



Catholic Education
Diocese of Rockhampton



Prep A Parent Teacher Information Session

2024



St. John's
CATHOLIC PRIMARY
SCHOOL



WALKERSTON

God our Father,
bless the community of St John's:
students, staff, parents and friends.
Help us to grow in strength as
Christians and be a good example to
all.
Encircle us with your loving care.
May we grow in faith, and may Jesus'
commandment of love, to:
'Love one another as I have loved you'
become deeper in our daily lives.

Amen.

Welcome

Prep Staff

Prep A: Mrs Amy Zarb, Mrs Sarah-Jane Considine

Teacher Assistant: Mrs Catrina Simpson



Unity

By **Clara V. Luce**

I dreamt I stood in a studio,
And watched two sculptors there
The clay they used was a young child's mind,
And they fashioned it with care

One was a teacher, the tools he used
Were books, music, and art
One a parent with a guiding hand
And a gentle loving heart

Day after day, the teacher toiled,
With a touch that was deft and true
While the parent labored by
And polished and smoothed
And when at





Before and After School arrangements

Before and After school expectations of parents and student were shared in the Week 1 newsletter. Important information to go over as a reminder:

Before School:

Students should not be on school grounds before 8 a.m., unless they are with a parent/carer. Students are to gather at the covered area (Prep/Yr1 eating area) or under the sails near the Mercy Garden. Hats should be worn at this time.

Parents, students and younger siblings are **NOT** to:

- Gather outside of classrooms, including prep and Year 6/MPR.
- Play or sit around the prep or senior playgroup area.
- Wait near the flagpoles.
- Wait outside of classrooms/on verandas with their child unless you have a scheduled appointment with your child's teacher.
- Go directly to classrooms to drop bags off prior to 8:15 a.m.

At 8:15 a.m. the school office opens and a teacher will collect students from the gathering area. Students and parents can then head to classrooms (and enter if their teacher is present) or go to the MPA for handball. No other play areas are to be used before school (especially Prep students on the playground).

Where to wait before school



Where not to wait



Student Uniforms - Prep


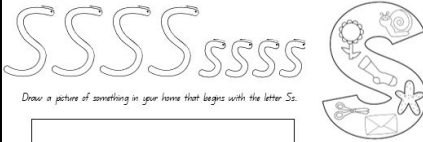


- Prep shirt with blue shorts or blue skirts. Shirts must be tucked in.
- Shoes (must be all black)
- Hair styles (particularly boys - no mullet or long lengths on the back, tracks)
- Jewellery - plain sleepers or studs only unless otherwise communicated i.e. Christmas)
- Necklaces can be a chain with a cross or some type of religious symbol. I don't recommend Preps wearing chains as they could get caught on something or accidentally pulled during playtime.
- Centenary Shirts - Tuesday. Badges on collar, anyday.

If for some reason your child is wearing the wrong shoes or hat etc please let us know.



Homework

In Prep, homework goes home each Thursday and is due back the following Wednesday. Parents play an important role supporting student learning at home. Consistent routines need to be established for this to be successful.

Prep Homework		Term 1 Week 6	
	I can read and write my name.	Number of the Week 1 one	Letter of the Week Ss
Literacy Trace over the Uppercase and Lowercase Letter Ss. Colour all the pictures that begin with the letter Ss.			
			
Draw a picture of something in your home that begins with the letter Ss.			
			
Numeracy			
One One / / / / / /			
Draw a picture of one ant.			
Look through magazines/papers at home can you find the numeral 1 or word one. Give them below.			
			

#	Date	Title	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			




Homework - Show and Share

Show and share - Term 1



Every Prep A student will have the opportunity to participate in Show and Share each week. It is a great chance for your child to build their confidence and learn how to present in front of an audience. Please discuss the weekly topic with your child and help them prepare for their day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4, 6, 8	Carter, Oscar, Piper	Banjo, Oliver D, Ruby	Maverick, Harvey, Annika	Oliver G, George, Isabelle	Lewis, Adelaide
Week 5, 7, 9	Brady, Lleyton, Hailey	Connor, Laykin, Elsie	Dylan, Sofia, Amelia	Ted, Halle, Emmi	

Week 4 and 5 	MY FAVOURITE BOOK <ul style="list-style-type: none">Students bring in a copy of their favourite book from home. Students are to tell the class the name of the book, the name of the author and why it is their favourite book.
Week 6 and 7 	YOUR FAVOURITE FAMILY MEMORY <ul style="list-style-type: none">Students tell the class about their favourite family memory. They may like to bring in an item, picture or photo relating to the special memory. Eg. One of Mrs Considine's favourite family memories is going to Fraser Island. We had lots of fun exploring the island and seeing all the beautiful places. This is a picture of my family sharing this special time together.
Week 8 and 9 	SPECIAL EVENTS/OCCASIONS <p>Students bring in a photo, object or trophy that helps them remember a special occasion or event that they celebrated themselves, in a team or as a family. Students then tell the class how their artefact helps them to remember this special event and talk about who was present, what they did, if there was a special meal/particular food shared.</p> <p>eg. This is a picture of Mrs Considine's boys on Christmas day. This picture helps me to remember that we shared the special celebration of Christmas together. We opened presents, ate special Christmas food- ham, sweets, punch (family tradition) and we enjoyed celebrating the day together with a game of cricket on the beach. All of our family was there: Ma, Pa, Uncles and Aunties.</p>

Homework - Bessie the Cow

Throughout the year our travel buddy, Bessie the Cow will be visiting your homes. Each Friday someone will take Bessie home and **she must come back the following Wednesday when homework is due.** A diary will also be in the folder, and you can write about your child's adventures with Bessie.

Bessie's adventures will be read to the class each week before she goes home with her next friend. I would love a photo/s of your child with Bessie.



Homework - High Frequency Words

- High frequency words are the words that we frequently encounter in written texts. Children need to learn these words to gain an automatic to assist with their reading and writing.
- In Prep we teach these words in a fun play based way of learning.
- We encourage that the learning of these words is also supported at home. This can be going over the flashcards or playing simple games with them. For example, hiding them, swatting them, chalk on the concrete, etc.
- We use the Magic 100 words list which coincides with the Effective Teaching Handbook that we follow as a school.
- Students will receive one list at a time, when they achieve the words in the list they will receive the next bundle.



Homework - Readers

- These will be sent home in Term 2 and will begin with simple, low level readers. Early on we are focusing on one-one correspondence, recall yellow list high frequency words and use our reading strategies.
- When readers go home we will also send home a reading strategies bookmark. The book mark has the reading strategies and language that we use when teaching the children to read.
- How to read effectively? Previewing helps with decoding the text. Talk about the book prior to reading – making predictions, whilst reading and then at the end.
- Read the readers multiple times through the week to gain fluency and confidence.
- The process of borrowing – info sent out next Term.



Parent Rotations



- Parent volunteers play an important part of our Prep classrooms.
- Rotating Groups with parent helpers will commence in Week 5, the note went home yesterday.
- They will consist of both Numeracy and Literacy games and activities.
- Assisting in rotating groups will also give you an opportunity to be involved with your children's learning in Prep.



Volunteers

If you wish to volunteer at any point during the year, it is important that you have completed the Induction for Volunteers. This might be for classroom activities, sports carnivals, excursions, or in the tuckshop etc.

Parents and carers have been emailed a copy of the *Induction of Volunteers*. If you intend on being a volunteer in any capacity we ask you read the Induction of Volunteers guidelines and complete the Google Form acknowledgement that you have read and understand your duties as a volunteer (all included in an email from our school office 25/01/2024).

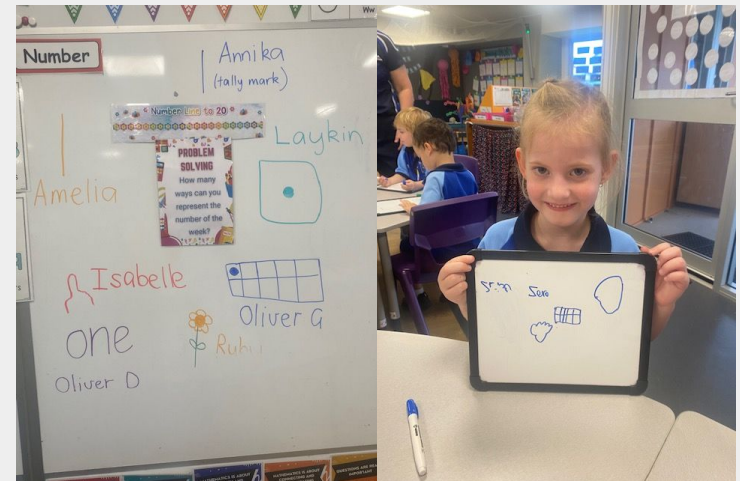
Prep Curriculum- Numeracy



- Counting and naming numbers.
- Work with numbers initially 0-10 (and then to 20).
- Make connections with the days of the week.
- Order and sequence events.
- Sort and name familiar 2D & 3D shapes and objects.
- Copy, continue and create patterns.
- Use language of location (between, near, next to, etc.).
- Model addition and subtraction problems using objects..
- *Problem solving (open ended questions that encourage exploration, dialogue, teamwork and multiple answers).*



Prep Curriculum - Problem Solving



Literacy - Making Connections



Prep Curriculum - Literacy

- The children make predictions/questions from the books we read.
- They draw and write words about the setting, characters and events from the story.
- They identify connections between texts and their personal experience.
- They read short, decodable and predictable texts with familiar vocabulary and supportive images.
- They recognise the letters of the alphabet, in upper and lower case and know and use the most common sounds.
- They read high-frequency words (sight words)
- Blend sounds orally to read CVC words spell other words phonetically.
- They listen for rhyme, letter patterns and sounds in words.



Reporting

Formal reporting and meeting times are scheduled throughout the year to discuss student progress with their parents. These times are:

- Parent / Teacher meetings: scheduled Term 1 Weeks 8 & 9 and in Term 3 towards the end of the term.
- Report Cards: issued in the last week of Term 2 and Term 4.

If you have any concerns about your child's academic, social, and emotional progress please contact your child's classroom teacher to arrange a time to meet. We aim in Prep A to keep you informed. If we have any concerns or questions - we will contact you.



Student Behaviour and Expectations

Developing a positive school environment is about an attitude, which focuses on how one person interacts with another to develop right relationships. At St John's, for effective teaching and learning and for positive relationships to occur, three key understandings must exist:

- Teachers can expect to teach;
- Students can expect to learn and play in a safe environment.
- Students are responsible for their own actions.

At St John's, we have high expectations and clear boundaries to assist with “promoting student success for social behaviour” (BBBL).

Social success requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb or disrupt others.

Our *School Rules* reflect this vision and have been developed using our school Vision Statement, Mission Statement, Motto and aligned with our School Virtues as a guide.

School Rules



BE RESPECTFUL

Everybody has the *right* to be treated with respect.

Everybody has the *responsibility* to act safely and respect others, the environment, their property and the property of others.

We demonstrate **LOVE** when we...

- Act safely
- Speak politely and act courteously
- Keep our hands and feet to ourself
- Look after everyone's belongings

BE RESPONSIBLE

Everybody has the *right* to feel safe and accepted by others.

Everybody has the *responsibility* to be honest, show forgiveness, be tolerant and learn from mistakes.

We demonstrate **HONESTY** when we...

- Are a Bucket-Filler
- Accept the consequences of our actions and behaviours
- Love one another and show forgiveness
- Be honest with yourself and others



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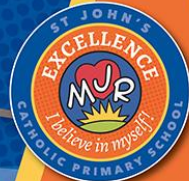
BE AMAZING

Everybody has the *right* to learn and achieve their personal best.

Everybody has the *responsibility* to work hard, feel valued and accepted, allow others to succeed and be part of the team.

We demonstrate **EXCELLENCE** when we...

- Listen to teachers and follow their instructions
- Be proud and learn to our highest potential
 - Wear our uniform with pride
- Work together as a team: be enthusiastic and encouraging
- Ask for help: never give up because mistakes are valuable



BE THANKFUL

Everybody has the *right* to be treated fairly and with mercy.

Everybody has the *responsibility* to love, be loved and try to be like Jesus in everything they do.

We demonstrate **THANKFULNESS** when we...

- Love one another: Show the spirit of Jesus in all that you do
- See and act on the needs of others before our own
- Are a good role-model
- Support and engage with the faith-life of the school
- Show gratitude



Prep A

We have firm but fair boundaries in Prep A. We understand that we set the foundation for many years to come in schooling and for their time at St John's.

- As parents you will understand the need for predictable routines, consistency and high expectations.
- At times, we may talk to you about your child's behaviour and at these times would appreciate you to follow up with your child.
- For the beginning of the year we use our visual behaviour chart for children to see when they are making good choices or need to rethink their behaviour.
- If behaviours continue your child will sit with us in the thinking chair. We will have a discussion instead of enjoying play in our classroom. A reflection sheet will be sent home. Lastly, if this continues then it is the reflection room and you will be notified.

Reflection Room

Our referral form (right) outlines reasons why students are referred to the Reflection Room.

If your child is referred to the Reflection Room you will be notified by their classroom teacher or specialist teacher, either via email or phone.

While any referral of a student to the Reflection Room might be distressing for a parent, it must be understood that this opportunity for the student to talk about what has happened and identify ways for growth. Parent support of the school when referrals occur is appreciated so we can work together to support the child.

Further information about our Behaviour Management Process is available on our website.

2	<p>Not following agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful:</p> <ul style="list-style-type: none"> ○ <i>Not acting safely</i> e.g. swinging on chairs, throwing things in the classroom, running on cemented areas; ○ <i>Not keeping hands, feet and hat to self</i> e.g. Rough play – using hands, play fighting; hitting others with hat <p><input type="checkbox"/> Be Responsible:</p> <ul style="list-style-type: none"> ○ <i>Not being truthful</i> e.g. ○ <i>Being a Bucket Dipper</i> e.g. being mean, spiteful, rude etc. to staff or peers. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> ○ <i>Not listening to staff and/or following instructions</i> e.g. Off task classroom behaviour; walking around /out of seat; ○ <i>Not learning to our highest potential</i> e.g. Incomplete homework or set classroom tasks; not working on a set task ○ <i>Incorrect uniform</i> e.g. no hat – no play, shirts worn tucked in, correct uniform e.g. hair, accessories, shoes, socks. ○ <i>Not working as a part of a team</i> e.g. Talking over others; Not sharing; Disrupting teaching and learning; calling out. <p><input type="checkbox"/> Be Thankful:</p> <ul style="list-style-type: none"> ○ <i>Not acting on the needs to others</i> e.g. Deliberately being a bystander;
	<p><input type="checkbox"/> Persistent and ongoing Level 2 behaviour (following repeated addressing of behaviour with student AND parents)</p> <p>Not following the agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful / Be Responsible:</p> <ul style="list-style-type: none"> ○ <i>Not looking after belongings</i> e.g. Taking, moving, tampering with and/or damaging property; ○ <i>Not acting safely</i> e.g. Deliberate rough play e.g. pushing/shoving, tripping, kicking, kicking/throwing objects at others, tackling, slide tackling ○ <i>Not speaking politely</i> e.g. Intentional swearing at another student; Teasing, harassing, putting others down ○ <i>Discourteous</i> e.g. Disrespecting teachers e.g. swearing at them, speaking rudely, constantly ignoring instructions/ questions/ directions. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> ○ <i>Not working as part of a team</i> e.g. A consistently disobedient attitude; arguing with others
3	<p><input type="checkbox"/> Persistent and ongoing Level 3 behaviour</p> <p><input type="checkbox"/> Four or more Level 2 behaviour for the week</p> <p><input type="checkbox"/> Theft</p>
4	

General Information

- Signing students in an out of the office if students are:
 - Late to school. Class starts at 8:35 a.m. and students are expected to be present and ready for learning by this time. Consistently being late to school does not set your child up for a successful day,
 - Leaving early / going to an appointment.
- Medication
 - Must be through the office with the correct forms filled out.

26 Students	Monday	Tuesday	Wednesday <i>Homework Due</i>	Thursday	Friday
<i>Morning Session</i>		<i>STEM- Mrs Carina</i>	<i>Parent Rotations 8:25-10:35 am</i>		<i>Parent Rotations 8:25-10:35 am</i>
<i>Middle Session</i>			<i>Library</i>		<i>Drama- Mrs Fitzpatrick HPE</i>
<i>Afternoon Session</i>	<i>Assembly</i>				
<i>What to bring:</i>	<i>Hat Water bottle Healthy Snack Red folders</i>	<i>Hat Water bottle Healthy Snack Red folders</i>	<i>Homework Satchels & Books Hat Water bottle Healthy Snack Red folders Library Bag</i>	<i>Hat Water bottle Healthy Snack Red folders</i>	<i>Hat Water bottle Healthy Snack Red folders</i>
<i>Prep A Teacher</i>	<i>Mrs Zarb</i>	<i>Mrs Zarb</i>	<i>Mrs Zarb</i>	<i>Mrs Considine</i>	<i>Mrs Considine</i>
<i>Amy Zarb amy_zarb@rok.catholic.edu.au Sarah-Jane Considine sarahjane_considine@rok.catholic.edu.au</i>					

Inclusive Curriculum



Our Inclusive Curriculum (IC) team are lead by Mrs Tanya Hamilton and Mrs Helen Baisden.


Along with our APC (Mrs Shae Saunders), classroom teachers and IC Support staff, our IC team work together to create learning environments that support inclusion and differentiation for all learners.

NCCD:

The Nationally Consistent Collection of Data (NCCD) on School Students with Disability is an annual collection of information about Australian school students who receive adjustments due to a disability.

- *Does it affect our child?*
If your child has a diagnosis; receives speech, physiotherapy or occupational therapy; and has a health issue, then we can support them if it impacts their learning at school.
- *What do we do then?*
Talk to your child's teacher, Inclusive Curriculum teacher and bring along any reports from specialists you may have.
- *What is the support that our child might receive?*
- Depending on the needs of your child, adjustments or modifications may be made to assist your child to access the curriculum in different ways, provide social and emotional support, and even make changes to the school environment.

Please approach Shae, Tanya, or Helen if you have any questions regarding the process.





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Thank you very much for your support.
We look forward to working with you and your child.



Communication via email -

Teachers are very available if they need to be contacted in person or via telephone. However, with many parents working, email can also be an effective way of keeping the lines of communication open.

Email works well when the nature of the matter/question/request is brief and needs a short reply or clarification.

Emails with questions regarding progress, behaviour, other student issues or a “difficult conversation” that needs to be had, often not the best method of communication. Emails that have a ‘shopping list’ of questions/issues, encourage a “backwards and forwards” or “email-a-thon” can be less productive and are best discussed in greater depth over the phone or in person.



This is because emails can be read and interpreted in many different ways, often leading to misunderstandings and misreading the tone or context of the message.

Rather, we suggest that a brief email be sent, outlining the concerns, and identifying a time where a face-to-face meeting can be had. This allows for teachers to show evidence or provide other information and feedback.

We also strongly discourage grievances being aired in a “Carpark Committee” style or through social media/messenger groups.

Teachers can find it difficult to respond to emails during teaching and learning time, however, will make every attempt to ensure they are up-to-date with them. Please understand that our teachers will reply in a timely and punctual manner.

It is also important to respect that all staff have the right to ‘switch off’ outside of work hours, therefore, emails to staff outside of normal working hours may not be responded to immediately.