



Preschool Information Handbook

2023

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ADMINISTRATIVE ORGANISATION

Contacts

Farrer Primary School Contact Details – 2023

Principal:	Liz Wallace
A/g Deputy Principal:	Mariana Fuenzalida
A/g Preschool-Year 2 Executive Teacher:	Emily Craggs
Year 3-6 Executive Teacher:	Jodie White
Farrer Primary Phone number:	02 6142 0860



Farrer Preschool Contact Details - 2023

Preschool Phone number:	6142 0871
Email:	farrer.preschool@ed.act.edu.au
Preschool Teacher:	Lana Dibb
Preschool Co-educators:	Sylvia Kaltner and TBA

Education and Training Directorate Contact Details

13 22 81 (62070494 TTY) www.act.gov.au

Hours of Operation

Farrer Preschool offers 15 hours of preschool delivered over a 30 hour fortnight which will be implemented as follows;

Farrer Preschool Session Times – 2023		
Echidnas	Even Weeks	8:45-2:45pm Monday, Tuesday, Wednesday
	Odd Weeks	Monday, Tuesday
Possums	Even Weeks	8:45-2:45pm Thursday, Friday
	Odd Weeks	Wednesday, Thursday, Friday

Welcome

Farrer Primary School offers preschool to year six education and is a school at the heart of the community. Teachers and families work in partnership to provide opportunities to deliver excellence in learning, teaching, curriculum and student achievement.

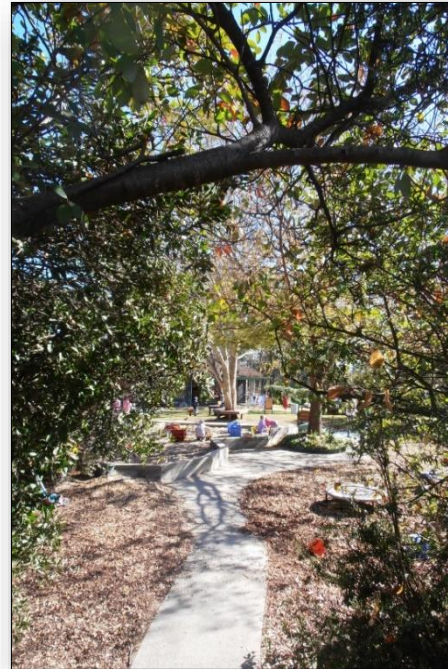
*At Farrer Primary School we value and provide an **inclusive** and **supportive** environment which encourages **excellence** and **innovation** in the development of lifelong learners.*

*We work together to promote **sustainability** by being active members of our local and global community.*

We are safe, responsible, respectful learners.

Central to our teaching is a commitment to developing students with the skills and abilities to embrace the challenges of the 21st Century through curriculum that focuses on the explicit teaching of literacy and numeracy skills along with real world learning to engage all students in the development, analysis and application of learning concepts. At Farrer Primary School we implement the Australian Curriculum and in our preschool, the Early Years Learning Framework.

Our school is committed to providing high quality teaching and caters for the needs of all students. Students are supported and encouraged to achieve their potential and have access to a range of experiences and opportunities. Our reputation in academic excellence and student achievement are complimented by our well respected Japanese and Environmental Sustainability programs which support students to create and take responsibility of their future.









School Map



Our Preschool Team

Your child will be welcomed, cared for and guided in their learning by a team of highly professional and dedicated staff. This includes our preschool teacher, PE specialist teacher, preschool co educators, kindergarten teachers from the primary site who assist with preschool and our Preschool – Year two executive teacher.

2023 team

 <p>Lana Dibb Preschool teacher</p>	 <p>Brett Maron PE teacher</p>	 <p>Emily Craggs A/g Executive Teacher Preschool – Year 2</p>	 <p>Sylvia Kaltner Co educator</p>
 <p>Mariana Fuenzalida A/g Deputy Principal</p>	 <p>Liz Wallace Principal</p>		

Enrolment Procedures



Children enrolling for preschool must be four years of age on or before 30 April in that year.

Preschool enrolments open in May of the year prior to the commencement of the preschool year. Enrolment is carried out online through the Education Directorate's website.

Information about preschool enrolments can be found at <https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/enrolling-in-preschool>

Enrolment / transfer Process – Enrolment / transfer applications for the current year are processed as they are received. The enrolment / transfer process for prospective students is described in the timeline for ACT public school enrolments/transfers. Principals of ACT public schools are responsible for the enrolment / transfer of students at their school and for managing enrolment pressures.

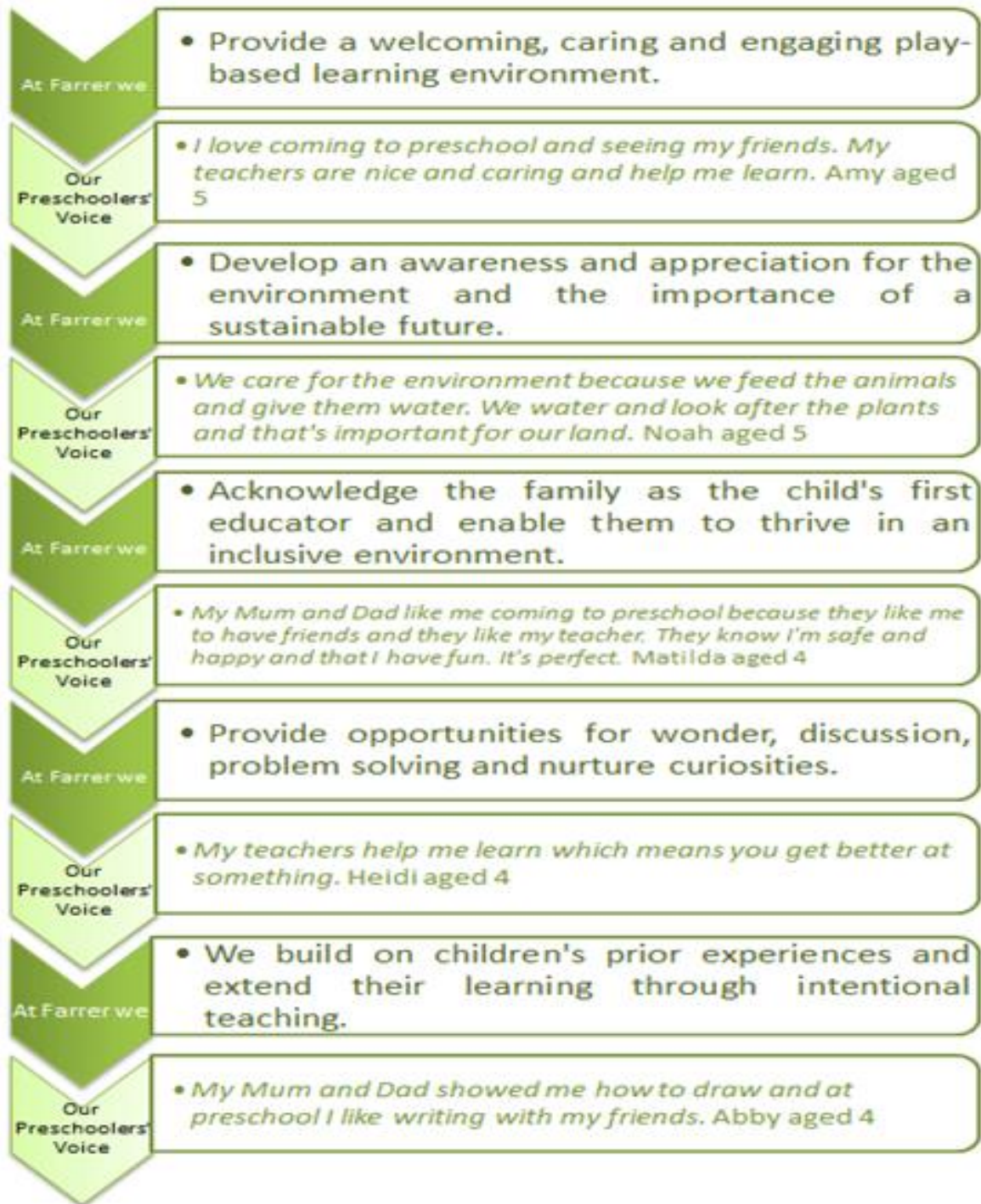
Early Entry and Early Intervention - Early entry to school is offered to eligible families to meet the needs of their children in the early years of their education. Early entry will only be considered for:

- English as an Additional Language or Dialect;
- Aboriginal or Torres Strait Islander children;
- children with hearing and/or vision impairment;
- parental work mobility e.g. Australian Defence Force personnel; and
- children formally identified as gifted.

Early entry criteria, procedures and applications forms are available at Early Entry Eligibility Procedures on the policy page of the ACT Education and Training Directorate's website. <http://www.det.act.gov.au>.

PHILOSOPHY STATEMENT

A statement of philosophy is core to an Early Years Learning service's operation; it represents the values, beliefs and understandings of the service's community and directs the everyday practice of educators and staff. At Farrer, in our pursuit for quality, we have engaged in a thorough process of creating our philosophy that articulates of our beliefs and includes our children's voice.



CURRICULUM

National Quality Framework

The NQF (National Quality Framework) introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care services.

The NQF includes:

- National Law and National Regulations;
- National Quality Standard;
- Assessment and Quality Rating Process; and
- National Learning Frameworks.

Benefits for children and families

Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, health growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning.

The major benefits for parents and children include:

- improved educator to child ratios, ensuring children have greater individual care and attention for children;
- educators with increased skills and qualifications;
- better support for children's learning and development through approved learning frameworks; and
- consistent, transparent information on educators, providers and services in the national registers.

The National Quality Framework operates under an applied law system, comprising of the Education and Care Services National Law and the Education and Care Services National Regulations.

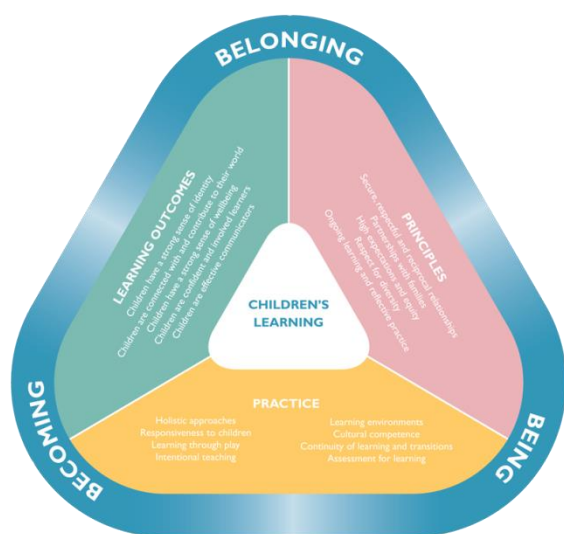
The purpose of the applied law system is to set a national standard for children's education and care across Australia. In effect it means the same law system is applied in each state and territory, but with some varied provisions as applicable to the needs of each state or territory.

Farrer Preschool abides by the National Quality Framework. A copy of the Law and Regulations is available to parents in the preschool bag room (preschool parent information area) and at <https://www.aceqa.gov.au/nqf/national-law-regulations/national-law>

Early Years Learning Framework

The Early Years Learning Framework (EYLF) enables Farrer Primary's preschool educators to extend and enrich children's learning, provide opportunities for children to develop a foundation for learning and for children to become successful learners.

Within the *Early Years Learning Framework* there are three basic concepts that children's lives are characterised by - *Belonging, Being and Becoming*. This refers to how a child from even before birth is linked to family, community, culture and place. Through these relationships a child's development and learning take place as they begin to explore, develop interests, create their own identity and make meaning of the world around them. The three concepts, Belonging, Being & Becoming, represent life and living and are constantly referred to throughout the *EYLF*.



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. Becoming is about learning to participate fully and actively in society.

Learning Outcomes

The EYLF learning outcomes are goals which can be achieved by a child during their learning. The outcomes and sub outcomes cover a variety of areas which include identity, community, wellbeing, learning and communication.

Learning Outcome 1: Children have a strong sense of identity

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

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

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

Learning Outcome 3: Children have a strong sense of wellbeing

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

Learning Outcome 4: Children are confident and involved learners

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

Learning Outcome 5: Children are effective communicators

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

Staff at the preschool site work closely with primary school staff and are part of the Preschool to Year 2 team who meet regularly to ensure a consistent approach and common programs are available for all children.

In term four a more formal program of visits is scheduled and an information session is held.

Physical Activities

Physical activity is an important part of the preschool program. There are many opportunities for structured and unstructured physical activity throughout preschool sessions. Outdoor equipment is set up daily. All children are invited and encouraged to have a go.



Developing Cultural Awareness



Under the guidance of the Early Years Learning Framework, educators at Farrer Preschool ensure that children develop an awareness of the difference and similarities between cultures.

This includes developing an awareness of Aboriginal and Torres Strait Islander cultures. We do this in several ways including integrating Aboriginal and Torres Strait resources into teaching and learning experiences, exploring with children the Aboriginal and Torres Strait Islander cultures, histories and knowledge, acknowledging the traditional owners of the land we live, play and learn on and recognising celebrations such as Reconciliation and NAIDOC weeks.

Farrer Primary School has a Reconciliation Action Plan which has been devised as a collaboration between Mawson Primary School, Torrens Primary School, Melrose High School and Canberra College.



Inclusion and Support

Preschool educators make reasonable adjustments for children with developmental delay or disability at the time of their enrolment and during the course of their education, ensuring they have the support they need to successfully access and participate in the preschool program.

Preschools support the inclusion of children with developmental delay and disability, with funding provided to allow any substantial or extensive adjustments to be made to support children in the play-based preschool program. A Preschool Pathways team provides support and coaching to preschool educators working with children with disability. The team will support capacity building through coaching in universal practices for inclusive education and transitions to preschool.

Where appropriate, individual learning plans (ILPs) are used to identify the personalised adjustments required for a student to access, participate and achieve in learning. An ILP is developed by a collaborative team consisting of parents/carers, the school principal or delegate, the DECO (Disability Education Coordinator), teachers and other relevant professionals and agency representatives.

The ILP team identifies long and short term goals which are developed according to the SMART guidelines – goals which are specific, measurable, achievable, relevant and timely. An ILP is monitored and evaluated regularly and reviewed at least six monthly. For further information please talk to staff.

Transitions

Preschool children are members of the Farrer Primary School community. By enrolling into Farrer Preschool your child will automatically move on to Kindergarten in our school provided they live within the Priority Enrolment Area.

As with all transitions, staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. This involves:

- a primary school 'buddy system' which involves developing individual relationships with year three students;
- utilising the primary school site and outdoor facilities so that children develop familiarity with the setting;
- visiting specialist areas at the primary site (e.g. the school library, Environment Centre, hall);
- school canteen orientation sessions and

participation in school assemblies towards the end of the year and joint Preschool and Kindergarten extra curricula activities.



Excursions and Incursions

Excursions and incursions are part of the educational program at Farrer Preschool. These aim to extend children's experiences and add value to the preschool program.

Parents will be advised of details in advance and asked to provide permission for their child/ren to attend. Payment methods will be outlined in the note. Where possible, parents are encouraged to be part of excursions.

For all excursions, a risk assessment will be available to parents on request as well as our anticipated number of students, staff and volunteers attending the experience.



Photography

Digital photographs are taken of everyday happenings at preschool. They are used as an integral part of the preschool program. *Permission for Student Participation in the Promotion of Public Education* and the sharing of your child's photos are on online enrolment forms.

Toys

We ask that children do not bring toys to preschool as they can become distressed if items go missing or are damaged.

Children may at times be invited to bring in special items or photos to show the preschool group. Staff will notify families if this is the case.

Library

Farrer Preschool and Primary School have a rich library collection. The collection is current, reflecting children's interests and aligned to the curriculum.

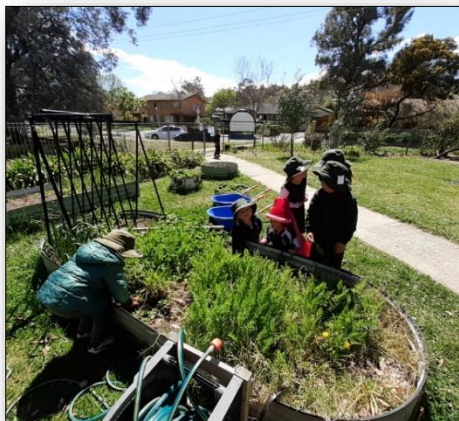
Children are encouraged to borrow books on a regular basis to foster literacy at home. We ask that families please provide a separate, labelled bag to store and carry borrowed library books safely.

Preschool staff will advise families of each group's library day.



Sustainable Practices

Farrer Preschool prides itself on having sustainable practices and establishes important foundations for children in preparation for primary years of schooling. Farrer Primary School is an accredited sustainable school.



Students from the preschool site have access to the school's Environment Centre as well as their own animals and garden to care for.

As a Waste Wise School, we actively promote sustainable practices and foster respect and care for the environment. We encourage parents to assist with animals, garden, waste management system and promote these practices at home.

VOLUNTARY CONTRIBUTIONS

Public education in the ACT is free. A school may offer or facilitate some specific optional items, activities and services for which parents will be asked to pay if they want their child to access them. Such activities will include school photos, excursions, special day activities, incursions, special visitors etc.

Schools request all preschool families make a voluntary contribution to support the provision of a quality learning environment for students. Preschool parent contributions supplement day to day consumable resources required at preschool such as paint, play dough and ingredients, paper, collage items etc.



The School Board works together with the school principal and endeavours to keep voluntary contributions as low as practicable.

COMMUNICATION AND COLLABORATION

We recognise families as children's first and most influential educators. We value the unique insights families have about their children. Open communication and collaboration between staff and families better enables us to ensure our program, under the EYLF, is responsive to individual children's ideas, knowledge, culture, abilities and interests.

Time to talk

- A 'getting to know you' reflection page will be shared with families in term 4 2022. We ask that these be returned to the school prior to the end of the 2022 school year.
- In February 2023 families will be able to make a time to meet with the preschool teacher for 'getting to know you' interviews. At this time, families can share information about their child so staff can plan accordingly and be responsive to individual children's needs.
- Parents are able to check in with staff before and after sessions by phone or in person with any questions, concerns or to pass on information to staff.
- For longer conversations, parents are invited to make an appointment with the teacher. This can be done via email, in person or by contacting preschool or the front office.



Engaging with the program

Parents/carers are invited to contribute to the program at any time. The program provides information about the areas we are investigating and tracks thinking, questions and discoveries.



Where relevant, the preschool team creates books linked to the preschool program. These are available for children to read with their families.

School newsletters, available through the School Administration System (SAS), give insights into teaching and learning across the school, the school's improvement journey, key dates and school achievements.

A preschool term overview is shared with families each term. This includes information about the preschool program.

The preschool teacher reports on the current program and collaborates with parents regarding progress.

Parent involvement

We welcome family involvement including the sharing of interests, skills and expertise within the preschool program. These may include work related expertise or interests related to inquiries, music and storytelling, cooking or sharing of significant cultural events. Parents have an open invitation to participate in the program. The type and amount of involvement is flexible to suit individual families. This may be in the form of working with small groups or individuals, supporting children's investigations/play and incorporating any interests to the program such as music, art, literature or sports.

The opportunity to participate in the program gives parents valuable insight into their child's experience and involvement at preschool as well as an opportunity for the building of relationships between families and their child's preschool community.

Families are encouraged to participate in social activities to enable them to meet each other and form a sense of belonging to the school. Other ways parents can contribute include volunteering, helping out with working bees and assisting on excursions.



Participation of volunteers

Our preschool values the many ways parents participate in the preschool experience. To assist the preschool 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 created to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Public school.

This includes:

- Observing 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 educators 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 nor 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/department.

The rules for volunteers and other visitors to schools have changed with the introduction of the *Working With Vulnerable People (Background Checking) Act 2011*. This requires people to undergo a comprehensive background (criminal history) check and become registered with the Office of Regulatory Services (ORS) before they are allowed to work with children unless they are able to claim an exemption from this requirement.

Some activities will not require registration (for example school board members, Australian School Based Apprentices, ASBAs and work experience students), others are expected to require participants to be registered (for example overnight camps and school photographers) while others may, depending on the circumstances.

A guide, '*Working with Vulnerable People - Information for Volunteers and Visitors*' is published on the Directorate website. For further information or to apply for a *Working with Vulnerable Peoples* card, please log on to <https://www.accesscanberra.act.gov.au>

Parents / carers will be asked to sign in and out when volunteering at preschool.

Celebrations

We welcome celebrations that are significant to your child and family and we would like to acknowledge these in ways that are appropriate and significant. Please discuss any of these celebrations with your child's teacher.

Contributing to decision making

Families are welcome to contribute to the decision-making procedures of the school through the School Board.

Each ACT Public School is administered by a School Board whose membership comprises of the school principal, two elected staff members, three elected members of the parent community and a nominee of the Education and Training Directorate. Elected members normally serve for a two-year period.

The School 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 Director General (of the Education 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 Director General in respect to the use of the buildings, facilities and equipment;
- develop relationships between the school and the community and between the school and community organisations; and
- make recommendations to the Director General on matters relating to the school.

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

The Farrer Primary School Community Association (P&C) plays an important role within the school. Meetings are generally held on the Wednesday evening of week 3 and week 8 and are advertised in the school newsletter. All parents are invited to attend the meetings.

As well as its more official activities, P&C provides an informal meeting opportunity for parents and coordinates fundraising for the school.

STUDENT WELFARE AND MANAGEMENT

At Farrer Preschool, we value everyone as an individual and that everyone has all have the special qualities that make us who we are. It is important that students are treated with respect, that we value their uniqueness and what they bring to preschool.

We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy.

The school has student wellbeing procedures that outline the steps for addressing student welfare and management issues. Student needs are met on an individual basis and are implemented within a positive framework.

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 influenza type b).

We ask that you check your child's current immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is available. 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 wellbeing as well as the wellbeing 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.

For any child with an ongoing medical condition (e.g. asthma, diabetes, epilepsy, allergic reactions), we are required to create a risk minimisation and communication plan in consultation with the family. For some children, a treatment plan completed by parents and their child's GP may also be required.

Exclusion periods for infectious diseases such as mumps, German measles, measles and chicken pox are provided in this handbook.

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

Head lice is extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from preschool until treatment has been undertaken. Please report any cases of head lice to the preschool teacher.

Diseases – Outbreak Procedures and Exclusion Periods

If your child has been diagnosed with a vaccine preventable or infectious disease they may need to be excluded from school or child care for a period of time regardless of whether they are immunised or not.

You must inform the school principal as soon as possible so the school can take any necessary action to protect other children.

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.

For more information about vaccine preventable or infectious diseases and exclusion periods please see the Table 3 below or contact the Health Protection Service Communicable Disease Control Surveillance Unit on 5124 9800.

The Regulations require children with the following conditions or children who have been in contact with the following conditions, to be excluded from child care, preschool or primary school for the periods specified in Table 3 at the end of this document.

If staff believe, on reasonable grounds, that a student attending preschool has a vaccine preventable disease, they will as soon as practicable advise the Chief Health Officer or delegate and provide written notification to all parents including details in line with the department policy.

To view Education Directorate policies please visit: www.det.act.gov.au

Information on hygiene procedures

Staff, children and volunteers must adhere to the hand washing procedures. All children are encouraged to wash their hands:

- on arrival;
- before and after eating or touching food;
- after toileting;
- after blowing their nose and wiping tears and dribbles;
- after touching any school pets; and
- when leaving the preschool.

All scratches and cuts need to be covered.

Food and Food Safety Tips

Eating times are part of the preschool session. These comprise of fruit / vegetable break, lunch and recess. Parents/carers are encouraged to provide children with healthy foods. Staff teach the children about lifelong healthy eating habits. Please label all food containers for easy identification. A healthy lunch and recess are important for children and help with their concentration and learning. Parents are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria.

These include:

- 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. Children should be encouraged to always wash their hands before eating.
- Foods 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.
- Lunch boxes are kept in school bags over the course of the day. To help keep the lunchbox cool, choose an insulated lunch box or one with a freezer pack. You could also include a wrapped frozen water bottle to keep the lunch box cool.
- Perishable foods such as dairy products, eggs and sliced meats should be kept cool and eaten within four hours of preparation. Don't pack these foods if just cooked; first cool in the refrigerator overnight and 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 label containers. Please provide a spoon and/or fork if necessary.
- We ask that you refrain from packing lollies, chips, chocolate, soft drinks or cordials. Small treats such as cakes, muffins or sweet biscuits are suitable in moderation.
- We suggest you support your child in practising undoing food containers/taking off lids etc prior to starting preschool. It is a good idea to take your child when buying lunchboxes to check if they can open them. Let them 'have a go' in the shop before you buy something that is impossible for them to undo.



Healthy lunch suggestions can be found on the Fresh Tastes website www.act.gov.au/freshtastes 'Lunchbox' section.

Please note: Farrer Preschool are Primary School are nut and allergy aware sites due to the possible inclusion of students with life threatening anaphylactic allergic conditions.
We ask parents / carers to avoid packing items containing nuts in children's lunches.

Drink

Please provide water only, in a named drink bottle each day. Water bottles are kept in children's lockers with their school bag so they have independent access to it throughout the day. Staff will support children in refilling water bottles as necessary.

SunSmart Practices

Farrer Primary School is a SunSmart school. Children are required to wear a broad brimmed or legionnaires hat outside during peak UV periods. These are communicated through the school newsletter and Facebook posts.



In accordance with our SunSmart policy, if children are not wearing a hat they are required to play in shaded areas whilst outside.

Parents are encouraged to apply sunscreen to their child/ren prior to arriving at preschool. The school provides sunscreen for children's use. You are welcome to pack specific sunscreen for your child to use should this be necessary.



In line with the school's SunSmart policy, children's clothing must meet SunSmart requirements.

The school's SunSmart policy was last reviewed in conjunction with the Cancer Council ACT in October 2020. It is available on the Farrer Primary School website at http://www.farrerps.act.edu.au/our_school/school_policies

Children's Clothing

Children at Farrer Preschool wear the Farrer Primary School uniform which is conducive to the range of valuable sensory experiences at preschool, both inside and outside. The uniform supports the Early Years Learning Framework by enhancing a sense of 'belonging'. Smocks are available for children's use during art / messy experiences.

Physical play including running, climbing, balancing, jumping, kicking balls are a part of our program. Ensuring your child's clothing and footwear supports these activities enables them to safely challenge their physical skills. Footwear such as thongs, gumboots and slip on shoes affect children's stability and grip and can also be dangerous, particularly when participating in climbing activities.

The school uniform can be purchased through the P&C's online shop www.FPSUniformshop.com. Items are packaged and delivered to the school's front office for collection. Please see the P&C's uniform shop flyer for specific details.

A warm coat and hat or beanie are required in winter. Please also provide a change of clothing (labelled) for your child in their bag every day.

Belongings

Please label every item of your child's belongings. Hats, jackets, lunchboxes, drink bottles, spare clothes, library bags, school bags and anything that your child might bring to preschool should be clearly marked with their name.

Child Protection Practices

All school employees 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 children in protective and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

ATTENDANCE AND RECORDS

Delivery and Collection of Children

Regular attendance is important as it allows children to settle into routines and establish themselves as part of the group.

We ask that you bring your child into the preschool room once staff have opened the doors. Please ensure staff know your child has arrived. Please do not leave your child unattended in the playground or at the gate. You are welcome to come in with your child and help them to settle into the preschool. If you have any concerns about separation, please have a chat with educators so that an individual plan to support you and your child can be developed.

At the end of the preschool day, we ask that you please wait for your child outside the preschool room. Educators will dismiss the children one at a time when they see a parent or authorised person.

Please telephone if you are running late for the end of day pick up time. It is a good idea to add the preschool phone number to your mobile phone.

In accordance with the National Quality Standard, collection of children must be by a parent or authorised nominee. This is usually the people listed in the child's enrolment records. Should your child need to be collected by another person, e.g. a grandparent, carer or another parent, (and they are not already listed on your child's enrolment record) staff will ask that you complete a authorised nominee form.

It is not appropriate for primary school siblings or students to drop off or pick up preschool children. These are protective measures for our preschool children. If plans need to change unexpectedly, please call the preschool before the end of the session.

Late arrivals and early pickups must be noted in the sign in / sign out clipboard. Staff then update the electronic roll to maintain accurate records of attendance.

For the safety of all children, please ensure that the gate is securely closed when entering and leaving the preschool grounds. We thank you for your cooperation.

Absences

All absences from preschool must be covered by a notification from the child's parents or carers. This allows teachers to complete the attendance register (roll) according to Government policy.

Absences can be notified by calling the front office or preschool, through the School Administration System (SAS) or via a written note to the class teacher or the front office. Please note that the school will phone if a child is absent without notification.

Changes to Details

Please keep staff and the school informed of any changes to address, home / work phone numbers, childcare arrangements, medical information and emergency contact phone numbers. You can email info@farrerps.act.edu.au to update your details.

Staff ask that you please keep telephone calls to the preschool during session times for urgent matters only.

Emergency Management Procedures

The school has a policy on emergency evacuations and are required to practise evacuation and lock down procedures. All staff and children participate.

CONCERNS OR COMPLAINTS

If you have any concern about your child's education please have a conversation with the preschool teacher.

You are also welcome to make contact with the A/g Executive Teacher for Preschool – Year 2 Emily Craggs or Farrer Primary School Principal Liz Wallace. They can be contacted on 6142 0860.

Should the need arise, the ACT Education and Training Directorate has a policy for complaint resolutions.

This policy can be accessed at www.det.act.gov.au/publications_and_policies/policy_a-z

Parent Support

There are many community services available to support parents and families outside the preschool setting.

Information is available from our parent information display located in the preschool bag room with some links on page 26 of this document.

Parentlink (www.parentlink.act.gov.au) is a particularly helpful service and can be used to access:

- parent guides on a variety of topic areas;
- a directory of local parenting services;
- upcoming community events and parenting courses;
- further readings in relation to parent guides, and
- links to other useful websites.



We take this opportunity to welcome you to Farrer Preschool. We hope your child has a wonderful, enriching preschool year where a lifelong love of learning is nurtured and special connections are formed.

Every effort will be made by our staff to ensure your child has a happy, safe and memorable time at preschool.

We invite you to become fully involved in all aspects of the preschool program as this will give you greater insight into your child's learning. Your contribution will be greatly valued.

We look forward to working in partnership with you to provide a stimulating educational program for your child.

Farrer Preschool Team

Helpful Links

ACT Council of Parents & Citizens Association Inc

www.actparents.org.au

ACT Education Directorate

www.education.act.gov.au

ACT Government

www.act.gov.au

Fresh Tastes, ACT Health

www.act.gov.au/freshtastes

Access Canberra

www.accesscanberra.act.gov.au

Parentlink

www.parentlink.act.gov.au

Safe Schools

www.bullyingnoway.com.au

Sun Smart

www.sunsmart.com.au

Australian Childhood Foundation

www.childhood.org.au

Raising Children Network

www.raisingchildren.net.au

Nutrition ACT – Tuckatalk fact sheets

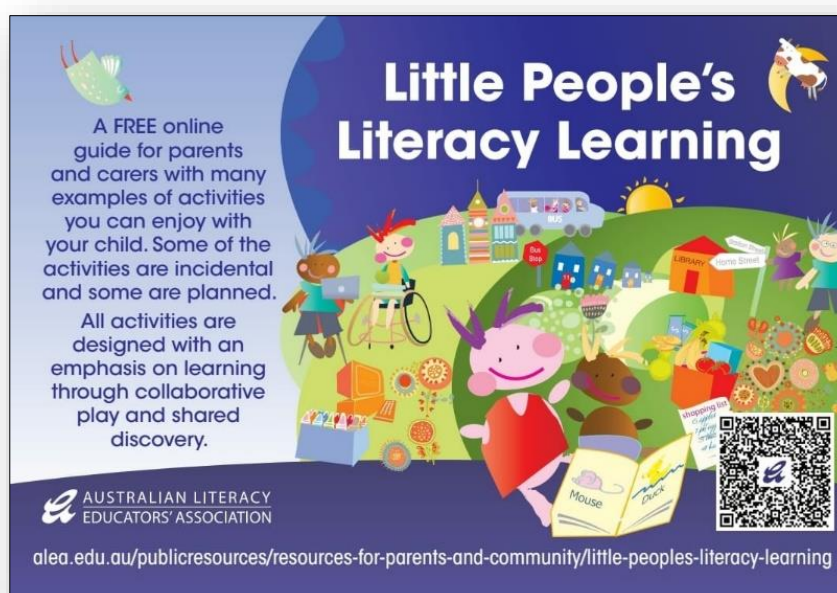
www.health.act.gov.au/services-and-programs/nutrition/resources

Relationships Australia

www.relationships.org.au

One Link

www.onelink.org.au



Little People's Literacy Learning

A FREE online guide for parents and carers with many examples of activities you can enjoy with your child. Some of the activities are incidental and some are planned. All activities are designed with an emphasis on learning through collaborative play and shared discovery.

AUSTRALIAN LITERACY EDUCATORS' ASSOCIATION

alea.edu.au/publicresources/resources-for-parents-and-community/little-peoples-literacy-learning

Table 3 – Periods of exclusion from school for children with infectious conditions

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Amoebiasis (<i>entamoeba histolytica</i>)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*Diphtheria	Exclude until— 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 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— child is unwell, or child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*#Measles	Exclude for at least 4 days after the rash appears.	Immunised contacts not excluded. Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for 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

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 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
<p>A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.</p> <p>*These conditions must be notified by medical practitioners to the Chief Health Officer #These conditions must be notified by the school principal or principal carer to the Chief Health Officer.</p>		