

Welcome
to
Wanniassa School P-10
Preschool
Rainbow Unit 2019



Success and Excellence in Education

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Welcome to Wanniassa P-10 School

Wanniassa School has built a reputation for having a diverse, vibrant, energetic community by encouraging families as partners in learning. We are proud to recommend our school as a place where all students are able to learn and play within a happy, safe and caring environment – and we do this from preschool until year 10. The individual care and attention that we give our students in the vital formative years is the key to the growing success of our school.

There is a strong focus on developing lifelong learners with leadership and citizenship skills. All students are encouraged and expected to achieve their personal best.

Every teacher at Wanniassa School shares responsibility for the pastoral care of students. Our school is committed to giving all students the chance to be successful learners and citizens of the future. There is a strong focus on embedding learning technologies in all classes. We know how vital the P-10 years are in establishing lifelong learning skills as the foundation for future success. Junior Campus students gain confidence and skills from their regular contact with Senior Campus students acting as mentors and coaches in a wide range of cross campus programs.

We do this through:

- Implementing a P-10 Positive Behaviour for Learning (PBL) Program and encouraging student voice & advocacy
- Offering diversity of educational programs and personalised learning opportunities including Gifted & Talented and Enrichment
- Teaching the Australian Curriculum K-10 and the Early Years Learning Program in Preschool
- Valuing learning through play in our preschool
- Emphasis on Learning Journeys and building successful Student Pathways
- A focused P-10 Mental Health & Wellbeing Program – Early Childhood KidsMatter – Primary School KidsMatter – High School MindMatters
- Interactive whiteboards in classrooms and computer access P-10, wifi throughout the school, and being a Virtual Education Community
- Real world learning, Vocational Education, Work Experience placements and Trades Training programs
- Sustainability and environment awareness programs

If you would like to learn more about our school please call the school for an appointment with our leadership team.

Junior Campus Deputy - Cymantha Cantrill

Junior Campus Executive teachers - Jodi de Ligt, Tori Smullen and Estelle Gillingham

Senior Campus Deputy - Cherie Connors

You will find our school a warm and friendly place *that is genuinely proud of its students and their achievements* and committed to working with you to ensure successful learning for all of our students.

Contact Details

Education and Training Directorate Contact Details

Phone: 6207 5111 Access Canberra: 13 22 81

<https://www.education.act.gov.au/>

School Contact Details

Principal: Kate Marshall 61421870

Deputy Principal: Cymantha Cantrill 61421840

Wanniassa School Business Manager: Ellen Ingold 61421872

Executive Teacher Preschool/Kindergarten: Jodi de Ligt 61421840

Preschool Staff: - Ilse Arellano Samantha Grant Kirsten McKenzie Simone Hodge

Junior Campus School Phone number: 61421840

Preschool Unit phone: 61421855

Website: www.wans.act.edu.au

Email: info@wans.act.edu.au

Facebook: Wanniassa P-10 School

2019 Term Dates and Public Holidays

Term 1 - 04 February - 12 April

Monday 11 March - Canberra Day

Term 2 - 29 April - 05 July

Monday 27 May - Reconciliation day

Monday 10 June - Queen's Birthday

Term 3 - 22 July - 27 September

Term 4 - 14 October - 16 December

PBL at Wanniassa School

Wanniassa School is a Positive Behaviour for Learning (PBL) School. Through explicit teaching of the Wanniassa School PBL overarching principles we aim to support children to have positive social behaviour experiences and to build connections between the school and preschool that support positive learning environments.

Wanniassa School's Overarching Principles are:

Be a respectful learner

Be a responsible learner

Be a resilient learner

Wanniassa School Vision and Mission Statement

Our vision is to create a school "in which the students, teachers and parents, work together in a positive, child-centred environment, in order to promote excellence, and to guide students towards optimal personal, academic, social, emotional and physical development."

The School's Motto is: "Success and Excellence in Education"

Wanniassa School prepares students to be resilient, active, informed and responsible citizens by:

- Valuing inclusivity
- Promoting respectful relationships and peaceful means of resolving conflict
- Creating a Health Promoting School
- Providing opportunities for students to gain leadership skills and participate in school decision making
- Valuing cooperative learning
- Developing understanding of the complexity of our diverse Australian society

Wanniassa Preschool Unit Philosophy Statement

The Wanniassa Preschool unit philosophy builds upon our school's vision statement and the principles from the Early Years Learning Framework.

We build **secure, respectful and reciprocal relationships** with all members for the community.

At our preschool, we:

- Ensure that the interests, abilities and culture of every child and their family are understood, valued and respected .
- Encourage children to be active participants for sustainability and to care for the environment.
- Respect the views and feelings of each child.
- Build warm, trusting and reciprocal relationships with all children.
- Provide safe and stimulating environments for children.
- Build on children's prior learning and experiences promoting further learning and development.

We develop **partnerships** with families that support the learning and development of all children.

At our preschool, we:

- Acknowledge families as the children's first educators and value their input.
- Create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and development experiences.
- Provide families with information about their children's learning and development, and about what they can do to further support their children.
- Share information and work with families to meet the needs of each child.
- Support children and families to make smooth transitions between home, early childhood services and school.

We strive for **high expectations and equity** for all.

At our preschool, we:

- Establish high expectations and support children's learning and development through play based learning, as well as active teacher-led learning.
- Ensure that every child experiences success in their learning and development .
- Recognise that every child can learn, but some children require different opportunities to do this.

- Provide physical environments that encourage children to explore, solve problems, communicate, think, create and construct, both indoors and outdoors.
- Use child-centred approaches to explicitly teach particular knowledge and skills.

We have **respect for diversity** in our learning community.

At our preschool, we:

- Recognise multilingualism as an asset and support these children to maintain their first language and learn English as a second language.
- Promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.
- Support children to develop a sense of place, identify with and develop a connection to the land.
- Build on children’s interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development.

We enhance the learning and development of all children by engaging in **ongoing learning and reflective practice**.

At our preschool, we:

- Gather information that supports, informs, assesses and enriches decision-making about appropriate programs.
- Continually develop our professional knowledge and skills.
- Promote practices that have been shown to be successful in supporting children’s learning and development.
- Use evidence to inform planning for early childhood experiences and practice. This information is conveyed to parents through written reports, interviews and learning journeys.

Curriculum

The Early Years Learning Framework is a national framework that has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework’s vision is for all children to experience play-based learning that is engaging and builds success for life. The framework can be found at:

<https://docs.education.gov.au/node/2636>

It is a guide for early childhood educators who work with children from birth to five years. They use the Framework in partnership with families, children’s first and most influential educators, to develop learning programs responsive to children’s ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging, being and becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

PHYSICAL SKILLS When planning for your child’s physical skills, we focus on experiences that develop the strength and coordination of your child’s large, (gross) and small, (fine) muscles to perform various tasks. Gross motor skills involve leg, arm and trunk muscles, which enable your child to run, jump, climb etc. Fine motor skills include the workings of and the coordination of the finger, mouth and eye muscles which enable your child to look, draw, write, speak, chew etc.

INTELLECTUAL DEVELOPMENT When planning for your child’s intellectual development, we focus on experiences that enable them to take in information through their five senses. We work with them to develop strategies and skills such as observation, questioning, evaluation, concentration, memory, decision making, risk taking, problem solving, perseverance, logical thought, accessing information from a variety of sources, independent thinking and co-operation.

EMOTIONAL LEARNING When planning for your child’s emotional development, we focus on experiences and on all “teachable moments” that will assist them to feel confident. Children are encouraged to be proud of their efforts and achievements, be aware of their feelings and we assist them with the ideas needed to express their feelings in a socially acceptable way.

SOCIAL LEARNING When planning for your child’s social development, the focus is on experiences that give your child the knowledge and strategies to interact constructively and cooperatively with their peers and their teachers. This knowledge and these strategies include turn taking, sharing, caring, safety, verbal communication, problem solving and awareness of the rights and feelings of others and of group rules.

SPEECH AND LANGUAGE DEVELOPMENT When planning for your child’s speech and language development, the focus is on experiences that allow your child to verbally communicate with others for a variety of reasons. Through these experiences your child will have opportunities to develop and practice speaking in a manner that is clear, logical and provides sufficient and ever expanding information to the listener. Experiences will also be provided to assist your child with developing his/her listening skills and the ability to respond to increasingly more complex directions and questioning.

ADDITIONAL SUPPORT Sometimes our observations may indicate that your child would benefit from the support of other professionals. This may be an executive teacher within the school, a physiotherapist (gross motor), an occupational therapist (fine motor), a speech pathologist (speech/language), a school counsellor, a child psychologist or a child health medical officer, all who may have input to appropriate early intervention strategies.

THE ROLE OF PLAY The Preschool program is based on play. Play is widely accepted as the child’s primary source of learning. Children actively explore within an environment which has been carefully planned and prepared to facilitate motivating play experiences. Both indoor and outdoor experiences are planned.

THE INDIVIDUAL CHILD Different developmental levels are accepted, expected and catered to. All activities and play situations are designed to allow each child to experience success. We may have different expectations for each child at the same activity and will interact with and provide feedback based on those individual expectations.

To view Education and Training Directorate policies visit <http://www.det.act.gov.au/>

Communication

Our school recognises the importance of a positive parent/staff relationship. We encourage:

- Sharing knowledge to enhance the growth and development of your child.
- Developing positive relationships with families that are based on mutual trust and open communication.
- Developing a sense of belonging to the preschool for the children, parents and staff.

Important notices are placed on the whiteboard and on the windows.

Important notes are sent home. These are placed into the children's going home pockets or in their sign-on book.

Newsletters are produced twice a term with information about what is happening in the school. Wanniasa Preschool Parent Association (WPPA) meetings are held twice a term for your input and feedback.

Parent interviews are held at the end of Term 2. Formal written reports are sent home at the end of each Semester. Parents are encouraged to make an appointment to talk at any time if you have questions or concerns.

Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings, can be appreciated about a child's individual developmental journey. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.

Hours of Operation



DOLPHINS

Monday 9.00 - 3.00 (Room 1)
Tuesday 9.00 - 3.00 (Room 1)
Wednesday 9.00 - 12.00 (Room 1)



PENGUINS

Wednesday 9.00 - 12.00 (Room 2)
Thursday 9.00 - 3.00 (Room 1)
Friday 9.00 - 3.00 (Room 1)

KOORI PRESCHOOL – TURTLES



Thursday 9.00 - 1.30 (Room 2)
Friday 9.00 - 1.30 (Room 2)

Voluntary Contributions

Public education is free. A School may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. Such activities may include excursions, class photos and performances.

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children. Your voluntary contributions supply the preschool with educational games and equipment, as well as books. Voluntary contributions can be paid at the Junior Campus front office. Mastercard or Visa are accepted at the Junior Campus front office.

Book packs - Student Resources

Back to School book pack/resource packages are purchased by families through OfficeMax. Book pack lists are created by classroom teachers based on the requirements of the year. You will find this list included in this information package. The order is completed online and delivered to the family to be brought to school on the first day of preschool.

In preschool, many of our resources purchased in book packs (pencils, crayons, glue) are shared which often leads to less wastage and provides opportunity for the students to practice sharing and cooperation.

For any questions in regard to the book pack please see the Junior Campus front office.

Participation of Volunteers

Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities.

To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the *Code of Conduct for Volunteers*. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools.

- Observe similar standards of behaviour and ethical conduct to that required of staff. For example you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.
- Appreciate that teachers have a special duty of care for students that cannot be delegated or transferred to others. Appreciate also that the principal is the spokesperson for the school.
- Appreciate that students have rights and aspirations. Treat students with dignity and respect.
- Observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others.
- Accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the department's policies and guidelines on particular issues.
- Observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff and school administration any hazard or hazardous practice in the workplace.
- Report any problems as they arise to your supervisor including incidents, injury or property damage.
- Avoid waste or extravagance and make proper use of the resources of the school/department.

Volunteers wishing to attend on a regular basis need to hold a Working With Vulnerable People card. Application forms are available at:-

<http://www.ors.act.gov.au> and can be lodged at ACT Government shopfronts.

Contribution to Decision Making

Families are welcome to contribute to the decision making procedures of the school through the School Board, the P&C or the Wanniasa Preschool Parent Association (WPPA).

Board

Each government school in the ACT is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. Elected members normally serve for a two-year period.

The Board is the policy-making body of the School. Its major functions are to:

- determine the educational policies to be implemented at the School
- assess, from time to time, the needs of the School in relation to the provision of buildings and facilities, equipment, funds and teachers and other staff, and make recommendations to the Chief Executive (of the Department of Education) with respect to the meeting of those needs
- determine the purposes for which funds made available for the School are to be expended
- make recommendations to the Chief Executive in respect of the use of the buildings, facilities and equipment of the School for purposes other than school purposes
- develop relationships between the School and the community and between the School and community organisations
- make recommendations to the Chief Executive on matters relating to the School

Responsibility for the implementation of policies established by the Board rests with the Principal and staff.

Wanniasa Preschool Parent Association (WPPA)

Wanniasa Preschool values the contributions of parents and each year we ask families to become part of the Parent Association. The Parent Association fulfils the same role as the P&C for the Preschool year. It is simple to become a member of the Parent Association.

It is often normal practise that parents are automatically a member of the Parent Association. However, in our constitution the parents need to apply to be a member. This does not mean that you will be on any committees, only that you will be welcome to have input into providing a sound environment for your Preschool child.

All you need to do is to fill out the nomination form and bring it to your interview. An executive member of the Parent Association will complete the nomination section.

There are 2 or 3 meetings each term to discuss the running of the preschool and any other matters of interest. An Executive Committee is elected by parents at the Annual General Meeting in February. A profile of Committee positions is provided in your information package. Please consider nominating for a position.

Participation in Preschool Activities

Families are welcome to share their special skills, interests and diverse family cultures with the preschool.

Families are encouraged to participate in social activities to enable families to meet each other and form a sense of belonging to the school.

Families can help in the following ways:

- sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- interacting with the daily program
- assisting with laundry
- working bees in the garden etc.
- joining the Wanniasa Preschool Parent Association

Delivery and Collection of Children

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of children must be by a parent or authorised nominee.

- **BRINGING YOUR CHILDREN** Please bring your child to the room and wait with them until the door is opened. The door opens each day at 9:00am.
- **ANY SEPARATION PROBLEMS** If your child is upset about being left at preschool, please speak to us so that we can formulate a plan with which everyone is comfortable.
- **PICKING UP YOUR CHILD** Please wait outside. It can be distracting for the children if parents, carers or siblings come into the room. The children only leave the room when their name is called and there is someone there to pick them up. There is a book in each room in which you need to record any person, other than those on your child's enrolment form, who may be collecting your child. Please also pass this information on to staff. **Please be on time to collect your child;** many children worry if parents are late. If you need to pick children up from both preschool and school at 3.00, we will be happy for you to collect your preschool child 5 to 10 minutes early. Children may not be picked up by siblings or family friends younger than 16 years of age.

Changes to Details

Please keep staff and the school informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to the preschool during session times for urgent matters only as it is disruptive to the program when staff answer the telephone.

Medical Condition Management

Immunisation

The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenzae type b). We would ask that you check your child's present immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is available. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Medical and Accidents

It is important that sick children are kept at home for their own comfort as well as the comfort of other children and staff. If a child becomes ill or is injured at school appropriate First Aid will be given and if necessary parents will be notified and asked to take their child home. If emergency treatment is required parents will be notified immediately and the child will be transferred by ambulance to hospital. In such cases ambulance services and treatment are free. All students who have an ongoing condition (eg asthma, diabetes, epilepsy) must have a treatment plan completed by parents and their GP and lodged at the school. Plan proformas are available from the Front Office or from a staff member in the preschool.

Exclusion periods for infectious diseases such as mumps, German measles, measles and chicken pox are provided at the end of this handbook.

If a child is to take a **prescription medicine** while at school, written directions and medicine must be left with staff. Information on a child's health status eg epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious please provide an up to date photograph of the child so it can be placed on our Medical Alert board.

Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until written evidence of treatment is produced. Please report any cases of head lice to the School Office.

Food

Provision is made for the children to eat during the preschool session. Parents/carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. All children will need their own drink bottle with water only. *Please note: **If we need to avoid certain foods due to allergies, we will send a note home to all parents.***

MORNING TEA AND LUNCH ARE REQUIRED on Mondays and Tuesdays (Dolphins) and Thursdays and Fridays (Penguins and Turtles). On Wednesdays the children will only need to bring morning tea. We suggest fruit, prepared ready for your child to eat. Lunch needs to be in a bigger named lunch box. It is a good idea to include an ice brick (child safe variety) during the warmer weather as children keep their lunches in their bags until it is time to eat. Please keep lunches healthy – a sandwich and a piece of fruit are ideal. **Please do not send sweets, chips, cakes or sweet biscuits.** You will find a small booklet titled "Food and Nutrition at Wanniasa Preschool" in your information pack. It contains a few healthy lunch ideas.

To view Education and Training Directorate policies visit <http://www.det.act.gov.au/>

Preschool - Year 10 Uniform and Clothing

2019 will be the first year of the transition to the enhanced 'whole school' uniform. Our goal with the design of this uniform is that it will be consistent from P-10 and that it will further develop the sense of belonging and pride that our students feel in our school.

While uniforms are optional for preschool students, families may find it easier to include a uniform to the morning routine of preparing for school.

The Approved Uniform: Preschool to Year 10

Shirt - Navy polo with school logo

Shorts - Navy tailored shorts

Pants - Navy tailored pants

Jumper - Navy sloppy joe

Jacket - Navy with school logo embroidery on the chest

Dress - Navy checked dress with white collar

Shoes - Black leather, fully enclosed

Hat - Navy sunsmart/bucket hat

Uniforms can be purchased through Savvy School Wear in Tuggeranong.
Shop 37 Homeworld, Soward Way, Tuggeranong ACT 2900, Ph. 02 6293 9529

Physical activity is very important for children so educators provide opportunities for structured and unstructured physical activity.

During the preschool sessions, your child will be involved with some hands on experiences both inside the classroom and in the outdoor area. These activities can, at times, be very messy.

Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session.

In keeping with the sun safe policy, children will need to wear either a legionnaires or wide brimmed style hat. Please ensure that cords on hats are detachable in compliance with Directorate regulations. If children do not have a hat, they will only be allowed to play in the shade.

The children will be challenging themselves on the climbing equipment so sensible footwear is essential. Please label all of your child's clothing and pack a spare set in case of accidents.

Health and Safety

- **ABSENCES** Please inform the school of any absences due to illness or other circumstances.
- **DOGS** These are not permitted on the school grounds even on leads as they are frightening to some children.
- **OUT OF BOUNDS** In the interests of children's safety, the shed and storerooms are out of bounds.
- **NO SMOKING ZONE** Smoking is not permitted within the school grounds.
- **OLDER CHILDREN** Please ensure that older children in your care do not move the climbing frames or play on the sandpit cover.
- **PRESCHOOL GATES** For the safety of our preschool children we ask that gates are opened and closed by adults.

Information on hygiene procedures

Staff, children and volunteers must adhere to the hand washing procedures.

All children are encouraged to wash their hands

- On arrival
- Before and after eating or touching food
- After toileting
- After blowing their nose and wiping tears and dribbles

All scratches and cuts must be covered.

Excursions and Incursions

Excursions and Incursions are part of the educational program at Wanniasa Preschool. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend. The adult/child ratio is 1:5 on major excursions or less as required which is why parent volunteers are asked to come along.

Emergency management procedures

The school has a policy on emergency evacuations and are required to practise evacuation procedures. All staff and children participate.

Child Protection Practices

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and /or sexual abuse of children is a criminal offence.

Staff will deliver lessons to children on protective behaviour and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

Transitions

Your child is a member of the Wanniasa school community. By enrolling your child into Wanniasa preschool unit your child will automatically move on to kindergarten in our school. As with all transitions the staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. This involves:

- Regular visits to the school library throughout the year
- Teachers from the Junior Campus visiting Rainbow Unit and working with the children on a regular basis
- Participation in special activities such as the athletics carnival and the Book Week assembly
- The Buddy program with Year 5 students. Year 5 students come and help their buddies with activities once a fortnight during Terms 3 and 4
- Visits to Red Unit (Kindergarten classroom) during Term 3 and 4

If your child is attending a school other than Wanniasa School it is your responsibility to organise enrolment and transition visits.

For more information about this topic please follow the link to this website for some handy hints:

[Starting school - a guide for parents](#)

Student Welfare and Management

At Wanniasa School we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that students are treated and treat others with respect. Learning how to act, interact and to manage one's emotions is part of the overall learning process in early childhood education. Children's learning in this area is planned for and supported.

Developing positive relationships between children, staff and families provides the most effective means of promoting positive behaviours and social interactions. Classroom practices used at Wanniasa School provide the children with a sense of belonging and a consistent and predictable environment to support the development of social and emotional skills, interpersonal problem solving and friendship skills.

Based on these points, children will learn simple guidelines for appropriate behaviour. These are discussed with the children and repeated as required to encourage children's cooperation.

Children are reminded in positive ways including specific praise (e.g. "Great sharing!"), smiles and statements which value their cooperation.

It is expected that children's learning takes time and that there will be situations where they will experience some frustration. We engage with the learning and observe carefully to step in when redirection or mediation are needed.

Staff are happy to discuss any concerns that may arise within this area of learning and will always work closely with families.

Parent Support

Child and Family Centres

<https://www.communityservices.act.gov.au/ocyfs/children/childandfamilycentres>

Tuggeranong 159 Anketell St, Greenway, **Phone** 6207 8228

Gungahlin 51 Ernest Cavanagh St, Gungahlin, **Phone** 6207 0120

West Belconnen 6 Luke St, Holt, **Phone** 6205 2904

Parents and carers are invited to visit their local Child and Family Centre to chat with a trained professional about parenting, ask questions and to get information. This can lead to ongoing, one-to-one support with Child and Family Workers.

Staff are available to speak with parents and service providers — Monday to Friday from 9.00 am to 5.00 pm, either in person or by phoning your local Centre — about a range of issues including:

- general parenting
- adjusting to being a parent
- family relationship issues
- your child's behaviour.

This service is free of charge and available without an appointment.

Where Gungahlin, Tuggeranong and West Belconnen

When 9.00 am - 5.00 pm Monday to Friday

Who Parents and carers of young children

How Drop-in or call your local Centre

Parentlink is a website which parents can use to access: www.parentlink.act.gov.au

- Parents guides, including electronic order forms
- A directory of local parenting services
- Further readings in relation to the parent guides
- Links to other useful websites.

Should you require support for any reason, please don't hesitate to speak to your teacher. We have access to many resources and may be able to help. There is also a parent library at preschool. The library has a wide range of parenting books, which you can borrow by writing the name of the book and your name in the borrowing book.

Kidsmatter Wanniasa School was one of 110 early childhood services throughout Australia especially selected to be part of the very first Australia wide project, KidsMatter, in early childhood services. Through participation in the KidsMatter program we aim to build on our sense of community for the benefit of children and their families, provide families with current and useful information to assist with the parenting role, provide children with a positive sense of self and the skills they need to live in and be part of a complex world. By continuing our commitment to KidsMatter professional learning we are aiming to become more skilled in helping families who may be facing mental health concerns.

Concerns or Complaints

If you have any concerns, please approach your child's teacher and make a time to talk. We are keen to ensure that everyone has a happy preschool year.

You are also welcome to make contact with the executive teachers on the Junior Campus.

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at http://www.det.act.gov.au/publications_and_policies/policy_a-z

Other Information

- **LIBRARY BAGS** Please supply your child with a library bag approximately 36cm x 30cm with handles and a name tag. This separate bag is required if your child wishes to borrow a book from our Junior Campus Library and will ensure the correct care of the book.
- **SCHOOL BAG** It is essential that your child brings an appropriate sized bag to each session, as it will need to contain their drink bottle, lunch box and a set of spare clothes.
- **LABELLING** All your child's personal belongings i.e. clothes, hat, school bag, library bag, lunch box and drink bottle need to be clearly labelled.
- **DRINK BOTTLES** Each child will need their own drink bottle which will be placed on the drinks trolley each day. Children may help themselves to a drink of water at any time during the session. We give them regular reminders to have a drink throughout the day.
- **DONATIONS** We would appreciate donations of tissues, baby wipes, plain flour, salt, flavoured essence, cream of tartar, food dye, corn flour, pasta, oil, paper plates, spoons and rice. These items are used in weekly preschool activities. Teachers will place a shopping list on a display board throughout the year as our supplies are getting low. If each family is able to donate these items, the money saved can be used for educational equipment.
- **BIRTHDAYS** Children celebrating this special day are welcome to bring along a cake (small cakes are the easiest for sharing) to share with their group. Health regulations mean children aren't able to blow out candles on a cake to be shared. We use a pretend cake for the children to blow out their candles. Please check with your child's teacher about a convenient time for the birthday celebration and the number of students in the class.

- **FUNDRAISING AND EXCURSION PAYMENTS** The Preschool Parent Association is responsible for collecting fundraising money. When making payments to the preschool, please ensure that you place the correct money in an envelope labelled with the details of the payment being made, your child's name and group. Please hand these directly to a staff member.
- **NAMES** The children call us by our first names.
- **TOYS** stay at home as at preschool the children play with and share the preschool equipment.
- **BIKES** For children riding their bikes to preschool, these can be left in the bike rack outside the shed.

Diseases - Outbreak Procedures and Exclusion Periods

Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions.

The *ACT Public Health Regulations 2000* require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, preschool, child care or family day care for the periods specified.

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (<i>entamoeba histolytica</i>)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*# <i>Haemophilus influenzae</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded

*#Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment at least 24 hrs.	Not excluded
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded