Wanniassa Hills
Preschool Handbook

Langdon Avenue Wanniassa
Contact: 6205 7466

http://www.whps.act.edu.au
Wanniassa Hills

The next step in your child’s personal journey:

Starting Preschool at Wanniassa Hills is your child’s early step in becoming a curious and happy learner who actively makes a positive contribution to our community.

When your child starts Preschool at Wanniassa Hills it is a very exciting time for the whole Wanniassa Community.

For your child’s educator, there is a sense of excited anticipation as they prepare for the new children they will be meeting. They consider how they will nurture a positive attitude toward learning and effectively set up an engaging classroom environment. Educators will think about how they can cater for your child’s individual background, learning abilities and ways of coping with the world.

For you, the parents, grandparents or primary carers of the child, there may be a mix of nervousness, joy, excitement, trepidation and pride. You may wonder what it will be like for your child: Will they be safe? Will they be okay without me? Will they be happy? Will they make friends? What great things can I expect from them this year?

For your child, they will have a range of emotions and they will take their cue from you. You are their ‘safe place’. As an adult important to a child’s life, carers and educators have a responsibility to monitor our own emotions to ensure that we are focussed on the needs of the child; projecting a feeling of trust in the Preschool, excitement for the next stage in their life and a positive attitude toward them becoming a learner.

Setting individual children up for success on their educational experience is a shared responsibility. This Preschool Handbook highlights the roles of families, educators and students. It defines our shared expectations and learning philosophy.

"Tell me and I forget. Show me and I remember. Involve me and I understand."

- Chinese proverb

Building on the child’s previous experiences:

All our students come to Preschool with prior experiences. They all have significant learning experiences gained from their home setting. Many of our students bring the richness of culturally diverse backgrounds to their new Preschool community. For some students, they have attended childcare settings and for other students, this will be their first experience in interacting within a large group of peers.
About Wanniassa Hills Preschool

A message from the Principal

Wanniassa Hills Primary School opened in 1978 and 35 years later, from firm foundations, the school projects a contemporary outlook; eager to deliver a twenty-first century program of quality learning adventures.

The school’s design features a central library with open learning spaces radiating from the four corners of this information hub. The four flexible learning spaces include up-to-date teaching aids and modern learning technologies. Over the past twelve months installation of a wireless network, along with the purchase of laptops and iPads, has expanded opportunities for connected learning to take place across the school.

Wanniassa Hills operates as a P-6 primary school with an onsite preschool situated on a separate campus. In recent years the preschool has had a growing enrolment, this in turn feeds the enthusiasm of young families into the early years of schooling at Wanniassa Hills. Considerable effort has seen the preschool modernise the delivery of programs to meet the standards of the new National Quality Framework. Wanniassa Hills Preschool is well placed to work in partnership with families as they ready themselves for the school years ahead.

A third onsite campus offers the community a bright gymnasium and out of hours school care. In addition, it is home to our environment centre and productive vegetable garden; topped off by an array of solar panels returning energy to Canberra’s electricity grid. Inclusion of environmental studies into our curriculum continues to expand children’s thinking about sustainability and living in harmony with the world around them.

Tim Grace

A Shared Philosophy

The Wanniassa Hills Preschool approach aligns with the school’s vision of creating and supporting happy, curious learners who make a positive contribution to their community. We do this by: building respectful relationships with all children in the Preschool community, promoting partnerships with families, striving for high expectations and equity for all students and through educators critically reflecting on their own practice to provide a quality program.
A PRODUCTIVE & SUCCESSFUL PROFESSIONAL LEARNING COMMUNITY AT WANNAISSA HILLS PRESCHOOL

OUR VISION:
You will see advocates for quality Early Childhood education, close links between children, families and community and children who are engaged in creative, challenging and inspiring learning environments.

OUR PURPOSE:
We exist to work as a cohesive team with common goals and defined roles. We respect and support each other to be creative, passionate and inspiring Early Childhood educators.

WHAT WE VALUE:
- Relationships that are open and respectful and allow for positive, professional conversations.
- Feedback that is meaningful and guides the development of our programs.
- The Early Years Learning Framework and its ability to allow us to develop common language and understandings.

INDICATORS OF SUCCESS:
- Effective communication and a supportive working environment that allows for open and honest dialogue between colleagues.
- Leadership that guides the team to effectively implement to NQF and enhance student outcomes through targeted professional development.
- Ensure all stakeholders are aware of the importance of the fortnightly team meeting time.
Highlighting Regular Routines at Preschool

What happens at Preschool?

- Students are supported to develop skills in becoming independent learners.
- Students are involved in actively exploring a range of activities and environments from which to learn.
- Activities are child centred, based on interest, ability or designed to facilitate the development of a skill.
- Some tasks require students to work together to achieve a common goal.
- During a typical day there is a combination of group time and investigative play, both inside and outside, to engage in learning experiences.
- Students are supported and considered on an individual basis to reach their potential.
- Social interactions are supported and encouraged in order to build a safe learning environment.
- Through the inquiry model, students are provided with a choice about what and how they learn.

Your child may have special needs:

If your child requires special considerations, for example they have been diagnosed with additional medical, social or academic needs, please talk to the school executive staff as soon as possible. For our students with special needs we may consider a slow transition to starting Preschool. In this model, students can get to know the school routines at their own pace and teachers can ensure they have effectively set up learning experiences that cater to individual needs.

Does your child need some practice before they can cope with a change in routine?

- Before school starts, you could talk to the school staff about coming in to show your child how they tell a teacher that they need to go to the toilet and where they can find them.
- You could come before school to show your child where they put their bags and where they will sit to eat their lunch.
- You could ask the teacher for a visual timetable that you could have at home to prepare for weekly routines.

What can I do to support my child in starting Preschool with success?

Parent and educator interviews will be held during week 1. Bookings for this will open in November at the information night. If you can’t make the information night please phone the preschool to make a booking – the direct number is 62058054.

Beginning week 1, your child will be engaging in their full Preschool routine. It is intended that students come for the five days per fortnight. Please see your child’s educator if you would like to bring your child for shorter periods to allow time to adapt to the full timetable.
Timetable:

**Butterfly Group**
Monday 9 – 3
Tuesday 9 – 3
Wednesday 8:45 – 11:45am

**Dragonfly Group**
Monday 9 – 3
Tuesday 9 – 3
Wednesday 9 – 3 (the odd weeks of each school term – 1, 3, 5, 7 and 9)

**Ladybug Group**
Wednesday 9 – 3 (the even weeks of each school term – 2, 4, 6, 8 and 10)
Thursday 9 – 3
Friday 9 – 3

**Honeybee Group**
Wednesday 12:15 – 3:15pm
Thursday 9 – 3
Friday 9 – 3

There is always a staff member at the preschool from 8:30am to 3:30pm. Before and after those hours you can contact the Wanniassa Hills Primary School front office on 62057466 for assistance.

The little essentials:

*Drop off and pick up arrangements:* 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 Standards, collection of children must be by a parent or authorised nominee. If someone who is not listed on the enrolment form will be picking up your child, you need to fill in their details in the Wanniassa Hills preschool collection of children book. Children under 16 years are not allowed to pick up preschool children.

Students should wear:
- comfortable clothes that are suited to the weather and closed shoes.

Please bring:
- Back pack labelled with child’s name (Big enough to fit two lunch boxes, a winter coat, artwork etc)
- Bottle of water labelled with child’s name
- Nutritious substantial morning tea in a separate labelled container/box
- Nutritious lunch in a separate labelled container/box
- Sun hat and sun screen (labelled)
- Change of clothes (labelled)
- Coat and beanie for Winter (labelled)
Please note:
• We are an allergy friendly school. That means we highly encourage students to avoid bringing products that may contain nuts to school. Please support us and ensure that your child does not bring food such as Nutella sandwiches, chocolate, peanut butter or muesli bars that contain nuts. We appreciate your support.

The voluntary contribution for the preschool year is $100
There are a range of payment options with concessions for families who have more than 1 child attending the school and for pension card holders. Payment can be made through the front office at the school or by returning a sealed envelope and handing it directly to preschool staff.

Voluntary Donations
You can also help by donating one of the following:

- A4 ream of coloured paper
- disinfectant
- Kitchen sponges
- large black garbage bags
- Playdough ingredients – one of the following: flour, cream of tartar, salt, cornflour

What happens at Wanniassa Hills Preschool?

What do children do in our preschool program?

Language and play
Singing, rhyming, drawing, role play writing, talking, having small and large group discussions, informal sharing, music and library. These activities help promote strong pre-literacy skills.

Socialising
Children interact with each other in a variety of ways, one to one and in small and large groups. Learning how to join games, initiate play, problem solve with peers and be part of a large group.

Further develop self-help skills
Managing personal belongings, personal hygiene (such as washing hands) and organising and completing table work independently.

Constructive play
Children can select from an extensive range of activities including Lego, blocks, boxes, craft collage, puzzles, play dough and painting.

Exploratory/sensory play
A variety of activities involving sand and water play.
Information Technology
We have access to a range of fun and educational software for children to use on the Plasma Touch Screen and iPads.

Dramatic or pretend play
Examples include home corner, shops, hospitals, vets, puppets and dress ups.

Games that teach play skills
Simple board games such as bingo, lotto, memory, along with games that reinforce turn taking and basic concepts such as colour and shape.

Physical Play
We participate in a wide variety of activities including the obstacle course, outdoor games/play, sandpit, dancing and a gross motor program.

What will I see the staff doing?
At Wanniassa Hills the educators’ role is to guide, evoke, scaffold, support and extend but not to dominate or dictate. Our Preschool educators have a thorough understanding of child development, this coupled with careful observation and documentation of the individual child’s learning makes for a high quality Preschool program.

Our role is varied and includes:
- Singing, playing, dancing, storytelling, talking, laughing, listening, supporting children to participate successfully and observing children in the program.
- Screening all children and making referrals as appropriate, to other services, such as Therapy ACT, for children who may need additional support.
- Outdoor investigation, facilitation and planning.
- Talking with each other and talking with families.
- Continued learning (professional development).
- Developing student learning journals.
- Organising excursions, special visitors and special days such as Stay’n’Play, a Kenny Koala visit and so on.

Curriculum
A new, national early learning framework for children from birth to five years has been developed.

The Early Years Learning Framework 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. They will use the Framework in partnership with families, children’s first and most influential educators, to develop learning programs responsive to children’s ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of **belonging, being and becoming**.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’—time to play, try new things 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.

Together with this national framework, educators in A.C.T can use ‘Every Chance to Learn – Curriculum framework for Australian Capital Territory schools for preschool to year 10’ to develop quality programs.


**Medical condition management**

**Medical Forms**

Medical forms are required for all preschool children. When completing the medical information form for your child, if you identify any medical condition such as anaphylactic shock, diabetes, epilepsy and so on that requires medication and/or a specific plan for treatment, you will need to complete an action plan in addition to the medical form. An action plan needs to be signed by your child’s GP or specialist.

**Immunisation**

The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenzae type b). We would ask that you check your child’s present immunisation status to see whether it is complete for his/her age. ACT Public Health regulations
require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for 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**
Children who are sick do not benefit from attending the Preschool Program. As a general rule children who have ongoing coughs/colds, green runny noses or who have vomiting or diarrhoea will need to be excluded from the program for a minimum of 24 hours or until fully recovered. If children are sent with any of these illnesses parents/carers will be contacted immediately to collect their child. It is important that sick children are kept at home for their own comfort as well as the comfort of other children and staff.

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

If a child is to take a prescription medicine while at school, written directions and medicine must be left with Preschool staff. Information on a child’s health status eg epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious please provide an up to date photograph of the child so it can be placed on our Medical Alert board.

**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 the school front office.


**Updating personal contact details:**

- please inform the front office as soon as possible if there are any changes to your contact details or care arrangements. It is important that we can easily reach you in the unlikely event of an emergency.

**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
- All scratches and cuts must be covered.
Food safety tips for homemade lunches & snacks

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

- 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 also be encouraged to always wash their hands before eating.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s school lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans, vegemite and yoghurt.
- Because food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by:
  - Choosing an insulated lunch box or one with a freezer pack, or 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 about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight.
  - If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen iceblock into the lunch box
  - Water can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold.

We will make sure that while at school children keep their lunches in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.


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

Child Protection Practices

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

Preschool educators will talk to the students about personal safety in a way that meets the developmental understandings of the young child. Over the year, children will discuss the role of Community Helpers in keeping them safe. Each year the Preschool has a visit from Kenny Koala to talk about the role of Police officers.
Transitions

Wanniassa Hills Preschool is part of Wanniassa Hills Primary. Entry to Wanniassa Hills Preschool allows students continued access to quality public school education at Wanniassa Hills Primary School. We have a transition program that all preschool children participate in. They tour the school, visit the school canteen, library, Kindergarten classrooms and participate in sessions at ‘big school’ during Term 4.

Volunteering in the classroom:
Please Note: All volunteers who help on a regular basis need a ‘Working with Vulnerable People’ registration card. Please see the front office for more information regarding this and to obtain an application form.

• We are a community- you are welcome to be part of your child’s classroom, school events, school canteen, library and special class events. To offer help, ask identified staff at any time.
• If you can help on a regular basis, please talk to your child’s educator.
• If you have an area of expertise, like art, design, music or science, please let us know. Our students are learning to gather information from various sources. People are a precious information resource and we would enjoy including your expertise in our program at some stage of the year.

• Sometimes children do not respond well to their own parents being in the classroom. They are still learning about their world and they may like people to stay in their ‘designated role’. For them, a educator belongs at school and a parent belongs at home. We are teaching our students that learning is a shared responsibility. If this describes your child, please talk to their educator about some strategies to support them in meeting the challenge of accepting others in their learning space.

Parents and Schools as Partners in Education

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.

Preschool notes are distributed regularly and it is important to read these for news of preschool activities, excursions, fundraising events, book club and so on. These notes will be placed in your child’s ‘craft’ pocket or ‘tote tray’ along with their artwork. Craft pockets and tote trays are located outside the bathroom doors. Notice boards and windows also serve as a means of communication. Also, please inform staff of any changes to your home phone and other contact details.

Preschool to Year 6 Newsletters are produced weekly with information about what is happening in the school. Individual preschool class newsletters and notes are produced on a regular basis. Parent information nights and meetings are held for your input and feedback as required throughout the year. Parent interviews are held each semester.
Educators appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights and understandings can be shared and acknowledged about a child’s individual developmental journey. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the educator.

An open approach to building a positive and professional relationship with your child’s educator is an important element of a successful partnership. You can contact educators face to face at school, via phone or by email. Taking opportunities to acknowledge your child’s success will give you and your child’s educator some common ground to support you in dealing with possible challenging issues.

There are regular formal reporting opportunities throughout the year; one on one parent interviews in Week 1, Term 1 and Week 2, Term 3. Reports are sent home at the end of Term 4.

## Preparing at Home

Children respond to our feelings and attitudes. Look for opportunities to model to your child how exciting starting Preschool is and how much trust you have in the school and your child’s new educator. The following ideas can be practised at home during the Christmas break or prior to starting Preschool. Once your child actually starts Preschool, they will be coping with a lot of change. Providing opportunities to practise and repeat ideas will be a necessary part of the first few weeks.

### Help your child to become aware of the essential routines of a school day:

- Talk about giving the brain and body some energy for lots of learning. Talk about and eat a healthy breakfast.

- Practise dressing in and wearing school uniform. Are the shoes a good fit? Help your child to practise independence when following the toilet routine.

- Talk to your child about the Preschool ‘eating’ routine:

  **During the preschool day there are two scheduled times for eating.**
  
  These meals need to be packed separately. Consider how easy it is for them to open their food containers by themselves.

- **10.30/11:00am  ** **Morning Tea**  - This may include 2-3 food items - fruit, sultanas, raw vegetables, cheese and rice crackers, muesli bar, half a sandwich and so on. This snack should be placed in a box or bag, CLEARLY MARKED WITH YOUR CHILD’S NAME and put into the snack tubs/baskets outside the classroom.

### Suggestions for an energy boosting breakfast:

- cereal including grains
- fruit
- toast or a toasted sandwich
- rice and vegetables
- dairy products like yogurt, milk and cheese
1.00 – 1:30pm  Lunch - This may include a sandwich, wrap or bread roll along with additional snacks such as yoghurt, cold meat, salad, vegetables and so on. This should be placed in a box or bag, CLEARLY MARKED WITH YOUR CHILD’S NAME and put into the lunch tubs/shelves outside the classroom.

- Suggest to your child that they should have a toilet break and wash their hands after they have eaten. This will help them to remember to go to the toilet when they are at school. The educator will give the students reminders throughout the day.

- When helping your child to practise these essential routines, remember to balance your support with promoting independence.

- Talk to your child about looking after their own property. Ask your child to help pack their school bag, to tidy their own room, to manage where they store the things they need.

Help your child to identify people who can help them:

- Talk about when they might need to ask for help; to locate something they can’t find or for support to resolve an issue.

- Talk to your child about asking for help. Get them to give you some ideas about what they can do if they need help. You can suggest that they ask a friend first, and then they can ask a educator.

A script to empower children to ask for help:

Think: Say to yourself in your ‘head voice’..

“I need help”

Look: Look around you for clues that could help you to help yourself. Ask yourself...

“What are people doing? Should I do that too? Can I figure this out on my own?”

If not…….

Ask a friend: Say to someone close by....

“I need help to......”

Ask the teacher: “Can you help me....?”
Help your child to make new friends:

- Share some of your own stories about how you make new friends.
- Talk together about what they can say to introduce themselves.
- Talk and make some plans about what they can do if they can’t find anyone to play with. You may suggest that they look for someone who is playing on their own and ask them to play or find friends from their class and join with their game. You could give suggestions about where to play.
- Talk about how they can include others in their games. Noticing when someone is lonely and inviting them to play is a great way to make a new friend.

Organising Your Home Routine

- It is important for your child to come to school every scheduled day. A consistent routine can create a feeling of safety and when children feel safe they are more likely to take on learning.

- It is important to arrive at school on time. Arriving a little earlier helps your child connect with their friends and enter the classroom in an appropriate manner ready for play, learning and social interaction.

- Mornings in a family setting can be a really busy time. Put some structures into place to reduce the stress and rush to get to school smoothly and on time. Things like packing lunch snacks the night before, getting clothes out ready for a child to dress themselves, having notes signed and ready for return and helping your child to pack their school bag the night before are all time saving strategies. You may allow time for a favourite book or activity to promote a sense of well-being.
Coping at the end of day and balancing family life:

- Your child is new to the constant expectations at school. They will need some ‘down time’ when they come home. You know your child, remember that they may communicate their tiredness by crying, being cranky, fighting with their siblings and being uncooperative. This is normal behaviour. Adjust your routines to allow for a break, a time to rest and play. Look at negative behaviours as an opportunity to gently teach your child how to cope more appropriately with pressure.

Contribution to Decision Making

Families are welcome to contribute to the decision making procedures of the school through the School Board or the P&C. The Preschool has its own P&C sub-committee and we encourage parents to be a part of this important process.

Board

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

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

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

Social Wellbeing at School

When children feel they belong, they are more likely to engage in learning. Establishing friendships is a very important element of going to school. The social situation at school will be different to the child’s family life. Your child may feel challenged when confronted with the diverse experiences and expectations of their peers. They may react in a negative way. We recognise that this behaviour is normal and rather than excusing it as part of their development, we will use it as opportunity to teach children how to be a positive part of the community. Sometimes a child will give additional signs that they need some extra social support and coping structures. You know you need to talk to the educator if your child expresses they are unhappy at school, develops irregular sleep patterns or eating habits, frequently cries for no apparent reason or just don’t seem their usual happy self.
Together we aim to:

- explicitly teach about using our school values as a tool for life. Fairness, Respect, Honesty and Responsibility are universally applied to all positive social experiences.
- teach your child that friendships come and go. You don’t always play with the same person and you don’t always get along. It’s okay to take a break from friends and use it as a time to make new ones.
- teach your child to ask friends to play, include others, take turns, cooperate and negotiate.
- model choosing and using positive words to empower, acknowledge personal responsibility and to provide strategies to the child to cope with challenging situations.

Working Together to Resolve Challenging Issues

There may be some times when we need to deal with a challenging issue concerning your child at school. We understand that you are emotionally invested, and would like to work with you towards a positive outcome. Challenging situations can include social conflicts, issues with learning and concerns about the program. At these times, ensure you continue to foster your child’s positive attitude toward school, community, the people in it and their learning.

When dealing with challenging situations:

- be pro-active- you may see things that the educator has not been able to see. Be open, tell them what you understand and what your child has expressed to you. Keep track of follow up and give feedback to the educator about whether the situation is resolved from your perspective.
- be positive- we all want the best for your child. It is a shared responsibility that educators and parents communicate respectfully in a way that values the teaching expertise and the parent’s input.
- be fair- sometimes you may feel frustrated with your child’s peers, educators or other families involved. It is important that even in these situations we continue to communicate respectfully and with consideration for others. Your child is learning from your reaction, what do you want them to see? Sometimes as parents, it’s hard for us to immediately see that all parties involved in challenging situations need to take responsibility.
- be realistic- for example, if your child is experiencing a challenging situation with a peer, understand that they are both still learning how to engage in a positive way. There may be many times across the year where the same challenge comes up. Expectations should meet the child’s capabilities.
- be aware- we have different perspectives. As the primary carer your focus is on your child. You see their feelings and affects of the situation in a more intense way than others. The educator’s role is to make professional decisions and deal with your family, other families involved and the class, with consideration for the personal impact on each individual concerned.

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at:  
Final Words About Your Child in Preschool

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

Your child is a unique individual. No matter what any of our expectations are, your child will develop at their own pace, with their own needs and their own personality and attitude. The Preschool Team’s focus is to successfully set up all students to become active learners.

For your child and our Preschool student, Wanniassa Hills Preschool aims to:
- build on their sense of identity and community (Belonging)
- inspire a curiosity and love of learning (Being)
- develop the skill capabilities and learning processes that they will apply in their future, (Becoming).

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

We look forward to working with our new Preschool students and their families in the coming year. If you would like more information about our curriculum and structure of the school please:
- read our parent handbook and learn about our school structure by referring to our website: http://www.whps.act.edu.au
- contact the Preschool Team leader by phone (02) 6205 7466
- or through the school email: info@whps.act.edu.au

Kind Regards,

The Wanniassa Hills Preschool Team

For more information and handy hints:
Parentlink www.parentlink.act.gov.au is a website which parents can use to access:
- Parents guides, including electronic order forms
- A directory of local parenting services
- Upcoming community events and parenting courses
- Links to other useful websites.

For updates on Education and Training Department policies, please check their website: www.det.act.gov.au
Appendix A:

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.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Campylobacteriosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox (Varicella and herpes zoster)</td>
<td>Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Exclude until discharge from eyes ceases.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Cryptosporidiosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Diphtheria</td>
<td>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.</td>
<td>Exclude family and household contacts until approval to return has been given by the Chief Health Officer.</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Haemophilus influenza type b (Hib)</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Duration of Exclusion</td>
<td>Exceptions/Notes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><em>Hepatitis A</em></td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Leprosy</em></td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>#Measles</em></td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>(a) Immunised contacts not excluded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(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.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Meningococcal infection</em></td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Otherwise, excluded until 10 days after last contact with the index case.</td>
</tr>
<tr>
<td><em>#Mumps</em></td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>#Poliomyelitis</em></td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease</td>
<td>Exclude Duration</td>
<td>Excluded Status</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Salmonellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Shigellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Tuberculosis</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Typhoid and paratyphoid fever</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>(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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Whooping cough (pertussis)</td>
<td>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.</td>
<td>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).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>