PREP 2027

STARTING STRONG
ORIENTATION SESSION THREE

CHAPEL HILL STATE SCHOOL

Supporting a happy transition – Kinder to Prep



Our Prep Teachers 2027



Kym Kelly



Kim Matthews



Monique Graham



Rachel Ingram



Andrew Watson



Paula Morton
Deputy Principal P-2



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Head of Student Support Services



Leia Brameld
Head of Department - Curriculum P-2

Prep Teachers
Session 3 Groupings



Rachel Ingram



Kim Matthews



Kym Kelly



Monique Graham

Our Parent Session starts at 9:30am

Please re-join us once your child is settled.



PREP 2025

SMART START
ORIENTATION SESSION THREE
CHAPEL HILL STATE SCHOOL

Supporting a happy transition – Kinder to Prep



Acknowledgement of Country

We acknowledge Australia's Aboriginal and Torres Strait Islander peoples, the Traditional Custodians of lands, waterways and skies across Australia.
We thank the Jagera and Turbal people for sharing and caring for the land we learn and play on.

We promise to look after the birds and the animals, the land and the plants, the water and the people of this country as we learn and grow at Chapel Hill State School.

Transitioning to school

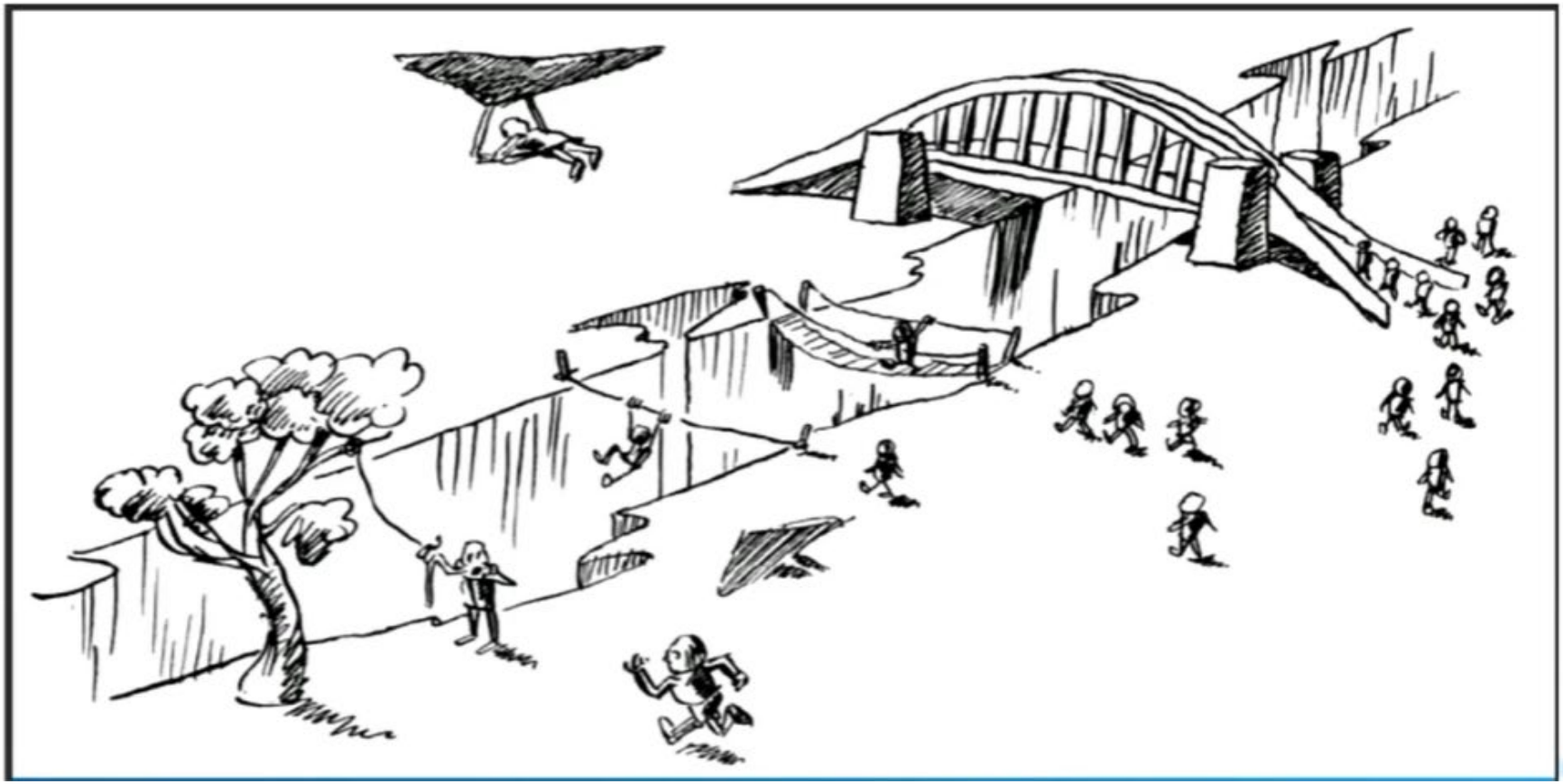
- **The role of the School** supporting each Child and their Parents
- **The role of Parents** supporting their child and the school
- Ready to Learn – what really counts?



'A happy transition to school is important in setting the foundation for a child's future academic and social success.'



Every child transitions differently.

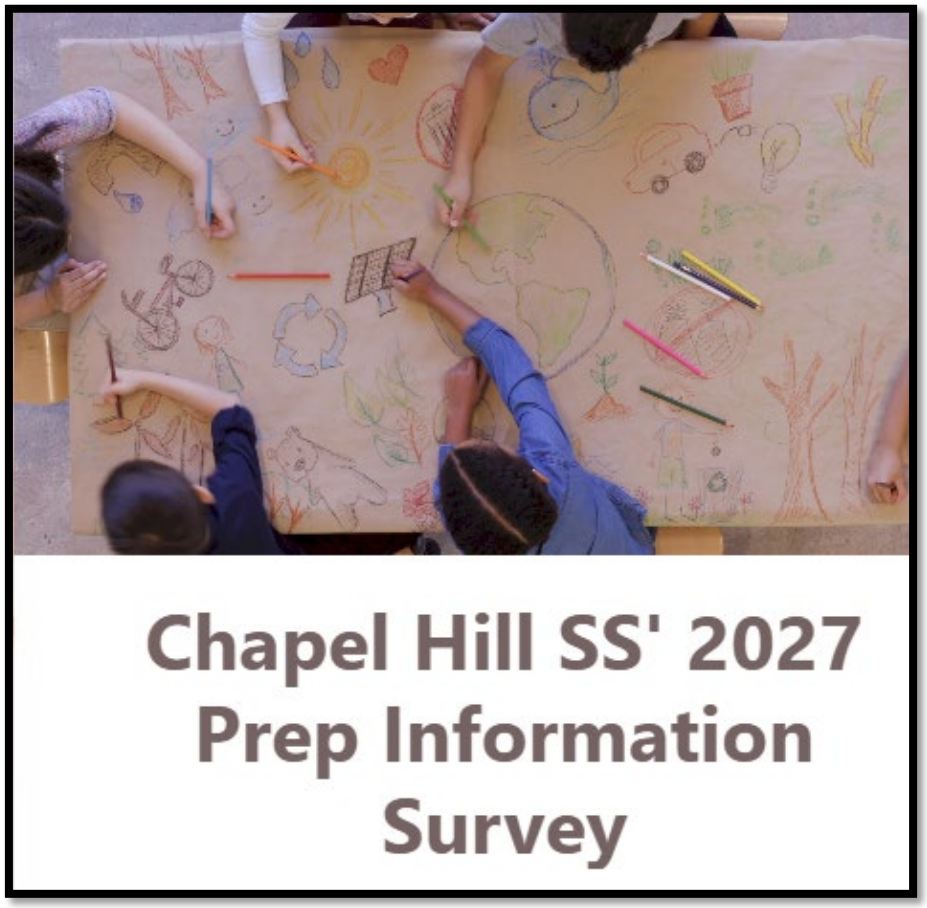


Starting Strong –
The role of the School

CHSS provides a comprehensive Transition program

- Information Sessions
  (mid year, end of year, start of year)
- Nature Play Sessions
- Storytime and Play Sessions
- Transition Sessions
- Support resources
- Kindy visits and connections
- Parent information/meetings

Getting to know YOUR child…



Getting to know YOUR child…

The Kindergarten Transition Statement



Kindergarten Transition Statement

Name: Benson Smith
Date of birth: 01/01/2015
Service name: Lake Sundew Kindergarten

Ben as a learner

Ben is a curious and creative learner who has an interest in connecting with nature. He is motivated to build elaborate constructions and uses them to create complex imaginative stories.

Identity

Ben shows a sense of security and trust by accepting support from familiar people when required and engaging in new experiences. He demonstrates independence and perseverance by choosing preferred learning experiences and attempting familiar challenges. Ben demonstrates self-identity by sharing personal experiences and recognising achievements. Ben's 'handover' ritual at kindergarten helps him to feel calm on arrival. He has a deep interest in constructing and revisits and extends on previous work. Ben shares his thinking about his work with familiar people.

Connectedness

Ben demonstrates positive relationships by playing with others and observing fair and unfair behaviours. He shows respect for diversity by recognising differences and listening to discussions about bias. Ben is showing interest in Aboriginal and Torres Strait Islander ways of knowing and being. He shows respect for environments by independently caring for the kindergarten and taking responsibility for sustainable practices. Ben shares his project ideas with peers and likes to lead in play. He joins in Acknowledgement of Country and has learnt the name of the Traditional Custodians. Ben cares for the vegetable garden and sorts foods to add to the worm farm.

Wellbeing

Ben demonstrates autonomy by developing strategies to regulate emotions and using guided strategies to respond to challenges. He shows how to stay healthy and safe by explaining reasons for healthy choices and observing safety rules. Ben shows physical wellbeing by attempting to manipulate equipment and developing sensory awareness. Ben uses the language of the zones of regulation to express his feelings to familiar people who can help him to feel calm and safe. He prefers to use a brush or a tool when engaging in messy play.

Active learning

Ben demonstrates positive dispositions towards learning showing curiosity making choices about familiar projects and answering questions about a problem. He is making links to previous learning and using imagination to pretend. Ben shows confidence and involvement in learning by hypothesising and explaining discoveries. He uses technologies for learning and communicating by engaging with technologies in play experiences. With adult support, Ben enjoys engaging in simple experiments, making predictions, and testing ideas. He expresses his ideas and thinking using music and visual arts and loves imaginary play.


'Parents are the safe base from which children can move out to explore the world to learn and grow and become socially confident, responsible young people.'

Starting Strong –
The role of the Parents/Carers

- Parents/carers as first teachers
- Kindergarten
  - Supporting your child's:
    - Kindy to School Transition
    - Dispositions for learning
    - Independence
    - Ability to cope with change
    - Ability to build friendships
- Knowing our school - procedures, routines, expectations etc

Dispositions for learning:

What really counts?

We want children to be filled with a sense of **‘I can’, ‘I am liked’, I can contribute’, ‘I can learn’ ‘I am generally on top of things**’.



Ready to flourish & thrive…

Readiness is primarily related to the maturity of the child.

Readiness is not:

- Being able to write your name
- Recite the alphabet
- Count to 100
- Being gifted or academically bright

How to Help Your Child Cope With Change Positively



Starting school involves a big change for children as they settle into a new environment and begin forming relationships with peers and school staff.

Social Skills are important!



Learning to manage feelings and to relate well with other children and adults is the foundation for doing well at school and later working life.

Learning about friendships…

Talk with your child about how other people feel, and help them to talk about their own feelings.



Learning about friendships…

Give them ideas about what to say to start joining in.



Learning about friendships…

Teach your child to first

- **Stop**
- **Wait**
- **Listen**

And then offer to join in.



Learning about friendships…

Help your child change their behaviour if it gets in the way of making friends.



Learning about friendships…

Support your child to broaden their friendship group.



Learning about friendships…

Almost all children have times when they feel they have no-one to play with.



Making friends isn't a magic trick.

It's something we learn… something we can help our children learn.



Parent Readiness

- Clothing ,shoes & lunches –keep it easy
- Label everything
- Extra clothing
- Quiet time after school
- Conversation – not interrogation!
- Sleep

Minimising stress…

- A relaxed start to the day & a good breakfast !
- Arrive & collect on time
- Talk about rules and routines of school

Practise…

- putting shoes on and off
- eating and drinking without help *(opening lunch boxes, wrapping and unwrapping food, taking lids off drink bottles, removing straws from poppers, removing lids from yoghurts, opening containers, using spoons etc.)*
- using a handkerchief or tissue
- toileting independently

Practise…

- using playground equipment safely
- carrying own bag
- identifying belongings
- how to play safely and make good choices, including not hurting others or solving problems by physical means.

Healthy eating…

- Brain Snack – Lunch – Afternoon Tea
- Allergies
- Drinks
- Packaging
- Quantities

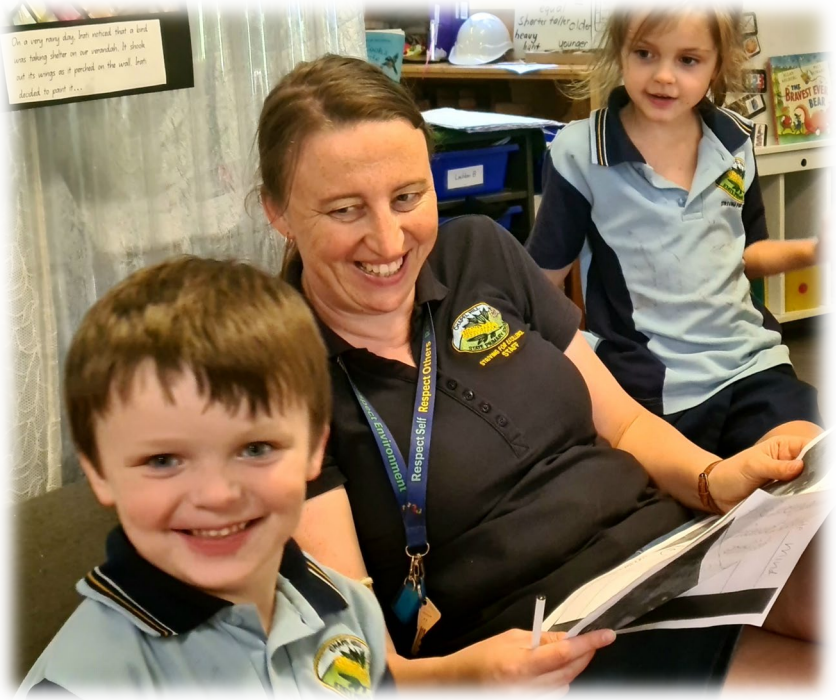
School attendance…

- Going everyday and being on time
- Sickness and medications
- Contagious conditions

Parent-School Partnerships…

Inform the teacher of significant events in your child's life

Let the school know when your child will be absent



Parent-School Partnerships…

Advise the school if your child will be collected during school hours – and by whom.

Ask questions, send an email, write a note.



Parent-School Partnerships…

Check the schoolbag daily for notes / forms, etc.

Volunteer some time to work in the classroom

Attend parent-teacher evenings / interviews





Positive Engagement for Learning

A positive school environment, where all students are included and feel safe and supported.



Learning with curiosity, creativity and purpose!

Please take a poster and create your QParents account



Creating your QParents account

To start using QParents, visit qparents.qld.edu.au and follow the instructions. Once you have created your account, download the app on your preferred device.

CHAPEL HILL Parents & Citizens Association STATE PRIMARY SCHOOL

STRIVING FOR EXCELLENCE

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Thank you for coming
See you next week!

