# Welcome to Mapleton State School

## An Introduction to Prep 2027





## WELCOME...

A warm welcome to Mapleton State School and the beginning of your child's learning journey with us. We look forward to sharing this exciting year of Prep with you and your child. Throughout the year, the children will have opportunities to spend time in many areas of the school and get to know a wide variety of children and staff.

### OUR VISION

We as the Mapleton State School community, stand united in our vision of creating an inclusive environment in which students are supported to follow 'The Mapleton Way' to become successful, engaged learners.



### OUR GIVENS

- Effective relationships
- High expectations
- Students achieving goals
- Displaying outstanding practice

### OUR BELIEF STATEMENTS

We believe that **students**:

- Must have a teacher that they believe cares for them
- Must believe the work they are requested to do is at their level
- Must have a goal to work towards and receive feedback to improve
- Must have friends at school and feel included

We believe that **teachers**:

- Must believe that every student can achieve
- Must have positive relationships with students
- Must know where every student is and their 'next steps' for learning
- Must provide regular feedback to every student

### STARTING SCHOOL

Starting school is one of the biggest adventures your child will experience in their early years. The movement from the world of their parents and family, into the wider world where they will mix with many new children and adults, is a big step. Beginning school is an important transition in the process of 'growing up'.

The relationship a child has with his/her parents, is of vital importance in this new journey. You are their safe place from which to explore the world, to learn and grow into confident, young people. A home environment that is a calm, safe space to unwind after a busy day of learning will help them to relax and talk about the events of the day.

Of equal importance in this next stage of childhood, are the new relationships a child will make within the school environment. They will need support to develop the social and emotional skills necessary to express their needs and feelings, and assistance to confidently navigate emerging friendships and relationships with teaching staff.

We hope the following pages will assist you in supporting your child to have a smooth and successful transition into the Prep environment. Much of the information is an introduction. See the school website for more information or contact the school if you need further support.

## SCHOOL TERM DATES

We have 4 terms during the year. As the start and end dates vary each year, please check our website www.mapletonss.eq.edu.au under 'Calendar and news' for the Related Link to the Department of Education Training website which displays the school holiday and calendar for Queensland state schools.

### DAILY ROUTINE FOR PREP

| | |
|---|---|
| 8:45 am | Classroom opens - students prepare for the day |
| 8:55 am | First bell |
| 9:00 - 11:00 am | First session |
| 11:00 - 11:25 am | Morning tea |
| 11:30 - 1:00 pm | Middle session |
| 1:00 - 1:35 pm | Lunch |
| 1:40 - 3:00 pm | Afternoon session |

### WHAT TO BRING CHECKLIST

Children's daily requirements:

- A bag big enough to fit all your child's belongings, but not so big that they have difficulty carrying it.
- A "fruit break" snack, healthy morning tea and lunch (strictly No lollies)
- A drink bottle, water only
- A spare change of clothes in his/her bag (kept in a plastic bag)
- A broad brimmed hat: NO HAT, NO PLAY

### STUDENT LUNCHES

Packing your child's lunch:

- Involve your child in packing his/her lunch.
- Provide healthy food and drink in realistic quantities for morning tea and lunch
- Pack the food in containers or wrap that the child can open independently.
- Provide a water bottle every day and encourage your child to drink from it.
- Provide a variety of smaller items rather than one or two large items.
- Keep sweets, chips and other party food for special occasions at home.
- Encourage your child to bring home uneaten food.
- Pack a spoon for snacks or yoghurt.
- No tins (eg. tuna) – these can have sharp edges.

(If your child has a food allergy, make sure everyone knows the exact nature of it and what to do in an emergency.)

## ATTENDANCE

Regular attendance is compulsory at school and is important for the formation of friendships, learning and routines. Going to school every day and getting there on time reinforces for children that school is an important part of their childhood. Regular attendance enables children to participate fully in the teaching and learning experiences planned for them, allowing them to develop an increasing sense of success.

Please arrive by 8.45 to provide enough time for children to complete before-school tasks (e.g. practise writing their name). “Settling in time” is important to a young child and enables them to begin the day feeling happy and confident. There will be puzzles, games or books to help them transition into the school day. If you arrive after 9am, please see the office staff for a late slip and bring to the classroom with your child. We ask out of respect for the teachers and other students, that you make every effort to arrive on time, as late arrivals are disruptive to the class.

**Please inform the school by 9.30** if your child is going to be away on that day. The absentee hotline is (07) 5456 3360, or you can message the school through the **SchoolZine app** (see flyer for more info on the app). Schools are required to record why a student is absent, therefore we will contact you for a reason if we have not been notified.

After school pickup is 3.00pm. Prep students are to be collected from the Prep building by a parent/carer or elder sibling. If you will be late to pick up your child, please notify the office so teachers can be informed and your child notified.

## OVERCOMING SEPARATION ANXIETY

Here are some ideas which may be useful if your child is upset at the beginning of school:

- Time your departure well: Leaving when your child is tired or hungry is not advisable (though sometimes unavoidable).
- Practise times of separation from your child. Children often gradually learn to adapt to new people, places and situations. Short times with a baby sitter can help in this gradual learning process.
- Stay calm yourself: Smiling as you go helps. Your worry about leaving your child with others is felt by the child, but your calmness and confidence can also be communicated.
- Be firm when the time comes for you to leave. This means things like explaining clearly when you will return (e.g. “Daddy will be back after lunch”); saying goodbye and leaving without hesitation, not “sneaking away”, as this only creates uncertainty and/or panic in the child and makes leaving next time harder.
- Be consistent about returning when you promised you would: This will (gradually) increase both your child’s sense of safety when they are left and confidence in you and those caring for them.
- Show confidence in the carer(s) you are leaving your child with. You may want to call half an hour after you have left. Often your child will be happily occupied by then but be prepared for this settling down to only gradually develop.

Adapted from Jennifer Cochrane, “Separation Anxiety – Why does your child cry when you leave?” Kids on the Coast. Issue 25, March/April 2008, pp. 12-13; and from Michael & Marjorie Rutter, Developing Minds. (London:Penguin, 1993), pp.110-121.

**EARLY DEPARTURE**

If your child is required to leave the school grounds early, please see the office staff to complete the sign out register and collect an early departure slip, which must be handed to the teacher when you collect your student from Prep.

**MAPLETON STATE SCHOOL DRESS CODE**

Children attending our school are required to wear the school uniform when:

- Attending or representing our school
- Travelling to and from school
- Engaging in school activities out of school hours

The uniform consists of:

- school polo shirt with emblem (navy and green)
- navy bottoms as preferred e.g. shorts, long pants, netball skirt, plain skirt, culottes
- dress (in school colours)
- navy hat (8cm brim) or navy legionnaire hat (to meet sun safety standards)
- closed shoes with navy socks (to be worn at all times, unless specific permission to remove them is given by a teacher)
- navy jacket or jumper for colder months
- t-shirt in house colour for interhouse sporting activities



The uniform shop is run by volunteers and is open every Tuesday from 8.30-9am during school terms. It is located in the P&C room in A block (past the Prep building). Polo shirts, hats, jackets, navy skorts, library bags and the Mapleton school backpack are all available for purchase.

**Please label your child's clothing**. During the cooler months, there is often a large collection of unnamed clothing which builds up. Any lost property will be handed back if it is named, however unnamed items will be sent to the school's lost property bins in the Undercover Area.



**POSITIVE BEHAVIOUR FOR LEARNING at Mapleton State School**

*Positive Behaviour* for Learning brings together the whole-school community to create a safe, positive learning environment that enables student learning and wellbeing. We support our students by discussing ways we can follow the school rules and make positive behaviour choices. Teachers and school staff work together to explicitly explain what this looks, sounds and feels like to help our students build their understanding.

Our school rules are known as **'The Mapleton Way'** (The 4C's)
* Care for Others
* Care for Self
* Care for Learning
* Care for the Environment

More information about The Mapleton Way can be found on our website.

**FRIENDSHIPS AND SOCIAL SKILLS**

Through talking, laughing, playing and mixing with people of different cultures, children learn social skills.

Children learn best by watching the people around them. They learn positive communication and about feelings by observing family members and trusted people who are good role models. Being friendly, against being bossy. Having a go, when it seems difficult. Continuing with a task until it is finished. Taking turns in games. Not interrupting but waiting for their turn to talk.

By watching those around them children learn how to be friends, often mimicking how family members speak to one another and how they solve problems and disagreements between each other. Respecting each other's feelings teaches children to respect others, not to barge in on games, but to ask to join in or wait to be invited. Our upbringing colours the way we view the world and deal with situations and children need to understand that others may not agree with the way a game is being played or something being done. Teach them that we can all learn from the many differences and gain tolerance of others. Treat others as you want to be treated.

**BUDDIES**

Each year we run our Prep/Year 6 Buddies program. The Preps are assigned a Year 6 buddy who will support them in their transition to Prep and during the school year. This usually involves activities during the term and morning tea together once a week to foster their friendships. It is a valuable way to build relationships within our school and support the social/emotional and language development of all our students.

**PLAYGROUND INTERACTION**

From the beginning of Term 1, Prep students will eat both morning tea and lunch in their designated eating area under the supervision of school staff. Play in the school playground at the scheduled breaks will be supervised. Depending on their social and emotional readiness, Prep students will gradually be integrated into the larger school playground community under supervision.

## TOILETING

When children begin Prep, because they are in a new environment and out of their comfort zone, they can become anxious and embarrassed over going to the toilet when they need to. Discomfort and wet pants can be upsetting. During the first weeks at school, students will be shown where the toilets are at school, and how to wash and dry their hands effectively. Easy to manage elastic topped pants or skorts are ideal for both boys and girls.

Please see the Prep staff if your child is having difficulty with toileting at school. Staff are very understanding about this issue and will endeavour to support your child to establish good toileting habits at school.

A spare change of clothing in students' bags is vital to managing accidents discreetly and promptly.

## HEALTH & ILLNESS

In the event of a child becoming ill or injured at Prep, a parent or guardian will be contacted promptly. It is important to keep the teachers and the office informed of changes to telephone, address, email and emergency contact. In the event that a parent is not available, your child's teacher will take whatever steps are considered necessary to ensure the child's well-being.

It is best for your child to remain at home if they are unwell in the morning. When children are not feeling 100%, it is difficult for them to cope with the demands of an active school day. Please notify the office by 9.00am to inform of your child's absence.

Germs are easily spread within the Prep environment. Please support the promotion of good health, by encouraging your child in the development of good health habits, e.g. blowing noses, covering coughs and washing hands etc.

If your child needs any form of medication administered at school, it should be handed to the teacher or aide. We can only administer prescribed medication that is supplied with a doctor's or chemist's instructions. We need an *Administration of Medication for Students* permission form completed and signed by a parent or guardian before we can give a child any form of medicine. These forms can be obtained from the office or available from the school's website. Please see the School Handbook for further details.

Headlice are an inevitable part of schooling. Please check your child's hair weekly for headlice and notify the Prep staff if they have been found on your student. We aim to alert parents when there is an outbreak so that we can contain the spread as much as possible.

## SCHOOL PARADE

Our whole of school assembly is held each Monday in the School Hall. Prep students will attend this assembly as soon as the group is ready. Parents and carers are most welcome to attend.

**PARENT-SCHOOL PARTNERSHIP**

It is of the utmost importance for your child's smooth transition into Prep and the school environment, that parents and teachers have the best possible communication. At Mapleton, we value our school community and enjoy building good relationships with our families.

**School to home communication**

In Prep, we endeavour to send home a class note each week, keeping you informed of the important events and notices for the week. A digital copy will be emailed to parents towards the end of each week.

The school newsletter is produced in Week 4 and 8 of each term and will be uploaded to the **SchoolZine app**. It is an up-to-date source of information for parents and carers about what is happening at Mapleton School and a valuable way in which we can share the successes of our students and school.

We welcome the opportunity to talk with you about your child. Before school begins each day, the classroom is a very busy place and it is not easy for teachers to chat. Therefore, unless it is critical, please make the time to have a conversation after school with one of the teachers.

**Your role in the partnership**

We highly value the support parents give to our Prep room. Your involvement enriches our program and benefits both you and your Prepper. How you can be involved will be discussed at our Parent Information Meeting early in Term 1. Please consider any skills you have which could be utilised within our class setting.

The following are suggestions for how you can contribute to this partnership:

- Make the time to keep in touch with the Prep staff, to keep informed about class activities and your child's growth and development.
- Check your child's home folder after school each day for notices, homework etc. This will be our main method of communication.
- Please see one of the Prep staff if you have concerns about your child's time at Prep. We believe it is best for concerns to be dealt with quickly and in a professional manner, whilst maintaining confidentiality. We encourage appropriate and respectful communication at all times.
- It is most helpful to staff if you can tell the class teacher about significant events in your child's life, especially if the changes are likely to be distressing for your child.
- Connect your child's school learning to family activities and excursions.
- Display your child's work from school and encourage them to talk about it with family members.
- Please discourage children from bringing toys to school. These can cause conflict with other children and can be a source of distress if they become lost or broken.

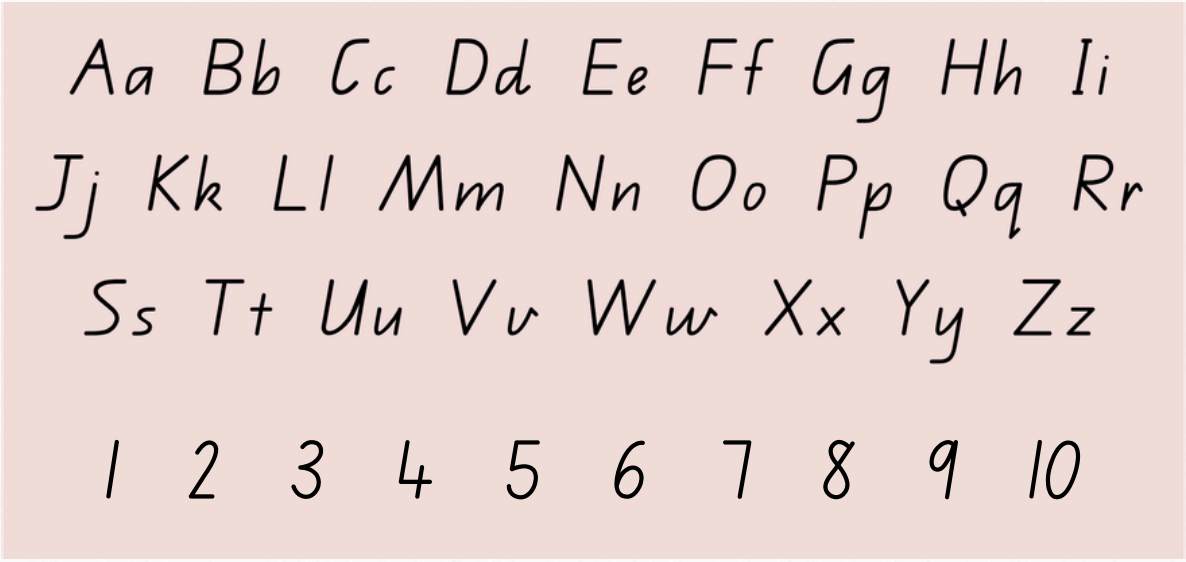
**HOME LIFE**

Ways in which you can support your child's transition to school:

- Clear boundaries and expectations for behaviour
- Regular family mealtimes with healthy, wholesome home cooked food.
- A consistent bedtime, with a predictable routine (no screens), to allow children's brains to wind down and have sufficient, restful sleep – this is essential for learning and memory. An extra nap on weekends may be beneficial in the early weeks of school.
- More time given to creative activities such as art, craft and games, and outdoor activities.
- Less time for passive activities and those which involve screens.
- Age-appropriate games and entertainment.
- Building a resilient nature, allowing children to make mistakes and learn to solve problems.
- Supporting oral language development, by having conversations with your child and talking about daily events and activities.
- Predictable daily and weekly routines – this supports a child to feel safe and to have a sense of control of what is going on in their life.
- Expect that children may be tired in the first weeks at school, even if they have been used to care situations. Provide a cuddle, a drink and some quiet time when they first arrive home.

**HANDWRITING IN PREP**

We teach the Queensland Cursive script from Prep. Children are encouraged to be able to write on the line by the end of the year. They are not required to write in red and blue lines until Year One. We teach the lowercase letters first, and then the uppercase letters afterwards. See the letter and number formation below:



## THE AUSTRALIAN CURRICULUM

At Mapleton we teach to the Australian Curriculum. In Prep we will provide (teach, assess and report) learning in English, Maths and Health and Physical Education. The children will also experience (through teaching and monitoring) learning in the areas of Science, Humanities and Social Sciences, Technologies, The Arts and Music. In Prep, reporting to parents is only in the learning areas of English, Mathematics and Health and Physical Education.

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

## THE PREP CURRICULUM

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development, as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

## ENGLISH

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or rhymes. They begin to learn to read and create texts.



**Typically, students will:**

- communicate with others in familiar situations
- read stories with one or more sentences, pictures and familiar vocabulary
- recognise rhyming words, syllables and sounds
- recognise letters and the most common sounds the letters make
- listen to, read and view picture books, stories, poetry, information books, films and performances
- write some words
- recognise some words and develop skills in ‘sounding out’ words
- create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

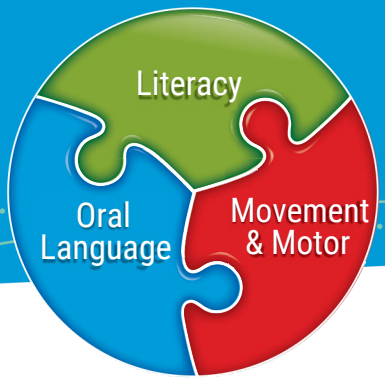
## MATHEMATICS

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

**Typically, students will:**

- connect numbers, their names and quantities up to 20
- count numbers in sequences up to 20, continue patterns and compare lengths of objects
- use materials to model problems, sort objects and discuss answers
- group and sort shapes and objects
- connect events with days of the week
- develop an understanding of location words, such as above, outside, left.
-

For more information on what your child will be learning in the other key Learning Areas, see the Mapleton State School website www.mapletonss.eq.edu.au

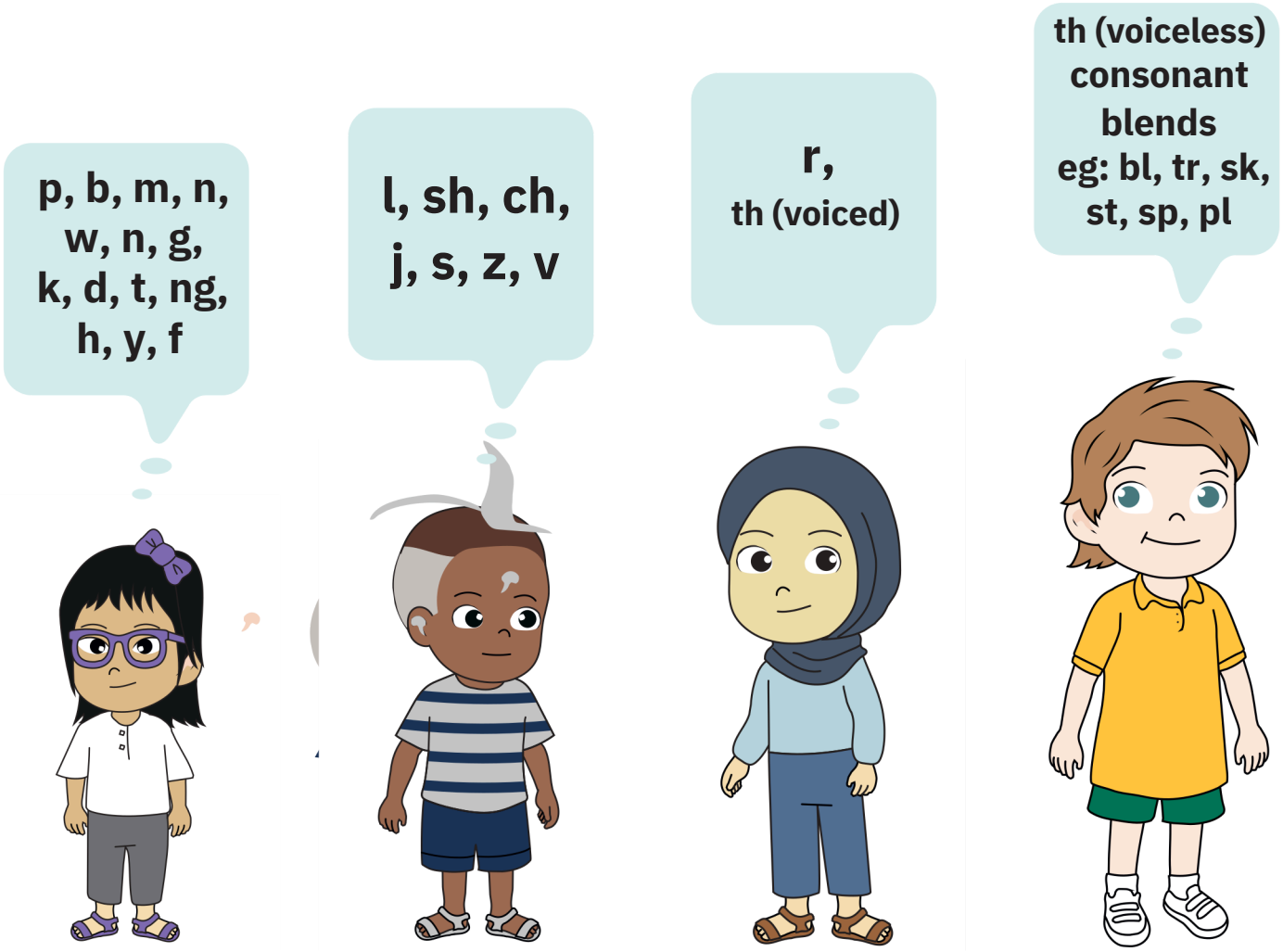



*Key Area: Oral Language*

# Speech Sound Development

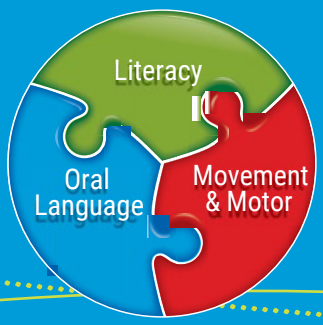
## "I should be able to say..."

**NOTE:** Under each age range are examples of speech errors that should **NOT** be present by the listed age.




| by 3 - 4 years | by 4 - 5 years | by 5 - 6 years | by 6 - 8 years |
|---|---|---|---|
| "do away" (go away) | "dope" (soap) | "get dem" (get them) | "the right fing" (the right thing) |
| "tat" (cat) | "I want tips" (I want chips) | "I want dis" (I want this) | "poon and fork" (spoon and fork) |
| "my du" (my duck) | "I can dump" (I can jump) | "wabbit" (rabbit) | "a twuck" (a truck) |

**Source:** McLeod, S., & Crowe, K. (2018). Children's consonant acquisition in 27 languages: A cross-linguistic review. American journal of speech-language pathology, 27(4), 1546-1571 & McLeod, S., Van Doorn, J., & Reed, V. A. (2001). Normal acquisition of blends. American Journal of Speech-Language Pathology.




# *Key Area: Oral Language*

## Now that I am 5 years old... I should be able to:

Speech and Language Developmental Milestones

## Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don't know.
- Plan and rehearse your child's news before going to the school news telling day.

## Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child's speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.



## Understanding/Listening

- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'.
- Understand everything said to me (age appropriate).
- Answer 'when', 'why' and 'what' questions.
- Understand opposites (hot and cold), location words (next to, between, in front).
- Understand humour and laugh at jokes.

## Speaking

- By 5 years old, children should be very verbal with a spoken vocabulary of 2000 words.
- Speak intelligibly with a few speech immaturities remaining.
- Use basically adult like grammar.
- Tell news or stories without any assistance.
- Retell a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

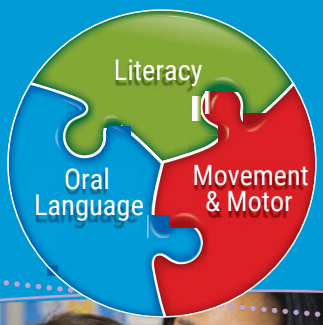
## Play and Social Skills

- Enjoy social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginary play.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc5, AR35, 10m5, Pbr5, Sem5 on **www.pld-literacy.org**
mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at https://pld-literacy.org/copyright

© PLD Organisation Pty. Ltd.




# *Key Area: Oral Language*
# Recommended Picture Books for 5 Year Olds



Please Note: At the time of print, all books on the booklist were in print.
Due to the nature of book publishing, sometimes books go out of print.
PLD takes no responsibility for book availability.

## Points to remember when choosing a book.

- Medium length stories.
- Stories with simple repetitive events.
- Most stories contain an introduction and a conclusion.

| | Book Title | Author |
|---|---|---|
| Ideal for Narrative Retell Tasks | A Lion In The Night | Pamela Allen |
| | Arthur | Amanda Graham and Donna Gynel |
| | A Sausage Went For A Walk | Ellisha Majid |
| | Baby Brains | Simon James |
| | Bear Hunt | Anthony Browne |
| | Bertie And The Bear | Pamela Allen |
| | Elmer | David McKee |
| | Fancy That | Pamela Allen |
| | Giggle Giggle Quack | Doreen Cronin |
| | Ginger | Charlotte Voake |
| | Handa's Hen | Eileen Browne |
| | Handa's Surprise | |
| | Mr Archimedes' Bath | Pamela Allen |
| | Mutt Dog | Stephen Michael King |
| | My Cat Maisie | Pamela Allen |
| | Night Noises | Sarah Weeks |
| | Owl Babies | Martin Waddel |
| | | Ursula Dubosarsky |
| | Rex | Pat Hutchins |
| | Rosie's Walk | Rob Scotton |
| | Russell And The Lost Treasure | |
| | Russell The Sheep | Thelma Catterwell |
| | Sebastian Lives In A Hat | Mem Fox |
| | Shoes From Grandpa | Damian Harvey |
| | Snap | Hazel Edwards |
| | Stickybeak | Margaret Wild and Jonathan Bentley |
| | The Crooked Little House | Julia Donaldson and Alex Scheffler |
| | The Gruffalo | Julia Donaldson and Alex Scheffler |
| | The Little Mouse, The Red Ripe Strawberry And The Big Hungry Bear | Werner Holzwarth and Wolf Erlbruch |
| | The Story Of The Little Mole | Eric Carle |
| | The Very Hungry Caterpillar | Martin Waddell |
| | Tiny's Big Adventure | Maurice Sendak |
| | Where The Wild Things Are | Pamela Allen |
| | Who Sank The Boat? | Catherine Jinks |
| | You'll Wake The Baby | Tina Burke |
| | Are You Hungry? | |
| Picture Books | Fly Little Bird | |
| | The Big Turnip | Raymond Briggs |

The books in this guide are age-appropriate recommendations only and do not align with specific PLD programs.

If you are seeking a list of picture books related to a specific PLD program, we recommended that you purchase the PLD program to access the picture books referenced in the program.

**www.pld-literacy.org**
mail@pld-literacy.org
Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at https://pld-literacy.org/copyright

# Now that I am 5 years old... I should be able to:



## Tips for Home

- Have your child help with household chores, e.g. setting the table, packing away toys, or putting clean crockery and cutlery away. It's great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating and grooming (i.e. teeth brushing, hair brushing).
- Try and build some table activity time into your day such as drawing, cutting and gluing. Use a wide variety of materials, and writing implements to keep it interesting.
- Grab a ball and throw it, kick it, bounce it and catch it!
- Play some outside games, e.g. skipping with a rope, races that involve hopping, skipping, jumping, running, balancing.
- Join in activities with your child. It is more fun to play together.

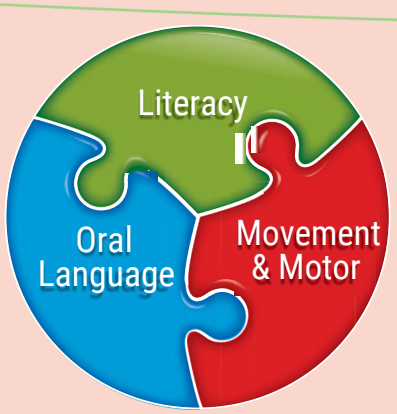
## Causes For Concern

- Avoids or has difficulty with hand activities, e.g. drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, e.g. swings, roundabouts.
- Difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's movement or motor development, consult an Occupational Therapist.

## Use My Body

- To pedal a small trike around objects and make U turns
- Run around obstacles and turn corners with speed
- Walk up and down stairs with alternate feet
- Begin to bounce a large ball
- Balance on one foot for the count of 10
- Walk on tip toe
- Walk backwards
- Begin to jump rope
- Hop on one foot for several hops
- Balance on a wide beam
- Begin to skip on one foot
- Catch and throw a beanbag




## Use My Hands

- Use my pencil to draw a person and some simple objects
- Fasten small buttons and use a zipper
- Cut out large shapes with scissors
- Screw and unscrew lids, nuts and bolts
- Cut my food with a knife
- Brush my own teeth
- Colour in a simple picture

## Make Sense of the World

- Know most of my colours
- Use my eyes to follow moving objects
- Count up to 10 objects aloud
- Feel objects without looking and can identify simple shapes and objects
- Copy simple patterns
- Differentiate differences in size
- Complete an unfinished drawing
- Start to notice when something is missing

PLD's programs that develop the above skills can be viewed by searching the codes: Mprd, Mcs4, Mlff/Mlfc, DSY1f/DSY1c, DSS1f/DSS1c on **www.pld-literacy.org** ail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at https://pld-literacy.org/copyright