



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Prep Term 1 2026

Meet the Burnside Prep Team

**PC Class
Teacher: Kylie
Cavanagh**



A huge 2026 welcome to the students of Prep C. My name is Kylie Cavanagh. My classroom for this year can be found in I Block. My email is kcava23@eq.edu.au. This is my fourth year at Burnside, but I have been working for Education Queensland for more than 20 years. My interests outside of the classroom include spending time with my family, gardening, reading and sewing. I am a passionate advocate for early years learning and thoroughly enjoy helping students holistically grow and build on their individual skillsets.

**PS Class
Teacher:
Danielle
Sinclair**



Welcome to the students of Prep S for 2026. My name is Danielle Sinclair. My classroom for 2026 can be found in Block I. I can be contacted by email on dsinc29@eq.edu.au This will be my 21st year of teaching and my 16th year teaching at Burnside. I love listening to music, relaxing at the beach and going on outdoor adventures to explore new places. I love teaching within Early Years Education as I can help students have success academically, socially and emotionally.

**PC Class
Teacher Aide :
Miss Leanne**



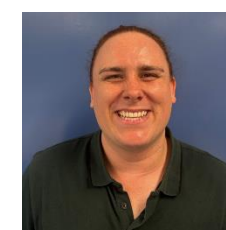
My name is Miss Leanne, and I have been working as a Teacher Aide at Burnside for 10 years. I hold a Certificate IV in Education Support. I have a strong passion for working in Prep and feel privileged to support children at the very beginning of their learning journey. I look forward to being part of your child's early educational experience.

**PS Class
Teacher Aides
: Miss Sharon**



Hello, I'm Miss Sharon. I am early years trained, have my Certificate III in early childhood and Certificate IV in education support. I have been working at Burnside for 6yrs. 2026 will be my 4th year working along side the Prep students. I find it deeply rewarding to watch children navigate challenges, grow stronger, develop their own unique personalities, kindness, perseverance, and confidence.

Specialist Team



STEAM- Julianne Golding & Carter Ford



PE – Liam Schofield



**Performing Arts – Shane
McLennan**

Key Events

Clean up Australia Day 2nd March
P&C AGM Meeting 10th March
NAPLAN 11th-20th March
Harmony Day 20th March
P-6 Cross Country 25th March
Parent Teacher Interviews 31st March
P&C Movie Night 1st April
Easter Bonnet Parade 2nd April
Good Friday 3rd April

Parades

Friday 8:50am even weeks
6th February – Week 2
20th February – Week 4
6th March – Week 6
20th March – Week 8

English	Maths	Humanities	The Arts	Health	Physical Education	Technologies
Sharing thoughts and feelings Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts. Assessment Task : Sharing thoughts and feelings To share ideas about a familiar imaginative story with peers. 	Space and statistics As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning • explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. Assessment Task: Space Students will describe the position and location of themselves and objects in relation to other people and objects. Assessment Task: Statistics Students will collect, sort and compare data.	My family history (Semester of Work) In this unit students will explore the following inquiry question: • What is my history and how do I know? Assessment Task: My family history Students explore important events celebrated in their lives and identify how people and objects help them to remember.	Drama Stories from the past This Term students will be exploring skills and techniques of drama through: • exploring role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space • using expression, movement and space to imagine and establish role and situation • responding to their own and others' drama and consider where and why people make drama. Assessment Task: Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus 	Identity and emotions (Semester of Work) Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience. Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play. Students explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices. Assessment Task Students describe emotions and the similarities and differences between themselves and others. Students identify how health information can be used in their lives.	Developing fundamental movement skills Students practise and develop locomotor and non-locomotor skills, experiment with ways to move their bodies safely through a range of movement contexts and identify the benefits of being physically active. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. Assessment Task: Students will apply fundamental movement skills in a range of movement situations. Students demonstrate personal and social skills to interact respectfully with others. Students identify the benefits of being physically active and how rules make play fair and inclusive. 	It's showtime (Semester of Work) In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. Assessment Task: It's showtime Students design a character puppet with moving parts to use in a puppet show.

BURNSIDE STATE SCHOOL 2026

