



Brighton Beach
Primary School

PREP TRANSITION HANDBOOK

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 are at the heart of our 6R 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
Co-Principal



Kim Ancrum
Co-Principal

CONTACT PERSONS

Co-Principal:	Mrs Bev May
Co-Principal:	Mrs Kim Ancrum
Office Manager:	Ms Benita Danckert
Transition Coordinator:	Ms Naomi Beales
Business Manager:	Mrs Sue Klein
School Phone:	9591 0888
School Website:	www.brightonbeachps.vic.edu.au
School Email:	brighton.beach.ps@education.vic.gov.au

TERM DATES 2026

Term 1: Thursday 29th January - Thursday 2nd April

Term 2: Monday 20th April - Friday 26th June

Term 3: Monday 13th July - Friday 18th September

Term 4: Monday 5th October - Friday 18th December

The first four **Wednesdays (4 February, 11 February, 18 February, 25 February)** will be designated rest days for Prep students. During these days, teachers will invite students to attend two separate half-hour sessions to complete numeracy and literacy assessments.

Full five-day school weeks will commence from the beginning of March (Monday, 2nd March).

In addition to public holidays, the school will be closed on curriculum days throughout the year. On these days, staff will participate in professional development activities such as curriculum development, planning and reporting. These dates will be published in our newsletters and shared with parents via Compass throughout the year.

SCHOOL TIMES

8.45 – 9.00am	Doors open for students to enter their classroom, ready for learning at 9am
9.00 – 10.00am	Classroom Learning
10.00am	First Fruit Snack
10.00 – 11.00am	Classroom Learning
11.00– 11.30am	Recess
11.30 – 12.30pm	Classroom Learning
12.30pm	Second Fruit Snack
12.30 – 1.30pm	Classroom Learning
1.30– 2.30pm	Lunch
2.30 – 3.30pm	Classroom Learning
3.30pm	End of school day

TRANSITION PROGRAM DATES 2025

(For students commencing Prep in 2026)

Below are the transition sessions offered for both enrolled students and those considering enrolment for 2026. These colours indicate the suggested participation for each session.

Encouraged	Strongly encouraged	Parent information
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Date and Time	Session Description
Every Tuesday	Step into Prep at Brighton Beach Primary School - School Tours Children and their families are welcomed to come and tour the school grounds every Tuesday. Please contact the school to book in your tour.
Wednesday 22nd October 2025 5:00pm - 6:00pm	Parent Information Session: Prep Readiness This session will provide you with further information on how to support your child in preparing for the transition to primary school. Details will be shared about the school uniform, the out of school hours care program, what a typical day in Prep looks like and more.
Wednesday 3rd September 2025 9:15am -10:30am	Transition session 1 Children will spend the session exploring the Prep classrooms and participate in guided activities. <i>Parents are invited to our hall during this time for an information session.</i>
Wednesday 19th November 2025 9:15am -10:30am	Transition session 2 Children will spend the session exploring the Prep classrooms and participate in guided activities. <i>Parents are invited to our hall during this time for an information session.</i>
Wednesday 26th November 2025 9:15am -10:30am	Transition session 3 Children will spend the session exploring the Prep classrooms and participate in guided activities.
Wednesday 3rd December 2025 9:15am -10:30am	Transition session 4 Children will spend the session exploring the Prep classrooms and participate in guided activities. <i>Parents are invited to hang around for a cup of tea / coffee.</i>
Wednesday 10 th December 2025 9:15am – 10:30am	Meet the teacher session Children will meet their classroom teacher for Prep 2026.

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 or refer to our Student Dress Code Policy, available on our website

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 and cancellations are easily managed through our convenient mobile phone app or web portal.

Canteen

The canteen is open on Mondays, Wednesdays 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, and to 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 with 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. They also develop their ability to use appropriate mathematical language to explain their understanding.

Literacy:

The Foundation English curriculum develops students' ability to explore a variety of texts and investigate elements of imaginative texts, including characters and settings. Through exposure to these texts, students build an awareness of text directionality and conventions of print, such as the difference between a letter and a word. They investigate core comprehension 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. They take part in shared writing experiences to model and explore other writing conventions, such as the use of capital letters and full stops. Students engage in daily explicit synthetic phonics sessions to build early reading and writing knowledge and understanding.

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 to eight years of age. 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 as they learn to navigate their new classroom and form relationships with their peers. As the year progresses, Investigations become more structured, gradually evolving into the inquiry model used in the older year levels.

Our curriculum is based on the Victorian Curriculum. Full details of the Victorian Curriculum can be found here: <https://f10.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 that 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

For some families, deciding when to send your child to school can be a difficult decision. We hope this booklet will support you in making an informed choice by offering strategies you can use at home to help your child prepare for key aspects of the Prep program, with a focus 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 value open communication between our teaching team and local feeder kindergartens to ensure a smooth and supportive transition.

Our comprehensive transition program provides our Prep teaching team with the opportunity to get to know students and observe how different combinations of children interact in group settings. Please be assured that your child will be strongly supported as they prepare to begin Prep in 2026.

We look forward to welcoming you into the Prep classrooms.

Regards,

Prep Team

Social Development

Learning how to relate to adults

Children learn how to relate to adults when they:

- Are cared for by someone other than their parents
- Play at the homes of friends
- Attend playgroups



Learning how to relate to children

Playdates and group activities help children build social skills when interacting with their peers.

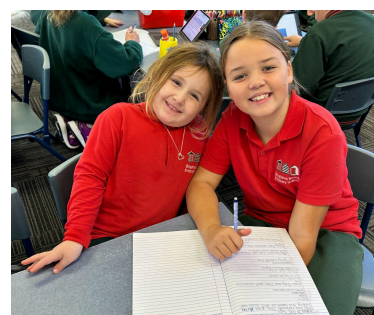
Sharing, taking turns and cooperating

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

Children learn to share when they:

- Are required to share at home
- Are encouraged to wait their turn for attention

Tip: They are more likely to find these experiences rewarding when parents notice and praise 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 they:

- Stay overnight with a relative or friend
- Spend the day at a friend's house
- Join groups where they need to adjust, for example, clubs or playgroups



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

Self-Regulation

When children start school, they continue to develop the ability to self-regulate their emotions. This is an important part of learning. Supporting your child to build a ‘toolkit’ of age-appropriate strategies for managing big emotions such as disappointment, anger or frustration will help them navigate the school environment more successfully.

Self-control may be encouraged at home:

- When the child is asked to wait while the parent finishes an activity before responding
- When the parent does not give the child everything they ask for
- When feelings are discussed after the moment, rather than during a heightened emotional 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 things a go. You can help build your child's confidence by:

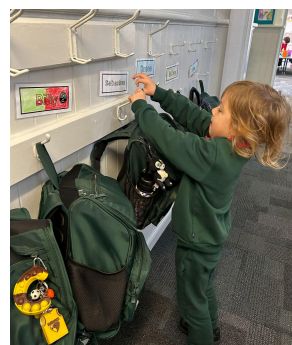
- Praising effort and problem-solving – even if the outcome is not 'correct' or 'perfect'
- Encouraging your child to try new things or tasks of gradually increasing difficulty
- Helping your child to set small, achievable goals
- Modelling how to learn from mistakes
- Showing your own confidence in them, for example: "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 children engage in each day. For some, the skills required to be tidy, pack away, look after their belongings and locate 'lost' items do not come naturally and need to be explicitly taught.

Giving your child regular responsibilities at home helps to develop these important self-management 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 has not yet engaged in some of these helpful home activities, the school holidays before they start school are a perfect time to begin. Rosters, to-do lists, achievement charts and reward systems are all practical ways to support your child's sense of responsibility. Choose what suits your family best.

Independence

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

- Helping your child learn their full name, address, phone number and date of birth
- Teaching your child to look both ways before crossing streets and to understand traffic lights and crossings
- Developing an understanding of stranger danger
- Establishing a good sleep routine with a set bedtime to ensure your child gets enough rest
- Allowing your child to do anything they can for themselves, for example, packing or carrying their kinder bag, getting dressed or 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 pressured, for example, when getting 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 important for looking after themselves when an adult is not able to assist, and those that enable them to participate fully in learning at school.

Eating

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



Tip: Encourage your child to start practising these skills in the lead-up to starting school. Helping them identify which items in their lunchbox are for fruit snack, recess and lunch can also be very helpful.

Toileting

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



Dressing

Sometimes children feel too hot or too cold, so they must be able to manage cardigans and jumpers on their own. Shoes often need to be taken off and put on again when playing indoor games. 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 that it takes time.

Nose-blowing

Some children seem unaware that their noses need blowing. For health reasons, it is important for parents to remind children when their noses need blowing and to show them how to use tissues correctly, along with other good hygiene practices such as hand washing and coughing into their elbow to cover their mouth.

Hand–Eye Coordination

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

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



Basic Fundamental Movements

- Walking
- Running
- Hopping
- Skipping

Fine motor skills

There are many fine motor skills needed at school. Tasks such as unzipping backpacks, clipping and unclipping lunchbox lids, managing writing utensils like pencils and markers, using scissors, and carrying out daily activities (for example, zipping and buttoning jackets for recess) are all part of the school day. These tasks require the development and integration of fine motor skills. It is worth noting that students with underdeveloped fine motor skills may find these activities tiring and frustrating. To support your child in developing fine motor skills in preparation for school, consider practising the following at home:

- Drawing pictures and colouring within a confined space (inside the lines)
- Rolling playdough to make long snakes
- Using scissors to cut along lines or around shapes to develop accuracy and control
- Using tweezers to pick up small items
- Tracing (also excellent for enhancing hand–eye coordination and dexterity)
- Threading small objects onto string



Most children develop and refine these skills simply by having regular opportunities 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 about numeracy include:

Counting:

- Help your child count a few objects, such as the number of buttons on their shirt. Model touching each item as the number is said to support accurate counting.
- Count the number of paces it takes to reach the end of the street or the next fence. Children familiar with this may enjoy estimating the number first before checking.
- Sing counting rhymes, such as ‘Fish Alive’ and ‘Five Little Ducks’.
- Look at numbers you see at the shops. Ask your child to find the number 6 on a price tag.
- Play board games such as Snakes and Ladders. Talk about which number comes before or after a given number. For example: “Which number comes before 5?” or “What is one more than 7?”



Measuring:

- Talk to your child as they use building toys, for example: “Can you make that longer?”, “Can you add three more blue blocks?”, “Which one do you think is shorter?”
- Let your child play with water, sand or dough so they learn 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, for example: “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.
- Set up a weekly calendar and talk to your child about upcoming events or regular activities. For example: “On Wednesdays we have swimming lessons.” “Saturday and Sunday are the weekend days.”

Sorting and Data Collection

- After shopping, children can sort items by length, weight, shape or colour.
- Sort toys into colour groups. Talk about which group has the most and which has the least.



Patterns:

- Make bracelets with beads and create a pattern: blue, red, green, blue, red... “Which colour comes next in this pattern?”
- When you are out walking, look for patterns in bricks and on fences.

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 include:

Singing

Nursery rhymes, jingles and lullabies. Say them, clap them and sing them. Encourage your child to join in and complete 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.



Picture Books

Talk about the pictures and encourage your child to point out things of interest such as the cat, the car or the moon. Allow them to turn the pages. Read a variety of books, but let your child choose their favourites. They will become so familiar with these stories that you will not dare change a word or skip 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 there to tell someone verbally. Young children begin to do this through their drawings. Drawing is the earliest stage of writing, as are squiggles and made-up symbols. Sit with your child while they draw and ask them about their picture. The stories they tell you will astonish you.

If your child can write their name before starting school, that is helpful, but it is not essential.

Experiences

Take every opportunity to talk with your child about everyday things, special outings, their games and 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 build up a rich vocabulary by talking regularly with your child about:

- Things in the home, pets and family
- Visits to the local park, shops or beach
- Special outings such as trips to the zoo or birthday parties
- Reading to your child regularly from a very young age
- Joining the local library, reading and discussing books, and taking part in library holiday activities
- Visiting a bookshop on shopping days for a browse
- Asking your child to tell you about television programs and guiding them towards quality children's content
- Reading for pleasure yourself so your child sees that reading is enjoyable

