

**Caroline
Chisholm
School**



Learning Today, Leading Tomorrow

Preschool Family Handbook 2018-2019



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Welcome from the Principal



Dear Parents

It is with great pleasure that I extend a warm welcome to our youngest students and families. As a preschool to year 10 school, our school provides a seamless pathway for the first twelve compulsory years of your child's education. This is an excellent opportunity to set your child on the path to lifelong learning.

Caroline Chisholm School respects children as competent and resourceful learners and we aim to extend each individual child's learning in partnership with the child and their parents. We highly value our positive partnerships with our parents. We know that parental involvement in their child's learning places education firmly in a child's quality world and fosters within them the development of a social and emotional intelligence about the world that can result from being a focused and proactive student.

Our Preschool program promotes continuity between children's learning prior to school and their future learning in school. We know the early years are among the most significant periods of growth and learning for children. The quality of teaching and learning practices is crucial during this phase – directly affecting children's cognitive, social, language and physical development and influencing their disposition for learning.

Due to our pre-schoolers rapid pace of development and insatiable appetite for learning, our Early Childhood educator ensures that children:

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

I look forward to working with you and your child as they develop and grow into successful citizens of tomorrow.

Kind regards

Kris Willis

Contact Details

Education and Training Directorate Contact Details

- 13 2281 (62070494 TTY)
- www.act.gov.au

School Contacts

- Principal: Kris Willis
- Campus Principal: Sally Alexander
- Executive Teacher: Nathan Pepper
- Preschool Educators: Rebecca Verdon (Pelicans Teacher), Jodie Pang (Rosellas Teacher), Jacqui Anderson (Preschool Assistant) & Nikki Mann (Preschool Assistant)

Junior Campus Phone: (02) 6142 3555, (8:30 – 3:30)

Preschool Phone: (02) 6142 3564 (8:30-8.55am and 3-3.30pm)

Please note: Our preschool educators are teaching between 9am-3pm and any message will need to be left with the Front Office.

School email: info@chisholm.act.edu.au

Website: <http://www.chisholm.act.edu.au/home>

Address: 108 Hambidge Crescent, Chisholm ACT 2905

Preschool Hours

Pelicans: Monday and Tuesday, every second Wednesday (odd weeks)
9:00am – 3:00pm

Rosellas: Thursday and Friday, and opposite Wednesdays (even weeks)
9:00am – 3:00pm

Our Values/Motto/ Mission Statement

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

Our school values are: Responsible, Respectful, Learners

Our school motto is: 'Learning Today, Leading Tomorrow'

Our Mission statement is:

A successful society needs critical thinkers.

We inspire our students to think as global citizens: creative, confident and resilient
Caroline Chisholm School; an innovative student learning culture.

Our Preschool Philosophy Statement

The Caroline Chisholm Preschool philosophy incorporates our school's vision statement and the principles from Early Years Learning Framework.



Caroline Chisholm School Preschool Philosophy

CHILDREN

Because we believe children are unique, curious, social and full of wonder who bring diverse experiences of the world, every day in preschool you will see children actively exploring, taking risks, talking, problem solving, learning, playing and sharing what they know and can do.

FAMILIES

Because we believe families are children's first and most influential teachers, every day in our preschool you will see families and educators working together, valuing each other's expertise, communicating and interacting respectfully to achieve positive learning and wellbeing outcomes for every child.

EDUCATORS

Because we believe educators are co-constructors of learning who create warm, welcoming safe and challenging learning environments, every day in our preschool you will see educators listening, observing, questioning, challenging and responding to children's ideas and build knowledge together.

LEARNERS

Because we believe learning is a dynamic, complex and holistic process, every day in our preschool you will see children researching to share, consolidate and extend their understanding of themselves and their world in an intentional play-based learning environment.

Our Acknowledgement of Country



An 'Acknowledgement of Country' is ways that all people can show respect for Aboriginal culture, heritage and the ongoing relationship the traditional owners have with their land.

The Caroline Chisholm School Acknowledgement of Country was written by the Year 4/5 classes in 2013 as part of a history unit of work about the Ngunnawal people of the Canberra region.

Our school was once beautiful forest country and home to the Ngunnawal People, who welcomed people from many lands.

Today we recognise their special connection to the land as they have cared for its animals and waterways for thousands of years before us.

We pay our respects to the Elders past, present and future for they hold the memories, traditions, culture and hopes of Aboriginal Australia.

All About Us

Preschool Teacher: Beck Verdon (Miss Beck)



I believe a great start to education is a strong foundation and explicitly teach children to be inquisitive independent learners. I enjoy teaching children emergent literacy and numeracy skills through play based curriculum and life skilling. I have been teaching with the Education and Training Directorate for over 9 years. In that time I have been in special education settings, primary and early childhood classrooms. Children in my classroom explore their world by getting messy, singing silly songs, laughing, talking, playing and learning. I have an open door policy, I am very family orientated and cannot wait to share the first year of school with you and your child.

Yours Sincerely
Beck

Preschool Teacher: Jodie Pang

This very important person is our new preschool teacher for Rosellas. Jodie Pang is a very experienced teacher who worked with us last year for just one day a week. Jodie will be in the school for Wednesday, Thursday and Fridays. "I believe that children in the early years learn best from play that is supported through their investigative learning environments".

Kind regards
Jodie



Preschool Assistant: Nikki Mann

Hi, my name is Nikki. I am a parent of two beautiful children who attend Caroline Chisholm school. Over the years as a parent I have volunteered in my children's classes to support students with their learning. In this time I have developed a passion for education and growth. I completed my certificate 3 in Education and Support in 2016, which has given me the opportunity to assist in the preschool helping our youngest learners to grow into responsible and competent learners.



Preschool Assistant: Jacqui Anderson

Hi I'm Jacqui I love working in the preschool. You will see me working in the Pelican and the Rosella group for part of each week. I enjoy working with young children and watching them grow, getting ready for 'big school'.

Campus Principal: Sally Alexander (Ms Sally)

I have been a teacher for about 25 years, working at Caroline Chisholm School for the last 8 years. I love working with your beautiful children and I am dedicated to giving them a wonderful start to school life. It is my pleasure to work with such wonderful staff, ensuring every child has every opportunity to learn.



I am happy to help you with any questions or guide you to places that may help with issues that all parents have raising little people. At Caroline Chisholm School every child is important, every child has different needs, abilities and interests we strive to enrich their learning by providing opportunities that are engaging and stimulating. Hope you have a wonderful year and fabulous journey as your child grows.

Sally.alexander@ed.act.edu.au

School Executive: Preschool to Year 2:



Nathan Pepper has been with the school for a nearly 5 years, he has taken on the task of supporting children, staff and their families starting preschool. If you have questions, concerns or need support for your child Nathan will be very happy to be of assistance.

Nathan is a Lead Teacher in the ACT, we are very fortunate to have him on staff and taking on this role.

“I’d love to celebrate and hear about the lovely things that your little person is interested in or is learning about.”

Nathan.pepper@ed.act.edu.au

Highlighting Regular Routines at Preschool

What happens at Preschool?

- Children are supported to develop skills in becoming responsible, independent learners.
- Children are involved in enthusiastically exploring a range of activities and environments from which to learn.
- Activities are child centred, based on interest, ability or designed to facilitate the development of a skill.
- Some tasks require children to work together to achieve a common goal.
- During a typical day there is a combination of group time and investigative play, both inside and outside, to engage in different learning experiences and environments.
- Children are observed, supported and considered on an individual basis to explore their potential.
- Social interactions are supported and encouraged in order to build a safe and secure learning environment for all.

Starting Preschool

Parent and teacher interviews will be held during **Week 3 Term 1**.

Parent teacher interviews are a time for you to share information with the teachers about your child. Please bring the completed '*Child Information Form*' to this meeting. Bookings for this will open at the Information Night held in the first two weeks of school.

A flyer detailing this important preschool event is included in your '**Preschool Information Pack**'. This is the opportunity for you to make valuable connections with the school by meeting other preschool families and educators.

We believe in beginning the Preschool year by familiarising your child/children with the Preschool routine. Children attend Preschool for five days a fortnight. Please see your "*timetable*" in your **Preschool Information Pack**.

Preparing at Home

Starting preschool is an exciting time and marks the beginning of a new phase in your child's development. You can help transition your child/children to Preschool by keeping the preparation fun and talking openly about preschool.

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 educators. The following ideas can be practised at home during the Christmas break or prior to starting Preschool. Once your child actually starts Preschool, they will be coping with a lot of change.

- Pack a *school lunch box* for during the day. Keep in on the bench and talk to them about what they eat first, to help them start self-managing their healthy choices.
- Encourage the use of a water bottle. Especially when out and about.
- Pack a bag when going out and about that includes a lunch box, water bottle and hat. Ask your child to help as it gives them a sense of responsibility.
- Talk through you daily activities with your child. Before and after the activities helps build their language and recall abilities.
- Allow extra time for children to self-manage simple tasks e.g. dressing and undressing.

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.

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. Time saving strategies like packing lunch snacks the night before, getting clothes out ready for a child to dress themselves, helping your child to pack their school bag the night before and having notes signed and ready for return may help. You may want to allow time for a favourite book or activity to promote a sense of well-being before leaving home. 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.

Your child is new to the constant expectations of school. They will need some 'down time' when they come home. You know your child, remember that they may communicate their tiredness by becoming very attached, crying, being cranky, fighting with their siblings and being uncooperative. This is normal 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 with their feelings and emotions more appropriately with pressure.

Help your child to make new friends

- Talk together about what they can say to introduce themselves.
- Talk with your child about what they like to do and how to look for someone that has the same interests.
- Talk and make some plans about what they can do if they can't find anyone to play with. You may suggest that they look for someone who is playing on their own and ask them to play. Find friends from their class and join with their game. You could give suggestions about where to play e.g. the sand pit, playground, swings etc.
- Talk about how they can include others in their games. Noticing when someone is lonely and inviting them to play is a great way to make a new friend.
- Share some of your own stories about how you make new friends.

Help your child to identify people who can help them at Preschool

Suggestions to help your child:

- Talk about **when** they might need to ask for help such as where to locate something they can't find or **who** they can ask to support to resolve an issue such as a *preschool friend* or teacher.
- Talk to your child about asking for help. 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 an educator.



A script to empower children to ask for help:

Think: "I need help"



Look: Look around you for clues that could help you to help yourself. Ask yourself... "What are people doing? Should I do that too? Can I figure this out on my own?" If not.....



Ask a friend: Say to someone close by.... "I need help to....."

Ask the teacher: "Can you help me with....?"

It is important to encourage a full sentence from your child when asking for assistance. It encourages language development and a deeper thinking into what they actually need e.g. "I want the shovels" can turn into "Can I please have the shovels to dig". It can take a little bit of time to change how they ask for things, teach them the words that they need.

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. They may react in a negative way. We recognise that this behaviour is normal and rather than excusing it as part of their development, we will use it as opportunity to teach children how to be a positive part of the community. Sometimes a child will give additional signs that they need some extra social support and coping structures. Please talk to your educators if your child expresses they are unhappy at school, develops irregular sleep patterns or eating habits, frequently cries 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. Fairness, Respect, Honesty and Responsibility 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 your child to cope with challenging situations.

Preparing for Preschool for students with additional needs

If your child has additional needs, such as medical, social or academic needs, please talk to the Preschool Teacher or Executive Staff as soon as possible so that they can prepare reasonable adjustments to the preschool program or environment.

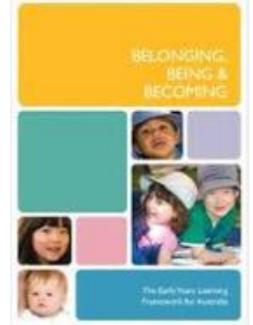
For children with additional needs we may consider a gradual transition to Preschool. This is where children can get to know the school routines at their own pace and teachers can ensure they have effectively set up learning experiences that cater to individual needs.

If your child needs preparation for changes in routine, we encourage you to use the visual "*timetable*" that is in your '**Preschool Information Pack**' to prepare your child for their weekly routines.

Curriculum

A national Early Years Learning Framework has been developed for children from birth to five years old to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.



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

This is a guide for early childhood educators who 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, investigate their world using questions 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.

The P-2 team, at Caroline Chisholm School, work closely together to ensure each and every student is moving through the stages of development in a positive and encouraging learning environment.

Our permanent preschool staff members hold their required early childhood qualifications and attend professional development to enrich their understanding teaching practices.

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

What is play-based learning?

In the preschool environment children are provided with new opportunities every day and are encouraged to give things a go. We aim to provide opportunities for every student to become individually responsible for themselves and their learning. The play-based program incorporates spontaneous child-directed, planned teacher-directed and integrated family-directed approaches to teaching and learning to ensure it engages each individual child's interests and needs.

Whilst on the surface, it may appear that children are 'just playing' or 'following routine', the teacher plans and implements the play experiences to encourage social communication, turn taking, following instructions, independence and school readiness. Every opportunity is taken by the teacher to extend and model the individual learning during play to include and incorporate the five learning outcomes of the Early Years Learning Framework.

Physical Activities

Physical and sensory activity is very important for children to engage with and understand their world. Your educators provide opportunities inside and outside, for structured and unstructured physical activity. During the preschool sessions, your child will be involved with some hands on experiences. These activities can, at times, be very messy. Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session.



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

We have underfloor heating at preschool so layers of clothing, a warm coat and beanie is required in winter. We will still spend some time outside during the day, please ensure your child is dressed appropriately.



The children will be challenging themselves on the climbing equipment, dancing, jumping and moving through different areas so sensible footwear is essential, preferably ones that they can self-manage.



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

Hand washing and hygiene procedures

Staff, children and volunteers must adhere to the hand washing procedures. It is an important step in keeping our classroom safe from illnesses and allergies.

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 or dribbles
- When leaving the classroom



All open wounds, scratches and cuts must be first aid treated and covered.

Suggestions on what to pack for lunch

It is important that children have healthy meals throughout the day to ensure that they stay alert, energised and able to learn. In your *Information Pack* you will find a pamphlet of healthy lunch ideas for school.

We have three eating times at Caroline Chisholm Preschool:

- **Fruit Time** is a shared experience for the children. We stop and gather together to formalise our day. We ask that every child brings in some fresh food for the box. This can include fruits and vegetables. *We are very grateful for any parent who can help out slice the fruit during the morning.*
- **Lunch time** is a very important time for the children. We break for lunch at about 11:30. We encourage a healthy nutritious lunch containing protein (fish, chicken, meat, milk, yoghurt and cheese), which builds bodies and keeps children strong and healthy, and complex carbohydrates (fibre-enriched bread, rice, couscous, pasta, corn bread), which provide long-lasting energy.
- **Snack time** is at around 1:45 and provides an energy kick to keep the children going for the rest of the afternoon. Whilst we still encourage a healthy lunch box, one small treat can be provided (chips, biscuits, etc).
- **Water bottles** we promote water only for the preschool classroom. It supports brain development and assist in food digestion. It is important for your child to have a water bottle every da.

Food safety tips for homemade lunches & snacks

Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches are particularly susceptible to food poisoning, especially in the summer heat.

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day's school lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans or vegemite.

Your child's preschool food is stored in a lunch box for several hours and needs to be kept cool. This can be done by:

- Choosing an insulated lunch box or one with a freezer pack.
- Perishable foods such as dairy products and sliced meats should be kept cool. Don't pack these foods if just cooked; please cool first in the refrigerator overnight
- If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen ice block into the lunch box
- Healthy drinks, such as water and milk can be frozen overnight and then stored in your child's lunchbox, helping to keep it cold.



Please note: Caroline Chisholm School is a nut and egg aware school due to the inclusion of children with allergic conditions. We do not allow whole egg products or food containing nuts (trace amounts are fine). This includes any nut-based fruit bars/snacks and any sandwich spread containing nuts.



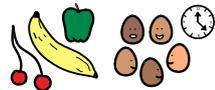
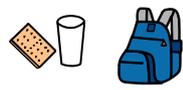
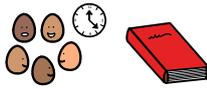
Play-based learning in action

Belonging to the community, Being in the moment and Becoming an inquisitive on going explorer.



Preschool timetable

This is a flexible timetable and is **subject to change depending on children's needs and interests**. Please refer to your 'timetable' in your *information pack* for more information.

Average Preschool Day	
<p>9:00-10:00 Outside/Inside Tuning In</p> 	<p>Tuning in time: <i>Tuning in time is where the children are able to come in, unpack their bags, say hello to their friends and get ready for learning. This is a perfect time to take some one on one with your child to complete an activity, look through their portfolio and praise them. Setting them up emotionally for a positive day. During this time we focus on Gross Motor (warmer months) activities and Fine Motor (cooler months) activities.</i></p>
<p>10:00-10:30 Fruit and Group Time</p> 	<p>Fruit and Group: We ask that parent helpers cut our fruit for us. Knives and chopping boards are available in the kitchen. <i>Fruit and group is used to formalise our day. The children have a brain break with fresh food and water while the educators do the roll, discuss the day and explain any tricky activities.</i></p>
<p>10:30-11:30 Inside Investigations</p> 	<p>Inside investigations: <i>Inside investigations is linked with our focus learning. There are always Fine Motor and cognitive activities set up however also topical depending on each groups interests and needs.</i></p>
<p>11:30-12:15 Lunch</p> 	<p>Lunch/Snack: <i>Looking after our bodies is a big part of Preschool learning. At lunch and snack time we often discuss what is our healthy option (sandwich, pasta, wrap, fruit, vegetables etc.), what will fill our bodies back up with lots of energy. The children learn how to recognise their hunger and needs. They also learn to self-manage a lunch box, healthy food first, leaving something for later and drinking enough water.</i></p>
<p>12:15-12:45 Relaxation / Yoga</p> 	<p>Relaxation/Yoga: <i>It's time to give our bodies, minds and friends a break. We teach the children how to take some quiet time out, let their food digest, re gather themselves and rest.</i></p>
<p>12:45-1:45 Outside Investigations</p> 	<p>Outside Investigations: <i>Outside investigations is linked with our focus learning. There are always Gross Motor and cognitive activities set up however also topical depending on each groups interests and needs.</i></p>
<p>1:45 – 2:30 Snack Pack Bag</p> 	<p>Pack bag: <i>An important skill for school readiness is being responsible for their own belongings. It is an expectation that children will pack their own bags. Please ensure their bag can close and is big enough to fit their belongings.</i></p>
<p>2:45 Group and Story</p> 	<p>Group and Story: <i>We end our day together and reflect on our learning. Your child's safety is important and we will say goodbye to children individually as their responsible adult turns up.</i></p>
<p>3:00 Home</p> 	

What do children do in our Preschool program?

Language (emergent literacy and numeracy)

The following activities help promote strong pre-literacy and pre-numeracy skills. Singing, rhyming, drawing, reading, talking, having small and large group discussions, informal sharing, small group structured games (bingo, memory, dominoes etc.), role play writing, music and library. Children will develop differently and a lot of these opportunities are repeated at various levels to accommodate individuals.



Socialising

Learning how to look after yourself, make friends, join games, voice emotions, initiate play, problem-solve with peers and be part of a large group are various aspects of social learning. Children will interact with their educators and each other in a variety of ways. Children learn a lot of social behaviours through modelling.

Further develop Independence Skills

Managing personal belongings by un packing and packing their school bags, personal hygiene (such as washing hands, eating and toileting), getting dressed and undressed and asking for assistance (for materials or ideas) are all independence skills that are used and encouraged at preschool. Sometimes we allow a little bit of extra time for these activities and support children by vocalising the steps.

Constructive Play

Children can select from an extensive range of activities including Lego, blocks, boxes, craft collage, puzzles, play dough and painting. Constructive play is a way for children to share and expand on their knowledge and often involves teamwork with a friend or two.



Exploratory/Sensory Play

A variety of activities involving playdough, slime, paint, clay, sand and water play explore sensory development and language around the feel of something. Some children do need to be encouraged to participate in “messy” activities. It is a great way to build fine motor strength and vocabulary.

Dramatic Play

The preschool environment is about learning to use questions and ideas to investigate the world. Your educators will use dramatic play to help build on the students ideas, teach emotional literacy and explore friendships. It is a wonderful experience for the children to become the teachers with their peers and practise their negotiation skills. Children will often use the dramatic play area to consolidate their learning.

Physical Play

Physical movement is important for children to build their muscle strength and stamina. We will spend a portion of our day outside ALL year round. Please pack gumboots and rain coats for wet weather. The children will be encouraged to participate in activities aimed to challenge them.



Information Technology

We have a smartboard in the classroom used to support the program at times. We also use iPads to observe, document and reflect on children learning. The children often look back through photos to build on experiences or retell somebody what they were doing.

Children should wear comfortable clothes that are able to get messy and suited to the weather, no strappy dresses or singlets and please layer up in winter.

Please bring a back pack labelled with child's name big enough to fit:

- a water bottle
- a piece of fresh food to share during morning *fruit and group*
- a nutritious lunch and snack in a lunch box
- a sun safe hat and sun screen (preferably roll on)
- a change of clothes
- a coat and beanie for Winter

During the week we have over 45 children enjoying the preschool learning space. Please ensure **ALL personal items are labelled** with you family name. We attempt to ensure that children pack all their belongings however after a busy day as we will not remember who was wearing what, it assists your educators in locating owners of lost property.

Please note:

We are an allergy friendly school. That means we highly encourage children to avoid bringing products that may contain **nuts** and **eggs** to school. Please support us and ensure that your child does not bring food such as Nutella sandwiches, chocolate, peanut butter or muesli bars that contain nuts. We appreciate your support.



What will I see the staff doing?

At preschool the educators' role is to guide, evoke, scaffold, support and extend but not to dominate or dictate. Our Preschool educators have a thorough understanding of child development, this coupled with careful observation and documentation of the individual child's learning makes for a high quality Preschool program.

Our role is varied and includes:

- role modelling by singing, playing, dancing, storytelling, talking and listening.
- supporting children to participate successfully in all environments, inside and outside
- observing and reflecting with children in the program.
- screening all children and making referrals as appropriate, to other services.
- talking with each other; sharing observations, ideas and reflections
- talking with families; making connections and discussing friendships
- continued learning (professional development)
- developing children's learning journals
- organising excursions, special visitors and special days such as Stay'n'Play, Kenny Koala visit, bus wash etc.

Enrolment procedures

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

Preschool enrolments open at the end of April and close at the beginning of June prior to the commencement of the preschool year. Enrolment is online at the following website:

www.det.act.gov.au

To be eligible to enroll, you will need to provide your child's birth certificate, immunisation details and proof of residence, i.e. utilities bill, mortgage document, lease or tenancy agreement.

After an offer of enrolment is made, the enrolment process is confirmed when the applicant visits the school to accept the offer and provide the following information:

- proof of the student's age and date of birth (for example: birth certificate or passport)
- proof of the student's residential address (for example: lease, utilities account)
- copies of any family law or other relevant court orders
- student's immunisation history
- emergency treatment plans where required (for example: allergies, & asthma).

Transition to Kindergarten

At Caroline Chisholm School we are an integrated part of a P-10 Community. The Preschool unit is located on the junior P-5 site. By enrolling your child into the Caroline Chisholm preschool unit your child will be automatically enrolled for kindergarten.



Students attending the Preschool unit are exposed to some school environments and routines. In term 1 Kindergarten and Preschool get together for a Teddy Bears picnic. Throughout the year the children participate in Gross Motor activities, Library, spend some time in other playgrounds and attend some special events. It is a chance for the children to be exposed to their wider school community, learn the layout of the school and make connections to other staff and students. In Term 4 the Preschool children participate in a formalised Kindergarten transition program. All staff at Caroline Chisholm School ensures that children feel safe and secure so that their transition to school is successful.

Drop off and collection of Children

Regular attendance is important as this allows the children to settle into routines, create friendships and establish themselves as part of the group.

Preschool opens at **9:00am**. Your educators are busy doing lesson preparation, having meetings and setting the room up in the mornings. It is a requirement that all parents/guardians must accompany their child on arrival into the preschool classroom.

Parents/guardians are asked to ***sign their children in*** on the sign-in book provided. At collection, parents/guardians are also asked to ***sign their children out***. In accordance with the National Quality Standard, collection of children must be by a **parent or authorised nominee**. Teachers require verbal or written permission to release preschool children to any other person other than their parent/guardian. Please note on the sign-in sheet daily who will be collecting the children.

We understand that a lot of our students have siblings through the primary and high school years. Our tuning in time, **9am -10am**, allows for parents/guardians to do the numerous drop off and provide a calm start to the day. The Preschool children will be ready for pick up between **2:45pm and 3pm**.

Your educators have out of hours responsibilities as part of their role and families of their own, please ensure you are on time to allow them to complete their jobs efficiently. Communities@Work does run an after school care program that caters for preschool aged children. You will find information about this program in your *information pack*.

Changes to Details

Please keep front office staff informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. They will communicate it to the relevant staff as needed. It also assists the school in taking the best care possible of your child.

Communication avenues with staff

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

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

There is a range of strategies to promote communication links between school and home. Important notices are placed on the noticeboards in the family area. Junior Campus newsletters go home once a week and can be emailed home. Other notes (book club, fundraising, permission notes etc.) are placed into your child's pocket for collection.

An initial family teacher meeting is held at the start of the year, for the educator to get to know your family. Mid-year interviews are held, at the end of term 2, to discuss your child's progress in development, their strengths and challenges.

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, the people in it and their learning.

Concerns or complaints

If you have a concern about your child's education please have a conversation with the preschool teacher. You are also welcome to make contact with the executive teacher, Sarah Brown, on the junior campus site. Sally Alexander, the Deputy Principal can be reached through calling the Junior Campus school phone number (02 6142 3555).

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at

http://www.det.act.gov.au/publications_and_policies/policy_a-z

Parents and Schools as Partners in Education

Our school recognises the importance of positive parent and staff relationships. We encourage:

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

An open approach to building a positive and professional relationship with your child's educator is an important element of a successful partnership. You can contact educators 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 educator some common ground to support you in dealing with possible challenging issues.

Parent information nights and meetings are held for your input and feedback as required throughout the year. Parents are encouraged to spend time in the classroom with their children each morning, providing an opportunity for any everyday discussions with other parents or your educators. Educators appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights and understandings can be shared and acknowledged about a child's individual developmental journey. If you wish to do discuss any sensitive information, if you have any questions or concerns, please do not hesitate to ask for an appointment to meet with your educator.

Participation of volunteers

Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of children in a range of different activities. We acknowledge that each family is different and we are happy to have any member of the family come in and help out. Uncles, aunties, cousins, grandparents, everyone is welcome!

Please Note: All volunteers who help on a regular basis need a 'Working with Vulnerable People (WWVP)' registration card. Please see the front office for more information regarding this and to obtain an application form. Volunteers need to sign in and out of the preschool and indicate if they have the WWVP card. The card needs to be with the volunteer in the preschool.

Code of Conduct

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

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

When dealing with challenging situations:

- **be pro-active**, you may see things that the educator 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 educator 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 educators and parents communicate respectfully in a way that values the teaching expertise and the parent's input.
- **be fair**, sometimes you may feel frustrated with your child's peers, educators 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? Sometimes as parents, it's hard for us to immediately see that all parties involved in challenging situations need to take responsibility.

- **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 educator's role is to make professional decisions and deal with your family, other families involved and the class, with consideration for the personal impact on each individual concerned.

Participation in preschool activities

Families are invited to share their special skills, interests and diverse family cultures with the preschool. We encourage participation in social activities to enable families to meet each other and form a sense of belonging to the school.

Ways you can be involved:

- sharing knowledge and expertise of craft, cooking, music, story telling, job skills
- interacting with the daily program
- working bees in the garden
- joining the Caroline Chisholm Preschool Sub committee or the Caroline Chisholm P&C



The Preschool belongs to the families as much as it does the school and you have a much better understanding of your child than we could possibly develop over the year. If you have any suggestions or ideas to enhance your children inquisitive nature we would love to hear them! Please feel free to discuss with the Preschool staff member as we are sure more than one child will benefit.

Excursions

Excursions are an exciting part of the educational program at Caroline Chisholm Preschool. Excursions and incursions are planned based student interest and may require a small cost.



On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walk to the shops. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend.

The adult/child ratio is 1:5 on major excursions. Unfortunately siblings will not be able to attend excursions due to program appropriateness and safety.



School Board

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

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

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

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

Parents and Community of Caroline Chisholm School

All of the parents from Preschool to Year 10 are members of the Caroline Chisholm School Parents and Citizens Association known as the P&C.

The P&C organises many social events and activities throughout the year as well as raffles, Mothers/ Father's Day stalls, book clubs, and fundraising drives. They support the teachers and students to ensure the school is well resourced and promotes an environment of inclusivity and collaboration.

The P&C plays an important role within the school. Meetings are held on average twice a term and are advertised in the Newsletter and on the P&C Facebook page at- <https://www.facebook.com/ccspandc>

All parents, carers and community members are encouraged to attend the meetings. As well as its more official activities, the P&C provides a forum for discussion with parents regarding whole school issues and events.

Preschool Sub Committee

The Preschool subcommittee is part of the P-10 P&C. This subcommittee runs events that raise money throughout the year that directly supports the Preschool program.

The P&C Preschool Sub Committee is a great way to meet new people in our school community and become more involved in your child's learning experience. In 2016 the Sub Committee raised funds to re stock craft materials and purchase some new resources to enhance students learning.

The P&C Sub Committee is a major source of funds. All money raised by the subcommittee goes straight back into Caroline Chisholm School Preschool, enabling the school to buy new resources which will aid in your child's development. They will meet at least once a term to discuss what is happening at the preschool and how to raise funds to support your child's learning in the classroom.

In 2017 the types of activities included:

- A Welcome BBQ for families
- Family Disco
- Do-Athlon
- Toy Catalogue Fundraisers
- Raffles throughout the year
- T-shirts and Picture Plate keepsakes

Please come along to the Annual General Meeting (AGM) of the P&C if you are interested in being a part of the Preschool subcommittee. Our first meeting of the year will be announced on the P&C Facebook (page see p.28 for link). At this meeting people can nominate themselves for positions on both the P&C and for the subcommittee or just be a part of the meeting.

Voluntary contributions

Public education is free. The Education and Training Directorate provides the preschool building, the teacher and educator salaries, some basic office and playroom furniture, outdoor fixed equipment and maintenance of the buildings and grounds.

A School may offer or facilitate some specific optional items, activities and services for which parents/carers may be asked to pay if they want their child to access them. Such activities may include special activity days and special visitors.

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children. Our purchases rely upon the commitment and generosity of our parent/carer community.

Voluntary contributions received by Caroline Chisholm School are used to assist with the costs of preschool resources such as paints, art and craft materials, children's quality literature, playground equipment and teaching resources.

We rely upon the commitment and generosity of our parent community to provide a quality education for our students and appreciate all of the voluntary contributions that we receive no matter how big or small. Every little bit counts.

At the back of this pack is an example of what the Voluntary Contributions letter will look like.

Medical condition management

Immunisation

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

Medical and Accidents

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

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

If a child is to take a **prescription medicine** while at school, written directions and medicine must be in the original container and left with staff. Information on a child's health status such as epilepsy, diabetes, should be given on enrolment or on diagnosis. Please provide an up to date photograph of the child so it can be placed on our Medical Alert board for all responsible adults to view, staff and volunteers.

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

Emergency management procedures

The school has a policy on emergency evacuations and are required to practise evacuations procedures regularly. All staff and children participate in the practice evacuations and children are talked through what is happening so that they understand the purpose of the experience. The emergency management procedure is available in the Preschool Policy and Procedures handbook.

Child Protection practices

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

Staff will deliver lessons to enhance social and emotional skills. Staff will also deliver lessons to children on safe behaviours and protective behaviour, as necessary. Over the year, children will discuss the role of Community Helpers in keeping them safe. Each year the Preschool has a visit from Kenny Koala to talk about the role of Police officers.

If you have any concerns about child safety and wellbeing, the number to call is [1300 556 729](tel:1300556729) (from 7am to 7pm) or online childprotection@act.gov.au

Student Welfare and Management

At Caroline Chisholm School we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that children are treated with respect and valued for their uniqueness. We provide a supportive,

welcoming and culturally inclusive educational environment where children feel safe and secure. The school has a *Student Management and Wellbeing* policy that outlines the steps for addressing student welfare and management issues.

The children are asked to discuss the 'school rules', safe and unsafe behaviours, as a group at school. This enables them to take ownership of the rules, which in turn, help the children to understand how they relate to them.

Parent Support

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

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

The Tuggeranong Community Services have a multitude of resources, courses and tips for parenting as well as a drop-in centre run by Child Development Services (CDS) for any speech or physiotherapy issues arising with your child.

A full list of services can be found at:

http://www.dhcs.act.gov.au/ocyfs/childandfamilycentres/current_news/tuggeranong_centre

Diseases - Outbreak Procedures and Exclusion Periods

Personal hygiene measures such as hand washing, covering the mouth and nose, with the inside of your elbow, when coughing or sneezing, covering weeping sores and not sharing food or drinks ensure that cross contamination and does not occur.

If children are unwell, please keep them home. This ensures that germs are not shared and illness and kept at minimum impact to the classroom.

The *ACT Public Health Regulations 2000* require children with particular conditions, and children who have been in contact with some infectious conditions, to be excluded from school, preschool, child care or family day care for the periods specified. (Please see Appendix for specific detail).

The Preschool learning environment is a hands on learning space, with open ended experiences that are designed to challenge students in their physical, cognitive and social emotional learning. We think outside the box and investigating our world through a play based program that accounts for individuality. Children are challenged to think about their world through different perspectives and are encouraged to question and take risks. Your child is a unique individual. No matter what any of our expectations are, your child will develop at their own pace, with their own needs and their own personality and attitude.

For your child and our Preschool student, Caroline Chisholm Preschool aims to:

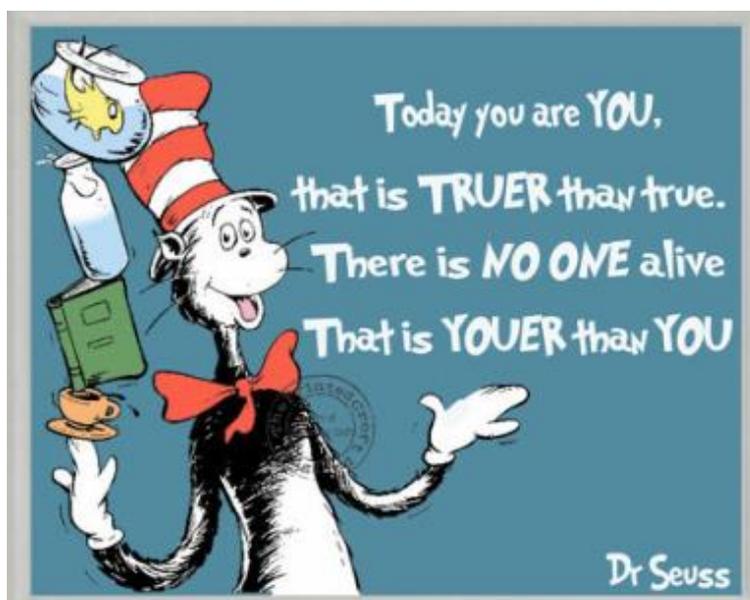
- build on their sense of identity and community (Belonging)
- inspire a curiosity and love of learning (Being)
- develop the skill capabilities and learning processes that they will apply in their future, (Becoming).

We aim to achieve these things in partnership with you and your child.

We look forward to meeting and working with our new Preschool children and their families every year.

Kind Regards,

Caroline
Preschool
Sally
Pepper,
Pang,
Nikki



Chisholm School
Team
Alexander, Nathan
Beck Verdon, Jodie
Debbie Brice and
Mann

Appendix 1

Diseases - Outbreak Procedures and Exclusion Periods

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

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

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (<i>entamoeba histolytica</i>)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later)& (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*# <i>Haemophilus influenzae</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded

Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*#Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded

*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment 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