



Charles Conder Primary School

COMMITMENT TO EXCELLENCE

*Welcome to
Preschool*

A MESSAGE FROM THE PRINCIPAL

Welcome to Charles Conder Primary School.

Our Vision

This school's vision enables our community to work towards common goals ensuring children are our focus. The manifesto is embodied by '**Know the Child – Grow the Child**'. Charles Conder Primary School has a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. The strength lies in the close partnership between students, staff, parents and the wider community which is highly valued to us all. We promote and develop positive and respectful relationships. The school motto is: *Commitment to Excellence – in a caring, cooperative, purposeful and success-oriented environment.*

Our Values and Beliefs

At Charles Conder Primary School our community believes in the manifesto of '*Know the child, Grow the child*'. We incorporate a holistic and collaborative approach to teaching and learning where students belong, feel safe and supported and have high expectations for success.

Learning is student centred, differentiated, authentic and inquiry driven. Teachers analyse data to identify purposeful, personal learning goals allowing for targeted teaching and learning. Feedback and reflection facilitates ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset.

At Charles Conder Primary school every student is learning and achieving as part of a shared partnership between school and home. As a community we build healthy relationships through trust, respect, support and encouragement.

Know the Child, Grow the Child, at Charles Conder Primary School, you will see:



For more details about our school or for an appointment to discuss your child's individual needs, please ring the school on 61420177 or email info@conderps.act.edu.au. You can also visit the school's website at www.conderps.act.edu.au or Facebook page.

Warm regards
Jason Walmsley

CONTACT DETAILS

Education and Training Directorate Contact Details

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

School Contact Details

- Principal: Jason Walmsley
- Deputy Principal: Amanda More
- Executive Teacher: Nassim Rezakhani and Jane McAlpine
- School Business Manager:
Haley Websdane
- School Secretary: Tracy Panneman
- School Phone number: 6142 0177
- Email: info@conderps.act.edu.au
- Preschool Staff: Sonja Norris, Amy Pugh, Anita Bunt, Glenda Sedsman, Alice Nixon and Dianne Davies
- Preschool Unit phone number: 6142 0194



HOURS OF OPERATION

Beginning of Week Groups: Monday 8:45am- 3:00pm
Tuesday 8:45am- 3:00pm
Wednesday 8:45am-11:15am

End of Week Groups: Wednesday 12:30pm-3:00pm
Thursday 8:45am-3:00pm
Friday 8:45am-3:00pm

2020 Term Dates

Term 1: 3rd February - 9th April
Term 2: 27th April - 3rd July
Term 3: 20th July - 25th September
Term 4 - 12th October - 18th December



PHILOSOPHY STATEMENT

Charles Conder Primary School would like to recognise the traditional owners of this land, the Ngunnawal people, on whose land we build our community.

Our Values and Beliefs

At Charles Conder Primary School we aim to provide a warm nurturing environment that recognises families as the children's first teacher. This shared partnership between school and home develops a sense of belonging and as a community we build healthy relationships through trust, respect, support and encouragement. We understand and respect cultural differences and include elements that are important to families in the program and environment.

At Charles Conder Primary School our community believes in the manifesto of '*Know the child, Grow the child*'. We incorporate a holistic and collaborative approach to teaching and learning within a play based setting where students develop a sense of being, feel safe and supported and have high expectations for success.

Children are encouraged to create learning environments and experiences that foster their individual strengths and interests. Their weekly reflections in the floor book contributes to developing and extending learning environments and experiences. This all contributes to nurturing each child's success.

Learning is student centred, differentiated, authentic and inquiry driven. Teachers document and analyse children's growth and experiences through written observations, preschool learning books, floor books, photos, verbal and written communication. This is reflected upon to facilitate ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset.



CURRICULUM

The Early Years Learning Framework (EYLF) has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

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

It is a guide for early childhood educators who work with children from birth to five years. Staff 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 EYLF describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.





The Early Years Learning Framework

LEARNING OUTCOMES FOR CHILDREN BIRTH TO 5 YEARS

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking.

WHAT DOES BELONGING, BEING AND BECOMING LOOK LIKE AT CHARLES CONDER PRESCHOOL?

How do we incorporate *Belonging* at Preschool?

Reflecting on the individuality of children and facilitating an environment where they feel inclusive.

Reflecting on diversity within the Preschool including culture, individual needs, family structures/sizes and religious beliefs.

- **Learning areas:** the dramatic play space, cultural dolls, pretend foods, stimulus posters, books, discovery table, construction corner
- **Group times:** stories, music, discussion, sharing
- **Inclusive Displays:** family photos, children's photos on pockets and hooks, posters
- **Promoting Diverse Events:** Harmony Day, NAIDOC Week
- **Parental Input:** Preschool interview and questionnaire, communication with parents about children, Seesaw, parent committee

How do we incorporate *Being* at Preschool?

Reflecting on opportunities to allow children to explore and learn through play based experiences.

Acknowledging children as individuals and respecting their unique play experiences.

- **Time:** to allow children to play and create. Providing routines which are consistent and predictable with a visual timetable. Giving warnings before pack away time.
- **Respect:** taking pictures of children's creations. Respecting them to undertake explorations as they choose and need.
- **Independence:** children are encouraged to respect their own belongings, classroom and make independent choices.
- **Creativity and Variety:** provide open ended materials like boxes to encourage construction and imaginative play. Allow choice in play by ensuring free play experiences inside and outdoors. Taking the indoors outside – i.e. cooking near sandpit, music under the trees, drawing, role play
- **Child Directed/Initiated Play:** encourage a program that is directed from children's interests, thoughts and ideas. Have a brainstorming session and create a mind map.
- **Authentic and Stimulating Educator Facilitation:** conversations between Preschool staff about extending children's interests within the environment.
- **Parental Input:** as in *Belonging*

How do we incorporate *Becoming* at Preschool?

Reflecting on how we can develop and prepare the children for the future.

- **Promoting Independence and Autonomy** by encouraging children to grow and develop through promoting self help skills. Self toileting within each child's own abilities, taking responsibility for personal items and showing respect for items of others is the basis of daily pro social behaviours, which shape the personas of adults.
- **Respecting Children's Abilities** by allowing them to attempt self help skills independently (e.g. opening their lunchbox). Set up activities which allow children to explore themselves and in small groups (e.g. a painting easel or collage table experience which they can freely access).
- **Promoting acknowledgement of the world around them** by encouraging awareness of not only their uniqueness, but other cultures, beliefs, families, etc around them. This can be promoted through the home corner, books, pictures, group time, general discussions, art, music and active play.
- **Parental Input:** as in *Belonging*
- **Transition:** Charles Conder Primary School promotes the

		development of collaborative partnerships with families and communities. A Preschool to Kindergarten transition program has been developed to enable children and their families to become familiar with the school environment and staff.
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COMMUNICATION

Our school recognises the importance of positive parent/staff relationships.

We encourage:

- sharing knowledge to enhance the growth and development of your child
- developing positive relationships with families that are based on mutual trust and open communication
- developing a sense of belonging to the Preschool for the children, parents and staff.
- **Seesaw** is a digital student portfolio that gives students an audience for their learning. Student posts are teacher-approved and showcase the creative projects they've been working on in the classroom. This could include photos, artwork, videos, activities, notes, projects they've created in other apps, and more. For families Seesaw gives an immediate and personalised window into their child's school day, and makes communication with teachers seamless.
- Important notices are placed in children's home pockets located outside each classroom.
- Preschool newsletter is distributed twice a term. Primary school eNewsletters are produced each fortnight on a Tuesday with information about what is happening in the school. Parent committee meetings are held twice a term for your input and feedback. Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights and understandings about children's individual development. If you have any questions or concerns, please do not hesitate to ask for an appointment with the teacher or provide feedback via our suggestion box.

Reports: written Preschool reports are provided twice a year at the end of each semester. It is advisable to make an interview time with the Preschool teacher if you wish to discuss the report.

Did you know? Liking the Charles Conder Facebook page and accessing Seesaw are also ways to keep in touch with happenings at our school.

Connect with us:



EARLY ENROLMENT

Early Entry and Early Intervention: Early enrolment for children under compulsory education age is also available to children eligible for entry into Early Intervention (Special Education) programs and English as Second Language and Aboriginal and Torres Strait Islander programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. An application may be made through the school counsellor or through the Student Support section of the Directorate. Full information will have to be provided to the principal at the time of application. Further information is available on the Directorate's website at <http://www.det.act.gov.au/>

VOLUNTARY CONTRIBUTIONS

Public education is free. A school may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. Such activities may include excursions, class photos and educational visitors.

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children. This voluntary contribution is \$60 annually per child and/or \$120 for families with three or more children across all sites. Contributions are payable to the front office at Charles Conder Primary School.

SCHOOL VOLUNTEERS

Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities.

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

- observe similar standards of behaviour and ethical conduct to that required of staff. For example you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.
- appreciate that teachers have a special duty of care for students that cannot be delegated or transferred to others. Appreciate also that the principal is the spokesperson for the school.
- appreciate that students have rights and aspirations. Treat students with dignity and respect.
- observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss or disclose personal information about students, staff or students' parents/carers to others.
- accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the department's policies and guidelines on particular issues.

- observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff and school administration any hazard or hazardous practice in the workplace.
- report any problems as they arise to your supervisor including incidents, injury or property damage.
- avoid waste or extravagance and make proper use of the resources of the school.

Excursions

Excursions are part of the educational program at Charles Conder Preschool. Parents/carers will be asked to provide written permission in order for their child to attend excursions. The adult/child ratio is 1.4 on major excursions. No siblings can attend Preschool excursions.

CONTRIBUTIONS TO DECISION MAKING

Families are welcome to contribute to the decision making procedures of the school through the School Board or the Parents and Citizens Association (P&C).

School Board

Each government school in the ACT is administered by a school board whose membership comprises of the school principal, two elected staff members, three elected members of the parent body and a nominee of the Education and Training Directorate. 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 the needs of the school in relation to the provision of buildings, facilities and equipment with teachers and other staff and make recommendations to the Chief Executive (of the Education and Training Directorate) with respect to the meeting of those needs
- determine the purposes for which funds made available for the school are to be expended
- make recommendations to the Chief Executive in respect of the use of the buildings, facilities and equipment of the school for purposes other than school purposes
- develop relationships between the school and the community and between the school and community organisations
- make recommendations to the Chief Executive on matters relating to the school.

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

Parents and Citizens Association

The P&C plays an important role within the school. Meetings are generally held twice a term and are advertised in the Newsletter. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves as a fundraising function for the school.



IMPORTANT INFORMATION



Participation in Preschool Activities

Families are welcome to share their special skills, interests and diverse family cultures with the Preschool. A welcome picnic is held in the first few weeks of the school year to enable families to meet each other and form a sense of belonging to the school. Families can help in the following ways:

- sharing knowledge and expertise of craft, cooking, music, storytelling and job skills
- interacting with the daily program
- assisting with maintaining equipment (e.g. covering library books, inventory, sorting and organising equipment)
- participating in working bees
- joining the Charles Conder Preschool Parent Association

Library Bags

Each child requires a library bag so they can take a book home. You are welcome to bring one from home or purchase a library bag from the Preschool.

Preschool T-shirts

T-shirts printed with the Charles Conder Preschool logo can be purchased from Preschool staff. We have a variety of colours and sizes available.

Arrival/End of Day Routines for children at Preschool

Arrival:

- ❖ Put name label onto drink bottle and then put drink bottle into the tub
- ❖ Hang your bag up
- ❖ Wash your hands
- ❖ Play and enjoy your day!

End of Day:

- ❖ Parents are welcome to come into the classroom and play with their child from 2:45pm onwards
- ❖ Children remain in the Preschool room until a parent or carer comes to collect them
- ❖ If someone other than a parent is collecting a Preschool child, they must sign the *Students Leaving and Returning Register*. This can be found on the table at the entrance to the Preschool room

Delivery and Collection of Children

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of

children must be by a parent or authorised nominee. Please inform Preschool staff if a different person will be collecting your child. This can be done verbally, via phone or in writing.

Changes to Details

It is **important** to keep Preschool staff and the school informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers.

Food

Provision is made for the children to eat during the Preschool session. Parents/carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. There are two eating times on full days and a snack time on half days. All children will need their own drink bottle with water only. *Please note: Charles Conder Primary School is a nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions.*



Healthy Lunchbox tips...

When packing a healthy lunchbox, make sure you include a go food, a grow food and a glow food.

GO foods include the bread and cereals food groups. GO foods contain carbohydrates that provide energy to walk, run, dance, play and



Sandwich

Boredom?

Reinvent the sandwich – w

- Wraps
- Pita pockets
- Corn/rice thins
- Crack
- Lebanon
- Bread

Give the sandwich free lun

- Leftovers
- Frittata
- Veggie pikelets/fritters
- Savou
- Home
- Rice, p

(eq. zucchini. com

or could count salad



Kids at Play

Physical Activity and Small Screen Recreation Policy

Policy Statement

Charles Conder Preschool recognises the following important functions of physical activity for young children:

- Promotes healthy growth and development
- Builds strong bones and muscles
- Improved balance, coordination, posture and strength
- Maintains and develops flexibility
- Assists with the development of gross motor and fine motor skills
- Provides the opportunity to develop fundamental movement skills
- Helps to establish connections between different parts of the brain
- Improves concentration and thinking skills
- Improves confidence and self-esteem
- Relieves stress and promotes relaxation
- Provides opportunities to develop social skills and make friends
- Helps to achieve and maintain a healthy weight

Our preschool is committed to implementing the key physical activity messages within Kids at Play Active Play and supporting the National Physical Activity Recommendations for Children Birth to 5 years as outlined overleaf:

National Physical Activity Recommendations for Children Birth to 5 Years

For healthy development in infants (birth to 1 year), physical activity - particularly supervised floor-based play in safe environment - **should be encouraged from birth.**

Toddlers (1 to 3 years of age) and preschoolers (3-5 years of age) should be **physically active every day for at least three hours**, spread throughout the day.

Infants, toddlers and preschoolers should **not be sedentary, restrained, or kept inactive, for more than one hour at a time**, with the exception of sleeping.

Children younger than 2 years of age should **not spend any time watching television or using other electronic media** (DVDs, computer and other electronic games).

For **children 2 to 5 years** of age, sitting and **watching television** and the use of other electronic media (DVDs, computer and other electronic games) should be **limited to less than one hour per day.**

This policy seeks to promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences, as well as through everyday physical tasks.

Charles Conder Preschool also seeks to limit the amount of time children spend engaging in sedentary small screen recreation and sedentary behaviour.

Further, ***Charles Conder Preschool*** recognises the importance of supporting families to promote their children's physical activity, gross motor and fundamental movement skills development, and to limit their children's small screen recreation and sedentary behaviour.

This policy aims to:

- Promote children's participation in a range of safe physically active learning experiences.
- Provide a positive physically active environment which reflects cultural and family values.
- Promote lifelong enjoyment of physical activity.
- Limit time spent engaging in small screen recreation (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.
- Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and limiting small screen recreation and sedentary behaviour.

Promote children's participation in a range of safe physically active learning experiences.

Note: Physically active learning experiences include planned play (eg, action games/songs, intentional teaching experiences), spontaneous 'free' play (eg, child initiated, active play in the playground, dancing to music), intentional teaching experiences and everyday physical tasks (eg helping with gardening, setting up experiences, tidying up spaces).

Our Preschool will:

- Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes the planning of FMS experiences for older toddlers and preschoolers that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling.
- Ensure physically active experiences are play based, varied, creative, developmentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- Where possible, educators will involve children in the planning of physically active experience.

- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to drink water before, during and after physical activity.
- Ensure all new staff at the service are aware of the Kids at Play Active and other physical activity materials/resources.

Provide a positive physically active environment which reflects cultural and family values.

Our Preschool will:

- Positively encourage children to participate in a range of active play and physically active experiences.
- Provide children with encouragement and positive reinforcement.
- Provide positive instruction and constructive feedback to children to assist them in developing and refining their FMS.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and those children with additional needs.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.

Promote lifelong enjoyment of physical activity

Our Preschool will:

- Offer a range of physically active learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in physically active experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences.
- Assist children to develop daily habits, understandings and skills that support health and wellbeing.

Limit time children spend engaging in small screen recreation (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.

Our Preschool will:

- Limit the amount of time spent on small screen recreation.
- Endeavour to limit experiences involving small screen use to those which have an educational component - including movement
- Discuss with children the role of small screen time in their lives and support them in making healthy choices about their use of small screen recreation for both education and recreation.
- Encourage educators to model appropriate small screen behaviours to the children.
- In accordance with the national recommendations, monitor all sedentary behaviours that children may be engaging in at the service and encourage the promotion of physical activity as necessary.
- Ensure that an appropriate balance between inactive and active time is maintained each day.

Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and limiting small screen recreation and sedentary behaviour.

Our Preschool will:

- *Provide a copy of the Physical Activity and Small Screen Recreation Policy to all families during orientation to the service. Families will be provided with opportunities to contribute to the review and development of the policy.*
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor skills development, FMS development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

(Adapted from The NSW Ministry of Health Munch and Move program, 2012)

Information on Hygiene Procedures.

Staff, children and volunteers must adhere to the hand washing procedures.

All children are encouraged to wash their hands:

- On arrival at Preschool
- Before and after eating or touching food
- After toileting
- After blowing their nose and wiping face
- When leaving Preschool



All scratches and cuts must be covered.

Emergency Management Procedures.

The Preschool has a policy on emergency evacuations and are required to practise evacuation and lockdown procedures every term. All staff and children participate.

TRANSITIONS

Your child is a member of the Charles Conder Primary School community. By enrolling your child into Charles Conder Preschool they will automatically be registered in kindergarten at our school. We have an excellent transition program and children will have the opportunity to engage with the primary school staff and students during the year through a variety of learning experiences. These include visits to the school library, participation in whole school events, attending assemblies and a planned program of transition visits where they work collaboratively with kindergarten students. For more information please refer to the Transition brochure inside your Preschool pack.



STUDENT WELFARE AND MANAGEMENT

At Charles Conder Preschool we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that students are treated with respect and by valuing their uniqueness and what they bring to the school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. The school has a *Student Management and Wellbeing* policy that outlines the steps for addressing student welfare and management issues.

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. Throughout the year children will be involved in learning experiences to develop their awareness of protective behaviours.

Parent Support

Parentlink is a website which parents can use to access:

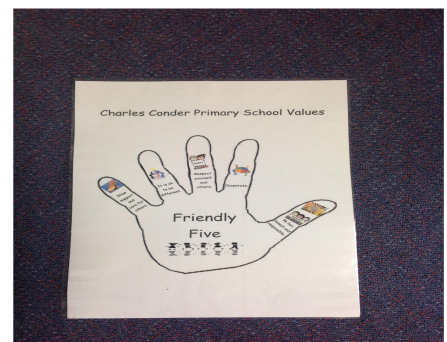
- parents guides, including electronic order forms
- a directory of local parenting services
- upcoming community events and parenting courses
- further readings in relation to the parent guides
- links to other useful websites.

www.parentlink.act.gov.au

Charles Conder promotes mental health and wellbeing through the Charles Conder Primary School Values, Bucket Fillers and KidsMatter.

Charles Conder Primary School Values (Friendly Fives):

- Show respect and care for others
- It is OK to be different
- Respect yourself and others
- Cooperate



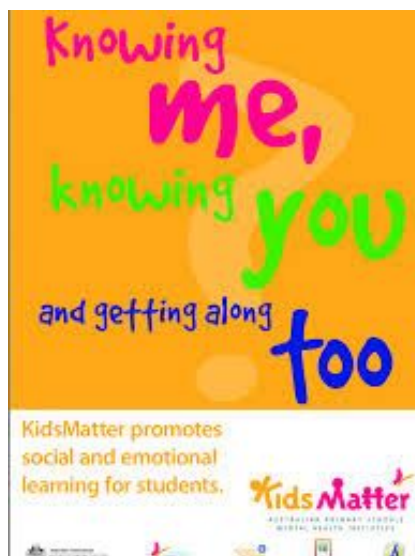
- Be fair, honest and responsible

Bucket Fillers: everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. The bucket represents your mental and emotional self. Children are learning they can fill buckets when they do and say things that are kind, considerate, caring and respectful. They also learn when they are mean, inconsiderate, uncaring or disrespectful; they dip into buckets and remove those good feelings. Actions and words can either fill or dip into a bucket.



KidsMatter focuses on developing respectful relationships and a sense of belonging and inclusion within the school community. It promotes four core social and emotional competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision making.

The websites are available to families to access a wide range of age appropriate mental health and wellbeing resources.



We follow the Behaviour Expectation Matrix to enable students to be safe, respectful, learners, committed to achieving excellence. We teach students the language to be safe, respectful and be a learner across a range of different settings in the school.



Parent Pointers



Charles Conder Preschool ☆
The Roberts Ave, Conder, Prince George's County, MD 21042

Below are tips that may help your child settle into their new adventures at Charles Conder Preschool.

- * **Labelling**—Label all items and belongings (everything).
- * **School bag**—Not too big, not too small. Children like to be able to carry their own bag and will have to from time to time so don't get a bag that is too big for them to manage. However, make sure it is big enough to fit a lunchbox, spare clothes and a jacket in winter.
- * **Lunchbox and Drink Bottle**—make sure your child is able to independently open and use their lunchbox and drink bottle.
- * **Clothes**—Children love to play and this is encouraged greatly at Charles Conder Preschool so dress your child accordingly. They need comfortable and practical clothing and footwear for the day.
- * **Hats**—Hats must be worn at all times when outside.
- * **Spare Clothes**—Include a complete change in your child's bag including singlet, underwear, socks, top and bottoms in case of accidents or incidents with paint, water etc.
- * **Footwear**—Enclosed shoes are the most suitable to protect little feet and joggers are the most practical for playing and for comfort. However, sandals may be worn for the warmer months and the children do like to have a change.
- * **All-Weather**—Please provide clothing to allow for all weather conditions for your child. Always have a jumper and a T-shirt in your child's bag despite what the weather is doing when you leave home. Beanies, gloves and a jacket are a must in winter.
- * **Library Bags**—Please provide your child with a library bag as they will be borrowing books to take home. Bags can be purchased from the Preschool.
- * **Communication**—be sure to check the notice board outside the room, your child's bags, their pocket for information from the school.

Concerns and complaints

If you have a concern about your child's education please have a conversation with your Preschool teacher. You are also welcome to make contact with the executive teacher in the primary school or the deputy principal or principal.

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

Preschool Policies and Procedures are available to view upon request.

MEDICAL MANAGEMENT

Immunisation

The ACT Government Health Directorate 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 included in this handbook. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Medical and Accidents

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

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

Medical information and Consent Form

Each school year, all parents/carers of ACT Government school students are required to complete a [Medical Information and Consent Form](#) in relation to their child/ren. This form requests general medical information and provides for parents/carers to consent to first aid treatment for their child/children in line with the [First Aid Policy](#) and [First Aid General Procedures](#) and the administration of authorised medications; salbutamol (ventolin) and adrenaline in the event of a life threatening asthma or anaphylaxis emergency.

Known Medical Condition

In addition to the [Medical Information and Consent Form](#) a [Known Medical Condition Response Plan](#) is required for any student with a known medical condition, short or long term, that:

- requires intervention i.e. administration of medication or other support; and/or
- could lead to a medical emergency.

The *Known Medical Condition Response Plan* is developed by the student's qualified health professional and student's parents/carers. The Plan is to be used in conjunction with the *Medical Information and Consent Form*. The implementation of this Plan is by written agreement with the school executive and authorised persons.

Where the treatment/management of a known medical condition requires the administration of medication for a period of more than one school week a [Medication Authorisation Administration Record](#) must also be completed by the student's parent/carer and submitted with the [Known Medical Condition Response Plan](#).

Referral to HAAS

Students with complex health care support needs may be identified for referral to the HAAS team by the school executive through preliminary risk assessment. Referral to the HAAS team is actioned using the [Health care Access at School Referral Form](#). Students may also be referred to the HAAS team by their qualified health professional or directly by the family

Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until written evidence of treatment is produced. Please report any cases of head lice to Preschool staff.



DISEASES – OUTBREAK PROCEDURES AND EXCLUSION PERIODS

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

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

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

*# <i>Haemophilus influenza</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.	<p>(a) Immunised contacts not excluded.</p> <p>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</p> <p>(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.</p> <p>(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.</p>
Meningitis (bacterial)	Exclude until well	Not excluded
*#Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	<p>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</p> <p>(b) Otherwise, excluded until 10 days after last contact with the index case.</p>
*#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

