

**Caroline
Chisholm
School**



Preschool Family Handbook 2023



Contact Details

Education and Training Directorate Contact Details

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

School Contacts

- Principal P-10 (Nominated Supervisor): Jennifer Howard
- Deputy Principal P-10 (Educational Leader): Nicky Smith
- Early Childhood Executive (Educational Leader): Jennifer Heywood
- Preschool Educator (Responsible Person): Jill Downs

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

Please note: Our preschool educators are teaching between 9:00am-3:00pm and any message will need to be left with the Front Office **or sent through the Seesaw App.**

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

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

Address: 103 Hambidge Crescent, Chisholm ACT 2905

Preschool Hours

Beginning of the week: Monday and Tuesday, alternate Wednesdays (even weeks)
9:00am – 3:00pm

End of the week: Thursday and Friday, alternate Wednesdays (odd weeks)
9:00am – 3:00pm

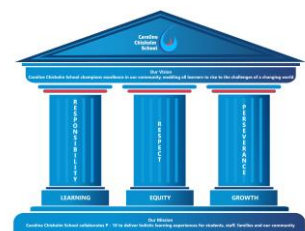
Our Vision | Values | Mission Statement

Our School Vision Is:

Caroline Chisholm School champions excellence in our community, our high expectations encourage perseverance and personal growth for all staff and students. We empower respectful, responsible learners to meet the challenges of the changing world.

Our School Values Are:

Foundational Beliefs: Learning, Equity and Growth
Our Values: Responsibility, Respect, Perseverance



Our Mission Statement Is:

Caroline Chisholm School collaborates P-10 to deliver holistic learning experiences for students, staff, families, and our community.

Our Preschool Philosophy Statement

The Caroline Chisholm preschool philosophy incorporates our school's vision statement and the principles from Early Years Learning Framework. We invite all families to reflect on what this philosophy means to them and provide us with feedback at the preschool.



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.

Welcome from the Principal P-10 (Nominated Supervisor)

On behalf of our school community, I would like to extend a warm welcome to all our new families and those continuing with us at Caroline Chisholm School.

We are a unique community school comprising educators, parents, carers, children, and friends dedicated to a shared approach towards education. What makes Caroline Chisholm School unique is multifaceted. We are an interactive community which values everyone's voice and contributions. Our school continues to blossom because of our dedicated educators and supportive families and the broader school community. Decision making within our community is a process that begins at a very young age and is based upon respect for the individual as well as the needs of the community. It is very important to us that everyone has a voice.

Our vision is to create a learning environment where 'all children experience learning that is engaging and builds success for life'. This vision is achieved through the commitment, professional learning, and experience of our educators. Our educational teams work collaboratively to plan experiences for the children using the Early Years Learning Framework to guide the intentional and incidental learning for the children in each group.

The preschool children are part of the wider Caroline Chisholm School community and are involved in a number of opportunities to visit our main sites and participate in shared learning experiences with their older peers. The preschool children visit the school library once a week, engage in a buddy program in semester two and join in whole school events.

In Child Friendly language:

- We value play – it is how we learn best.
- Our teachers believe in each of us as capable learners.
- We honor each other.
- We celebrate each other for who we are.
- We reflect on our learning.
- We can show you our learning.
- Our team is made up of our families, our friends, our teachers, ourselves.
- Our learning spaces look and feel play friendly.
- We know what our education journey looks like.
- We respect each other.

We look forward to the many exciting years ahead as partners in your learning.

Jennifer Howard
Principal



All About Us

Early Childhood Executive (Educational Leader): Jennifer Heywood

Jennifer.heywood@ed.act.edu.au

Preschool Teacher (Responsible Person): Jill Downs

Jillian.downs@ed.act.edu.au

Preschool Educator: Sian Phillips

Welcome to Caroline Chisholm Preschool. Jill Downs will be the preschool teacher for your child and Sian will be the supporting educator this year. Jill and Sian work together to support the children to develop their social and emotional skills through play and develop the skill to support their transition into Kindergarten at CCS the following year. Jill and Sian have both been working at the school for 4 years.

We plan play based learning experiences in our indoor and outdoor program. These experiences are based around the whole child. We believe children should have input in contributing to learning experiences offered throughout the year. Using observations, reflections, and through conversations with the children we plan meaningful, play-based experiences around their interests, developmental stages and needs. We provide opportunities that support children's development and knowledge through intentionally planned teacher led group time experiences that enhance children's skills and understanding of the concepts being explicitly taught during group times.

We support children's emotional wellbeing by developing secure and respectful relationships with everyone in the preschool. This is facilitated by capturing moments throughout the day in both small and large group situations.



Our Acknowledgement of Country

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


**CCS
ACKNOWLEDGEMENT
OF COUNTRY**

Caroline Chisholm School Students, Staff, and all members of our school community acknowledge that our schools are built on Ngunnawal land.

We acknowledge the land that we meet on, and the care that has been provided to it by the Ngunnawal people.

We pay our respect to the traditional custodians of Ngunnawal land, and their elders, past, present, and emerging.

We commit to continue to keep their culture alive and to respect their beliefs, practices, and their connection to the land on which we learn today.

Caroline
Chisholm
School 

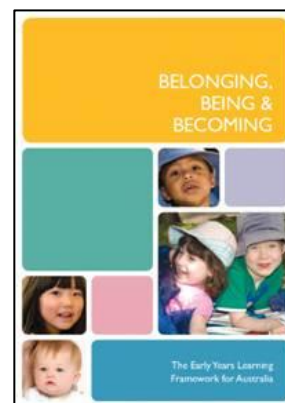
Quality Area 1: Educational Program and Practice

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.

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf



The Early Year Learning Framework guides our preschool educators planning along with input from families (children's first and most influential educators). Educators strive 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** acknowledges children's interdependence with others and the basis of relationships in defining identities. Children feel they *belong* because of the relationships they have with their family, community, culture, and place. *Belonging* is the central to *being* and *becoming* in that it shapes who children are and who they can become.
- **Being** recognises the significance of the here and now. Childhood is a special time in life and children need time to be present and find out about themselves. Having time to build and maintain relationships, time to play, try new things, investigate their world.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, they are shaped by many different events and circumstances. Becoming reflects the rapid and significant changes that occurs in the early years as young children learn and grow.

The P-2 team at Caroline Chisholm School work closely together to ensure each 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 of 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 intentional 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 individual learning during play, to include and incorporate the five learning outcomes of the Early Years Learning Framework.



Play-based learning in action

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



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. Activities you may see include singing, drawing, reading, small and large group discussions, small group structured games, 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

Children will interact with their educators and each other in a variety of ways. These opportunities will support your child to learn how to make friends and initiate play, join in games, voice emotions, problem-solve with peers and be part of a large group. Children learn a lot of social behaviours through repetition and modelling.

Further Develop Independence Skills

Managing personal belongings by unpacking and packing their school bags, personal hygiene (such as washing hands, eating and toileting), getting dressed and undressed and asking for assistance, 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 and sharing 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 oral language skills through discussion with educators and peers. Some children may need to be encouraged to participate in “messy” activities. These activities are a great way to build fine motor strength for later learning relating to writing and cutting skills.

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 weather appropriate clothing as well as gumboots and raincoats 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.

What will I see the staff doing?

At preschool the educators' role is to guide, evoke, scaffold, support and extend your child's learning through play. 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
- supporting children to co-regulate emotions and navigate social interactions with peers
- 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 through professional development
- developing children's learning journals
- organising incursions/excursions, special visitors, and special days such as Constable Kenny Koala visit, fire brigade visit, etc.

The educators will develop a flexible program drawn from the EYLF, child interest and from parental input. During a typical day there is a combination of group time and investigative play, both inside and outside, to engage children in different learning experiences and environments. The program provides opportunities for:

- Children to develop skills in becoming responsible, independent learners.
- Children to enthusiastically exploring a range of activities and environments from which to learn.
- Experiences activities that are child centred, based on interest, ability or designed to facilitate the development of a skill.

- Children to develop skills to work together to achieve a common goal.
- Children to explore their full potential.
- Children to experience social interactions that are supported and encouraged to build a safe and secure learning environment for all.

Ways to support 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 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 friends.
- Share some of your own stories about how you make new friends.

What to bring

Please ensure **all personal items are labelled** with your child's name. We attempt to ensure that children pack all their belongings into their bags, however after a busy day it is difficult to find the correct bag for unlabelled clothing. This also assists your educators in locating owners of lost property.

Children should wear comfortable clothes that are able to get messy and suited to the weather. We are a SunSmart school, so please no strappy dresses, or singlets. In the cooler months please send a warm jacket as children will still be playing outside.

Please bring a backpack, labelled with child's name, big enough to fit a:

- water bottle
- nutritious lunch, fruit and snack in a lunch box
- broad brimmed hat
- change of clothes (and spare shoes) in a labelled plastic bag (these can be left at preschool in their allocated storage box)
- coat and beanie (June and July only) for winter

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 please 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 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 and meet with you prior to the 2022 year commencing to put planning and support in place.

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.

Quality Area 2: Children's Health and Safety

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 Education Directorate regulation. If children do not have a hat, they will only be allowed to play under the roof structures.

During the cooler months, layering clothing is recommended with a warm coat and beanie required for outdoor play in winter. We will still spend some time outside during the day, please ensure your child is dressed appropriately. A second pair of shoes is recommended on wet days.



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 your child's clothing** and pack a spare set in case of extremely messy play or accidents. These can be additional to the set left at school.

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 for 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 3 eating times at Caroline Chisholm School Preschool:

- **Fruit Time** We ask that each child brings in some fresh fruit or vegetables each day. We don't have an allocated fruit time, but the children are able to eat their fruit at any time of the day, we prefer the morning session and encourage them to eat their fruit before anything else.
- **Lunch Time** is a very important time for the children. We break for lunch at about 11:00am we all sit together outside weather permitting. 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 1:45pm and provides an energy kick to keep the children going for the rest of the afternoon. We encourage a healthy lunch box.

- **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 day.

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 aware school due to the inclusion of children with allergic conditions. We do not allow food containing nuts (trace amounts are fine). This includes any nut-based fruit bars/snacks and any sandwich spread containing nuts.



Authorisation for 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/carers must accompany their child on arrival into the preschool classroom.

In accordance with the National Quality Standard, collection of children must be by a **parent or authorised nominee**. Authorisation forms are required to be completed prior to children commencing preschool. Teachers require verbal or written permission to release preschool children to any other person other than their parent/carers. If an unfamiliar person arrives to collect your child, they will be asked for ID and then checked to ensure they are authorised by you to collect your child.

We understand that a lot of our students have siblings through the Primary and High School years. Our '*tuning in time*', **9:00am – 9:15am**, allows for parents/carers to do the numerous drop off and provide a calm start to the day. The preschool children will be ready for pick up **2:45pm - 3:00pm**. If you are later than 9:15 or collecting your child earlier than 2:45, please go to the front office first to sign your child in or out.

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 duties efficiently. Communities@Work runs an out-of-hours-school care program on site that caters for preschool and primary aged children. You will find information about this program in your *information pack*.

Contact details

Please keep Front Office staff and preschool staff informed of any changes to address, home/work phone numbers, childcare arrangements, medical information and emergency contact phone numbers. They will communicate it to the relevant staff as needed.

These details are required for us to be able to contact you at any time during the day. The preferred contact numbers that you provided must be contactable at any time during the day to ensure the safety and wellbeing of your child.

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 Incidents and Accidents /Administering Medication

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. In addition to the treatment plan, a 'risk minimisation' and 'communication' plans are required to be developed between Educators and families.

If a child is to take a **prescription medicine** while at school, written directions and medicine (must be in the original container and labelled clearly) may be 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. All eggs are to be removed. Please report any cases of head lice to the Front 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 on the Caroline Chisholm School website.

https://www.chisholm.act.edu.au/our_preschool/preschool_policies_and_procedures

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 wellbeing and management

At Caroline Chisholm School we understand 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', and 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, childcare or family day care for the periods specified. (Please see Appendix for specific detail).

Quality Area 3: Physical Environment

Our play spaces

The preschool learning environment is a hands-on learning space, with open-ended experiences that are designed to challenge children to investigate our world through a play-based program that accounts for individuality through physical, cognitive and social emotional learning. We organise and adapt indoor and outdoor learning spaces to support all children's participation and to engage every child in quality experiences in both built and natural environments. Children are challenged to think about their world through different perspectives and are encouraged to question and take risks.



Quality Area 4: Staffing Arrangements

Knowing who is at the preschool

Staffing arrangements at the preschool are communicated on Seesaw and on the classroom door. For your information, you will find a 'Responsible Person' roster as well as a 'Working directly child children' roster. This assists families with identifying who is available to talk to should you wish to pass on information about your child as well as knowing the educators who are working with your child throughout the day.

In the event of an educator being absent, the staffing officer at the Junior Campus will organise for relief educators who the children are familiar with to be at the preschool.

Early Childhood Australia Code of Ethics

Educators working at the Caroline Chisholm Preschool Unit uphold the Code of Ethics which are based on the fundamental and prized values of the profession. They guide decision making in relation to ethical responsibilities.

The core principles are:

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

Quality Area 5: Relationships with Children

Interactions with children

Caroline Chisholm Preschool Unit is committed to:

- Maintaining the dignity and rights of each child at the preschool
- Encouraging children to express themselves and their opinions, and to undertake experiences that develop self-resilience and self-esteem considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- Maintaining a duty of care towards all children at the preschool
- Considering the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- Building collaborative relationships with families to improve learning and development outcomes for children
- Encouraging positive, respectful and warm relationships between children and educators/staff at the service
- Developing consistency of high-quality practices amongst staff members

Working together to resolve challenging issues

There may be times when challenging situations arise concerning your child at school. Challenging situations can include social conflicts, issues with learning and concerns about the program. At Caroline Chisholm School, we believe in the importance of forming positive, respectful partnerships between home and school with the objective of finding outcomes in the best interest of the child. During these times, ensure you continue to foster your child's positive attitude toward school, community, the people in it and their learning.

When dealing with challenging situations:

- **be proactive**, 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 everyone concerned.

Quality Area 6: Collaborative Partnerships with Families and Communities

Parents and schools as partners in education

Caroline Chisholm 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, through Seesaw or by email.

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.

Communication avenues with staff

There are a range of strategies to promote communication links between school and home. These include but are not limited to:

- The **Seesaw** mobile application is used to share your child's learning and provides parents with the opportunity to comment on their child's learning.
- Important notices are placed on the noticeboards in the family area.
- **Junior Campus Newsletters** go home once a week and are emailed home.
- Other notes (book club, fundraising, permission notes etc.) are placed into your child's pocket for collection.
- Mid-year interviews are held at the end of term 2 to discuss your child's progress at preschool and to set goals for semester 2.
- Any concerns, questions or support that needs more time to discuss, a meeting after school with your child's teacher or Exec teacher can be organised via phoning the Front Office or emailing the relevant person.

Starting preschool

At Caroline Chisholm School we believe in the importance of developing positive relationships with families and the wider community. During term 4, our preschool team have had the opportunity to meet the children and their families at the orientation visits.

Early in term 1, parents will be invited to attend a 'Getting to know you interview' with their child's preschool teacher. This will give you an opportunity to discuss your child's interests and any information you feel is important for the teacher to know.

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. A social story has been included for your child to see what happens in preschool. This is a good resource to use as a talking point.

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 starts preschool, they will be coping with a lot of change.

- Pack a *school lunch box* for during the day. Keep it 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 your 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.

There are ideas for supporting your child starting school in the Preschool Pack.

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 busy time. Put some structure into place to reduce the stress and rush to get to school smoothly and on time. Time saving strategies like

packing lunch and 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.

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 unique, and we are happy to have any member of the family come in and help. 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. More information on how to apply for a card is included in your Information Pack. **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 at ALL Times while on site.***

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' 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.
- 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.

Kindergarten orientation

At Caroline Chisholm School, preschool is an integrated part of a P-10 Community. The preschool Unit is located on the school's Junior Campus. By enrolling your child into the Caroline Chisholm Preschool Unit, your child will be **automatically enrolled for kindergarten IF you live within our priority enrolment area (PEA). If you live outside our PEA you will need to apply for kindergarten from term 2 of your child's preschool year.**



Students attending the Preschool Unit are introduced to some school environments and routines. Throughout the year the children participate in Gross Motor Activities, Library, spend some time in other playgrounds, attend some special events and visit the Munga Iri Jingee (MIJ, STEM) centre, which is located on the school's Senior Campus. It is a chance for the children to become familiar with 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 orientation program. All staff at Caroline Chisholm School ensure that children feel safe and secure so that their transition to school is successful.

Participation in preschool learning experiences

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, storytelling or job skills
- interacting with the daily program
- working bees in the garden
- joining 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 a 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 on 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. participating in activities outside the preschool fence close to the school. 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.

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

Parents and Community of Caroline Chisholm School

All 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.

Voluntary contributions

Public education is free. The Education 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 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. An email will be sent out each term with a reminder of the voluntary contribution.

Quality Area 7: Governance and Leadership

Feedback

Each year the preschool team develops a Quality Improvement Plan (QIP) which identifies areas of strength, along with areas for improvement at the service.

We would love to hear your ideas about our preschool, including the philosophy, Early Years Learning Framework, the learning environment and the program. Included in your preschool pack is a feedback form for you to complete and return in early 2022. We will use this feedback in shaping the 2022 Quality Improvement Plan.

Concerns or complaints

If you have a concern about your child's education, please have a conversation with your preschool teacher, Jill Downs. You are also welcome to make contact with the Early Childhood Executive, Nicky Smith or Jennifer Heywood or the Principal P-10, Jennifer Howard, all can be reached by calling the Junior Campus phone number (02 6142 3555).

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

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

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).

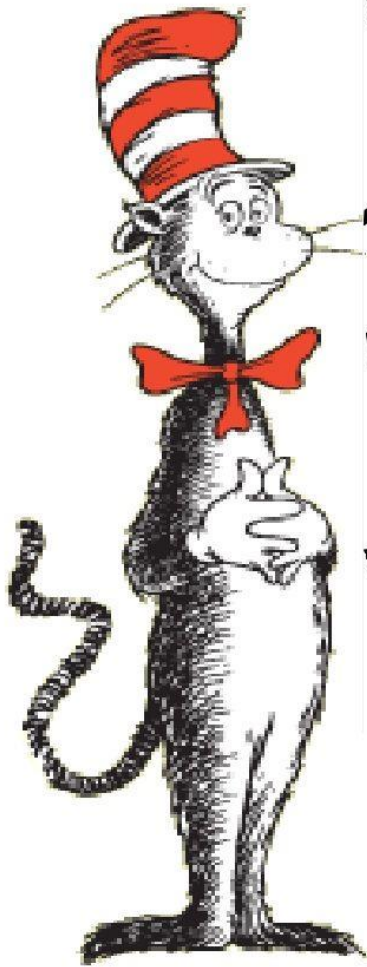
We aim to achieve these things in partnership with you and your child.

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

Kind regards,

Caroline Chisholm School Preschool Team

Jennifer Howard, Nicky Smith, Jennifer Heywood, Jill Downs, and Sian Phillips



**Today you are You,
that is truer than true.
There is no one alive
who is Youer than You.**

-Dr. Seuss

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, childcare 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
COVID-19	Recommended to stay home for 5 days	Not excluded – mask recommended
*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	Not excluded

	recommending that the exclusion should cease.	
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