

Queensland Early Entry to Prep Framework

— strengthening consistency and rigour



Principles for early entry to Prep



The best educational interests of the child

The fundamental principle is that all considerations are made in the best interests of the child when considering early entry to Prep. Parents, school leaders and early childhood educators must focus on the attributes of the individual child and their educational development.



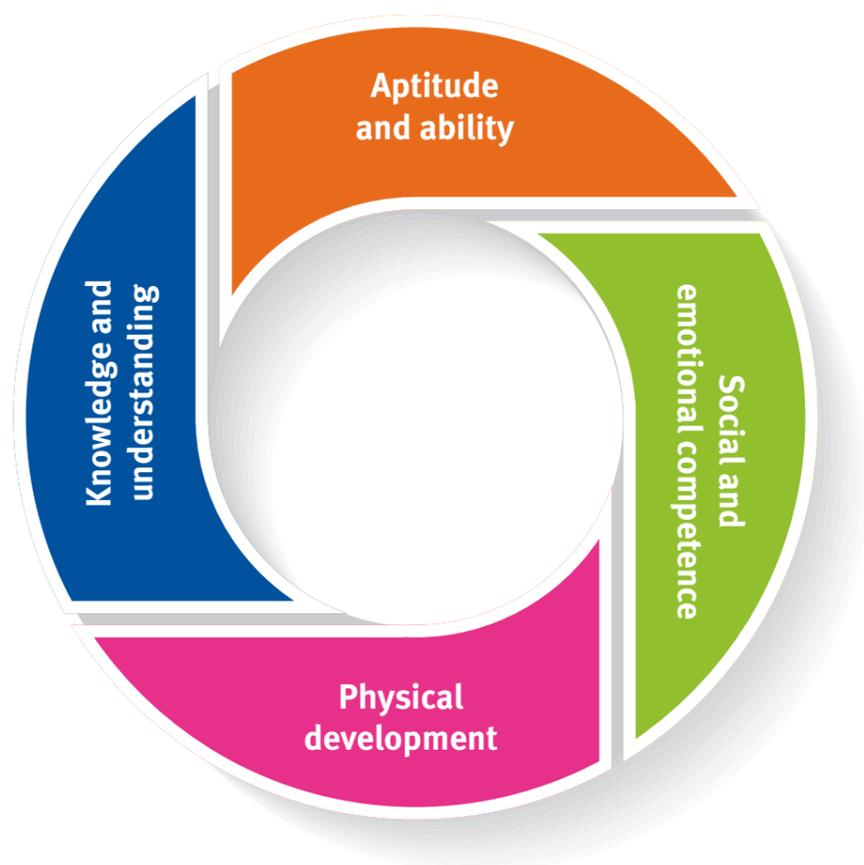
Partnerships

Parents work in partnership with the school and early childhood educators to gather evidence of the child's attributes to demonstrate that the child is ready for early entry to Prep.



Consistency, equity and rigour

Clear and consistent processes are required to ensure an appropriate level of rigour around assessment of applications for early entry to Prep. There will be equitable access to seek early entry and there is no requirement for external professional assessments.



Attributes

There are four attributes that are used to assess an application for early entry to Prep:



Aptitude and ability

Aptitude and ability relates to the potential to learn new skills. Young children with demonstrated aptitude and ability are confident in speaking with other children and adults, learn independently, and will show persistence when completing difficult tasks.



Social and emotional competence

Young children with social and emotional competence feel safe in a learning environment, can ask for help if they need it, are organised and cooperative, and can easily interact and work with others. Social and emotional competence is vital for Prep students to successfully engage in learning.



Physical development

A student's physical development can influence their ability to successfully engage in a range of learning activities. Students need to be able to stay alert for the duration of the school day every day of the week. Being coordinated and having good muscle control will assist a child to engage in writing and other classroom activities.



Level of knowledge and understanding

When children have a diverse range of knowledge and understanding, they are more likely to engage and experience success with the curriculum expectations in Prep. This includes the ability to recount events, express ideas, hypothesise and propose solutions, demonstrate reading and writing awareness and conventions, and understand mathematical language and early/foundation concepts.

The process

