
- boxes of all shapes and sizes
- plastic containers (well washed)
  (NO polystyrene materials)

For Carpentry
- soft wood, nails, cork
- cotton reels
- soft drink, milk and beer bottle tops
- vinyl pieces
- pressure pack lids
- large tins, plastic containers

Queensland Beginners Alphabet

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk
Ll  Mm  Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu
Vv  Ww  Xx  Yy  Zz

Numerals

1  2  3  4  5  6  7  8  9 10
11 12 13 14 15 16 17 18 19 20