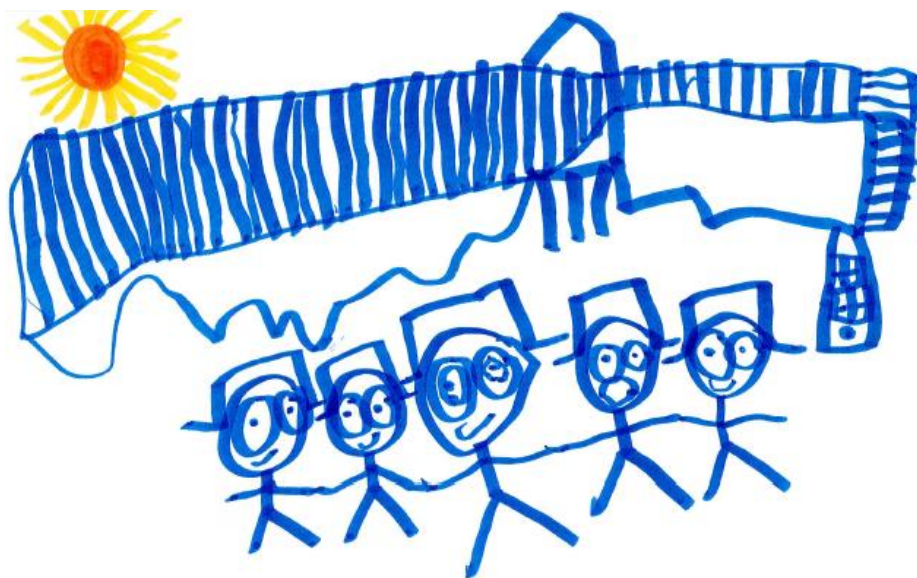


# Craigslea State School



“The children are lining up for the monkey bars.”

Byron

## Prep 2023

Dear Parent

At Craigslea we are committed to providing a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential. As a school community we aim to provide a safe, progressive, focussed and supportive learning environment. We encourage each and every student to aspire to intellectual, social, emotional and physical success in line with our motto of 'Learn for Life'.

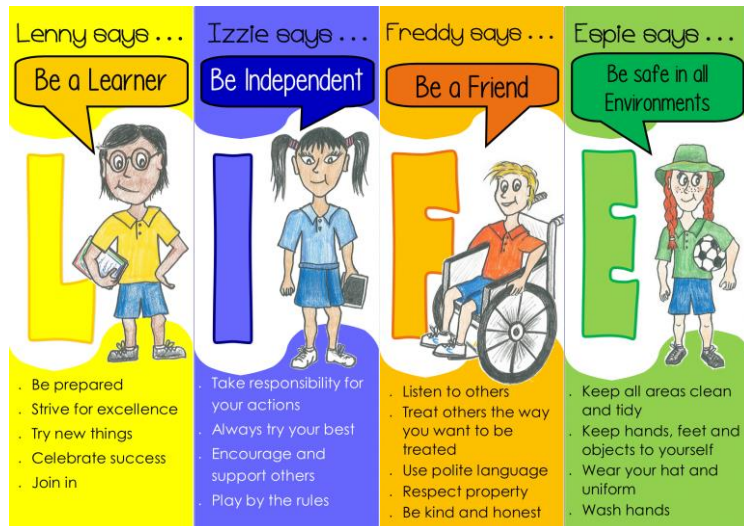
*Craigslea Cares about...*

Learning

Independence

Friendship

Environment



### Learning-

- Our core business, focussing on the early and middle phases of school;
- Students have a responsibility to commit to their own learning and allow others to learn while at school.

### Independence-

- Developing a sense of personal responsibility, self-worth and resilience;
- Recognising and supporting the particular needs of students with disabilities, students with learning difficulties, gifted and talented students and Indigenous students.

### Friendship-

- Developing the ability to get along with others in our community;
- Caring about people other than ourselves;
- Building respect and understanding, not just tolerance of others.

### Environment-

- Keeping our environment safe;
- Respecting property;
- Taking care of the planet we live on.

At Craigslea State School we understand the importance of parent – child – teacher – school relationships and how the quality of these relationships will enhance the learning outcomes for all students. As your child begins school, you may wish to know more about how you can best support your child's learning and what your role will be as they embark on school life. The Prep Handbook will hopefully give you some ideas on how you can help set your child up for success during the Primary School years.

## CURRICULUM

At Craigslea State School all students are taught units of work based on the Australian Curriculum and this has been designed to develop successful learners, confident and creative individuals, and active and informed citizens.

The key elements of the Foundation – Year 10 Australian Curriculum key learning areas are achievement standards and content descriptors. Achievement standards for each key learning area describe the learning expected of students at each year level or band of years. **For more detailed information visit the Australian Curriculum website: <http://www.australiancurriculum.edu.au/Home> .**

### Teaching Young Learners - age-appropriate pedagogies

In the early years, teachers use a range and balance of age-appropriate strategies, which share some common features, including:

- high quality verbal interactions and sustained shared thinking developing children's complex thinking and problem solving skills;
- learning experiences with support that maximise children's learning potential;
- higher order thinking requiring children to explore, question and think critically when engaging in learning activities.

At Craigslea, the early years teachers deliver age – appropriate pedagogies through inquiry based learning activities. **Inquiry learning** is a way of describing how children and teachers actively engage in hands-on learning using investigative interactions, exploration and problem solving. This learning provides a clear curriculum focus with opportunities to connect the Australian Curriculum learning areas.

Parents and carers can support their child's education by familiarising themselves with the Australian Curriculum, to understand what their child will be learning at each stage of their schooling. You will find an overview of their learning on the school website at [www.craigsleass.eq.edu.au](http://www.craigsleass.eq.edu.au)

## Teaching Young Learners



Whether this is indoors or outdoors, activity is essential in order to activate children's full potential. Their focus, concentration, motivation and self-regulation are enhanced through moving, doing and interacting within a range of learning environments.



Ensuring that learning occurs in environments where rich language is modelled and employed by both children and educators.



Acknowledging differences in children's physical, intellectual, cultural, social and personal experiences and perspectives.



To achieve this, educators will balance opportunities for structure and spontaneity, open-ended and specific tasks, and child-led and educator-led learning.



Including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback, provide the support needed to extend children's existing capabilities.



Supporting both the production and comprehension of narratives through active processes, especially play.



They encourage investigation, inquiry and artistry to explore new possibilities and ways of thinking.



Encouraging children to make connections through imagination and creativity, to explore alternate worlds and ways of thinking.



Children and educators work together to identify way of learning and understanding through sustained shared thinking and actions.



Making conscious for both learner and educator the relationships between the learning purpose and processes employed and the skills and understandings these



Their ideas and interests initiate, support and extend learning possibilities in order to build on their real-world understandings and experiences.

# GETTING YOUR CHILD SET FOR PREP

Starting school can be an exciting time for you and your child. For some children it may be the first time that they have been away from their parents. They may be going into a strange environment with unfamiliar people and things around them.

There are some simple steps you can take to help make your child's time at school more enjoyable and relaxed.

1. **Encourage your child to be independent** by helping them get used to:

- putting on and doing up his or her shoes ie velcro or shoelaces
- eating and drinking without help (opening lunchboxes, wrapping and unwrapping school lunches and drinking from drink bottles)
- caring for and putting away play things
- knowing how to use a handkerchief or tissue
- going to the toilet independently
- using playground equipment safely
- carrying his or her own bag
- identifying his or her own belongings (named).



2. **Work with your child to develop his or her communication skills.**

Help your child to:

- make his or her own needs known
- use appropriate greetings
- respond verbally and with eye contact, when spoken to.

3. **Familiarise your child with the school environment and routine by:**

- driving or walking by the school a few times so that the school becomes a familiar place
- showing your child where to put his or her things - school bag rack and personal 'locker'
- making sure your child knows they will be picked up at the classroom (by family member or OSHC staff)
- visiting the school, if possible when other children are there so that your child can get used to the number of children, the playground and the movement of children around the school grounds
- introducing your child to other children in the neighbourhood who will be attending the same school
- ensuring you have provided all the equipment and materials needed for school. Make sure all possessions are clearly labelled with your child's name
- ask your pre-Prep provider (kindy, childcare) for a transition statement to share with your child's teacher. This will help their transition to school.
- encourage children to understand that teachers are at school to help
- talking positively about school (even if your own experience wasn't the case).

Helpful tips and resources for parents and carers to support their child's education can be found at the Parents and carers website: <http://www.education.qld.gov.au/parents>

# MAKING THE FIRST DAY A SUCCESS

There are some simple steps you can take to make your child's first day at school more enjoyable and relaxed. Be prepared. The best thing you can do is to make the first day as stress-free and relaxed as possible.

The day before write a list of all you'll need to organise, such as food and a change of clothing. Stick the list to the fridge and tick each item off with your child as you complete it.

On the day:

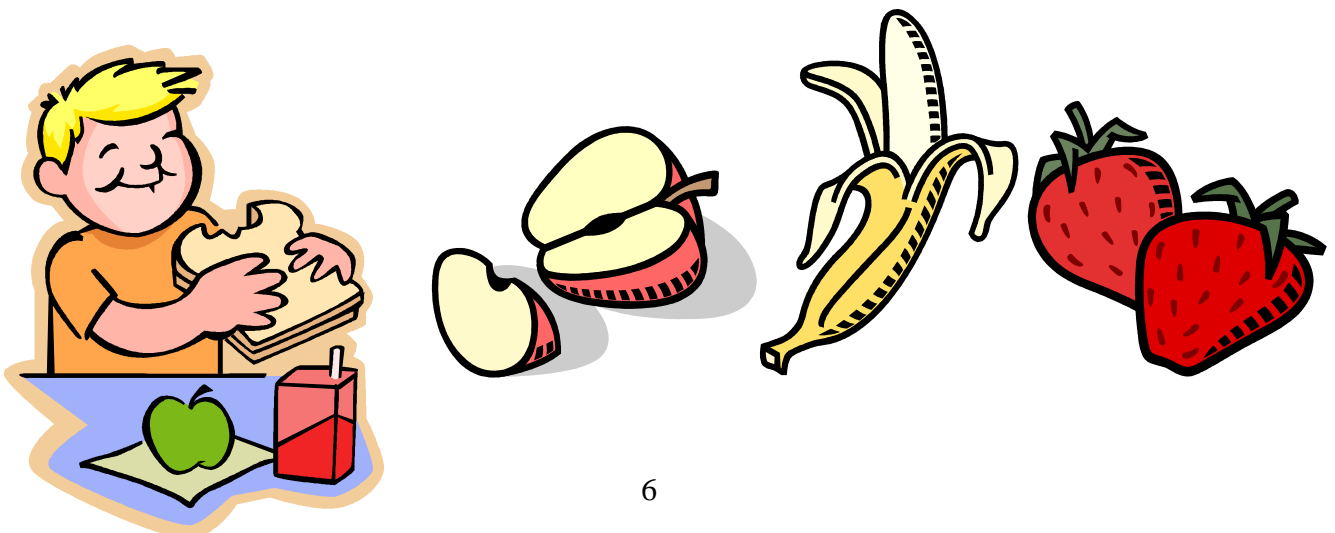
- leave plenty of time to get ready
- make a nutritious breakfast – this is essential for sustained energy and concentration
- talk through the daily routine – start, lunch and finish 'times'
- talk through a few simple self-help ideas – for example, asking teachers for help or directions
- be positive and encouraging about your child's attendance at school

## Packing the school lunch

Being at school is hard work, so by lunchtime your child will be hungry and thirsty. They will need a nutritious and filling lunch.

### When packing your child's lunch:

- provide healthy food and drink in realistic quantities for morning tea and lunch
- ensure that your child can open and unwrap their lunch – plastic film can be very difficult for little fingers
- provide a variety of smaller items rather than one or two larger items
- check the advice in the 'gift' folder for information about healthy food and drink choices – unprocessed whole food provides nutrition.
- provide a water bottle every day and encourage your child to drink from it
- sweets, chips and other party food are for special occasions, not for school.



## ... AND EVERY OTHER DAY

### Pick up and drop off

- Doors open at 8:45 am. At the first bell at 8:55 am please say goodbye to your child - even if they are crying. It becomes harder the longer you stay.
- Learning day begins at 9:00 am. This is also when the roll is marked.
- At the 3:00 pm bell the teacher will open their door and invite you in to collect your child. If your child is being picked up by a sibling, OSHC or anyone other than you, the classroom teachers needs to know.
- If you arrive after 3:00 pm you will need to collect your child from the office. While we understand those times when an unforeseen event happens, it should be a rarity.
- Late arrival (after 9:00 am bell) and early pick up (before 3:00 pm) - please sign in and out at the office and provide your classroom teacher with the arrival time / departure slip
- Expectations around playgrounds - no playing in the Prep or Yr 1 playgrounds before or after school.
- Attendance at school is the highest priority.

### Communicating with the teacher

- We are confident that we can solve 'anything' provided that parents and the teacher work together.
- The first few weeks are a very busy time as teachers spend the morning preparing for the school day. If you have a concern, we ask that you contact your child's teacher by email before 8:00 am.
- Often children will not eat all their food in their lunch boxes because they are busy making friends and conversing. Staff try their best to ensure everyone has eaten enough however we are not able to force your child to eat their food.
- **Education is a shared process. Attending parent-teacher interviews (offered Terms 1 and 3) is crucial for their continued success at school.**



# HOW TO GET INVOLVED

As a parent, you play a vital role in your child's education. By getting involved in school you can help your child make a smooth and happy start to their education.

You can do this by:

- Downloading the Schoolzine app (SA app) once your child is enrolled. It holds all up to date information.
- reading the School newsletter (via the Schoolzine app), School and P&C Facebook pages and School website
- introducing yourself to your child's teacher
- sharing information with your child's teacher
- keeping the teacher informed of any changes that may affect your child
- talking with your child about their day
- attending parent information sessions
- attending family fun days
- participating in a safe walking to school program with other children or families who live nearby
- attending parent association meetings
- volunteering to assist with school or class activities
- participating in school community activities.



## Things You Can Do At Home

You can also help your child progress at school by valuing and undertaking the following opportunities at home:

- Take an interest in your child's schooling and value the importance of attending. Ask your child over dinner, 'What new things did you do at school today?'
- Read aloud to your child. Reading aloud helps develop the imagination, because it allows listeners to form pictures in their minds. It also helps develop an awareness of the patterns of language.
- Provide a variety of experiences to stimulate your child's imagination – for example, visit the zoo, park or airport. These also build their vocabulary.
- Play card games and board games with your child. This helps to develop mathematical, problem solving, language and social skills such as turn-taking and not always winning.
- Spend time together as a family – activities such as shopping, going to the park or working in the garden build children's awareness and knowledge of the world around them as well as develop language skills.
- Find opportunities to write with your child. This includes making lists for grocery shopping or things to take on trips and writing letters. These opportunities build children's awareness of vocabulary and the importance of reading and writing.
- Sing familiar songs and nursery rhymes together with your child.
- Show respect for your child's natural curiosity. Be patient and try to find time to answer the many questions they ask or make ways to find answers together.
- Help your child become responsible by encouraging him or her to pass on school notices and newsletters or to pack his or her school bag each day.

## **Teach your Child to be Safe**

The steps to child safety, protection and prevention.

<http://www.danielmorcombe.com.au/dm-child-safety-curriculum.html>

### **1. Recognise**

Know safe and unsafe situations, safety clues, body clues, private body parts, body ownership.

### **2. React**

Know their safety options

### **3. Report**

Know who their safety helpers are  
Persist until you get help  
Practise phone and online safety

# HOME HABITS THAT WILL HELP AT SCHOOL

## **Responding to Parent Requests in a timely manner**

Transitioning from a preferred activity to non-preferred learning is how every day at school works. Teach your child to do this home if they aren't already.

## **Putting Things Away**

Setting a regular clean-up time is a good way to help develop responsibility and the ability to organise.

## **Learning to Listen**

Being able to follow directions is a necessity at school.

## **Doing Simple Chores**

Being responsible for regular household tasks teaches reliability.

## **Getting Along with Others**

The ability to work with others plus a sense of helping, caring and sharing are vital for children entering school.



## **Learning to use Scissors**

Children do many cutting and pasting activities at school. Being able to do these activities easily is an advantage when beginning school.

## **Dressing Self**

Encourage independence. As swimming begins in Term 4, children will need to be able to manipulate zips, buttons and tie shoelaces.

## **Toileting**

Children should be able to manage ALL aspects of toileting independently.



## **Parental Involvement**

An invitation is extended to all parents to be active and involved in their child's schooling.

There will be opportunities for parents to be involved in a wide variety of classroom activities. Your child's teacher will be extending appeals for help very early in Term One. We hope you will be able to respond positively to these invitations to assist.

## **Uniform**

Prep children wear the Craigslea school uniform. This includes closed in shoes. For more detail please refer to the school handbook.

## **Responsibility for possessions**

Allow your child to carry his/her school bag. Practise packing and unpacking bags, lunchboxes and communication folders.



### School Day – Absence line 3350 8766

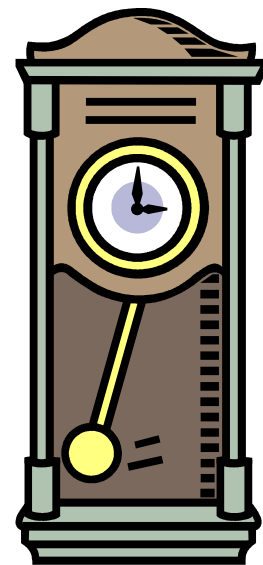
The school day begins at 9.00am. Please be on time as learning begins then and it teaches children about punctuality. The school day finishes at 3.00pm. Please be punctual. Make sure arrangements have been made and discussed if there is to be a change as young children panic (5 minutes can seem like an hour to a 5 year old). Children who need to arrive before 8:30am should be enrolled in before school care facilities. Tel: 3256 3688

### Picking-up / Waiting Areas

Please wait for your child close to, but 'out of sight' of your child's classroom. Prep classes are busy until 3pm and children will be distracted if they see you waiting.

### Naming of Possessions

The ongoing cost of preparing a child for school can be drastically reduced by NAMING EVERY ITEM that your child brings to school.



As our school has an active swimming program, hats, uniforms, underwear, togs, towels, shoes and even socks must be named as no child ever seems to be able to identify an item of clothing once they are not wearing it. When you multiply 100 children with the number of items belonging to each child the naming of clothing and possessions limits the problem of lost property.

### School Resources

The resources that children need for school are separated into a Booklist and Student Resource Scheme (SRS). Children require all resources and the SRS has been incorporated as a cost effective way for children to have access to the more expensive items that have been requested.

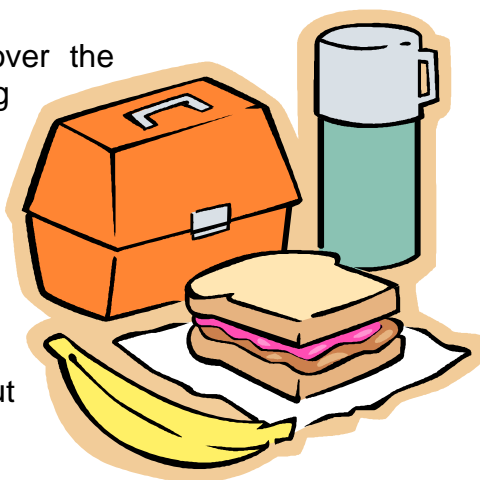
### Specialist Teachers

Your child will have a number of staff members who will become close to them. In addition to the classroom teacher, your child will have a Physical Education teacher, a Music teacher and likely another specialist who will work with them each week.

### Handy Hints

Have your child practise eating lunch from their lunch box over the holidays including unwrapping food and distinguishing "morning tea" from "lunch", etc.

- Include a spare set of underwear, shorts and shirt in your child's school bag.
- Purchase the uniform and shoes before the end of school to beat the rush and also to let them get used to dressing for school independently (but don't let them wear it out before they get to school :)



### School Payments

Cashier open from 8am – 1.15pm. Our preferred payment option is **BPOINT**. The details will be located on your invoice.

### Recommended Reading

'Reading Magic' by Mem Fox or any other books that will get your child to love reading!

## CHOOSING YOUR CHILD'S BAG

*There is a Craigslea SS embossed bag (which has warranty to last the student's primary years at Craigslea SS) and although it lifts the school profile, it is not mandatory that you purchase one.*

A practical school bag can help your child to organise their school life..... just like the way a practical briefcase, handbag or backpack helps an adult to organise their life.

Every day, your child will need to fit these items into their school bag. Please make sure they fit easily.

- ☒ lunch box
- ☒ hat
- ☒ communication folder

Zips are easier than clasps or drawstrings for young children to manage independently.

Make sure your child can open and close the zips. Encourage him or her to always zip up their bag when it is not in use so items do not fall out.

Encourage independence. Let your child be responsible for packing and unpacking their own bag each day. Of course reminders will be needed initially. It is a small job but will help them to develop a responsible attitude towards their belongings.

Allow your child to carry their school bag to and from school. Make sure that they are the ones who actually put their school bag on the port racks. This will ensure that they know where it is at the lunch break.

Here are some other items that your child will need to bring to or from school sometime during the week. It would be extraordinary if all of these items had to be at school on the same day.... but there will certainly be days when the load is big. Try to buy a school bag that will accommodate these items. ☒ designated school hat (no hat, no play)

- ☒ communication folder
- ☒ library bag
- ☒ school jumper
- ☒ swimming bag (can be attached if it does not fit in)

# LITERACY – PARENT INFORMATION SHEET

The Australian Government has defined literacy broadly as:

‘The ability to read, write, speak and listen to language in a way that allows us to communicate with others and make sense of the world’

Hansard, 2004 Week 10, page 4117

## Talking and Listening are the Foundations to Literacy

Children are ‘learning literacy’ from the moment of their birth. They are listening to the world around them and learning to distinguish the special voices and sounds in their early lives. They hear family members singing, crooning and talking to them. They begin to associate each voice with its owner, and the tone of the conversation with important events like feeding time, sleep time, cuddle time and bath time. Gradually, the young child begins to ‘talk back’, imitating the rhythms and intonations of the language of their culture.



## Key Skills and Abilities

In the first five years, children generally are acquiring three key skills and abilities that are essential for successful literacy learning:

1. **Learning to listen with understanding and building a strong vocabulary** – developing *oral language*.
2. **Learning to discriminate the different sounds in words and to recognise letters** – learning the *alphabetic code*.
3. **Learning to read signs in the environment, learning how letters make words and how words make stories and give information** – developing *print knowledge*.

Families support children’s emerging literacy by involving them in simple, everyday, fun activities such as these:

- Sing songs and play with rhymes, drawing children’s attention to the words that sound the same and having fun substituting new rhymes.
- Hold extended conversations with children, using big words in context so that their meaning is clear.
- Listen to their questions and encourage them to investigate and wonder why and how things happen.
- Draw children’s attention to signs, symbols and words in the world around them.
- Share lots of books and develop favourites that are read again and again.
- Talk to children about what they see on TV or in movies. Encourage them to comment on what’s happening and to join in songs and games because it keeps their minds active.
- Demonstrate reading and writing for adult purposes.



(Taken from ‘Your child’s first year at school – A book for parents’ Jenni Connor and Pam Linke)

# TIPS FOR PARENTS OF EMERGENT AND EARLY READERS

Your young child is learning to piece together all kinds of information, moving from developing basic concepts of print to reading simple stories. Children in kindergarten and Prep are learning to weave together the meaning of a story, pictures and images, word meanings, language structures and all those little black marks on the page. This kind of detailed work often requires young children to re-read favourite books, finding new information on each reading, and to read new books to practise their new skills.



Here are five tips that will help you coach your eager young reader.

## 1. Create a positive, nurturing environment

- Flip through the book, look at the pictures and talk about the story before you or your child begins reading.
- Act like a coach. If your child asks you for help with a word, start by giving a clue.
- Look for your child's brilliance! Substituting the word 'puppy' for 'dog' may mean that your child is paying attention to the meaning of the story and using clues in the pictures. Substituting the word 'dig' for 'dog' may mean that your child is paying attention to the letters in the word.

## 2. Read in a variety of ways

- Read to your child every day. Your child will love to hear you bring stories to life over several days.
- Take turns reading each page or character. At another time, listen to your child read from another early-reading book.
- All reading doesn't happen in books. When you're cooking, read the recipes together.

## 3. Read Purposefully

- Read for information. Read street and shop signs together. At the supermarket, ask your child to point out certain items by reading the names of the products.
- Make a scrapbook with your child illustrating your holiday experiences and family traditions.
- Read books based on your child's interests and ideas. Non-fiction books are great to read together.

## 4. Make Reading a Habit

- Make a special bookshelf. Find a special place for your child to keep their books. Try to keep books in every room of your home.
- Books are great to read in the car, while waiting in line or while riding on a bus.
- Encourage your child to read or tell stories to younger children, or even their teddy bear.

## 5. Make the Reading/ Writing Connection

- Help your child make and keep a journal of thoughts they have at the end of a book or series.
- Make up a simple story frame to create a 'fill-in-the-blank' story. For example, write, 'Once upon a time there were \_\_\_\_\_. They told their \_\_\_\_\_ they were going to seek their \_\_\_\_\_.'
- Write down stories your child dictates to you – this will help your child understand writing strategies.



# Parent Information Sheet

## What is Numeracy?

To be numerate involves:

- Having a working knowledge of mathematical ideas and being able to apply these ideas to a variety of situations in our daily lives.
- Being able to see how mathematics can help in a situation and then confidently choosing and using the appropriate mathematical knowledge and skills.

## What can you do?

Explore numeracy opportunities that may arise at home or during family activities. Some examples of these activities are on the reverse side of this sheet.

Help your child to enjoy the mathematics they are learning at school by talking positively and showing an interest in what they are doing.

Have fun helping with the homework practice to build mathematical confidence, risk taking and a positive attitude.

Encourage persistence and perseverance and praise efforts.

Use mathematical language and ways of working at home that are the same as what are being used at school.

Find out how your child uses calculators and computers and model how these are used in real life situations.

Discuss the different ways a task can be done. This will help develop flexible thinking strategies.

## Some good questions to ask

How could we do this another way?

How do you know that the answer is correct?

What might happen if we changed this to ....?

Do you need an exact answer here or will an estimate do?

What kinds of maths will help us here?

Would it be best to do this in your head, with a pencil and paper or use a calculator?

When else might you have seen a problem like this before?

Where would be a good place to start when trying to solve this problem?



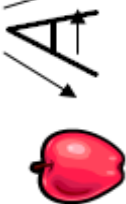










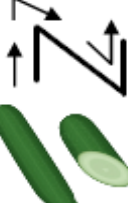











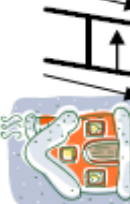


## **Some activities you can do with your child to develop their numerate thinking:-**

- Play board games and card games to develop logical thinking and reasoning strategies.
- Estimate, measure and compare lengths and heights, how heavy or light things are and how much containers hold.
- Use everyday tools like tape measures or kitchen scales and discuss the units of measure.
- Think of different ways to solve a problem.
- Ask “Does that make sense?” or “Is the answer reasonable?” or “What other ways could we do this?”
- Discuss the use of numbers, patterns and shapes in your day to day life e.g. numbers found on Library books, spatial patterns or shapes in playgrounds, the home, architecture, etc.
- Talk about occasions when you are using mathematics in daily jobs and real life situations e.g. cooking, map reading, building and playing sport.
- Explore situations using money e.g. shopping with cash, budgets, credit cards.
- Observe and use timetables, calendars and clocks found in lots of different places for a variety of different purposes e.g. planning television watching times or study periods, holiday planning, catching public transport.
- Help children to work out how much things cost and if necessary develop a savings plan.
- Help children to work out how much change they will receive.
- Encourage children to make up number stories about what they have, see and do.
- Encourage children to use mathematical language, e.g. how much, how big/small, how many.
- Play number games using magazines, books, newspapers, number plates.
- Organise, categorise and count collections of things like toys, books, clothing, shoes.
- Encourage children to share equally. Talk about the same number and how many each person has, how many groups there are.
- Let your child have opportunities to talk about numbers.
- Look at the mathematics found in newspapers and discuss how and why it is used.

*Most importantly, help your child to see that learning is fun! Mistakes help our brains grow in that we learn from them.*

**If you would like to know more....**

**Look up the Queensland Government Department of Education website and use the following key word to search: numeracy.**






Beginners Alphabet. How to form written letters correctly	f	g	a	b	c	d	e
							
	T	U	V	W	X	Y	Z
							
	m	n	o	p	q	r	s
							
	L	K	J	I	H	G	F
							

# 2023

## School calendar

### Queensland state schools

DECEMBER 2022	JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4	30 1
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29
MAY	JUNE	JULY	AUGUST	SEPTEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	30 31 1	1 2 3 4 5	1 2
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28 29 30
OCTOBER	NOVEMBER	DECEMBER	JANUARY 2024	FEBRUARY 2024
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	31 1 2	1 2 3 4 5 6	1 2 3
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	11 12 13 14 15 16 17
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	18 19 20 21 22 23 24
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31	25 26 27 28 29

 School terms	 School holidays	 Public holidays	 Staff professional development/student free days
 Part public holiday after 6 pm			

There are 195 school days in 2023.

Semester 1, 2023 commences for teachers on 19 January and for students on 23 January 2023.

#### STAFF PROFESSIONAL DEVELOPMENT DAYS

Staff professional development days for teachers are 19 and 20 January, 13 and 14 April and 1 September 2023. Schools are able to decide when they undertake the required hours for professional development for the flexible days, as long as they are on the flexible days, in the school holidays or out of school hours.

#### PUBLIC HOLIDAYS

Queensland public holidays are set by the Industrial Relations Minister.

Public holidays for local show days are not shown due to diversity of dates across the state.

#### FINAL DATES FOR STUDENT ATTENDANCE

17 November is the final date for Year 12 attendance for receipt of a Senior Statement. 24 November is the final date for student attendance in Years 10 and 11.

Some schools in regional, rural and remote areas will close for the summer holidays on 1 December.

*The information in this calendar was correct at the time of publication but may be subject to change.*

For more information and the latest version of this calendar, visit

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

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