

In the Name of Allah, Most Beneficent, Most Merciful

Australian International الكلية الإسلامية الدولية باسطنزاليا Islamic College



2019 PREP INFORMATION BOOKLET

College's Mission Statement

Unwavering commitment to deliver excellence in education and develop students of good character and of benefit to the wider Australian Communities and Nations.

INTRODUCTION

Prep is often a child's first experience with more formalised programs and schooling. Here at AIIC we welcome children into a caring, supportive and nurturing environment in which children are encouraged and challenged to seek their potential. The children in Prep are very much a part of AIIC and as such, the children wear school uniform, attend school Monday to Friday (8.30 am – 3.05 pm) and follow the AIIC calendar. They attend salaah, assembly, and participate in the school community.

At all times, children are the central focus of our curriculum and our program. In 2016 we moved into our new purpose built Prep building which has been designed with the children and their learning in mind. We follow the National Curriculum which includes 8 Key Learning Areas (KLAs). These are namely English, Mathematics, Science, HaSS (History and Social Sciences which at the Foundation level are History and Geography), Art, Health and Physical Education (HPE) Design and Digital Technologies and our Language Other Than English (LOTE) is Arabic. The goal we have is to enable students to become independent, capable learners who learn best when they are engaged in activities they have an interest in. We aim to provide an education program optimum in structured and unstructured learning opportunities where learning is fun and students are actively engaged and wanting to learn.

There are 5 contexts for learning:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

While themes are followed in Prep, children's ideas and thinking are valued and so, co-curriculum activities and learning takes place. Curriculum continuities establish links for children between their prior, current and future learning. In the Prep setting, building on prior learning and experiences is crucial.

PREPARATORY CURRICULUM

1. ENGLISH

There are 3 parts to the Prep English curriculum:

- **Language** (spoken and non-verbal communication, phonemic awareness (listening to single sounds in words), phonics (sounds given to letter(s)) and word knowledge including high frequency words, and vowel/consonant words).
- **Literature** (reflecting on texts, responding and discussing).
- **Literacy** (sequencing, reading strategies, comprehension strategies, oral communication skills, creating texts, vocabulary and writing, handwriting and word processing).

All these aspects of the English curriculum are taught throughout the year. Both visits to the Computer Lab and a class set of iPads support the English curriculum. We subscribe to the on-line program 'Reading Eggs' which complements the phonics and reading programmes.

Literacy development is interwoven throughout the program for formal and informal learning to take place. We aim to keep this learning relevant, concrete and understandable for each child, recognising that each child is an individual with their own needs and development level.

While Standard Australian English (SAE) is used, children's home languages are also valued. Children who have English as a Second Language are immersed in the English language which they acquire through listening and participating in activities. The Prep Class is supported by the ESL and Learning Support Department.

2. MATHEMATICS

There are 3 strands to mathematics:

- Number and algebra
- Statistics and probability
- Measurement and geometry

By the end of Prep, students are able to confidently recall the sequence of numbers to 20, match names and numerals and find the total of small collections by counting. They subitise small quantities, partition numbers to 10 and use one-to-one relations to share and count out quantities. Students collect data from straightforward questions about themselves and familiar events and, with assistance, can organise this data. They readily use everyday language to describe measurements found by direct comparison and sort and classify familiar shapes. They learn the concepts of addition, sharing and subtraction in the latter part of the year. There is still more to learn but as you can see, they really work hard in maths!

3. SCIENCE

There are 4 strands to science:

- Biological Sciences (Term 1: Living things have basic needs, including food and water.)
- Physical Sciences (Term 2: The way objects move depends on a variety of factors including their shape and size.)
- Chemical Sciences (Term 3: Objects are made of materials that have observable properties.)
- Earth and Space Sciences (Term 4: Daily and seasonal changes in our environment affect everyday life.)

Each strand has 3 other components, namely science and understanding, science as a human endeavour and science inquiry skills. Children participate in guided group investigations. They use appropriate senses to explore and describe phenomena and objects of interest.

4. HASS (HISTORY AND SOCIAL SCIENCE)

GEOGRAPHY (2 terms): *People live in places* focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. Students also explore maps and their key features. They explore a map of the world identifying land, sea and the 4 cardinal points (north, south east and west).

HISTORY (2 terms): Students develop their understanding of 'self' in the unit "Me and my family". They explore physical differences and family structures. They share artifacts and photographs corresponding with their personal histories. We look at different types of celebration including Eid. At AIIC we promote tolerance through our history unit and in Prep we emphasise an understanding of cultural differences. Parents are invited to a 'share day' – Harmony and Multi-cultural day.

5. ART

Children develop their abilities to follow artistic direction and express ideas creatively. From the Foundation year to Year 2, students will experience all 5 strands of Art (dance, drama, media, music and visual arts). They will listen to and repeat patterns using simple instruments, paint, draw (using a variety of materials, for example, charcoal, chalk, oil pastel, fabric crayons and pencil). Children are always encouraged to be

creative especially when given the resources to plan, develop and make their ideas come to life (for example to make a bird scarer in Term 3 (cross curricular link to Design Technology and Chemical Sciences (materials)).

6. HEALTH AND PHYSICAL EDUCATION (HPE)

There are 3 specific focuses:

Making healthy choices: children build a sense of well-being by making choices about their own and others' health and safety with increasing independence. We focus on "Healthy Bodies, Healthy Minds" in Term 1.

Gross motor: the development and refinement of movement using coordination, sensory motor and perceptual motor skills. This may involve awareness of and confidence in physical abilities using equipment, physical challenges and the enjoyment of physical activity.

The Preps participate in PE lessons with a specialist PE teacher and in Terms 4, there is one swimming lesson per week for 5 (or 6) weeks and a whole school swimming carnival.

Fine motor: develop fine motor skills (use of fingers and hands) to manipulate equipment, tools and objects with increasing coordination, strength and control, eg, correct pencil grip, threading, and scissor skills.

7. DIGITAL AND DESIGN TECHNOLOGIES

For Design Technologies students look at familiar products, services and environments and consider sustainability to meet personal and local community needs. They explore how technologies use forces to create movement in products and the characteristics and properties of materials and components that are used to produce designed solutions (cross curricular link to Science).

For Digital Technologies, students recognise and explore digital systems (hardware and software components) for a purpose. They also explore patterns in data and represent data as pictures, symbols and diagrams (cross curricular link to Mathematics).

8. SOCIAL AND PERSONAL LEARNING – 'YOU CAN DO IT'

It is recognised that children with positive social skills are happy and successful. 2017 sees the introduction of the 'You Can Do It' program, a whole school approach to positive behaviour management. Children are taught pro-social skills to get along, develop friendships, perseverance and resilience. They learn about personal organisation and independence. Strategies for different situations are modelled, role-played and positively reinforced. Children cooperate with others in social situations and here, diversity is respected and appreciated. They are taught the necessary skills required for successful learning.

HOMWORK

The school is proactive when it comes to homework. There is a 'Homework Policy' and every student from Prep to Year 12 receives homework. It is expected that all parents will support their Prep child when they are given homework. The type of homework changes as the year progresses. Children start with Pre-writing and numbers, they then progress through, letters, sightwords, home-readers and spelling.

THEMES (All themes are subject to change).

Term 1: 'Me and my family', "Healthy Bodies, Healthy Minds - You are what you eat", 'The 5 senses'.

Term 2: Fairytales and Nursery Rhymes

Term 3: 'On the farm' 'Where does all the rubbish go?' and children's choice.

Term 4: Under the sea', and 'What's the weather today?'