

Mansfield State School



CLEVER • SKILLED • CREATIVE

MANSFIELD STATE SCHOOL

PARENT INFORMATION SESSION
PREP, 2021



PRINCIPAL'S WELCOME

- **Principal** – Mrs Majella Frith
- **Deputy Principals**
 - Prep and Year 1 – Mrs Naveen Lim
 - Year 2, Year 3 and Inclusion – Mrs Katie Broom
 - Year 4 – Mrs Sharon Brand
 - Year 5 and 6 – Mr Ash Wagh
- **Teaching and Learning Team**
 - Head of Department – Curriculum – Mrs Paula Morton
 - Head of Department – Curriculum – Mrs Annette Foster
 - Digital Technologies Mentor – Mr Adam Bell-Booth
- **Guidance Officer** – Raff Fomiatti
- **Business Services Manager** – Mrs Rosie McCulloch
- **Administration Officers** – Joy Holland, Carol Newland and Paula Pitt



MANSFIELD STATE SCHOOL

School Motto

Loyalty and truth

School catch phrase

Clever – skilled – creative

Our vision

Curious, engaged learners

Creative, critical thinkers

Caring, active citizens



MANSFIELD STATE SCHOOL

Our Focus

- *Mansfield State School recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being to build a community of active, engaged and caring citizens.*
- *We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive*

Our Values

- *Giving every student a good start*
- *Engaging young people in learning*
- *Creating safe and inclusive workplaces and communities*
- *Every child succeeding*



PRIORITIES

Clarity, Consistency and Cohesion

Teaching and Learning

- Systematic Curriculum Delivery of the Australian Curriculum
- Investigation, Development, Implementation of Pedagogical Framework

Continued Embedding:

- Inclusion
- Student well-being – Power Program

Systems, Processes and Routines across the school

Full School Review

- Occurs every four years
- Informs the four-year strategic plan
- Focus on 9 areas across the school.
- 4 days



COMMUNICATION

Communication between school and home is essential for student learning.

- Preferred method of communication with school staff is through their school email address: [_____@eq.edu.au](#)
- School staff will respond to emails within 48 hours (school days only)
- Contacting school staff via social media is not appropriate (Facebook, Messenger, Instagram, etc.)
- If you would like to make an appointment to speak with your child's teacher or other school staff (e.g. specialist teachers), please call or email the school office. Phone calls can not be put through to teachers during school hours, but the office will pass on your contact details and short message to the staff member.
- Information for parents and our community is provided through school newsletters/bulletins, school website, school Facebook page, Qschools and Qparents apps, class newsletters, and other letters/emails sent home.
- If you have any questions or concerns, please contact the school on 3421 3888 or info@mansfieldss.eq.edu.au



DAILY ROUTINES

- Students are not to arrive to school earlier than 8:20 am (unless a supervised activity is being attended- e.g. instrumental music).
- Prior to the first bell at 8:35 am students are to be seated in the Green Zone or in Prep area for prep families.
- School commences at 8:40 am
- End of the school day is 3:00 pm. Please arrange for students to be collected at this time or enrolled at OSHC.
- Students not collected by 3:15 pm will be sent to the office and parents contacted.



ICT USE IN THE CLASSROOM

- ICT's are used as tools to create digital literacy as a part of 21st Century learning
- Class iPads are provided small group work in Prep and Year 1
- BYOD program from Year 2 to Year 6
- Students have access to touchboards and Bee-Bots

- Online Service Consent form to be completed and sent back before online subscriptions are used

iPads are used in classrooms as a LEARNING TOOL, not a toy or game machine.



HOW CAN I GET MORE INVOLVED?

- **Attend school events**
 - Assemblies and ceremonies
 - Parent Teacher Conferences
 - Sports carnivals and music performances
- **Volunteer around the school**
 - Helping in the classroom
 - Stephanie Alexander Kitchen Garden
 - Swimming program
 - Volunteering in the tuckshop
 - Music support group
 - MADS support group
 - Reading program and school library
 - P & C related role – Fete, Book Club, Tuckshop, Lost property, working bees, etc.
- **Become an active member of our P & C**
 - Meetings 2nd Monday of each month in the Staff Room

QUALITY TEACHING AND LEARNING

- At Mansfield SS, we teach, assess and report on all eight Learning Areas of Version 8 of the Australian Curriculum.
- Each term, as a team, we collaborate and plan together with the Heads of Teaching and Learning and specialist teachers to ensure consistent curriculum delivery across the Prep cohort.
- The Prep team meets weekly. We communicate with each other informally throughout the week to ensure consistency.
- The curriculum (what the students are learning) is the same in every class, however, the learning experiences (how students are learning) may differ in each class due to individual learning needs and teaching styles.
- Students work with their teachers to develop individual learning goals to guide personalised learning pathways.

PREP TEACHERS



Prep A Sarah Moss



Prep B Casey Neverman



Prep C Giorgia Lazarides



Prep D Chanel Kao



Prep E Jaimea-Rae Jervis



and Sally Schulz



Inclusion Amanda Corles



Inclusion/EALD Robyn Howard



TEACHING AND LEARNING

Curriculum Overviews will be distributed at the beginning of each term.

- These teaching and learning documents will inform parents/carers about the content covered for each term.

MANSFIELD STATE SCHOOL CURRICULUM OVERVIEW PREP Term 1, 2021			
Science Biological Sciences In this unit, students will: <ul style="list-style-type: none">□ use their senses to observe and explore the weather in their environment□ observe that weather can change and will discuss how these changes impact on themselves, in particular on clothing, shelter and activities□ discuss the impact of weather changes on plants and animals□ learn that we can record weather observations using symbols.	English Informative - Personal Connections to Story Events In this unit, students will: <ul style="list-style-type: none">□ participate in shared reading and storytelling of picture books including texts that show characters beginning school□ be encouraged to make connections with texts by considering the similarities and differences, likes and dislikes of each text□ notice and discuss the differences and similarities between their own lives and the experiences of the book characters□ explore how to write simple sentences identifying their personal preference and describing a character of event using environmental print.	Mathematics In this unit, students will: <ul style="list-style-type: none">□ Number and algebra – connect quantities and numerals to 10, count to and from 20 from any starting point□ Shapes - sort and explore materials as they learn about the physical properties of shapes (hard, soft, rigid, smooth, rough, straight sides, curved sides) and the ways in which shapes behave (rolls, slides, bounces, stacks, joins).□ Using Units of Measurement – compare the size of objects (bigger, smaller, longer, shorter), describe objects (shape, colour and textures), be encouraged to use early vocabulary.	Humanities and Social Sciences My Family History In this unit, students will: <ul style="list-style-type: none">□ explore the nature and structure of families□ identify their own personal history, particularly their own family backgrounds and relationships□ examine diversity within their families and others□ investigate familiar ways family and friends commemorate past events that are important to them□ recognise own stories of families and the past can be communicated through sources that represent past events□ present stories about personal and family events in the past that are commemorated.
Health and Physical Education Physical Education (Movement) <i>Specialist Teacher</i> In this unit, students will: <ul style="list-style-type: none">□ explore how to move and play safely during physical activity□ develop the fundamental movement skills of running, jumping, hopping and galloping□ apply fundamental movement skills and solve movement challenges. Health <i>Specialist Teacher</i> In this unit, students will: <ul style="list-style-type: none">□ recognise how they are growing and changing□ identify actions that help keep them healthy, safe and physically active.	The Arts Music <i>Specialist Teacher</i> In this unit, students will: <ul style="list-style-type: none">□ explore rhymes and songs as stimulus for music making and responding□ sing known songs and use instruments to demonstrate tempo, dynamics and pitch.	Digital Technologies In this unit, students will: <ul style="list-style-type: none">□ explore different ways to collect and display familiar data, explore patterns in data and represent data using pictures and symbols to convey meaning□ recognise how digital technologies are used in daily life by examining the photograph function on iPads□ use iPads safely and will develop their understanding of cyber safety.	



ENGLISH

- Term 1 – How you remind me** – Discuss the similarities and differences, likes and dislikes about story books. Write a simple sentence about a character or event from the texts. (Imaginative)

- Term 2 – Bippity, Boppity, Boo Boos** – Listen to and read a variety of Fairy Tales and write a letter providing advice to a Fairy Tale character. (Imaginative)

- Term 3 – Rhyme Crime** – Listen and demonstrate knowledge or rhyme. Communicate an opinion about a familiar rhyming story and identify the use of rhyme. (Imaginative)

- Term 4 – Feathers, Fur and Fins** – Write simple informative descriptions about the features of familiar animals and how they help the animal move. Read and comprehend short texts.

- Learning Walls** – explicit expectations of standards, identifying own areas of need, setting goals



MATHEMATICS

- Term 1 – Number** – connect quantities and numerals to 10, count to and from 20 from any starting point; **Measurement and Geometry** - shape and sorting - identifying how objects are similar and different and sorting objects based on similar features.
- Term 2 – Number** - identifying numerals, counting forwards and backwards from different starting points and match number names, numerals and quantities; **Measurement and Geometry** – comparing length, height and thickness, compare and order daily events.
- Term 3 – Number** – compare quantities, combine and share small collections, represent addition, identify parts and the whole; **Measurement and Geometry** - duration and event sequences, sequencing stages within an activity, comparing duration of events using time language, location – using positional language to describe location and giving and following directions
- Term 4 – Number** – representing numbers to 20 and beyond, represent numbers on a Thinkboard; **Chance and Data** - answering yes/no questions and using questions to collect information.
- Problem Solving and Reasoning



SCIENCE

- Term 1 - Weather in my World** – Earth and Space Sciences
- Term 2 – Fairy Tale Pets** – Biological Sciences
- Term 3 – Oi! What material makes the best seat?** –
Chemical Sciences
- Term 4 - Animals Move it, Move it!** – Physical Sciences



HUMANITIES AND SOCIAL SCIENCES (HASS)

Semester 1 - My Family History – History focus:

– What is my family history?

Semester 2 - Special Places – Geography focus:

– What are places like and what makes a place special?



HEALTH AND PHYSICAL EDUCATION (HPE)

HPE is one Learning Area in the Australian Curriculum.

From 2021, all schools must report on HPE as one Learning Area.

Movement is taught by specialist teacher Vanessa Verstegen, and Health is taught by Rebecca Cassidy

- ❑ **Term 1 - PE (Movement): Let's Get Movement** - Functional Movement Skills
Health: From Little Things, Big Things Grow – how bodies grow and change and actions that keep us safe and healthy

- ❑ **Term 2 – PE (Movement): Let's Get Moving** – continued from Term 1
Health: Bippity, Boppity Boo Boos – Describe emotions and use personal and social skills to promote health, safety and wellbeing

- ❑ **Term 3 – PE (Movement): Catch that Bean** – throwing and catching
Health: I can do it! – identify places to play safely

- ❑ **Term 4 - PE (Movement): Animal Groove** - movement to music, and **Swimming** – four-week introduction to swimming (not assessed)
Health: I am Safe – sun safety, water and fire safety and medicines and poisons



THE ARTS

We take a to teaching, assessing and reporting for the Arts. Subject Area approach

Music is taught every term by Chris Haratsis and, the other Arts subjects: Drama, Dance, Media and Visual Arts are taught by classroom teachers.

Semester 1 – Dancing Characters - Dance

Semester 2 – Sharing Stories – Visual Arts

Music - Students explore rhymes and songs as stimulus for music making and responding. Students will sing known songs and use instruments to demonstrate tempo, dynamics and pitch.



TECHNOLOGIES

We take a Subject Area approach to teaching, assessing and reporting for Technologies.

Design and Technologies and Digital Technologies are taught in alternate semesters.

Teachers are supported throughout the year by the school's STEM Mentor.

- Semester 1 - Monster Mash – Digital Technologies**
- Semester 2 – Animal Food Delivery System – Design and Technologies**



HOMework

- Home Readers
- Jolly Phonics
- High Frequency Words

Online Subscriptions

- Reading Eggs
- Mathseeds
- Sunshine Classics



EXCURSION

- Lone Pine Koala Sanctuary – Term 4:
Linked to Science unit about how animals move.



MISCELLANEOUS

- Important to build a morning routine to prepare for school in the mornings
- Help your child become independent by packing, organising and unpacking their own bag
- Tuckshop can be ordered through Flexischools
 - no slushies for Prep students
- Please pack a complete change of clothes in your child's bag for toilet accidents, yoghurt mishaps or playground slips in the wet
- Communicate regularly with your teacher to support your Prep student



THANK YOU

Thank you for your ongoing interest and involvement in your child's education. We look forward to working with you in partnership towards the best possible educational outcomes for your child.

We now invite you to return to our classrooms.

We wish to respectfully remind parents that this is not time for you to discuss individual children, but an opportunity to obtain further information about specific classroom routines and expectations.