

# **Welcome to Wanniassa School**



*Success and Excellence in Education*

**Rainbow Unit**

## Contact Details

### Education and Training Directorate Contact Details

- 13 2281 (62070494 TTY)
- [www.act.gov.au](http://www.act.gov.au)

### School Contact Details

- Principal: Shane Gorman 62056193
- Deputy Principal: Margaret Taylor 62057567
- Executive Teacher: Jenny Tatham 62057590
- Preschool Staff: Karen Cooper  
Virginia Fanning  
Carolyn Carew  
Hayley Byron  
New staff to be advised
- School Phone number: 62057566
- School Fax number: 62057563
- Preschool Unit phone: 62058055
- [www.wans.act.edu.au](http://www.wans.act.edu.au)

## Philosophy Statement

### **Our Vision**

That all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

### **School Values**

In 2015 our values approach will continue with specific focus each fortnight being given to: **Care and Compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion.** We will also be looking at ways in which children can develop their ability to be **resilient.**

### **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."

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

The School's Motto is: "Partners in Learning."

### **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 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 quite different opportunities and supports 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 and 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 enriched 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

A national early learning framework for children from birth to five years has been developed.

The Early Years Learning Framework 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.

<http://www.deewr.gov.au/Earlychildhood/Programs/EarlyChildhoodEducation/Pages/default.aspx>

It is a guide for early childhood educators who work with children from birth to five years. They will 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.

Together with this national framework, educators in A.C.T can use ‘Every Chance to Learn – Curriculum framework for Australian Capital Territory schools for preschool to year 10’ to develop quality programs.

**PHYSICAL SKILLS** When planning for your child’s physical skills, we focus on experiences that develop the strength and co-ordination 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 avenues with staff**

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 white board and on the windows.

Important notes are sent home. These are placed into the children's going home pockets.

Newsletters are produced twice a term with information about what is happening in the school.  
Parent meetings are held twice or three times a term for your input and feedback.  
Parent interviews are held at the beginning of terms 1 and 3. 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

**Mon 9.00 - 3.00**  
**Tues 9.00 - 3.00**  
**Wed 9.00 - 12.00**



#### PENGUINS

**Wed 9.00 - 12.00**  
**Thurs 9.00 - 3.00**  
**Fri 9.00 - 3.00**



#### KOORI PRESCHOOL – TURTLES

**Thurs 9.00 - 1.30**  
**Fri 9.00 - 1.30**

#### Enrolment procedures

Children seeking to enter school at the preschool entry point should be four years of age on or before 30 April in that year.

Preschool enrolments open in May prior to the commencement of the preschool year. Enrolment forms may be obtained online

[http://www.det.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school) .

To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, ie. utilities bill, mortgage document, lease or tenancy agreement. These should be presented at the Junior Campus front office at Wanniasa School.

**Early Entry and Early Intervention:** Early enrolment for children under compulsory education age is also available to children eligible for entry into Early Intervention (Special Education) programs and English

as an additional language or dialect programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. An application may be made through the school counsellor or through the Student Support section of the Department. Full information will have to be provided to the Principal at the time of application. Further information is available on the Department's website at <http://www.det.act.gov.au/>

### **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.

Purchases rely upon the commitment and generosity of our parent community. The voluntary contribution is set at \$60 per term or \$220 per year if you pay for the full year prior to the end of term 2. Your voluntary contributions supply the preschool with educational games and equipment, books, craft and consumable items and office supplies. **Voluntary contributions should be paid at the Junior Campus front office. Mastercard or Visa are accepted at 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 Parent Association.

#### **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.

#### **Parent Association**

Wanniassa 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.

#### **The P&C**

The P&C plays an important role within the Junior and Senior campuses of the school. Meetings are generally advertised in the newsletter. All parents are invited to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the School.

### 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, story telling, 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. This is important as there are sometimes unexpected delays to the starting time and on rare occasions the preschool unit may be closed due to unforeseen circumstances.
- **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.

### 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 leave the children to 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 or afternoon tea depending on the session time. Morning/afternoon tea needs to be in a named small container or bag. 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 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/>

### **Clothing**

Physical activity is very importance 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. A warm coat and hat is required in winter. The children will be challenging themselves on the climbing equipment so sensible footwear is essential and long dresses, skirts and thongs can be

dangerous. **Please label all of your child's clothing and pack a spare set in case of extremely messy play or accidents.**

### **Health and Safety**

- **ABSENCES** It would be appreciated if you would inform us if your child is likely to be absent for the week due to illness or other circumstances.
- **DOGS** These are not permitted in the preschool 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.

### **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**

**Excursions** are part of the educational program at Wanniasa Preschool. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walk to the shops. 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.

### **Emergency management procedures.**

The school has a policy on emergency evacuations and are required to practise evacuations 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 in 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 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 4
- A recess visit to the canteen and a lunch order day during term 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 with respect. Learning how to act, interact and to manage ones emotions is part of the overall learning process. 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 that provide the children with a sense of belonging and with a consistent and predictable environment support the development of social and emotional skills, interpersonal problem solving and friendship skills. Particular programs are also used to help develop children's knowledge particularly when they are beginning Preschool and learning to be part of a group. Within the group, each child needs to feel safe and happy, to learn without interruption and to have a pleasant and clean environment. 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 observe carefully and try 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 to work closely with families.

The school has a *Student Management and Wellbeing* policy that outlines the steps for addressing student welfare and management issues.

[www.wans.act.edu.au/junior/values\\_program](http://www.wans.act.edu.au/junior/values_program)

### **Parent Support**

Parentlink [www.parentlink.act.gov.au](http://www.parentlink.act.gov.au) is a website which parents can use to access:

- Parents guides, including electronic order forms
- A directory of local parenting services
- Upcoming community events and parenting courses
- 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. This is located in room 1. 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 in the primary school.

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](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 (not draw string) and a name tag. This separate bag is required if your child wishes to borrow a book to ensure the correct care of the book.
- **LIBRARY DAYS**

<b>DOLPHINS</b>	Monday & Tuesday
<b>PENGUINS</b>	Thursday & Friday
<b>TURTLES</b>	Thursday & Friday
- **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 and morning tea containers 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 and toilet paper. 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
- **FUNDRAISING AND EXCURSION PAYMENTS** The Preschool Parent Association is responsible for collecting fundraising money and money for Preschool excursions. When making payments to the preschool Parent Association please deposit them in the secure BLUE letter box in the shed.

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 try not to give these monies to staff

- **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 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 (entamoeba histolytica)	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
*#Haemophilus influenza 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