



Preschool handbook 2023

An interview will be arranged for you at the end of this year, this is your opportunity to share your unique perspective of your child and collaborate with the school to set some learning goals for your child for their Preschool year.

**If you cannot make this time, please call 6142 3399
to reschedule your meeting for another time.**

General Information

Contact Details

Address: Kinsford Smith School
100 Starke Street
HOLT ACT 2615

Phone: (02) 6142 3399

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Email: kingsfordsmithschool@ed.act.edu.au

Website: www.kss.act.edu.au

Staff

Principal: Paul Branson

Deputy Principal: Karen Murray (Primary School)

Preschool Executive Teacher: Maciline Moyo

Business and Facilities Manager: Brad Huckstepp

Enrolments Officer: Amy Barnes

2023 TERM DATES

Term 1 Beginning of week	Monday 30 January	Thursday 6 April
Term 1 End of week	Wednesday 1 February	
Term 2	Monday 24 April	Friday 30 June
Term 3	Monday 17 July	Friday 22 September
Term 4	Monday 9 October	Friday 15 December

PUBLIC HOLIDAYS 2023

Canberra Day	Monday 13 March
Good Friday	Friday 7 April
Easter Monday	Monday 10 April
ANZAC Day	Monday 25 April
Reconciliation Day	Monday 29 May
Queen's Birthday	Monday 12 June
Labour Day	Monday 2 October

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Principal's Welcome

It is with great pleasure that I welcome you and your child to the Preschool at Kingsford Smith School. This is an exciting time for both the children and their families and is the first step in a set of changes for the lives of all the family. For all children there will be the discovery of new experiences, new friends, new feelings and also new independence.

At Kingsford Smith School we know from experience that a significant factor for children to be successful in their schooling requires a strong partnership between children, their families and the teachers. This partnership ensures that each child has a productive, positive and fun start to their schooling. Kingsford Smith School teachers recognise that parents/carers are the first and important on going educators of their children and we will build on this foundation you have and will continue to provide.

Children and families are at the heart of the Kingsford Smith School Preschool and we prioritise personal growth of all children. We are committed to building numerate and literate active citizens in our learning community. Importantly we respect, value and acknowledge the diverse culture, experience and ability within our community and the wider world. As such, children are part of the decision making who have the right to learn and have their voices heard in a safe, secure and inclusive environment. We support children's learning and development through a combination of child and adult led play based learning as well as active teacher led learning.

Please do not hesitate to contact the school if you have any queries or concerns. We want you and your child to have a wonderful start to their school life.

With good wishes

Paul Branson



Kingsford Smith School—Everyone Learns Working Harder To Get Smarter

KSS operates as a Professional Learning Community (PLC) supported by our motto ***Everyone Learns*** and the understanding that we are ***Working Harder to Get Smarter***.

General Beliefs

- Strong relationships and respectful communication are critical to the building of a professional learning community
- The school is a hub of the community and positive partnerships benefit our children
- Learning is a shared responsibility between children, teachers and families
- Teachers teach/children learn more than the prescribed curriculum
- Opportunity for student voice builds school climate
- Education is a profession – teachers are professionals

Beliefs About Learning

Everyone Learns - learning is optimised when:

- seen as a lifelong pursuit
- expectations are high
- the curriculum is differentiated and scaffolded
- teachers cater for individual interests and learning styles
- curiosity is valued and fostered
- connections are made with the real world
- learning is fun
- there is ongoing feedback that supports children to improve
- success is acknowledged and celebrated
- the environment is safe, nurturing and builds resilience

KSS Learning Questions

What are you learning?

What progress have you made?

What makes you a good learner?

What can you do to improve?

What did you enjoy learning today?

Our Values

Harmony - A fitting together; a combination of parts into an orderly whole

Excellence - A state of merit, quality or distinction

Respect - To treat with regard, or consideration for

Optimism - Practice of looking on the bright side of things or positive outlook

A KSS HERO is an ordinary person doing extraordinary things.

Our Motto

Everyone Learns

Our Vision

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



Our Aims

Engage all students in academically challenging learning

Nurture a safe and caring environment

Foster collaborative relationships within our community

Develop learning pathways so all students can reach their vocational potential

Empower students as learners and leaders

Promote a passion for the Arts

Preschool Philosophy

We support children to be brave, curious learners.

We show respect to people things and our environment.

We are inquisitive and investigate things in a safe and respectful way.

We belong to our family, our school and our community.

Absences

Absences are recorded at the Front Office. It is advised that parents/carers notify the Front Office on 6142 3399 for any student absences.

Allergies

Kingsford Smith School is a nut aware school. We ask that in order to minimise the risk of allergic reaction, children do not bring items to school that may contain nuts.

If your child has a known allergy your Preschool Educator will require adequate information around the allergy as well as a medical plan if advised by your GP. At a follow up meeting, you may be required to create a risk minimisation plan with the Preschool Educator. This assists our staff in ensuring the safety of your child.

Assemblies

Primary school assemblies are held on rotational basis with each class taking turns to perform an item at the assembly. Preschool children have the opportunity to attend assemblies as a part of our transition to Kindergarten process.

Before and After School Care

Before and after school care is provided at the school by the YWCA of Canberra. Forms are available at the school or you can contact the service directly on 6175 9900 Email:

childcareaccounts@ywca-canberra.org.au

Book Packs

A supplier provides book packs which are available for students and contain all essential items needed for the school year. The packs are ordered and paid for in Term 4, and are delivered to the school during the first week of school. All supplies will remain in Preschool.

Breakfast Club

Children are able to attend our Breakfast Club on a Monday hosted by our KSS Youth Workers on a Tuesday , Wednesday and Thursday. Preschool children are more than welcome to attend, however an adult is required to stay with them.

Changes to Details



Please inform the front office as soon as possible if there are any changes to your contact details or care arrangements. It is important that we can easily reach you in the unlikely event of an emergency.

Children with Diverse Needs

If your child is diagnosed with additional needs or you think they will require some specific consideration, please talk to the school executive staff as soon as possible. For our students with special needs we may consider a slow transition to starting Preschool. In this model, students can get to know the school routines at their own pace and teachers can ensure they have effectively set up learning experiences that cater to individual needs.

Student Focus Committee

This committee is formed by the, Deputy Principal, Special Needs Executive Teacher, School Psychologist and other teachers as appropriate. Throughout the year each child's learning and/or social and emotional development is monitored and programs are developed and evaluated for children identified as requiring support.

Clothing

Students can wear:

- our Kingsford Smith School uniform, which consists of a light blue top and dark blue navy pants, shorts or skirt
- comfortable shoes for active play

Clothing is available from :

Macdonalds Jamison, Lowes , Big W, Kmart, Best and Less or Target.

Please pack:

- a spare change of clothes just in case (including underwear and socks).



Communication

We recognise that as parents, you know your child best. You are their first teacher and we value what you have to share with us.

- Talk to your child's teacher at any time about what motivates your child to learn, how they are coping, changes that may affect them at school and concerns and questions about their development. If you can't talk at the busy drop off or pick up time, please contact the teacher via phone or email to arrange a time to talk
- An open approach to building a positive and professional relationship with your child's teacher is an important element of a successful partnership. You can contact teachers face to face at school, via phone or by email. Taking opportunities to acknowledge your child's success will give you and your child's teacher some common ground to support you in dealing with possible challenging issues
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Seesaw

Seesaw is a digital platform and a safe way to share information with parents. Teachers create learning tasks and assignments for students incorporating videos, photos, text, images, files, or drawings and share with families.

Newsletters

A whole school newsletter is emailed home on even weeks. To receive a whole school newsletter please provide a valid email address to the front office as newsletters are emailed to families.

Term Calendar

You will receive a term calendar in the first couple of weeks that will outline your child's preschool attendance days. If you are unsure please ask your child's teacher.

Curriculum

Learning Program

Our learning program outlines our learning intentions. It highlights the goals for children's learning through intentional teaching episodes, and indoor and outdoor learning experiences each reflecting the children's interests. Each room has its own learning program displayed, in class project book and is available for families to read and give feedback.

Project book

The project books are available every day. They document the learning at preschool. We encourage you to read them, look at the photos and discuss them with your child.

Early Years Learning Framework – see appendix 3

Our curriculum is informed by the Early Years Learning Framework (EYLF). You may be familiar with Key Learning Areas such as English, Maths, Science or the Arts - they are taught through this framework.



Children have a strong sense of identity

As they get to know our teachers and class members, Preschoolers have many opportunities to share what activities, experiences or actions, help make them feel good. Children are learning to identify factors that promote their mental wellbeing. As children gain confidence in self-help skills their achievements are celebrated, enhancing a positive sense of self. Stories, role play and discussions further help children value and follow health practices.

Children are connected with and contribute to their world

Children are introduced to various multicultural resources designed to broaden their understandings and appreciation of different cultures and places. We acknowledge and learn about the diverse cultures that enhance our class group and show individuals that they are understood by including photos, artefacts, literature, language and play activities from their family cultural background.

Children have a strong sense of wellbeing

Preschoolers will engage in class discussions and stories to help them learn about how they can thrive, be independent and help in their new classroom community. All these factors contribute to the development of a sense of wellbeing. Children will be introduced to different roles at pack up time and the recycling system at Kingsford Smith School. Explicit and incidental teaching and role play around regulating emotions is a natural part of the young child's day.

Children are confident and involved learners

In Preschool, children will develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. They will also continue to develop their attitude towards learning including curiosity, creativity, cooperation, confidence, commitment, enthusiasm, persistence and imagination.

Children are effective communicators

The preschool program offers a wide variety of mediums through which children may express their ideas and understandings. These activities are planned to support children's fine motor and prewriting skills. Throughout the day, children have opportunities to move creatively and express themselves through music and movement. All experiences endeavour to develop verbal communication capabilities and this is evident through cooperative play, exposure to great books (rich text) and learning experiences that build vocabulary.

Concerns and Compliments

Working Together to Resolve Challenging Issues

There may be some times when we need to deal with a challenging issue concerning your child at school. We understand that you are emotionally invested, and would like to work with you towards a positive outcome. Challenging situations can include social conflicts, issues with learning and concerns about the program. At these times, ensure you continue to foster your child's positive attitude toward school, community, people and learning.

When dealing with challenging situations:

- be pro-active - you may see things that the teacher has not been able to see. Be open, tell them what you understand and what your child has expressed to you. Keep track of follow up and give feedback to the teacher about whether the situation is resolved from your perspective
- be positive - we all want the best for your child. It is a shared responsibility that teachers and parents/carers communicate respectfully in a way that values the teaching expertise and the parent's/carers' input
- be fair - sometimes you may feel frustrated with your child's peers, teachers or other families involved. It is important that even in these situations we continue to communicate respectfully and with consideration for others. Your child is learning from your reaction - what do you want them to see?
- be realistic - for example, if your child is experiencing a challenging situation with a peer, understand that they are *both* still learning how to engage in a positive way. There may be many times across the year where the same challenge comes up. Expectations should meet the child's capabilities
- be aware - we have different perspectives. As the primary carer your focus is on your child. You see *their* feelings and affects of the situation in a more intense way than others. The teacher's role is to make professional decisions and move toward a resolution with your family, other families involved and the class, with consideration for the personal impact on each individual concerned.

For further information about our school's approach to a resolution process regarding student interactions or an incident, please see our school website: **www.kss.act.edu.au**
Should the need arise the ACT Education 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

National Regulations

The Education and Care Services National Regulations (National Regulations) support the National Law by providing detail on a range of operational requirements for an education and care service including:

- the National Quality Standard (schedule 1)
- application processes for provider and service approval

- setting out the rating scale
- the process for the rating and assessment of services against the National Quality Standard
- minimum requirements relating to the operation of education and care services organised around each of the seven quality areas
- staffing arrangements and qualifications
- fees for a range of transactions.
- jurisdiction-specific provisions

Here is the link for to access the Regulations.

<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>

Delivery and Collection of Children

- An adult is required to bring the Preschool student into the classroom at 8:45am. You are welcome to stay and complete a puzzle or read a book with your child.
- Students are collected from the preschool classroom at 2.45. To ensure the children's safety, teachers are required to hand preschool children to a designated adult.
- Preschool children must be picked up by an adult who is identified on the child's enrolment form. If you need to change arrangements please tell your class teacher and inform the front office
- If you need to pick your child up early or drop them off late, for safety reasons, you must sign them in or out at the front office. You will be given a late slip to give to the teacher when dropping off your child
- External gates will be locked from 9:30am - 2:30pm each day to ensure the safety of our children

Emergency Management Procedures

The school has a policy on emergency management and we are required to practise evacuation and lockdown procedures each term. All staff and children participate.

Enrolment Procedures

Kingsford Smith School has an enrolments officer located in the Front Office who can answer any queries you may have about the enrolment process and requirements. All ACT Education and Training Directorate schools are now taking enrolments via the online enrolment link. Once the enrolment has been completed online the school receives notification and the enrolments officer contacts families to confirm a time for you to come in and provide:

- Proof of address
- Immunisation records for your child
- Signature on the enrolment document

First Aid

All Preschool Educators are informed about Directorate policies and school procedures in relation to the administration of First Aid and the appropriate response to accidents and incidents.

- Preschool Educators receive appropriate professional development and induction training .
- First Aid kits are located in the preschool.
- A qualified First Aid Officer must always be on the Preschool Unit site. The First Aid Officer will manage all major and minor injuries / accidents supported by the Preschool Educators. Further assistance can be called for from staff in the main school building.

Food and Drink

Please bring:

- a healthy lunch (for example; a sandwich, cold baked beans)
- a healthy snack (for example; cut up fruit, crackers and cheese, yoghurt, carrot sticks)

Due to regulations we are unable to refrigerate or reheat food. Please see appendix 2 for further information on healthy eating

Health and Medical Information

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 Influenza 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 in the Appendix of this document. Parents/carers 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 an ambulance will be called if necessary.

If a child is to take a **prescription medicine** while at school, written directions and medicine must be left with Preschool staff. Information on a child's health status, e.g. epilepsy, diabetes, should be given on enrolment or on diagnosis.

Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until treated. Please report any cases of head lice to the school.

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

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. Preschool teachers will talk to the students about personal safety in a way that meets the developmental understandings of the young child.

Infectious Diseases

Please see Appendix 1 for information about infectious diseases and exclusion periods.

Information and Communication Technologies (ICT)

Classrooms have access to the students' network, library resource centre and interactive whiteboards. Teachers support students to develop IT skills and knowledge by embedding technology into the curriculum so that it becomes a natural and integral part of student learning.

Library



Your child will borrow from the class library as a part of their class program. They will need to bring a library bag for borrowing.

The young child learns through their whole self, through using all of their senses. As they see, hear, touch, smell, taste and move, they build a memory for features, common characteristics, functions and significance. As they grow, the child's learning builds on their experience of the real object. Now they can think about and apply their understandings in a more abstract way - such as through reading, writing and working with number. The preschool child is in the beginning stages of moving between the real and the abstract thinking. A program that meets this developmental stage is evident in the everyday learning experience at Kingsford Smith School.

Medical Condition Management

All students who have an ongoing condition (e.g. asthma, diabetes, epilepsy) must have a treatment plan completed by parents and their doctor and lodged at the school. Blank plan documents are available from the Front Office.

Parent and Carer Partnerships

Positive parent partnerships are critical to our success. Recent research indicates that parent involvement in their children's education has a significant and positive effect on educational outcomes. We encourage you to contact your child's teacher if you have any queries or concerns. There are many ways in which you can become involved in your child's school: KSSP&C, School Board, Canteen, school productions, volunteering in the classroom, excursions and/or attending learning journeys.

We are a community - you are welcome to be part of your child's classroom, school events, and special class events like excursions. To offer help, ask identified staff at any time. If you can help on a regular basis, please talk to your child's teacher. If you have an area of expertise, like art, design, music or science, please let us know. Our students are learning to gather information from various sources. People are a precious information resource and we would enjoy including your expertise in our program at some stage of the year. Sometimes children do not respond well to their own parents/carers being in the classroom.

Policies

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

Preparing your Child for Preschool

During your interview you will talk with an Educator about your child. You may like to discuss your child's interests and strengths and ask any questions you may have. The Educator will ask about medical conditions and experience in childcare. We also ask about family and cultural celebrations. We will also discuss school clothes and lunches. This information is also listed in this handbook. You may also like to consider any goals you would like your child to work towards in their preschool year.

Children respond to our feelings and attitudes. Look for opportunities to model to your child how exciting starting Preschool is and how much trust you have in the school and your child's new teacher. The following ideas can be practised at home during the summer break or prior to starting Preschool. Once your child actually starts Preschool, they will be coping with a lot of change. Providing opportunities to practise and repeat ideas will be a necessary part of the first few weeks.

Help your child to become aware of the essential routines of a school day:

- Talk about giving the brain and body some energy for lots of learning. Talk about and eat a healthy breakfast.
- When helping your child to practise essential routines like packing a school bag, remember to balance your support with promoting independence
- Talk to your child about looking after their own property. Ask your child to help pack their school bag, to tidy their own room, to manage where they store the things they need

Help your child to identify people who can help them:

- Talk about when they might need to ask for help; to locate something they can't find or for support to resolve an issue, get them to give you some ideas about what they can do if they need help. You can suggest that they ask a friend first, and then they can ask a teacher

Highlighting Regular Routines at Preschool**What happens at Preschool:**

- students are supported to develop skills in becoming independent learners
- students are actively exploring a range of learning opportunities and environments
- learning areas are child centred, based on interest, ability or designed to support skill development
- social skills development is supported through individual and group

Your child's routine will be established over the first few weeks. It will include opportunities for investigating, problem solving, building social connections and expressing what they know about their world through arts, music, play and conversation. Your child will be playing outdoors, actively engaging in gross motor opportunities and playing with others.

Beginning Week 1 or at your child's enrolment date, your child will be engaging in their full Preschool routine. Please see your child's teacher if you would like to bring your child for shorter periods to allow some transition to adapt to the full timetable.

Organising Your Home Routine

- It is important for your child to come to school every scheduled day. A consistent routine can create a feeling of safety and when children feel safe they are more likely to take on learning.
- It is important to arrive at school on time. Arriving a little earlier helps your child connect with their friends and enter the classroom in an appropriate manner ready for play, learning and social interaction
- Mornings in a family setting can be a really busy time. Put some structures into place to reduce the stress and rush, to get to school smoothly and on time. Things like packing lunch snacks the night before, getting clothes out ready for a child to dress themselves, having notes signed and ready for return and helping your child to pack their school bag the night before are all time saving strategies. You may allow time for a favourite book or activity to promote a sense of well-being

Coping at the End of the Day and Balancing Family Life

Your child is new to the expectations at school. They will need some 'down time' when they come home. You know your child, remember that they may communicate their tiredness by

crying, being cranky, fighting with their siblings and being uncooperative. This is expected behaviour. Adjust your routines to allow for a break, a time to rest and play. Look at negative behaviours as an opportunity to gently teach your child how to cope more appropriately with pressure

Preschool Timetable

8.45 Preschool Starts

Families enter Preschool; children put bags away and wash hands. Children select a book or puzzle to do with an adult

8.55 Educator marks the roll, tunes students in to the days learning activities

9.00 Indoor/Outdoor learning including fine motor, gross motor, literacy, numeracy, social skills, role play, sensory, block construction, visual art experiences

10:30 - 11.00 Lunch then indoor/outdoor continues


12:30 - 1.00 Snack

1.20 Rest/quiet time then indoor learning in blue and green rooms

2.30 Reset learning areas, pack bags, story and debrief/reflection of learning

2.45 Preschool finishes – Children are released to family members

*We aim to be responsive to children's needs so our timetable is very flexible. Times are approximations with the exception of start and finish



You are welcome anytime because
every day is open day at Preschool.

Psychologist

The school has the services of a school psychologist who is responsible for assisting in identifying special educational needs of students and is available to support students and families in times of need.

Reporting to families

End of semester reports are a written reflection of children's learning. The Early Years Learning Framework informs the educators reporting on your child's sense of belonging, being and becoming. Reports are sent home at the end of term 2 and 4. We are always available for quick conversations at the start and end of each day. If you need a more detailed talk please make an appointment with your child's teacher. Across the year the educators collate the children's learning in their portfolios, these are accessible at anytime.

School Board

The School Board is our official governing body which consists of nine members: the Principal, 3 parent representatives, 2 teacher representatives, 2 student representatives and one community representative. Board members are elected and are responsible for all policy decisions for the school.

Social Wellbeing at School

When children feel they belong, they are more likely to engage in learning. Establishing friendships is a very important element of going to school. The social situation at school will be different to the child's family life. Your child may feel challenged when confronted with the diverse experiences and expectations of their peers. You know you need to talk to the teacher if your child expresses they are unhappy at school, develop irregular sleep patterns or eating habits, frequently cry for no apparent reason or just don't seem their usual happy self.

Together we aim to:

- explicitly teach about using our school values as a tool for life. Harmony, Excellence, Respect and Optimism are universally applied to all positive social experiences
- teach your child that friendships come and go. You don't always play with the same person and you don't always get along. It's okay to take a break from friends and use it as a time to make new ones
- teach your child to ask friends to play, include others, take turns, cooperate and negotiate
- model choosing and using positive words to empower, acknowledge personal responsibility and to provide strategies to the child for coping with challenging situations



We have a hands off /feet off expectation at Preschool and children are regularly taught how to maintain this expectation through play and group situations.

Student Management and Pastoral Care

Our policy is based upon our respect for each child as an individual and is designed to enable children to learn to solve their own problems. Children learn they are able to make choices, that there are consequences flowing from all choices and that in addition to their rights, they also have responsibilities to others. Children choosing behaviour which infringes upon the rights of others will be given assistance by staff (often in consultation with parents) to develop more effective behaviour. KSS is a restorative practices school.

Sun Smart

Kingsford Smith School follows the Cancer Council's Sun Smart guidelines. In accordance with these guidelines all children are required to wear a sun smart hat that adequately

covers their face, ears and neck. Caps are not suitable. Sunscreen is available in all classrooms and educators remind and assist children to reapply throughout the day.

Transferring/Leaving School

Parents and carers are asked to notify the school, in writing, at least one week prior to departure when children are leaving the school to allow for preparation of documentation.

Transition to Kindergarten

Your child is a member of the Kingsford Smith School community. By enrolling your child into Kingsford Smith Preschool unit your child will automatically move on to Kindergarten in our school. If your child is staying, you will not be required to fill out another enrolment form.

Moving to Kindergarten can be an exciting, but scary adventure for many children. As part of our program we provide the opportunity for students to experience 'Kindergarten Life'



during Term 4. Preschool children begin their introduction to Kindergarten through activities run by the Kindergarten teachers which usually focus on Maths, Literacy or Art. Students explore the learning spaces and find out some basic information about what it is like to be in Kindergarten. Tours are also held to show them important areas such as the playground, bathrooms and the Front Office. During the visits, they are accompanied by preschool educators so there is still a familiar face. This is a very special time for the students as it helps to ease the worries and build excitement for the following year. There is also the opportunity for parents/carers to 'transition to Kindergarten'. There is a guided tour of the Kindergarten learning space with the opportunity to ask those burning questions before the commencement of the new school year.

Voluntary Contributions

Voluntary contributions have been set by the School Board: \$65 1 child, \$110 for 2 or more children. These contributions provide resources such as Library books, sporting equipment, and other resources to support student learning. Specialist programs in Yrs 6 and 7 and electives in Yr 8, 9 & 10 will attract a separate voluntary contributions – Yr 6 and 7 \$100 per student, Yr 8, 9 & 10 \$120. (Board approved 23/02/2016).

What to Bring

All belongings must be clearly labelled with child's first and last name.

- A school bag big enough for your child's belongings
- Sun safe clothes and covered shoes
- A drink bottle filled with water
- A healthy lunch and a healthy afternoon tea in an easy to open container.
- A spare set of clothes, socks and undies (to stay in the school bag)
- A library bag

We love to celebrate events like birthdays. Please let us know if you would like to bring in cake/food.



Schedule 1

Periods of exclusion from school for children with infectious conditions

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

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
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.

Infectious Diseases - Outbreak Procedures and Exclusion Periods

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Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
*#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 for at least 24 hours.	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

A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.

*These conditions must be notified by medical practitioners to the Chief Health Officer.

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THE COMPLETE LUNCHBOX

Around a third of children's daily food intake occurs at school. Providing a lunch box with food from each of the five food groups is an easy way to ensure kids get all the energy and nutrients they need.

Providing healthy food for school will support the growth and development occurring over this phase of life, and can help to develop life-long healthy eating habits to reduce the risk of unhealthy weight later in life.

Did you know? An ideal lunch box should have:



1. Fruit
as snacks



2. Vegetables
as snacks or as a filling



3. Breads & Cereals
wholegrain or multigrain



4. Dairy rich in calcium
reduced fat milk, yoghurt, cheese or
alternatives



5. Meat and meat alternatives
rich in protein



6. A drink
water is the best

Following this guide will keep your child on track to reaching the recommended daily intakes.

BELONGING, BEING & BECOMING

The Early Years Learning
Framework for Australia

Information for families



EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child
to have lots of
opportunities
for creative play”



WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework 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.

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.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

“The learning outcomes are positive and help me to think about how my child is progressing”



HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit

www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

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