

# Broadbeach State School



## Welcome to Prep 2026

# 2026 – Day 1 – Tuesday 27<sup>th</sup> January

- Be prepared – uniform, shoes, socks
- Practise wearing everything!
- Have a spare change of clothes in bag
- Eat a nutritious breakfast
- Include your child in the lunch packing so they know what to expect
- Drink bottle with water
- Label everything!





# Get Set for Prep:

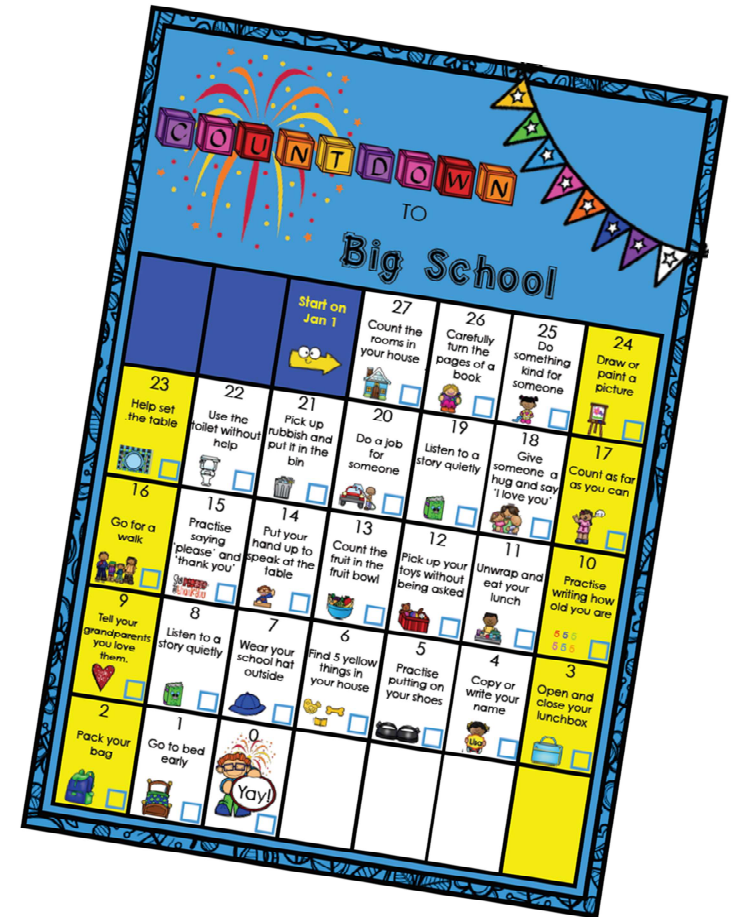


## Countdown to Big School



We're sure your little one is getting very excited about starting big school next year. To help build up to the exciting day we'd love you to countdown with the accompanying card each night as time passes.

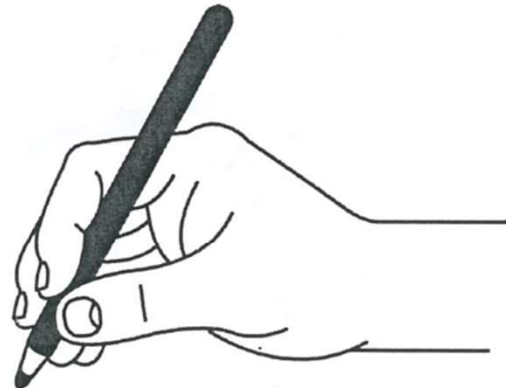
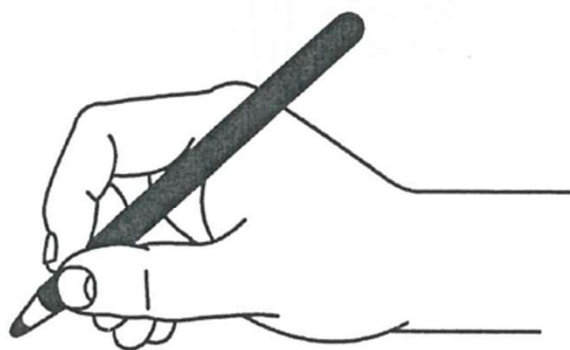
Start it on January 1 and tick, cross or dot the blue square and do each day's activity. We'd love to give a special sticker to anyone who brings it in to big school in the first week. :)



# English: Handwriting – Pencil Grip – take home

## Occupational Therapy – Kids health information

Developing a pencil grip



# Reflecting on our initial information night:

In summary, we discussed Broadbeach SS, the positive culture and values...

## Languages spoken at home - 44

Arabic - 5	Greek - 2	Macedonian - 5	Russian - 22
Azeri - 1	Hebrew - 7	Malayalam - 1	Sinhalese - 2
Bosnian - 1	Hindi - 7	Mandarin - 29	Serbian - 7
Cantonese - 6	Hungarian - 1	Maori - 3	Slovak - 4
Chinese - 25	Indonesian - 3	Nepali - 2	Slovene - 3
Croatian - 1	Italian - 1	Persian - 11	Spanish - 15
Czech - 1	Japanese - 61	Polish - 3	Tagalog - 4
Dutch - 1	Khmer - 3	Portuguese - 42	Teluga - 2
Filipino - 2	Korean - 28	Punjabi - 3	Thai - 8
Finnish - 4	Lithuanian - 1	Romanian - 4	Tongan - 1
French - 17			Ukrainian - 4
German - 7			Vietnamese - 8



## Broadbeach State School

- Beautiful location reflects the amazing culture and ways of working
- Proud, dedicated and highly-trained staff
- High care, high expectations – the whole child
- Systems Oriented - highly aligned and consistent organisation leading to high efficacy
- Targeted teaching – “proven” signature instructional practices
- Signature instructional practices revolve around proven methods
- Deliberate emphasis on developing strength and peace of mind



# Reflecting on our initial information night:

...the academic success, unique pedagogy and our expert teaching team...  
(...have faith in our expertise and trust in our team)

## Curriculum and Signature Instruction

- Our instructional framework is unique - Targeted teaching based on Zone of Proximal Development with a focus on strength of mind
- Every teacher is trained and supported to instruct explicitly
- Direct Instruction programs are incorporated into our approach.
- This instruction is focused on mastery (short to long-term memory) of content and skills and is the fundamental reason for the significant academic progress and high achievements.
- Frequent checking for understanding
- Reporting face-to-face and written twice each year



## Highly Trained and Dedicated Staff

- Teachers are experts in education
- Teachers work together to address learning needs
- Teachers are supported by Heads of Sub-schools and other school leaders
- Paraprofessionals support teachers through provision of instruction
- Acknowledge that parents have been first teachers
- May seek your assistance to access experts beyond the school



# Reflecting on our initial information night:

...student expectations and allowing your child to learn through challenge.

## Student Expectations

- Explicitly taught – building from ECECs and home
- Following directions from team members - respect
- Owning behaviour and consequences thereof
- Student Code of Conduct
- Behaviour Steps Flowchart - [Rule Expectation Matrix](#)
- Zones of Regulation
- You Can Do It!



## Learning Through Challenge

- Significant challenges will be met and conquered by students in Prep
- They will learn to be organised, persistent, resilient, confident and to get along with others
- They need you to help them by giving them the latitude to “fail”
- “Helicopter” “Curling” parenting
- Students own their own behaviour – let them
- Acknowledge and ask, “what do you plan to do?”



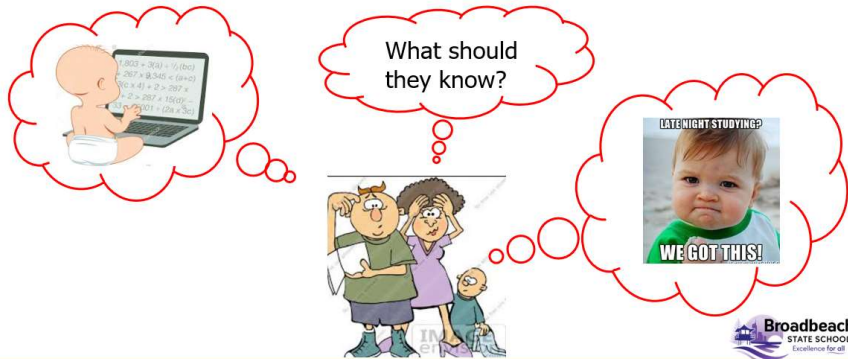


# Reflecting on our initial information night:

- We shared how to prepare your child for Prep, emphasising the importance of the 'whole child' aspect and social and emotional development being key.

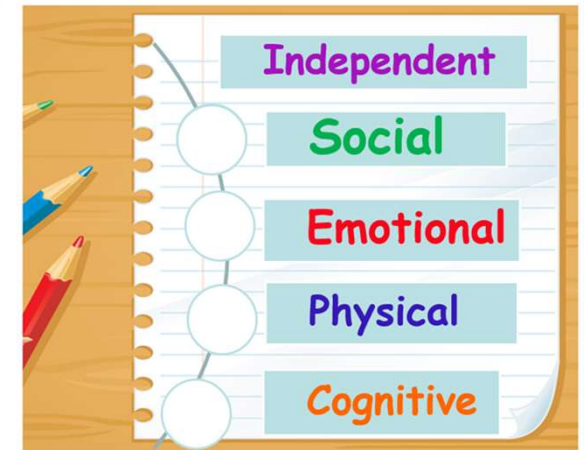
## School Readiness

- Is my child ready? What do I do to help them be ready?



## School Readiness

Whole Child  
Development  
=  
School Ready

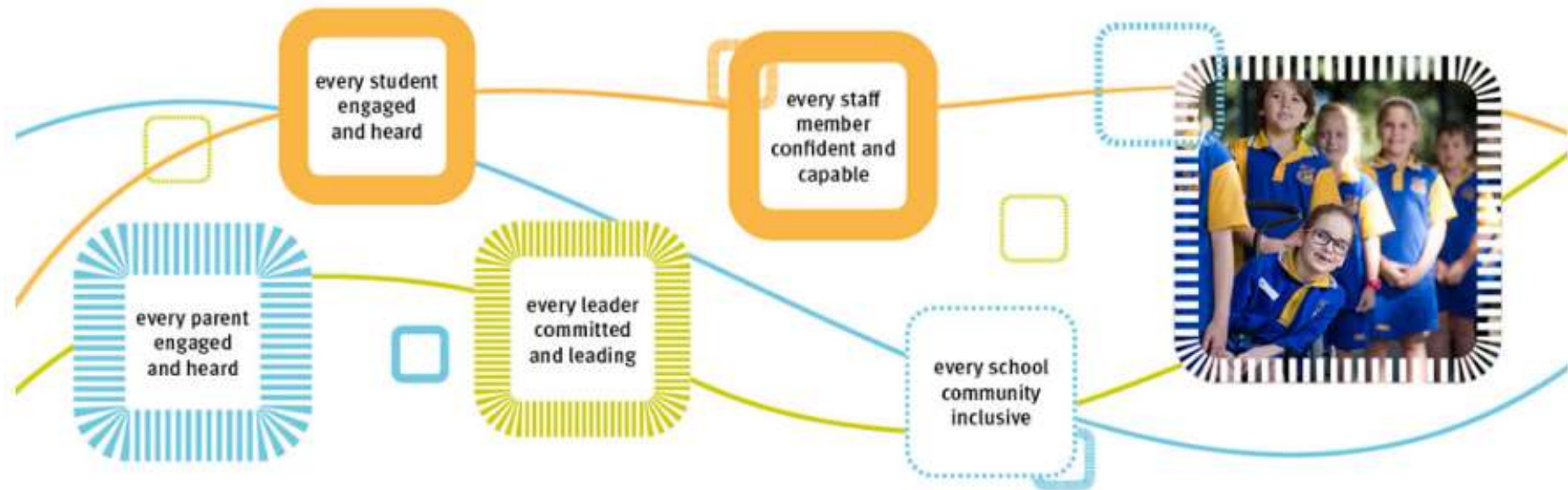




# Reflecting on our initial information night:

- We asked you to ...
  - Focus on oral language by encouraging back and forth conversation, using open-ended questions, during everyday routines and experiences.
  - Spend time, playing, talking, singing, rhyming and reading.
  - Have conversations with staff members at your child's kindy.
  - Book your child in for a vision and hearing test.

# An inclusive school environment



## EQ policy - Equity and Excellence

### Legislation

- [Age Discrimination Act 2004 \(Cwlth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwlth\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Multicultural Recognition Act 2016 \(Qld\)](#)
- [Racial Discrimination Act 1975 \(Cwlth\)](#)
- [Sex Discrimination Act 1984 \(Cwlth\)](#)

# Creating an Inclusive school environment



Students in  
out-of-home care



Aboriginal and Torres Strait  
Islander students

Students with mental  
health needs



Gifted and  
talented  
students



Cultural and  
linguistically  
diverse  
students



Students  
with  
disability



Refugee  
students



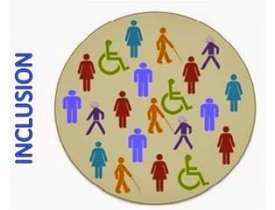
Rural and  
remote



LGBTIQ+

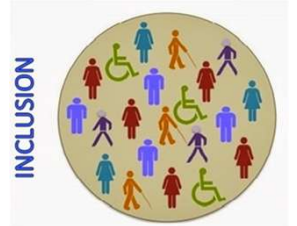


# An inclusive school environment



- An inclusive school is one where students, teachers, families and the community feel valued, welcome, accepted, respected, comfortable and confident to be themselves.
- An inclusive school values the voices of all and supports students to thrive. It recognises difference and acceptance - we are not all the same.

# Whole school support



- **Guidance Officer** - Supporting students and families
  - Liaises with agencies including paediatricians, psychologist and therapist.
  - Provides a vital link between teachers and therapist to support student engagement.
  - Works with students and families supporting social emotional wellbeing
- **Speech and Language Pathologist** - SLP
- **Family Connect**
  - School Social workers supporting families and linking them to a variety of outside support agencies, from housing, financial, counselling, DV support and NDIS.
- **School Psychologist**
  - Therapy service supporting students with low to medium mental health

# Supporting students with a disability

## Special Education Program (SEP)

- Specialised Teaching Team
- Teacher Aide support
- Consult with external therapist and medical teams
- Social Emotional Wellbeing

## Advisory Services

- Hearing Impairment
- Visual Impairment
- Physical Impairment

## DoE- Therapy Services

- Physiotherapy and Occupational Therapy
- Nursing Services
- Speech and Language Pathologist





# Communication with your class teacher

- Less than kindy
- Incidental opportunities – be aware of impact on start of teaching day
- Parent Information session – Week 3
- Individual interviews – Week 6
- Email and Dojo – minor concerns or information sharing, or to request a time to meet

# Communication with school

- Contacting your Deputy Principal – via the office, appointment
- Absent line
- Qparents
- Website
- Newsletter
- P&C social media

# Attendance

- Every minute counts – instruction is sequential
- Target of 95%
- Unauthorised absences
- Do not attend if unwell – advise office (phone, QParents, email)
- Same day reporting of unexplained absences
- Late arrivals - early departures - impact
- Punctuality = respect



# Big School = Big Differences from Kindy

- Physical environment
  - Playground
  - Eating time
  - Toilets
  - Specialist lessons – rooms
  - The oval
  - Office, sickbay, library

# Playground





# Playground



# What is Social and Emotional Development?

- The change over time in children's ability to react to and interact with their social environment. It is complex and includes many different areas of growth.
  - **Temperament:** the way a young child acts and responds to different situations, caregivers, and strangers
  - **Attachment:** the emotional bond between a child and caregiver
  - **Social skills or social competence:** the ability to get along with other people
  - **Emotion regulation:** the ability of a child to control his or her emotions and reactions to the environment

# Social and Emotional Readiness

- Meeting lots of new adults - specialist teachers, duty teachers, support staff, relief staff
- Meeting lots of new children
- Responding to children of different ages
- Varying developmental levels
- Different social experiences
- Playground upsets and conflicts are inevitable



# Social and Emotional Behaviours

- All aspects of child development are interconnected.
- A child's ability to learn new information is influenced by his ability to interact appropriately with others and his ability to control his immediate impulses.



# Play and Perspective:

- Children will describe an event from their own perspective, however the developmental perspective of an average five-year-old can be a little egocentric.
- Seeing things from another perspective can sometimes be difficult for adults, so young children find this concept particularly complex.



# Play and Perspective:

- This may cause conflicts especially in imaginative play.
- Whilst one child may be role-playing as part of their game, the other child might be less familiar with the rules or character roles.
- As the adults, we must consider each child's perspective and be careful not to cloud the situation with our own adult views.



# Play and Perspective:

- Children may not have the language skills to articulate events or their feelings accurately.
- When another child wants to play the game differently or doesn't want to play the same game, a child can feel hurt, angry or frustrated, this can cause a that child to lash out, cry or report that the other child was '*mean*' or '*not their friend*'.
- An example is explained by child psychologists in this clip.



# Communicating in Play:

- Children often attempt to get their own way with peers through negotiation.
- Their repertoire for negotiation is often limited to, *'I won't be your friend'*, or *'you can't come to my birthday'* – (even if said birthday is 11 months away and no party has been planned).
- An example is explained by child psychologists in this clip.

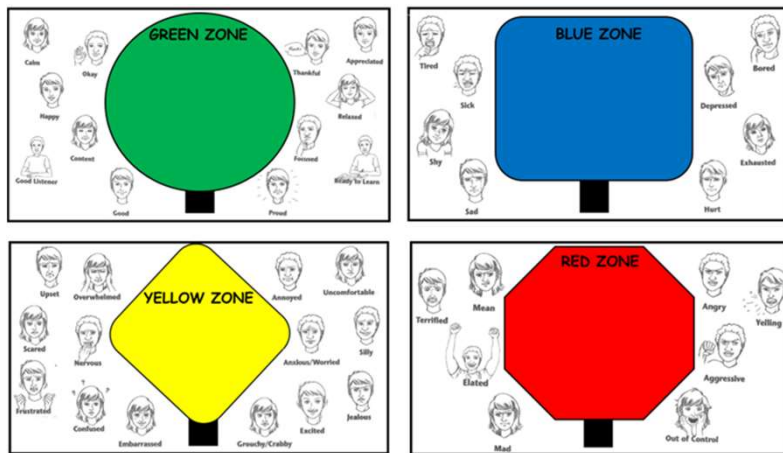




# At School we support this development using:

## Zones of Regulation

how to foster self-regulation and emotional control

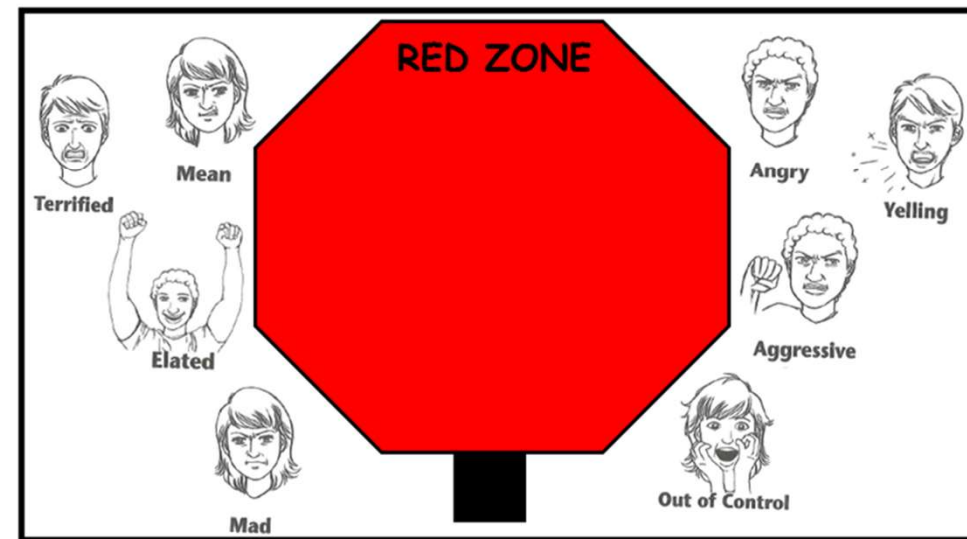
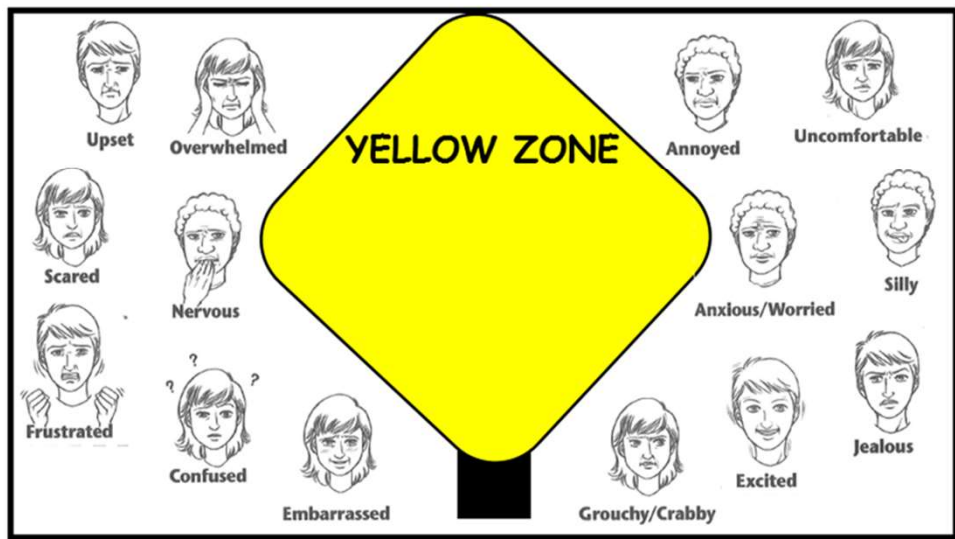
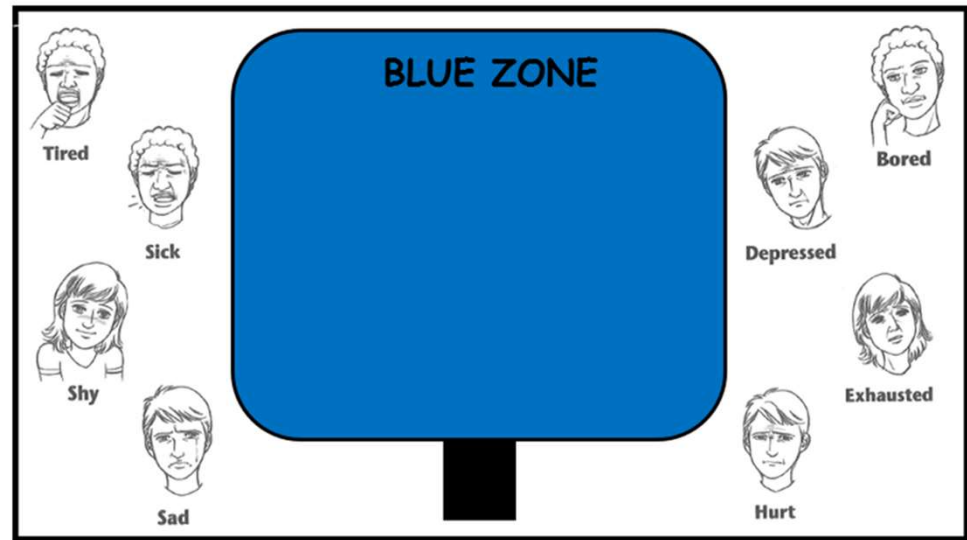
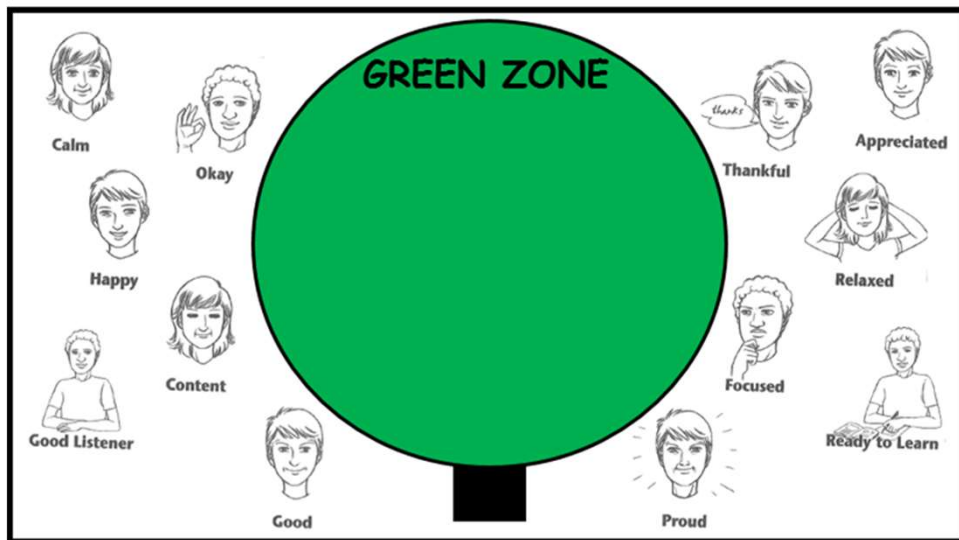


## The Keys to Success

You Can Do It!

*"YOU CAN DO IT!"*





# These combine as our Healthy Minds Program:



# Reinforcing the keys to success at home:

- As we look at each characteristic in the following slides, let's consider what that might look like at home.

## The Keys to Success

You Can Do It!

*"YOU CAN DO IT!"*



Our Healthy Minds Program easily links to the:

## SCHOOL RULES

Be a Learner

Be Safe

Be Respectful

Be Responsible





# New Classmates



## Pete Persistence

"My name is Pete Persistence and I never give up, even when something is tricky or not fun to do."



Can you think of an example of when you have encouraged your child to be more persistent?  
Was it a learning opportunity?

Do you step in too quickly to save them?

# New Classmates

## Gabby Get Along

"My name is Gabby Get Along and I like to get along with other people. I work and play nicely with other children "



Story time can provide great opportunities to discuss this topic. Using characters can be less confronting and get your child talking.



# New Classmates

## Connie Confidence

"Hi, my name is Connie Confidence and I always speak confidently and give work a Red Hot Go, even when I am worried or if I've made a mistake "

Can you think of a time when you may have stepped in too soon rather than encouraging your child to 'have a go' and built confidence?



# New Classmates



## Oscar Organisation

"My name is Oscar Organisation and I am always organised. I finish my work on time and look after all of my belongings."



This one helps you – how do you get your child to be organised – responsible?

# New Classmates



## Ricky Resilience

"My name is Ricky Resilience and I am resilient. I know how to calm down when I'm sad, angry or worried about something."



### Important!

Some parents today can be afraid of their child's emotional reactions? Small disappointments, (hearing 'no') build resilience. Saying stop and meaning it.



# Rules and Procedures:

- **School rules**
  - Playground – turn taking; duty teachers; crowd
  - Eating time – bells
  - Student Code of Conduct
- **Classroom rules**
  - Classroom lining up; moving around the room; teacher interaction (time for talking)
  - Toilets – buddy system; impact on learning

# Rules and Procedures:



## Quick links

[Code of conduct \(PDF, 1.2MB\)](#)

[Parent code of conduct \(PDF, 377B\)](#)

[Executive summary \(PDF, 768KB\)](#)

[Catchment map](#)

[Uniform policy \(PDF, 1.7MB\)](#)

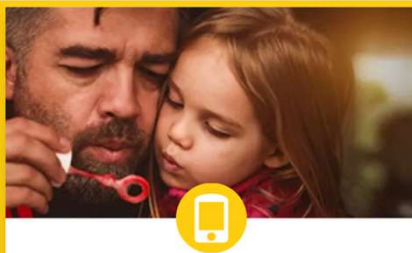
## Student Code of Conduct 2025 - 2028

# Want to know more?:



[ABOUT TRIPLE P](#) | [TOPICS](#) | [ARTICLES & NEWS](#) | [F](#)

[Home](#) > [Free parenting courses](#) > [Triple P Online under 12](#)



## Triple P Online

Confidently handle everyday parenting challenges

Online under 12 years

Free 8 x 30 mins

- ✓ Improve behaviour and grow closer
- ✓ Positively influence your child's development
- ✓ Create a happier, calmer family life



## Fear-Less Triple P Online

Build resilience in children and help them manage anxiety

Online 6+ years

Free 6 x 30 mins

- ✓ Get a better understanding of anxiety
- ✓ Learn what to do when your child is anxious
- ✓ Boost resilience and coping skills



## Family Transitions Triple P Online

Support your child through separation or divorce

Online under 12 years

Free 5 x 30 mins

- ✓ Create stability and reassurance for children
- ✓ Learn proven co-parenting strategies
- ✓ Handle challenges calmly and confidently



# School Events and Celebrations

- Easter Hat Parade
- Cross Country
- Sports Days
- Under 8s Day
- Harmony Day
- Excursions
- Incursions – Science
- NAIDOC Celebration
- Broady's Got Talent
- Arts Gala
- Swimming
- Carols



# Learning and the Classroom Environment

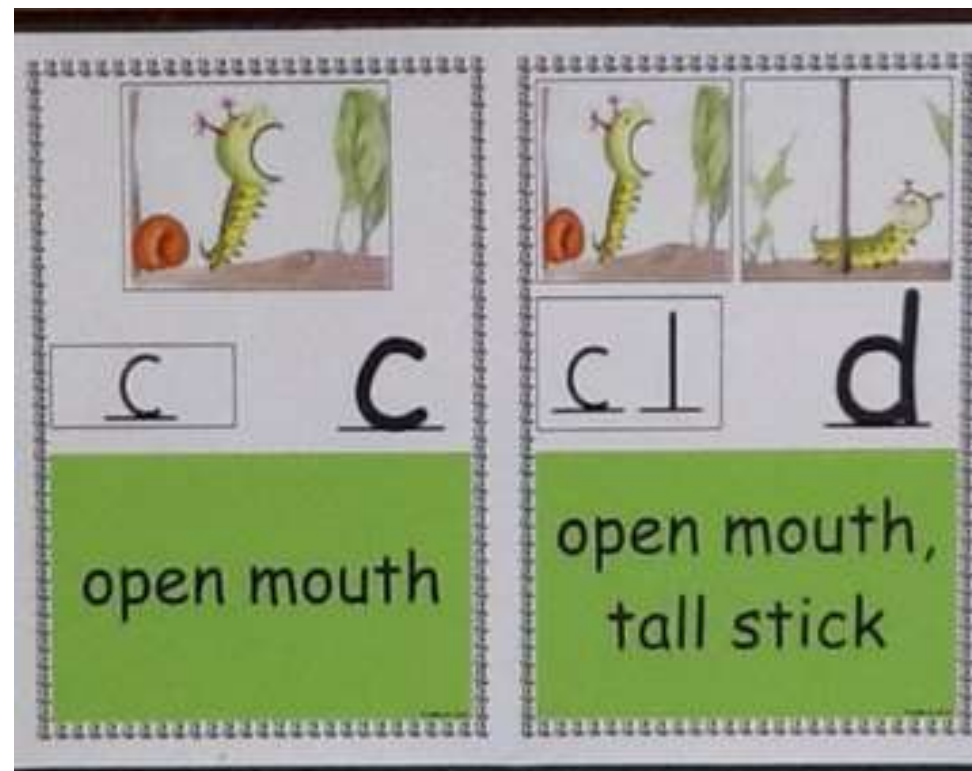
- The transition to kindy to school classroom
  - Similarities are created from the start
  - Changes are gradual and dependent on group
  - Routines and structures are developed to become the 'norm'
  - Independent tasks
  - Structured times expectation to do set tasks



# Learning in the Classroom:

- Class timetables and structure
  - Whole class
  - Small group rotations
  - Independent tasks
  - Structured times expectation to do set tasks

# English: Handwriting – Casey Caterpillar



<https://mediasite.eq.edu.au/mediasite/Play/970fac8bad31443fb3e2f723fcf60dde1d>



Department of Education and Training

## **Advice from parents to parents: Sharee**

**How can a good transition to school help families?**

# Get Set for Prep



## Talking with your child

Talking with your child about their first few days at school is an easy way to support them.

Talk about:

- their first day
- what they can learn at school
- how to make friends
- your happy memories of starting school.

# Get Set for Prep



## Listening to your child

Your child will have questions about school, like who will be there. Listen to their ideas and questions, and find answers together.

You can ask:

- your kindy teacher
- your school principal
- your Prep teacher
- your playgroup facilitator
- other parents.

Or visit the department's website at:

[www.qld.gov.au/transitiontoschool](http://www.qld.gov.au/transitiontoschool)



# Get Set for Prep



## Reading with your child

Reading with your child is special. You are bonding with your child and supporting their growth.

Sharing books with your child:

- builds their reading skills
- builds their language
- encourages a lifelong love of reading
- grows their understanding of the world.

Ask your local library for a book about starting school. Check out the First 5 forever website for some tips: <http://first5forever.org.au>

# Get Set for Prep



## Playing with your child

Your child explores the world through play.  
Play supports your child's learning.

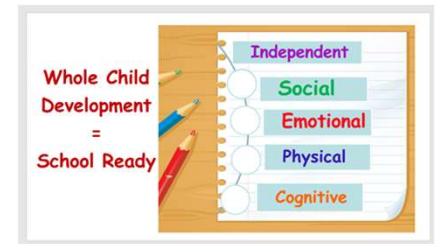
Encourage your child to explore their world by:

- making time to talk, read and relax
- doing a puzzle
- playing a game
- listening to your child's favourite song and dancing
- digging in the garden
- going to the park.

# Cognitive Development

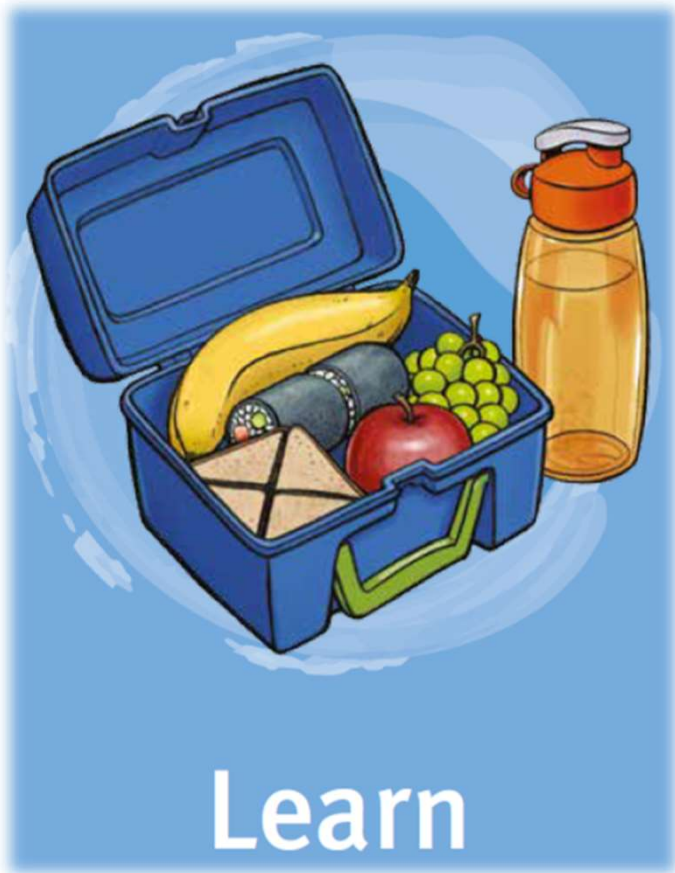
How can you support your child's cognitive development?

- Play and talk with numbers, shapes and colours





# Get Set for Prep



## Building independence

When your child starts school, they will build their independence. At school, your child will look after their things and follow daily routines.

You can support your child's independence by:

- helping them choose a lunchbox they can open and close
- teaching them to put on sunscreen, get dressed and use the toilet
- playing dress-ups in their new uniform
- talking about how and who to ask for help.

# Get Set for Prep



Practise

## Building your child's confidence

Children who enjoy their start to school become more confident and join in with activities.

You can help build your child's confidence by:

- following a routine (for example, get up early, get dressed and eat a healthy breakfast together)
- practising putting on socks and shoes
- encouraging your child to keep trying
- celebrating when your child does well.



# Get Set for Prep



## Making friends

Starting school is a great chance to make more friends. Your child will feel more settled starting school when they have a friend in their class.

Help your child meet new friends by:

- going to orientation days before starting school
- finding out if any children from your child's kindy are going the same school and meeting up to play.

# Get Set for Prep



## Your child's wellbeing

Your child may have mixed feelings about starting school. Often children feel excited and happy about starting school. This may be mixed with sad feelings about leaving home and kindy, and worry about what school will be like.

You can support your child's wellbeing by:

- talking about how they are feeling and why this might be
- making time to rest before school starts and over the first few weeks.

# Get Set for Prep



## Better together

Your whole family joins a new community when your child starts school. It's a chance for you to make new friends with other families and support each other.

You can meet other families by:

- going to school P&C nights
- helping in the tuckshop or uniform shop
- spending time in your child's classroom.

# Get Set for Prep



## From home to school

Help your child's new teacher get to know your child. Your child's teacher can then support your child's learning, social and emotional needs when they start school.

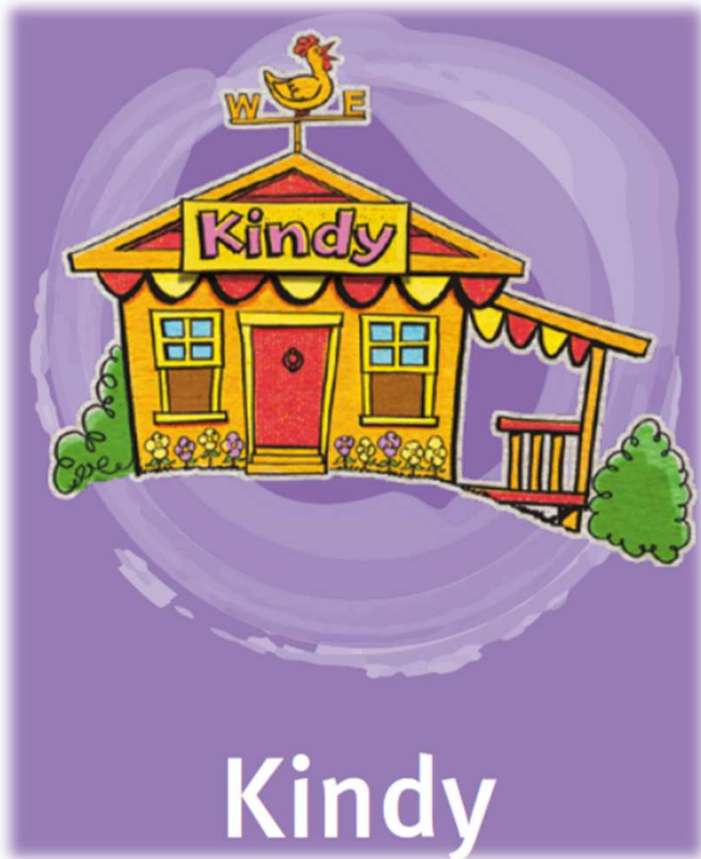
You know your child best. Talk to your child's teacher about:

- what your child is interested in
- how your child learns
- your child's time at kindy
- your goals for your child
- how your child makes friends.

You can also ask your child's teacher what they are learning at school and explore this with your child at home.



# Get Set for Prep



## From kindy to school

Kindy can help your child make friends, build confidence and develop a love of learning. You can ask your child's kindy teacher about starting school.

Talk to your child's kindy teacher about:

- your child's strengths
- your child's transition statement.

You can share your kindy transition statement with your school. You and your child's kindy teacher write the transition statement together. It is about your child's learning in kindy and will support your child starting school.



# Get Set for Prep



## School

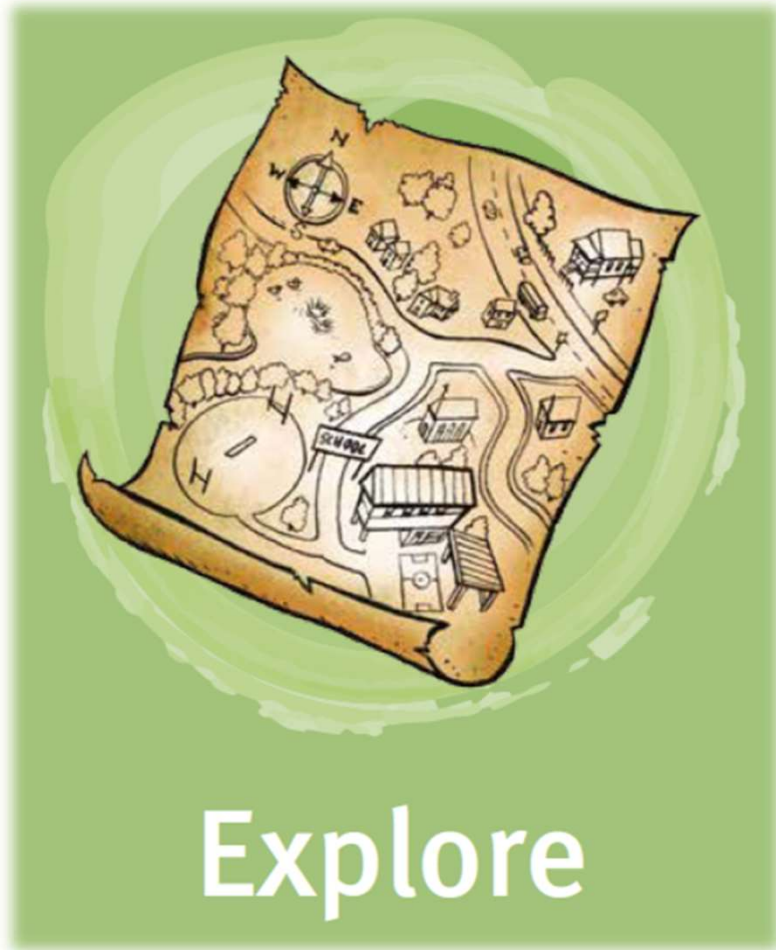
## Your school community

When your child starts school there is lots to learn. There are lots of people who are part of the school, and can support you.

Get to know your school community by:

- meeting your child's teacher
- visiting school and finding where to eat, play and use the toilet
- visiting the school library to borrow a book
- talking with the principal
- visiting the outside school hours care centre.

# Get Set for Prep



## Your local area

Knowing your local area can help your family when your child starts school.

Get to know your local area by:

- walking or riding to find special spots
- going to the library or park
- making a map of how to get to school.

# Get Set for Prep



Share

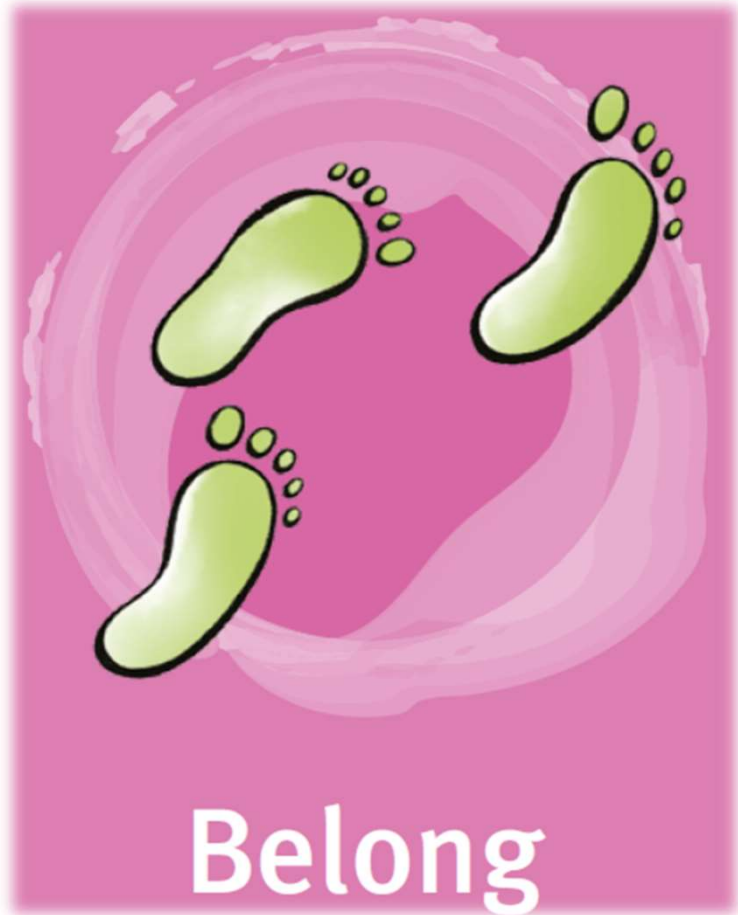
## Your child

Your child has interests, needs and learning styles unique to them. You know your child best, and know what they need to have a great start to school.

You can support your child by:

- resting and relaxing before school starts and over the first few weeks of school
- listening to their questions about school
- sharing your happy memories of starting school.

# Get Set for Prep



## Feeling of belonging

It can take time for your child to feel they belong at their new school.

Help your child build a feeling of belonging at school by:

- visiting your new school before starting
- giving your child time (they will settle into school in their own time).

Your new school may have activities throughout the year for children and families to get to know the community.

Visit the school to find out if there are any events you and your child can attend.



# Get Set for Prep



Celebrate

## Celebrating starting school

Starting school is a milestone in your child's life. Take time to celebrate. Your child will feel important and their self-confidence will grow.

Celebrate starting school by:

- counting down to the first day of school
- taking photos of your child's first day
- celebrating with the whole family at home or at a park.