



Brighton Beach
Primary School

PREP TRANSITION HANDBOOK 2023

ORIENTATION
INFORMATION
&
PREP READINESS
GUIDE

Principals' Welcome

Dear Parents

The BBPS Team extends to you and your child a warm welcome to Brighton Beach Primary School. Our prime goal is to continue to inspire your child's motivation for learning. We hope this information about the school will assist you to understand our purpose and encourage you to join with us in the provision of quality learning programs. Welcome to our Transition Program.

Transition acknowledges that 'next step' for your family and to enjoy and appreciate that starting school is a pivotal moment in your child's life. Congratulations to you as the parent/s for making it this far... and we share with you both the excitement and responsibility for ensuring it is a successful, happy and secure transition.

At BBPS, all interactions become learning opportunities. Our programs are designed to be responsive to each child's developmental capabilities and needs. We want our young learners to feel both supported and challenged in their efforts to be productive, self-responsible and confident to have a go. The school and the home together form a partnership in providing the best quality education for your child. We invite and encourage you to be involved in the activities that the school, the School Council and the Parents' Association provide to assist in achieving this partnership.

The dedicated and experienced staff at Brighton Beach Primary School work together to provide a dynamic learning environment where your child can grow and develop as an individual.

Relationships is at the heart of our 5R School Values so together with the school community, we look forward to you participating in the many activities that will be organised throughout the coming year. The BBPS Team hopes that your association with us will be a long and happy one.

We look forward to working with you.

'All the time learning...'



Bev May

Principal



Kim Ancrum

Assistant Principal

CONTACT PERSONS

Principal:	Mrs Bev May
Assistant Principal:	Mrs Kim Ancrum
Office Manager:	Ms Benita Danckert
Transition Coordinator:	Miss Kirsty Walker
Business Manager:	Mrs Sue Klein
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TERM DATES 2023

Term 1: Wednesday 1st February - Thursday 6th April
Term 2: Monday 24th April - Friday 23rd June
Term 3: Monday 10th July - Friday 15th September
Term 4: Monday 2nd October - Wednesday 20th December

Prep students will commence school in term 1 on **Thursday 2nd February**.

The first five **Wednesdays (1st, 8th, 15th, 22nd February and 1st March)** will be rest days for Prep students. Teachers will invite students to book in for two separate half hour sessions to complete numeracy and literacy testing on these days. Full 5 day weeks commence from the week commencing Monday 6th of March.

In addition to public holidays, the school is closed for curriculum days during the year. On these designated days staff engage in professional development opportunities such as developing curriculum, planning or reporting. These dates will be published in our newsletters and shared with parents on Compass throughout the year.

SCHOOL TIMES

8:45 -9:00	Doors open for students to enter their classrooms, ready for learning at 9:00am
9:00-10:00	Classroom learning
10:00	Fruit snack
10:00-11:00	Classroom learning
11:00- 11:30	Recess
11:30- 12:30	Classroom learning
12:30	Fruit snack
12:30-1:30	Classroom learning
1:30-2:30	Lunch
2:30- 3:30	Classroom learning
3:30	Dismissal

TRANSITION PROGRAM DATES 2022

(For students commencing Prep in 2023)

Parent information session- Prep Readiness	Wednesday 7th September 6:30pm - 7:30pm
Transition session 1	Wednesday 23rd November 2022 9:15am -10:30am Parents are invited to our hall during this time for an information session
Transition session 2	Wednesday 30th November 2022 9:15am -10:30am
Transition session 3	Wednesday 7th December 2022 9:15am -10:30am Parents are invited to hang around for a cup of tea / coffee.
Meet the teacher session	Wednesday 14th December 2022 9:15am - 10:30am

BBPS PREP TRANSITION PADLET

Use the QR code or [this link](#) to access our BBPS Prep Transition Padlet. Our Padlet features the following helpful links and is added to throughout the year.

- ★ A tour of BBPS
- ★ BBPS Buddy program
- ★ A day in the life of a Prep at BBPS
- ★ Prep choir
- ★ Before/after school care
- ★ Canteen information
- ★ Uniform information



OPERATIONS AT BBPS

Compass

Compass School Manager platform is our primary method of communication at BBPS. Using our Parent Portal you will be able to:

- Access your child's Semester Reports
- Book your Parent/Student/Teacher conferences
- View up-to-date class and school attendance information
- Approve or enter upcoming or past absences for your son/daughter
- Download, print and approve upcoming excursions
- Update your registered email and mobile number details
- Access information regarding upcoming events and news

Compass is accessible on web browsers or by using the 'Compass School Manager' app available for iOS or Android. To access our Parent Portal, go to brightonbeachps-vic.compass.education. Each family will receive a copy of their username and password once children are enrolled. Please do not hesitate to contact the school if you require any further assistance.

Uniform

The Bathing Box Logo on our uniforms creates a sense of belonging to our Bayside community and the children wear it with pride. Track shoes or runners are required for Physical Education and Prep Sport. Children are encouraged to wear shorts or tracksuit pants for Physical Education and P.M.P. Students with hair at or below shoulder length are also required to have hair tied back with uniform-coloured accessories (green, red or neutral). Uniform can be purchased through the PWS store. Uniform shop address: 1/596 North Rd, Ormond VIC 3204. See website for trading hours. <http://www.psw.com.au/> Second hand uniforms are available for purchase through the school office. See the Administration Office for further information.

School Crossing

When accompanying children across Exon Street and Windermere Crescent please use the designated school crossings. The crossings are legally in operation when flags are displayed. Motorists must stop and wait until the crossing is clear. Crossing supervisors are on duty from 8.45 - 9.00am and 3.30 - 4.00pm.

Pick Up and Drop Off Zones

For those arriving and leaving school by car there is a "Two-minute" drop off area on Windermere Crescent. If you are using the Two minute drop off area please do not park or leave your vehicle unattended in this area at any time. Parking restrictions apply around all points of entry and school crossings. It is imperative these are observed as children's safety can be otherwise compromised. We strongly recommend that children in their first year of school are collected from their classroom by a parent, carer, sibling or Their Care staff member. Prep children can be collected from the "Two-minute Zone" if in the company of an older sibling.

TheirCare

Their Care operates every school day from 7.00 - 8.45am and 3.30-6.15pm. They can be contacted via 1300 072 410 or their website www.theircare.com.au The program is both a popular and a well-regarded part of our community. A nutritious breakfast is served in the morning and afternoon tea is provided after school. Full enrollment instructions can be found at www.theircare.com.au Registration and service bookings/cancellations are easily managed through our convenient mobile phone app or web portal.

Canteen

The canteen is open on Mondays and Fridays for recess and lunch. If you would like your child to have a morning tea or lunch order, you will need to register and order at <http://www.funfreshfoods.com.au/tuckshop/brighton-beach-primary-school/> You can also line up at the canteen but to save missing out online ordering is best. Healthy food choices are provided and high quality fresh produce is brought in. Our canteen is a nut free zone.



CURRICULUM

Prep Curriculum Overview

Numeracy:

The Foundation (Prep) curriculum develops students' ability to connect number names and numerals, use counting strategies and estimation. Students learn to identify and sequence the days of the week, connect them to familiar events and explore how graphs are used to show information. Students at the Foundation level use their understanding of numbers to model addition problems and begin to explore the relationship to subtraction. The Foundation curriculum develops students' ability to compare length and select appropriate units of measurement. Students explore 2D and 3D shapes and identify patterns in their environment. Students develop their ability to use appropriate mathematical language to explain their understanding.

Literacy:

The Foundation literacy curriculum develops students' ability to explore a variety of texts and investigate elements of imaginative texts, including characters and settings. Through students' exposure to these texts, they build an awareness of text directionality and conventions of print, such as the difference between a letter and a word. Students investigate the core comprehension reading strategies, including using the pictures and retelling the story. At the Foundation level, students begin to apply their knowledge of letter and sound relationships to convey their ideas through text and images. Students take part in shared writing experiences to model and explore other writing conventions such as the use of capital letters and full stops.

Investigations:

Our program includes daily Investigations sessions. Play is an essential part of the integrated teaching and learning approach outlined by the Victorian Early Years Learning and Development Framework (VEYLDF), which guides professionals working with children from birth up to the age of 8. Play is pivotal for its ability to stimulate and integrate the full scope of children's intellectual, physical, social, and creative abilities. Early on, children engage in a range of structured, child-centred and play-based activities whilst they learn to navigate their new classroom and form relationships with their new peers. As the year progresses, investigations become more structured, gradually evolving into the inquiry model used in older year levels.

Our curriculum is based on the Victorian Curriculum. Full details of the Victorian Curriculum can be found here:
<https://victoriancurriculum.vcaa.vic.edu.au/>

Specialist Programs:

Specialist programs at BBPS include Physical Education, Performing Arts and Music, Japanese and Visual Arts. Students also participate in a Perceptual Motor Program (PMP) from Term 2. PMP is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

BBPS Foundation Transition Program

School Readiness



Dear Parents

When to send your child to school, for some, can be a difficult decision. We hope this booklet will assist in equipping you to make an informed decision by providing strategies you can use at home to support your child to be prepared for key aspects of the Prep Program focused on social, emotional and physical development .

The transition program from Kindergarten to Foundation (Prep) is designed to ease your child into the next phase of their schooling. At Brighton Beach Primary School, we promote open lines of communication between our teaching team and our local feeder kindergartens to ensure a smooth transition.

Our intensive transition program provides our Prep teaching team with the opportunity to get to know students and observe combinations of children working together in transition groups.

Due to the current COVID-19 health situation in Victoria, the details of our Transition Program provided in this booklet may be subject to change. If changes occur, we will endeavour to communicate this with you as soon as possible via Compass.

Please know that we are confident that your child will be strongly supported to transition to Prep in 2022. Thank you, in advance, for your understanding.

Regards,

Kirsty Walker (Prep Transition Coordinator)

Social Development

Learning how to relate to adults

Children learn how to relate to adults when they are:

- Minded by someone other than their parents
- Play at the home of friends
- Go to playgroups

Learning how to relate to children

Play dates and group activities support children to build social skills when interacting with other children.

Sharing, taking turns and cooperating

Children often work in groups in school, with a focus on developing skills in taking turns, sharing materials and cooperating with peers.

Children learn to share when they are:

- Required to share at home
- Encouraged to wait their turn for attention

They find all these things rewarding when parents notice them and praise them for their efforts.



Emotional Development

Separation

Some children find it difficult to separate easily from their parents.

You can help your child by arranging situations where your child:

- Stays overnight with a relation or friend
- Stays at a friend's all day
- Joins in groups where he/she has to adjust, for example, clubs, play groups

TIP: Starting school is an exciting experience for the whole family. When parents ask questions such as "Didn't you miss me?", this can create feelings of guilt in the child. Instead, try asking "What was the best thing about your day?".

Self-Regulation

When children start school, they continue to build the ability to self-regulate their emotions. This is all part of learning. Helping your child to fill their 'toolkit' with age-appropriate strategies to respond to big emotions such as disappointment, anger or frustration will support them to navigate the school setting appropriately. Self-control might be encouraged at home:

- When the child is asked to wait while the parent finishes some activity before attending to the child
- When the parent doesn't give the child everything he or she asks for
- When feelings are reflected on after the moment, not during a heightened state.



Confidence & Growth Mindset

Instilling confidence in your child enables them to approach learning and school with a positive growth mindset, and a willingness to give everything a go. Build your child's confidence in themselves by:

- Praising 'having a go' and problem solving – even if the end result is not 'correct' or 'perfect'
- Encouraging your child to try new things, or tasks of gradually increasing difficulty
- Helping your child to set small achievable goals
- Modeling mistake making
- Showing your own confidence in them: "I know you can do this"
- Trusting your child to have a go on their own first.



Responsibility

A growing sense of self-responsibility is critical within a classroom setting due to the many different transitions and activities they engage in each day. For some children, the skills required to be tidy, pack away, look after their own belongings and find 'lost' items, do not come naturally and need to be taught. Giving your child regular responsibilities within the home helps to develop these self-responsibility skills. Activities might include:

- Drying cutlery and putting it away correctly
- Feeding a pet
- Tidying their own room and clothes
- Putting groceries away in cupboards

TIP: If your child is yet to engage in some of these helpful home activities, the school holidays prior to your child starting school is a perfect time to start! Rosters, to-do lists, achievement charts, reward systems are all practical ways to develop your child's sense of achievement in this area – do what suits your family best.



Independence

Each time a child tackles something for themselves they encourage a growth of independence. In preparing for school, continue to give your child more opportunities to develop his/her independence, such as:

- Assist your child to learn their full name, address, phone number and date of birth
- Teach your child to look both ways before crossing streets and also to understand traffic lights and crossings
- Develop an understanding of stranger danger
- Establish a good sleep routine with a set bedtime to ensure your child gets enough sleep.
- Anything your child can do for themselves, let them. (e.g. packing or carrying their kinder bag, getting dressed, getting into the car).

TIP: Growing independence in your child is something to be celebrated, just plan for additional preparation time to enable success and so no one feels the pressure, for example, to get out the door in the morning. It will take longer at the beginning.



Physical Development

The physical skills that children need for school can be grouped into two categories:

Those that are desirable for looking after themselves when an adult is not able to assist, and those that enable them to join in learning at school.

Eating

- Feed themselves (including unwrapping their food packets)
- Open and close their lunch box
- Unscrew a drink container
- Drink with a straw
- Peel a piece of fruit

TIP: Start getting them to practise this in the lead up to school starting – helping them to identify within their lunchbox which one is fruit snack, which is recess and which one is lunch is helpful.



Toileting

- Go to the toilet by themselves
- Undo and do up any buttons or zips independently
- Wash their hands and manage the taps

Dressing

Sometimes children feel too hot or too cold, so they must be able to cope with cardigans and jumpers by themselves. Often shoes must be taken off and put on again when indoor games are played. Please consider this when selecting shoes for your child to wear to school.

TIP: The best way to help children learn these skills is to encourage them to dress themselves. Just remember, it takes time.



Nose-blowing

Some children seem unaware that their noses need blowing. For health reasons, it is important that parents remind children when noses need blowing and show the correct use of tissues as well as other good hygiene practices, such as hand washing and elbow use.

Hand Eye Coordination

This is the ability to direct the hand with the eye. It is important for many things, such as:

- Writing
- Catching a ball
- Painting, drawing with chalk, crayons or pencils
- Building with construction kits
- Completing puzzles



Basic Fundamental Movements

- Walking
- Running
- Hopping
- Skipping

Most children develop and refine these skills simply by having the opportunity to play freely.

Supporting Numeracy Readiness

Early preparation for numeracy occurs when children are exposed to numeracy concepts in everyday situations. Ways to develop an early curiosity of numeracy are as follows:

Counting:

- Help your child count a few objects such as the number of buttons on their shirt.
- Count the number of paces it takes to reach the end of the street or the next fence. Children experienced with this may like to estimate the number first before trying it out.
- Sing counting rhymes, such as, 'Fish Alive' and 'Five little ducks'.
- Play board games, such as Snakes and Ladders.

Measuring:

- Talk to your child as he or she uses building toys eg; "can you make that longer?", "can add three more blue blocks", "which one do you think is shorter?"
- Let your child play with water, sand or dough so he or she learns how much will fit into different sized containers. Use bathroom scales to show your child the weights of different people and objects.
- Let your child help with cooking. They can pour, measure, stir and count cups and spoonfuls.

Time:

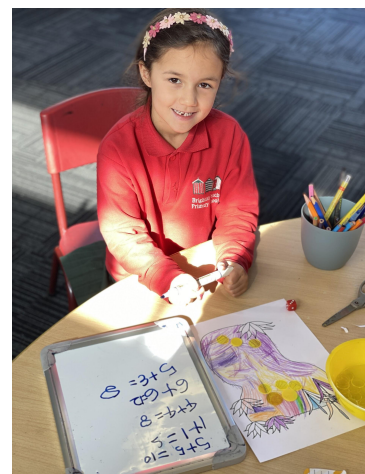
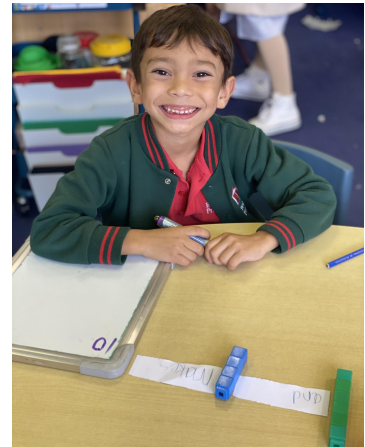
- Talk to your child about time eg; "How many sleeps until your next birthday?", "Today is Monday, so tomorrow is...?", "Daddy will be home in half an hour- when that TV program is finished".
- Sing the days of the week song together.

Sorting

- After shopping, children can sort items by length, weight, shape or colour.

Patterns:

- When you are out walking, look at patterns in bricks and on fences.
- Make bracelets with beads and create a pattern. Blue, red, green, blue, red What colour comes next in this pattern?



Supporting Literacy Readiness

At the beginning of school, children are not expected to know their letters and sounds, or to be able to read. An interest in these things is helpful, but that is all. Some ideas to help prepare your child for reading and writing are:

Singing

Nursery Rhymes, Jingles and Lullabies. Say them, clap them, and sing them. Get your child to join in and put in the words you leave out, for example, 'Twinkle, twinkle, little.....'

Sing finger play songs, such as, 'Where is Thumbkin?' and 'Incy Wincy Spider' to encourage finger dexterity and interest in rhythm, rhyme and words. [Enjoy this video of our 2020 Preps reciting the poem 'Now we are six' by A.A Milne.](#)

Picture Books

Talk about the pictures; encourage him/her to point out things of interest – the cat, the car, moon etc. Allow them to turn the pages. Read a variety – but let your child choose their favourites. They will get to know these so well you will not dare change a word or miss a page. Soon your child will be 'reading' these stories to their teddy bear! Reading a favourite book a thousand times (or 'reading' and making up the story) is fantastic early reading behaviour – repeated reading supports children to develop concepts of print and storytelling so encourage this as much as possible.

Drawing

Writing is our way of communicating a message when we are not around to tell someone verbally. Young children do this through their drawings. Drawing is writing in its earliest stages, as are squiggles and made up symbols. Sit with your child whilst they draw and ask them about it. The stories they tell you will astonish you. If they can write their name prior to starting school that is helpful, but again, not a necessity.

Experiences

Take every opportunity to talk with your child – about everyday things, special outings, their games, your job. Experiences are important in building children's background knowledge and vocabulary. Continue to read aloud to your child to enrich and extend their understanding of the world.

Help your child to develop auditory and visual memory:

- While shopping with your child, have him/her collect 2 and 3 articles for you
- Give two directions in a row
- Listen to the radio and later discuss content – kindergarten programs / ABC Listen for Kids
- After a story ask questions about it
- Spot and discuss specific road signs
- Match things that are the same eg; patterns on forks etc
- Card games eg; 'Fish', 'Snap' or 'Uno'



Help prepare children to want to read:

Gradually building up a large vocabulary by talking constantly about:

- Things in the home, pets, family
- Visits to the local park, shops, beach
- Bigger visits to the zoo, birthday parties
- Read to your child regularly from a very young age
- Join the local library, read and discuss books, join in Library holiday activities
- Visit a bookshop on shopping day for a browse
- Have your child tell you about T.V. programs. Guide him/her to quality children programs.
- Read for pleasure yourself and let your child observe this.

