



Toowoomba
Christian College
EST. 1979

Prep Enquiry Information



Welcome

Thank you for your interest in finding out more about Toowoomba Christian College and especially Prep at TCC. In this handbook you will find a summary of how we do Prep at our school and what our philosophy for education is.

School Leadership



Mrs Kerrin Budden
Acting Principal



Mr Richard Garner
Business Manager

Primary School Leadership



Mr Dan Heaton
Head of Primary



Mr Nathan Gilmour
Deputy Head of Primary

College Contact Information

College Office Hours	8:00am to 4:00pm Monday – Friday
Primary Reception	8:10am to 3:45pm Monday to Friday
Address:	10852 New England Highway, Highfields QLD 4352
Phone:	07 4630 8444
Email:	admin@tccollege.qld.edu.au
Website:	tccollege.qld.edu.au

Key Scriptures For the School

3 John 1:4 NIV

I have no greater joy than to hear that my children are walking in the truth.

Malachi 2:15 CEV

Didn't God create you to become like one person with your wife? And why did He do this? It was so you would have children, and then lead them to become God's people.

Psalms 71:17 NIV

Since my youth, O God, you have taught me, and to this day I declare your marvellous deeds.

Psalms 78:4-5 NIV

We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the LORD, His power, and the wonders He has done. He decreed statutes for Jacob and established the law in Israel, which He commanded our forefathers to teach their children.

Isaiah 62:6-7 NIV

I have posted watchmen on your walls, O Jerusalem; they will never be silent day or night. You who call on the LORD, give yourselves no rest, and give Him no rest till He establishes Jerusalem and makes her the praise of the earth.

Prep at Toowoomba Christian College

The Prep Program

Toowoomba Christian College exists to provide a Christian Education in the Liberal Arts Tradition that will prepare young people to serve the Living God in today's world. We present to all children the truth of Jesus Christ as the Saviour who died for all people, that through His death and resurrection it is possible for all people to have a real relationship with God. The Bible is presented daily as the Word of God and the basis for understanding how life is meant to be lived.

TCC believes very much in the education of the whole child and sees its role as far more than just giving students an education of the mind. It is our desire to see your child learning to live life according to God's ways; His truth, goodness and beauty to make this world a better place.

Prep is a wonderful year of growing and learning and provides important foundational experiences. It teaches your child to become a student who loves to learn, as they take their first step into the 'world of school'.

Prep and the early years are when the building blocks for all learning are laid. Children's minds are ready to absorb information and they find memorisation fun. Learning at this age should be about knowledge, facts and content and training students in basic thinking skills alongside some self-expression and self-discovery. A Christian Liberal Arts education requires students to collect, understand, memorise and categorise information.

The authors of *The Well Trained Mind*, Susan Wise Bauer and Jessie Wise write:



'Young children are described as sponges because they soak up knowledge. But there's another side to this metaphor. Squeeze a dry sponge, and nothing comes out. First the sponge has to be filled.... Our job, during the early years, is to supply the knowledge and skills that will allow your child to overflow with creativity as their mind matures.'

Our goal at TCC is to fill children's minds and imaginations with as many pictures, stories and facts as we can. This provides mental hooks on which they can hang information they will acquire in the later years. Our preps might not immediately understand everything they are taught or exposed to but as they set this information to memory, they will start to recognise similar or familiar information in other contexts. We believe that 'knowledge of the world, past and present, takes priority over self-expression. Intensive study of facts equips the student for fluent and articulate self-expression later on' (*The Well Trained Mind*, by Susan Wise Bauer and Jessie Wise).

Young children enjoy hearing stories over and over again and memorising jingles and lists etc. The success of these kind of activities gives children great pleasure. At this stage of their growing and learning we should harness their interest and awe of life, and these facts and experiences will remain with them for the rest of their lives.

We have implemented a play-based education model within which we can implement the principles of the Liberal Arts Tradition as described and set out above. We look forward to you going on the journey with us.

In Prep at Toowoomba Christian College:

- We strive to develop your child's independence through social learning, language skills and health and physical development.
- We allow children to use their creativity and imagination as they participate in hands-on and engaging activities.
- We implement the Australian Curriculum and the principles of the Early Years Learning Framework through a play based program.
- We encourage strong partnerships with parents through the TCC Edumate Portal, email, parent teacher interviews and parent friendly events.
- We seek to provide a warm, caring and nurturing family atmosphere within an academic environment.
- We have trained, experienced and dedicated full time Teacher Aides in Prep.
- We teach through focused teaching, learning, investigations, age-appropriate real-life situations, play, routine and transitions.
- We have weekly lessons with specialist teachers in Music, Visual Art, Physical Education as well as Library lessons.
- We have various visitors to the school (incursions) and excursions e.g. the Fire Department and Moo Baa Munch.
- We participate in extra-curricular activities such as Cross Country, Ball Games, Athletics Carnivals, swimming lessons and a Swimming Carnival.

Prep Enquiry Information


- We attend Praise and Worship, have daily morning devotions and we integrate Christian Education in all our curriculum.

Schools are special places and are very different to kindergarten programs and day care settings; there is often a larger group of students of various age-groups and definite rules and ways of doing things, and so children need to learn to adjust to this new environment. The Prep Program will support this development of your child as they begin their schooling journey.

Prep Uniform

Parents are asked to become familiar with the School Uniform Policy. This Policy provides information regarding the required student uniform, as well as instructions regarding how the uniform is to be worn. Students are encouraged and taught to take pride in their school uniform and to wear it correctly. It is also an important part of learning to take responsibility for their possessions.

The school uniform needs to be worn correctly and any exceptions need to be discussed with the Class Teacher. The hair of female students needs to be tied back with the appropriate colour hair accessories, if too long to be left loose. We request that for the duration of the Prep year your child's shoes have Velcro fasteners unless they can tie their own shoelaces.

Prep Boys and Girls: All Year Uniform			
Item	Brand	Approximate Cost at Hannas	
TCC Sports Shirt	Hanbro	\$40	
TCC Sports Shorts	Hanbro	\$25	
Sport House Polo Shirt	Zoo/Dynasty Sport	\$45	
TCC Navy Fleecy Tracksuit Top	Scaggs	\$35	
TCC Navy Fleecy Tracksuit Pants	Scaggs	\$35	
OR TCC Tracksuit Jacket	Hanbro	\$60	
TCC Tracksuit Pants	Hanbro	\$50	
TCC Sports Socks (Navy or White)	Challenge	\$10	
TCC Bucket Hat	'Mountcastle'	\$20	
Sports Shoes (The first pair of joggers for Prep students must have velcro fasteners and non-marking soles.)			

Prep Curriculum

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In Prep we implement the Australian Curriculum. This is taught together with the Early Years Learning Framework which encourages a play-based learning experience. The Curriculum content is taught in such a way that students become more independent throughout the year. Further information regarding the Australian Curriculum can be found at <https://www.australiancurriculum.edu.au/>.

Play

Play underpins all things that we do in the classroom. Through play the children are learning social skills, problem solving, thinking skills, and consolidating all classroom learning in a fun and engaging way. Whilst each prep day involves this play there are specific allocated times throughout our week that are timetabled for play experiences. Each Friday the children engage in loose parts play where a wide variety of equipment is provided for the children to explore such as ropes, pipes, tyres, hoops, dress ups, and much more! The children also thoroughly enjoy scooter play where they run through a variety of physical rotations including riding scooters and an obstacle course. Through these amazing play opportunities the children are gaining so many life skills in a fun and engaging way.



Handwriting

In Prep we use the Queensland Beginner's Font for handwriting. We write the children's names using this font and would encourage you to also model writing your child's name using this font at home. When working with your child, please consistently use a capital for the initial letter only and write the rest in lower case. You will find a copy of your child's name written in this font in their homework satchel in the first week of the year. Please see the section at the back of this book for a handwriting font example.

Health and PE

Children develop gross motor skills through daily opportunities to use them. Prep students will engage with an obstacle course that includes activities such as balancing beam, monkey bars, tunnels, climbing ladders, running around markers and throwing bean bags into goals. In Physical Education lessons, the children learn modified sports to practise their team skills, as well as learning throwing, catching, shooting goals, running, ball-handling, coordination and fair-play.



The Arts

Music and Visual Art (Specialist lessons) and Drama (in class activities) are areas of The Arts that we believe Prep age students intrinsically love and enjoy engaging with. These three areas are integrated into all class work, play and learning, however students will also be included in specialist lessons for Music and Visual Art on a weekly basis. Class interaction in these three areas will be for enjoyment and entertainment while the specialised lessons will focus more on specific beginner concepts.

Information for parents

THE AUSTRALIAN CURRICULUM – FOUNDATION YEAR



Foundation

Years 1–2

Years 3–4

Years 5–6

Years 7–8

Years 9–10

THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*



THE FIRST YEAR OF SCHOOL

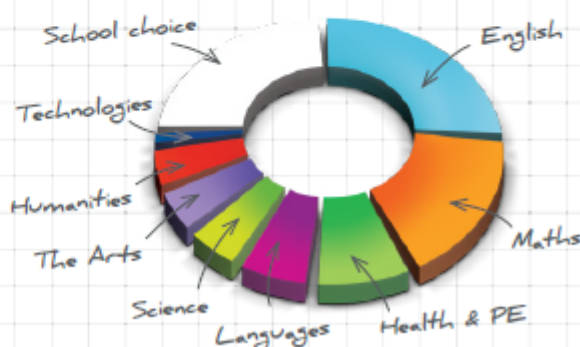
In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community.

Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling such as 'Reception', 'Kindergarten', 'Pre-Primary' or 'Prep'.



Foundation Year Learning Areas



Foundation

Years 1–2

Years 3–4

Years 5–6

Years 7–8

Years 9–10

English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Typically, students will:

- ▶ communicate with others in familiar situations
- ▶ read stories with one or more sentences, pictures and familiar vocabulary
- ▶ recognise rhyming words, syllables and sounds
- ▶ recognise letters and the most common sounds the letters make
- ▶ listen to, read and view picture books, stories, poetry, information books, films and performances
- ▶ write some words
- ▶ recognise some words and develop skills in 'sounding out' words
- ▶ create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Creates a text that includes a picture



Number, order, sequence, pattern, position

Mathematics

Connects events with days of the week

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- ▶ connect numbers, their names and quantities up to 20
- ▶ count numbers in sequences up to 20, continue patterns and compare lengths of objects
- ▶ use materials to model problems, sort objects and discuss answers
- ▶ group and sort shapes and objects
- ▶ connect events with days of the week
- ▶ develop an understanding of location words, such as *above*, *outside*, *left*.

Foundation

Years 1–2

Years 3–4

Years 5–6

Years 7–8

Years 9–10

Health and Physical Education

Students learn through active play, and practise fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Typically students will:

- ▶ use their strengths to help others
- ▶ name trusted people in their community, who can help them stay safe and healthy
- ▶ describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- ▶ group foods into 'eat always' and 'eat sometimes'
- ▶ move in different speeds and directions, be aware of others and follow rules
- ▶ play games from different cultures
- ▶ move in time with a partner when music is played.



Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- ▶ explore their personal world, including personal and family histories
- ▶ investigate places they and their families live in and belong to
- ▶ find out about other places through stories told in books, or by family members and other people, and how people feel about places
- ▶ explore why places are special and how students and other people can care for places.



Identifies a place that is special to them.

Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- ▶ explore the needs of living things
- ▶ investigate the properties of everyday materials
- ▶ explore changes in our world, for example, the weather
- ▶ explore how things move.

Foundation

Years 1–2

Years 3–4

Years 5–6

Years 7–8

Years 9–10

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- ▶ in Dance, watch others dance and respect those around them when they are dancing
- ▶ in Drama, use role play to act out familiar events or stories
- ▶ in Media Arts, use a camera to record images for others to view
- ▶ in Music, explore sounds when listening, singing and making music
- ▶ in Visual Arts, respond to and create a variety of artworks by drawing and painting.



Creates artworks by drawing and painting

Technologies

Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

in Design and Technologies

- ▶ design and create solutions to challenges through guided play and by safely using materials and equipment

in Digital Technologies

- ▶ work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.



Uses a tablet to sequence steps

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ imitate sounds, rhythms and patterns of a language
- ▶ use simple words and phrases, and non-verbal communication strategies in familiar situations
- ▶ read and write simple words with visual support.

How Does Prep Prepare My Child for Year 1?

The Prep Year and Program is a necessary and important step to gaining the basics required to succeed in Year One. It sets an important foundation upon which future learning is built.

International research has identified several factors that influence success at school. These are taught and encouraged from Prep onwards:

- A positive approach to learning
- Independence
- Social learning
- Health and physical development
- Language development
- Early understanding of Literacy and Numeracy
- Ability to think and solve problems through Play
- Imagination and creativity



Prep Preparation Checklist

We have provided a checklist which will assist you in knowing what areas you can work on to prepare your child for their transition into Prep. As a guide, we would expect that students starting Prep would have the majority of ticks in the 'Always' or 'Can Do Sometimes' columns. If you have any concerns, please approach the school to talk to us about your concerns.

SOCIAL SKILLS			
Can Your Child...?	Always Does This Very Well	Can Do This Sometimes	Usually Needs Assistance
Comply with requests (e.g. cease activity when requested)			
Recognise and verbalise their frustrations			
Remain focused on a task other than technology (e.g. puzzle for 10 minutes)			
Separate from parents with ease			
Play co-operatively (indoors and outdoors)			
INDEPENDENCE SKILLS			
Can Your Child...?	Always Does This Very Well	Can Do This Sometimes	Usually Needs Assistance
Put on/remove socks, Velcro shoes and jumper			
Go to the toilet and wash hands independently			
Use a handkerchief or tissue			
Manage eating from a lunchbox			

(e.g. unwrap, unscrew, unseal)			
Recognise own named belongings			
Tidy up and pack away when requested			
COMMUNICATION SKILLS			
Can Your Child...?	Always Does This Very Well	Can Do This Sometimes	Usually Needs Assistance
Speak with appropriate volume (e.g. without shouting or whispering)			
Describe recent experiences			
Understand requests and instructions and seek clarification			
Listen attentively and answer questions in a group/family situation			
Wait their turn			
FINE MOTOR & COGNITIVE SKILLS			
Can Your Child...?	Always Does This Very Well	Can Do This Sometimes	Usually Needs Assistance
Recognise their own name			
Hold a pencil with an appropriate grip			
Complete interlocking puzzles of 8 – 10 pieces			
Count objects with 10 or more in the group			
Enjoy interactive reading and answer questions about stories in a 1:1 setting			
Attempt to solve everyday problems independently			
Handle and control scissors			
GROSS MOTOR & ORIENTATION SKILLS			
Can Your Child...?	Always Does This Very Well	Can Do This Sometimes	Usually Needs Assistance
Manage unfamiliar environments			
Catch and throw a ball with a partner			
Hop and skip (without a skipping rope)			
Confidently play on general play equipment			

Appendices

Building children's capacity for school

As the KidsMatter Early Childhood initiative explains (KidsMatter Transition to School: Parent Initiative, Parent and Carer Booklet 1), to enjoy and succeed in school, children will need personal, relationship and learning skills.

- Personal skills include the ability to look after yourself and your belongings, manage your time and

Things you can do...

... to build your child's personal, social and learning capacity

- ☐ Gradually ask your child to take responsibility for organising their belongings, e.g. setting out clothes for the next day, sorting and storing their socks, shoes and coats.
- ☐ Give your child small, manageable responsibilities at home, such as putting out the pet food, cleaning up, setting the table, clearing their plate, putting their toys away.
- ☐ Involve your child in family decisions according to their age and ability; offer them choices about what to wear, what they want to eat, or where the family could go on an outing.

Healthy eating

Children in the first years of school are busy and energetic, so they need nutritious lunches and snacks during the school day.

'It usually works best not to make a fuss over what children eat ... just make sure they have access to healthy food.'

Things you can do...

... to support healthy eating

- ☐ The best way to get your children to eat lunch at school is to pack what you know they like; even then they may be too excited or busy to eat all their lunch.
- ☐ Encourage them to bring home uneaten food so you can monitor whether they're getting a balanced diet and adjust their food intake at home if necessary.
- ☐ Children often don't eat things that go soggy, for example tomato sandwiches—but tiny cherry tomatoes in a salad of lettuce, celery, cheese, gherkin and grated carrot can make an enjoyable lunch if your child likes these.
- ☐ Water is the best thirst quencher and milk and juice do not always survive well in warm classrooms; pack a frozen drink in the lunch box in summer to help keep the food cold.
- ☐ Keep foods separate and well wrapped, making sure that little fingers can open each pack.
- ☐ Try different kinds of rolls, muffins and biscuits to offer variety—we wouldn't like to sit down to the same lunch every day!
- ☐ Include an occasional treat for your child, but don't send food to be shared with your child's friends, because there may be problems with allergies or cultural food requirements.
- ☐ If your child's school has a tuckshop or canteen, find out about the healthy and safe options available and plan with your child what they will choose for lunch.
- ☐ Have something for children to eat as soon as they get home after school—or even in the car if you will be driving for a while. This gives children some energy and stops them feeling so tired.
- ☐ It usually works best not to make a fuss over what children eat, even if you notice that they have not eaten much of their lunch. Just make sure they have access to healthy food when they get home.
- ☐ Often children are hungry when they get home and then too tired to eat well when the family has their meal. Providing a nourishing sandwich and piece of fruit after school is a healthy solution.



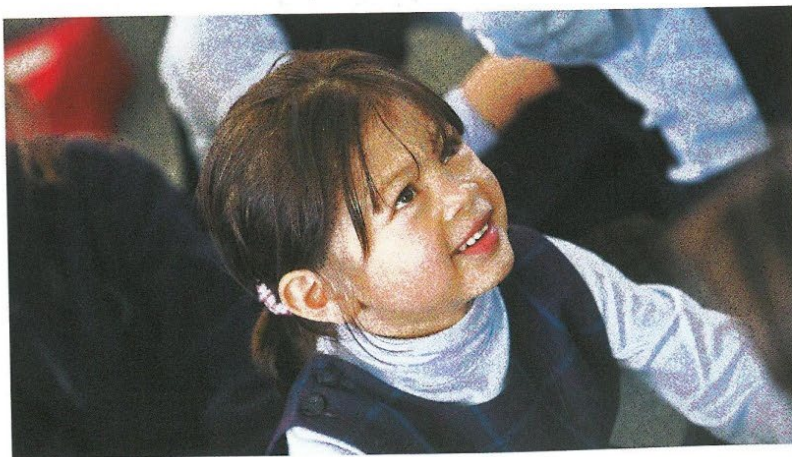
Source: 'Your Child's First Year at School—A Guide for Parents'
Jenni Connor and Pam Linke

Children tell us how they feel about starting school and what is important to them. Sensitive parents and teachers listen to these messages and ease children over the first-day hurdles.

Things you can do...

... to help your child to feel positive about starting school

- ☐ Show your child how they will get to school each day and where they will be collected.
- ☐ Practise getting ready for school, dressing, packing the lunch, bag, sunhat, spare clothes.
- ☐ Make sure your child can manage things such as taking jumpers and coats on and off at school.
- ☐ Use shoes with Velcro fasteners until your child can manage laces.
- ☐ Check that your child can open their lunch box and drink bottle and involve them in choosing the contents.
- ☐ Make sure your child can go to the toilet independently, or talk with the teacher about how to manage toilet problems.
- ☐ Label all belongings—including shoes!—and provide spare, labelled undies in case of accidents; putting labels on the outside of clothing minimises accidental 'swaps'.



Starting school: practical issues

Things parents ask:

Food: Am I packing enough lunch? Did she eat all her lunch?

Toileting: I think he'll be OK but ... He might get stressed and ... He gets constipated so if you see him ...

Learning: He has a short attention span ...

Class size: How many children are in the group?

Clothes: What should the spare clothes be like? Do they have to be uniform, or casual?

Wellbeing: When should I leave? What's a good time to go? How was she?

Attendance: Should I keep her home if she's unwell?

Daily routines: When is snack time and lunch time?

'Think ahead and plan for the practical details of your child starting school.'

10 THINGS YOU CAN DO TO help your child learn to write

1

Write in front of your child and talk about what you are writing, for example shopping lists, cards, letters and notes.

2

Display paintings, drawings and pieces of writing that your child brings home from school or pre-school.

3

Give your child different types of paper and different pens, pencils, crayons, chalk and textas for drawing and writing.

4

Encourage your child to draw and to write about their drawing. They might like to keep a scrap book or photo album where they can keep their pictures. Help them to write labels for their photos and drawings.

5

Play word games. Play 'I Spy' or 'Scrabble' together. Help your child to find little words in big words and to write them down.

6

Encourage your child to write. They could write messages to you and other family members, or cards, menus, invitations and letters to friends, family, neighbours and school teachers.

7

Encourage your child to write around the home. They might like to write signs, poems, favourite recipes and instructions, or to label things that they design and make.

8

Praise your child for trying to write words that are new to them.

9

Encourage your child to use technology to help with their writing.

10

Encourage your child to keep a diary and to write in it regularly.

10 THINGS YOU CAN DO to help your child learn to read

1

Create a positive reading environment at home.

Be a reader yourself and encourage your child to read for pleasure as well as information.

2

Make learning to read part of every day. Show your child the written words and symbols that are all around us.

3

Make reading an activity that you and your child can both enjoy.

Let your child participate in the reading.

4

Provide a variety of texts at the level your child can read with you. Stories, comics, poems, plays, cartoons, reference books, magazines and children's recipe books all help your child to read.

5

Re-read books.

Let your child become familiar with the words, the story and the fluency of an adult reader.

6

Be confident in your child's abilities and proud of their achievements.

7

Don't expect too much too soon. It takes time for children to learn to read so be guided by the pace they set. If your child becomes distressed or loses interest when reading at home, take a break from reading and try again later.

8

Work with your child's teacher. Complete home readers and sight words with your child and speak to the teacher if you have any concerns.

9

Set aside a special time for reading with your child. Aim for 15 to 25 minutes with no interruptions each day.

10

Talk to your child. Engage them in your conversations so they learn new words and ways to express themselves.

10 THINGS YOU CAN DO TO help your child learn mathematics

1

Play games together (number games, card games, board games, dice games, computer games).

2

Use the language of mathematics – words like ‘under’, ‘over’, ‘bigger’, ‘smaller’ when your child is young or ‘prism’, ‘pyramid’, ‘cone’ when your child is older.

3

Discuss the mathematics your child is learning at school. Ask your child to explain what they have learnt and how they can use the ideas.

4

Show your child the mathematics that people use every day – for example, in an Australian Rules football game you need to count in sixes for goals and ones for behinds.

5

Show your child the mathematics that you use every day – for example, in the kitchen you measure ingredients or use a timer.

6

Show your child the mathematics that is all around them, such as money, maps, distances, patterns, time.

7

Solve mathematical problems with your child, discussing and comparing different strategies. Remember that there may be several ways to solve the same problem.

8

Encourage your child to try different strategies when solving problems, including the use of diagrams, and to check solutions for accuracy.

9

Provide opportunities for your child to investigate mathematical ideas such as estimating; probability; 2D and 3D.

10

Use technology, including calculators and computers, to solve problems, and graphics programs to create shapes.

Handwriting Font Example

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 0

Toowoomba Christian College exists
to provide a Christian education that will
prepare students in spirit, soul and body,
to serve the Living God in today's world.

A thick yellow curved line that starts on the left side of the page, dips down towards the center, and then rises slightly towards the right side, creating a smooth, wave-like shape.

A Christian School in the Liberal Arts Tradition