KINGSFORD SMITH SCHOOL

Preschool handbook 2025

General Information

Contact Details

Address: Kingsford Smith School
100 Starke Street
HOLT ACT 2615

Phone: (02) 6142 3399

Email: info@kss.act.edu.au
Website: www.kss.act.edu.au

Staff

Principal: Paula Kinsman
Deputy Principal: Bernadette Allen
Preschool Executive Teacher: Nicole Taylor
Preschool Enrolments Officer: Amy Barnes

2025 TERM DATES

Term 1 Beginning of week	**Monday 3 February**	Friday 11 April
Term 1 End of week	**Thursday 6 February**	
Term 2	Tuesday 29 April	Friday 4 July
Term 3	Tuesday 22 July	Friday 26 September
Term 4	Tuesday 14 October	Thursday 18 December

PUBLIC HOLIDAYS 2025

Canberra Day	Monday 10 March
Good Friday	Friday 18 April
Easter Monday	Monday 21 April
ANZAC Day	Friday 25 April
Reconciliation Day	Monday 2 June
Sovereign's Birthday	Monday 9 June
Labour Day	Monday 6 October

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Principal's Welcome

Dear Families and carers,

Welcome to Kingsford Smith School's preschool program! We are thrilled to have you and your child join us on this exciting educational journey. We are privileged to be involved in the beginning stages of your child's learning and development.

At Kingsford Smith School, we follow The Early Years Learning Framework. This framework provides a strong foundation for children's learning and focuses on holistic development. It emphasises the importance of play-based learning, building strong relationships, and creating a safe and nurturing environment for all children.

We are committed to partnering with you to promote safe and respectful learners. By fostering a collaborative relationship between home and school, we can create a supportive and inclusive learning environment where every child can thrive. We look forward to getting to know you and your child and working together to ensure their success.

Once again, welcome to Kingsford Smith School's preschool program. We are excited to embark on this educational journey with you and your child.

Kind regards,

Paula Kinsman

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.

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.

Absences

Absences are recorded at the Front Office. It is advised that parents/carers notify the Front Office on 6142 3399 or the Parent Portal app 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 start of 2025 and are delivered to the school during the first few weeks of school. All supplies will remain in Preschool.

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, Inclusion Needs Executive Teacher, Year level executive, 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 enclosed shoes for active play which children can put on and remove on their own. Teachers will still be available to help but students will be encouraged to try on their own first.

Clothing is available from :

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

Your child's clothes may get dirty or damaged at preschool as they engage in outdoor and messy learning experiences. Please pack:

- at least one spare change of clothes just in case (including underwear and socks).

Koori Preschool

Koori preschool meets each week on Thursdays, Fridays and alternate Wednesdays from 8.45 am to 2.45pm. The Koori preschool program provides children who identify as Aboriginal and/or Torres Strait Islander to learn aspects of their culture through a play based program. Children participate in early literacy and numeracy learning as well as opportunities to develop oral language skills. As part of the program, children may have the opportunity to visit venues around Canberra that have significant meaning for Aboriginal and Torres Strait Islander people. Koori preschool also provides opportunities for children to listen and learn about culture through story telling from Aboriginal and/or Torres Strait Islander visitors.

In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can enrol in the 4-year-old preschool program.

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.

Seesaw

Seesaw is a digital platform and a safe way to share information with parents. Teachers will share learning achievements incorporating videos, photos and text. Seesaw is your direct link to your child's learning at school and to your child's teacher. Important reminders and announcements will also be posted to seesaw.

Newsletters

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

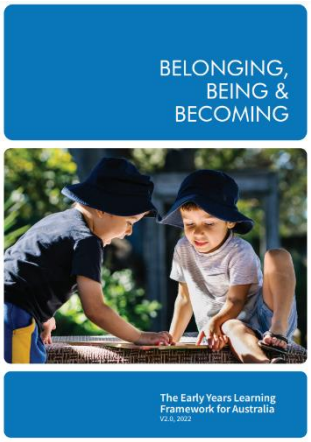
Term Calendar

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 available for families to read and give feedback.



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. 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 sometimes 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 effects 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:

https://www.education.act.gov.au/support-for-our-students/complaints-feedback-and-enquiries

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 2.45pm. 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 9:00am - 2:45pm each day to ensure the safety of our children.
- Children not collected by 2:55pm will be taken to the front office and you will be contacted via phone.
- If you are picking up your child early you will need to go to the front office to sign them out, the front office will contact the preschool.

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
- Birth certificate

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 and front office.
- 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.
- All accidents and injuries are documented and parents will be asked to sign documentation if their child has been involved, usually upon collection of the child at school pick up.

Food and Drink

Please bring:

- Water in a labelled drink bottle
- a healthy lunch (for example, a sandwich, cold baked beans)
- a healthy snack (for example, cut up fruit, crackers and cheese, yoghurt, carrot sticks)

All items should be brought inside a lunch box clearly labelled with your child's name. Please also label smaller individual containers, lids and cutlery.

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 digital resources including ipads, programable robots and digital displays. 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. Library books are returned on a weekly basis on your child's library day. Your child's teacher will advise which day your child will be visiting the library once they have started 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, 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. 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.

Policies

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

- Devices policy:
  - Students may not use or access personal communications devices at school, including recess and lunch, or during school-authorised events.
  - Students are strongly encouraged to keep their phones and other personal devices away from school.
  - It is acknowledged that some students need access to their phones or other personal devices immediately before and after school to help them get to and from school safely. Expectations about how and where to store devices during school hours will be communicated by your school.

Preparing your Child for Preschool

During Getting to Know You Yarns 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, experience in childcare, about family, cultural celebrations, school clothes and lunches. This information is also listed in this handbook. You may 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.
- Help your child to practise essential routines like packing a school bag, eating food from a lunch box and using the bathroom on their own. 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 activities

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

8.45am Preschool Starts
Families enter Preschool. Children put bags away and wash hands. Children select a book or activity to engage with. Adults may stay to engage in activities with their child until 9:00.

9:00am Educator gathers children for group time which after marking the roll, may include reading a story, singing songs or engaging in other group learning activities.

9.20am Indoor learning including fine motor, gross motor, literacy, numeracy, social skills, role play, sensory, block construction, visual art experiences.

9:45am Healthy Snacks then indoor/outdoor learning.

11:30am Lunch then another group time.

12:00pm indoor/outdoor learning.

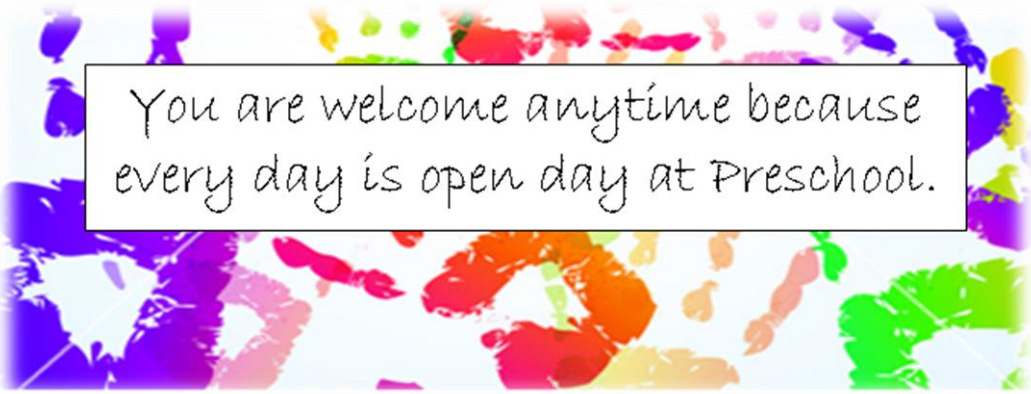
1.20pm Reset learning areas.

1:40pm Snack, pack bags then rest time.

2:15pm Group time and debrief/reflection of learning.

2.45pm 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



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

The Early Years Learning Framework informs the educators reporting on your child's sense of belonging, being and becoming. Across the year the educators communicate and collate the children's learning in Seesaw, which is accessible at any time. End of semester reports are a written reflection of children's learning. Reports are sent home at the end of term 2 and 4. If you would like to discuss anything with the teacher please make an appointment with your child's teacher.

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. 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 please discuss this with the teacher.

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. If your child lives in PEA area they automatically move on to Kindergarten in our school, if they live out of PEA area you will need to reenroll them for Kindergarten.

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.

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 morning and afternoon tea in an easy to open container.
- At least one 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.

Appendix 1

Infectious Conditions – periods of exclusion from school

• 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 for the periods specified.

Condition	Exclusion period 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— at least two 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 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
*#*Haemophilius 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— child is unwell, or 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 seven (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

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*#Measles	Exclude for at least four (4) days after the rash appears.	Immunised contacts not excluded. 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 seven (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.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for nine (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 four (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

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*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 five (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 seven years old for 14 days after the last exposure to infection, or until five (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 #These conditions must be notified by the school principal or principal carer to the Chief Health Officer.		

The list of infectious diseases is dynamic and will change with the emergence of new diseases or forms of disease. Consult the ACT Health website for further information on communicable diseases.

Infectious Diseases – Outbreak and Exclusions Period Policy: IDOE201603 is the unique identifier of this document. It is the responsibility of the user to verify that this is the current and complete version of the document, available on the Directorate's website at http://www.education.act.gov.au/publications_and_policies/school_and_corporate_policies/A-Z.

Appendix 2

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Grab 'n Go School Lunchbox Shopping List

Fresh vegetables

- Avocado
- Baby cucumbers
- Baby carrots
- Snow peas
- Raw green beans
- Sugar snap peas
- Cherry tomatoes
- Baby spinach
- Salad mix
- Celery*
- Carrots*
- Cucumbers*
- Capsicums*
- Cabbage
- Tomatoes*
- Corn on the cob*
- Lettuce*

Fresh fruit

- Bananas
- Apples
- Mandarin
- Pears
- Peaches
- Nectarines
- Kiwi fruit
- Grapes
- Blackberries
- Strawberries
- Raspberries
- Blueberries
- Mango*
- Oranges*
- Watermelon*
- Rockmelon*
- Honeydew melon*
- Lychees

Canned goods

- Fruits in natural juice
- Baby corn
- Corn kernels
- Vegetable soup (reduced salt)*
- Baked beans (reduced salt)
- Tuna (in spring water)
- Salmon (in spring water)
- Tuna and bean mix
- Chickpeas
- Kidney beans
- Four bean mix
- Lentils

Fridge and deli

- Plain or flavoured yoghurt tubs
- Cheese sticks
- Cheese slices
- Cream cheese
- Plain or flavoured milk
- Hummus
- Lean sliced meat*
- Eggs*
- BBQ chicken (no skin)
- Tofu
- Tzatziki
- Falafel

Pantry and bakery

- Long life plain or flavoured milk poppers
- Plain air-popped popcorn*
- Sultana packs (single serve)
- Diced fruit cups
- Precooked plain rice packets
- Tortilla
- Wholemeal/ wholegrain bread or wraps
- Raisin bread
- Pikelets
- English muffins
- Wholegrain rice crackers / crispbreads
- Roti
- Pita bread

Tips

- Choose vegetables and fruit in season, and those with natural packaging e.g. bananas, mandarins, baby cucumbers
- Frozen fruits and vegies are just as nutritious as fresh
- Help the environment and save money - buy products in bulk when on sale
- Add a frozen water bottle / ice block to keep lunchbox cool
- Use a thermos to keep hot food like soup and curry warm

*These items require minimal preparation

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fresh TASTES

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recycling, energy, water, biodiversity, curriculum

My healthy lunchbox

Mix and match a food from each food group to make a healthy lunchbox

Grains	Protein	Vegetables	Fruit	Dairy
Choose mostly wholegrain options which will provide energy for learning and playing	Choose minimally processed protein which will help grow strong muscles	Choose vegetables to help children get important vitamins and to help them feel full	Choose fruit everyday, they are full of vitamins, minerals, fibre and more	Choose dairy to support healthy bones and teeth
Wholegrain wraps/ pita bread or roti	Lean chicken breast	Cucumber and tomatoes	Grapes	Cheese
Wholegrain bread	Cooked legumes and lentils	Potato	Cut orange wedges	Milk
Wholegrain crackers	Hummus dip	Celery sticks	Strawberries	Soy milk
Brown rice	Tuna	Leftover cooked vegetables	Banana	Yoghurt
Wholegrain pasta	Boiled egg	Salad	Canned fruits in natural juice	Tzatziki

It is easy to pack a nutritious, waste-free lunchbox

Reusable containers | Fabric wrap | Drink bottle | Reusable cutlery | Reusable lunchbox | Natural skin

www.health.act.gov.au/freshtastes | www.actsmart.act.gov.au

ACT

A VISION FOR CHILDREN'S LEARNING

A vision: All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.

Fundamental to the Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*. From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they construct their own identities and understandings of the world. Educators engage children in learning that promotes confidence, creativity and enables active citizenship. They celebrate diversity with children and their families, and the opportunities diversity brings to know more about the world. Educators understand children may come from diverse backgrounds and acknowledge this in each child's *Belonging*, *Being* and *Becoming*.

Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local and global communities. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children *being* in the here and now.

Becoming

Children's identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during childhood. They are shaped by different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens.

The Framework conveys the highest expectations for all children's learning, development and wellbeing from birth to 5 years and through the transitions to school. It communicates these expectations through the following 5 Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

The Framework provides broad direction for early childhood educators to facilitate all children's learning, development and wellbeing and ensure children are supported, celebrated, and connected to their community. It guides educators in their professional decision-making and assists in planning, implementing and evaluating high quality educational programs and practices in early childhood settings. It also underpins the implementation of relational and place-based pedagogies and curriculum relevant to each local community and all children in the early childhood setting. Relational pedagogy underpins the ways in which educators build trusting, respectful relationships between children, families, other educators and professionals, as well as members of the community. Place-based pedagogy refers to an understanding that educators' knowledge of the setting or context will influence how educators plan and practice.

The Framework is designed to inspire conversations, improve communication and provide a common language about children's learning among children themselves, their families, the broader community, educators, teachers in schools and other professionals including those who work in child and family services, higher education and training organisations.

Elements of the Framework

The Framework puts children's learning at the core and comprises interdependent elements: Vision, Principles, Practices and Learning Outcomes (see Diagram 1). All elements are fundamental to early childhood pedagogy and effective curriculum decision-making.

Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning, development and wellbeing.

Children are receptive to a wide range of experiences. What is included or excluded from the curriculum affects how children learn, develop and understand the world.

The Framework supports curriculum decision-making as a continuous cycle of planning, assessment and critical reflection. This involves educators knowing the children, families and community contexts and drawing on their professional knowledge to plan for individual children and groups. These plans are implemented, evaluated and reflected upon to inform further planning.

Working in partnership with children and families, and communities, teachers in schools, and other professionals, educators use the Vision, Principles, Practices and Learning Outcomes to guide their planning for children's learning, development and wellbeing. To actively engage children, educators identify children's strengths, choose appropriate teaching strategies and content, design the learning environment, and collaborate with children to co-construct learning. Educators build an engaging child-centred curriculum when they plan, analyse and assess children's learning and critically reflect and evaluate planning and practice for and with children.

Children's learning

The diversity in family and community life in Australia means that children experience *belonging, being* and *becoming* in many ways. They bring their diverse experiences, home languages, perspectives, expectations, and cultural ways of knowing, *being* and doing to their learning.

Children's learning is dynamic, complex and holistic. This means that cognitive, linguistic, physical, social, emotional, personal, spiritual and creative aspects of learning are all intricately interwoven and interrelated.

Play-based learning capitalises on children's natural inclination to be curious, explore and learn. Children actively construct their own understandings that contribute to their own learning. In play experiences children integrate their emotions, thinking and motivation that assists to strengthen brain functioning. They exercise their agency, intentionality, capacity to initiate and lead learning, and their right to participate in decisions that affect them, including about their learning.

Play-based learning:

- allows for the expression of personality and uniqueness
- offers opportunities for multimodal play
- enhances thinking skills and lifelong learning dispositions such as curiosity, persistence and creativity
- enables children to make connections between prior experiences and new learning and to transfer learning from one experience to another
- assists children to develop and build relationships and friendships
- develops knowledge acquisition and concepts in authentic contexts
- builds a sense of identity
- strengthens self-regulation, and physical and mental wellbeing.

Viewing children as active participants and decision-makers opens possibilities for educators to move beyond preconceived expectations about what children can do and learn. This requires educators to understand, respect and work with each child's unique qualities and capabilities.

Educators' practices and the relationships they form with children and their families have a significant effect on children's participation in early childhood education, engagement in learning opportunities and success as learners. Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing. Relationships are strengthened when educators recognise and affirm children's home languages and cultural identities and when they create culturally secure and safe places for children and their families.

Children's early learning influences their continuing educational journeys. Wellbeing and a strong sense of connection, optimism, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning.

The Learning Outcomes section of the Framework provides examples of evidence of children's learning, development and wellbeing, and the educator's intentional role in extending and enriching children's play, thinking, learning and sense of wellbeing.