

Application for Early Entry to Prep for Queensland State Schools



Privacy Statement

The Department of Education and Training (DET) is collecting the information on this form for the purposes outlined in the Education (General Provisions) Act 2006 (EGPA 2006) and Part 4, s.17 of the Education (General Provisions) Regulation 2017, and in particular for assessing whether this application for early entry to Prep should be approved. This collection is authorised by ss.155 and 428 of the EGPA 2006.

Information relevant to the application process may be shared with any other state school at which you have applied for early entry to Prep (if any) and may be taken into account in the principal's decision-making process to determine eligibility for early entry to Prep. Personal information collected on this form may be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how it has been dealt with, please contact the school where this application has been submitted. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the school in the first instance.

Name of state school receiving this application	
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PART 1: CONFIRMATION OF ELIGIBILITY

Please tick one of the following boxes to confirm that your child may be eligible for early entry to Prep.

I confirm that:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | my child will be at least 5 years and 5 months on 31 December in the proposed year of attendance at school (i.e. a child who turns 5 on or before 31 July) |
|--------------------------|--|

Please provide evidence of the child's date of birth (e.g. birth certificate, passport, Visa documents)

OR

- | | |
|--------------------------|--|
| <input type="checkbox"/> | my child has started education in another state, territory or country that is equivalent to the Prep Year. |
|--------------------------|--|

Please provide evidence including:

- formal notification of enrolment and attendance, including confirmation of enrolment in a pre-Year 1 program in another state, territory or country (e.g. school report, student transfer note)
- evidence of the child's date of birth (e.g. birth certificate, passport, Visa documents)
- information including progress reports and anecdotal records from the previous school.

PART 2: APPLICANT DETAILS

Child's details (*as per birth certificate)

Legal family name*		Legal given name/s*	
Preferred family name		Preferred given name/s	
Sex*	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of birth*	/ /
Residential Address			
	Suburb/Town		Postcode

For school use only

Date application received

//___

Date entered in OneSchool (as future enrolment)

//___

Evidence of the child's date of birth has been sighted (e.g. birth certificate, passport, family court order, or Australian Government documentation such as Centrelink or Medicare documents) and DOB confirmed.

For interstate or overseas children only, evidence has been sighted of:

- formal notification of enrolment and attendance from the school (e.g. school report, transfer note)
- data including progress reports and anecdotal records from that school.

Parent/Carer details			
Family name		Given name/s	
Home phone		Mobile phone	

PART 3: PRIOR EARLY CHILDHOOD EXPERIENCE AND APPLICATION STATUS

3.1 PRIOR EARLY CHILDHOOD EXPERIENCE		
Has your child ever participated in an approved kindergarten program?	Yes <input type="checkbox"/>	No <input type="checkbox"/> Go to 3.2
<p>If yes, complete the following:</p> <p>Name of the kindergarten/early childhood education centre:</p> <p>Name of early childhood educator:</p> <p>Date enrolled:</p>		
3.2 APPLICATION STATUS		
I confirm that this is the only early entry to Prep application that has been submitted to a state school for my child.	Yes <input type="checkbox"/> Go to 4	No <input type="checkbox"/>
<p>If no, please list the school/s to which you have submitted an application and indicate the status of the application. If a principal's decision has been received, please attach a copy.</p> <hr/> <hr/>		

PART 4: EVIDENCE TO SUPPORT THE APPLICATION

For a child to be eligible for early entry to Prep, it is necessary for them to have the required attributes. This is because they will be taught and learn about all areas of the curriculum at a younger age and will be required to relate to older peers throughout their schooling.

The principal will consider your child's range of attributes in order to make an initial decision as to whether your child may be eligible for early entry to Prep and whether further assessment is required. Further information regarding the requirements of Prep is in *Considerations and application process for Early Entry to Prep* available at <http://education.qld.gov.au/schools/school-operations/docs/considerations.pdf>

Please complete the tables below (Parts 4.1 to 4.8) and attach any relevant documentation to support your application (e.g. samples of your child's work, letter/report from the current kindergarten, child care centre, school or teacher, if available).

Note: It is not necessary to obtain a report from an independent professional. However if your child is currently seeing a relevant professional such as a paediatrician, you may include a report from that professional to support your application at your own expense.

Please read the indicators in the following tables and identify how often you believe your child demonstrates each indicator.

Note: It is not expected that your child will always be displaying every indicator.

4.1 Attribute – Aptitude and ability

Indicator	Frequency			
	Never	Sometimes	Usually	Always
My child:				
a. recalls past experiences, events, or discussions when prompted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. talks confidently, including expressing their feelings and ideas, to familiar children and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. talks confidently to unfamiliar children and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. makes several attempts to complete a new or challenging experience before seeking help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. actively seeks and accepts help from familiar and unfamiliar adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. listens to others and answers simple questions, instructions or requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. has awareness of and attention to routines, roles and responsibilities (e.g. knows when to wear a hat and where it is kept; knows how to act during reading time; is able to follow familiar class routines without reminders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. confidently makes choices/decisions and follows through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. recognises a problem and ways to solve it (e.g. completing jigsaw puzzles, using building blocks to create structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. is willing to contribute thoughts, ideas and solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. can work independently and maintain focus to complete familiar activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. can tell and/or retell a simple familiar story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Please provide at least two specific examples of how your child shows his/her aptitude and ability.

4.3 Attribute – Social and emotional competence

Indicator	Frequency			
	Never	Sometimes	Usually	Always
My child:				
a. makes friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. participates in play and enjoys new and challenging experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. takes turns in games and activities and shares toys and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. follows simple directions and understands rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. shows responsibility (e.g. helping to tidy up after activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. participates in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. expresses their needs and wants appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. separates from parents/carers easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. copes with changes to routines and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. can talk about emotions (e.g. I'm sad today) and take steps to deal with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. looks after belongings and can complete simple activities independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4 Please provide at least two specific examples of how your child shows his/her social and emotional competence.

4.5 Attribute – Physical development

Indicator	Frequency			
	Never	Sometimes	Usually	Always
My child:				
a. is beginning to use scissors and/or glue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. has started to draw/write with crayons/pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. can thread some beads on string	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. is beginning to unpack their lunch box and use a drink bottle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. is well-coordinated (e.g. can confidently balance, run, jump, and use equipment such as balls or climbing apparatus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. can go to the toilet and dress themselves without help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. doesn't give up and remains involved in physical activities which prove challenging to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. doesn't get overly tired and can engage in activities throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.6 Please provide at least two specific examples of how your child shows his/her physical development.

4.7 Attribute – Level of knowledge and understanding

Indicator	Frequency			
	Never	Sometimes	Usually	Always
My child:				
a. has confidence in learning, shows natural curiosity and interest in learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. is able to solve simple day-to-day problems by themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. is familiar with some rhyming verses, chants and songs (e.g. nursery rhymes, pre-school songs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. is familiar with and enjoys stories and books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. can recognise some letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. gives meaning to their own writing (i.e. scribble, symbols, strings of letters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. can compare, group and sort objects (e.g. according to colour, size or shape)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. can follow a sequence (e.g. thread beads according to a pattern), then describe what they have created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. can correctly count objects, can compare attributes (weight, length, size, etc) and explain similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. shows an understanding of spatial positions (e.g. in, under, on top of) and directions (e.g. stand up, turn the page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. learns from past experiences and applies what they learn to new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.8 Please provide at least two specific examples of how your child shows his/her knowledge and understanding.