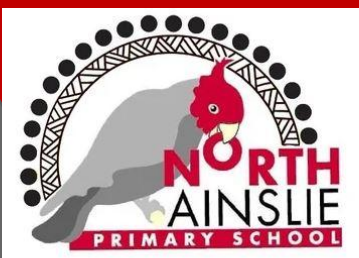


North Ainslie Preschool & Hackett Preschool



Handbook



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Welcome

It is my pleasure to welcome you to North Ainslie Primary School.

North Ainslie Primary is a co-educational primary school, situated in inner north Canberra, providing an education for approximately six hundred students. We are proud to offer the International Baccalaureate Primary Years Program (IB PYP) from preschool to year 6.

North Ainslie Primary was established in 1958, with Terry O'Connell as founding principal. O'Connell was considered an innovative leader in education and was principal of North Ainslie until 1974. North Ainslie was very much a community school in 1958. Over fifty years later, the school continues to boast a wonderfully strong community base. We also proudly celebrate a uniquely diverse community. North Ainslie students come from a number of different cultural and linguistic backgrounds, attending either our Preschool to Year 6 classes or our Introductory English Centre (IEC). We also host a small group programme and provide an inclusive education for all students.

We offer three fifteen-hour preschool sessions, all of which deliver our IB inquiry program and a play based developmental curriculum, underpinned by the Early Years Learning Framework. We highly value play based learning, which is a strong element of our Primary Years Programme in kindergarten through to year 2.

The inquiry approach to teaching and learning continues into the later primary years. Through purposeful, guided inquiry we strive to develop students who are knowledgeable, curious, intelligent, open-minded and caring. We hope that, as truly internationally minded young people possessing these attributes, our students will take positive action in their world.

Sincerely

Sharon Moloney

Principal



How to enrol at our school

Parents/carers can enrol their children at North Ainslie if they reside in Ainslie, Dickson or Hackett. Children seeking to enter school at the preschool entry point should be four years of age on or before 30 April in that year. Preschool enrolments normally open from the end of April. The enrolment application is completed online through the Education Directorate website www.education.act.gov.au. If you have difficulty accessing a computer to complete the online enrolment form, please come to the school for assistance. A translator can be arranged should you require one. Please make an appointment on 6142 0760.

To complete the enrolment, you need to provide your child's birth certificate, immunisation details and proof of residence.

Early entry

Early enrolment for children under compulsory education age is available in some circumstances. Further information is available on the Directorate's website at www.education.act.gov.au.

Philosophy Statements

North Ainslie Primary Vision & Mission Statements

North Ainslie Primary School (NAPS) is an authorised International Baccalaureate World School offering the Primary Years Program (IB PYP). We provide a program where 'hearts meet minds' and we produce global learners that make a difference in the world.

Vision

North Ainslie inspires globally minded, life-long learners who are inquisitive and caring, embrace diversity, and actively contribute and thrive in an inclusive, sustainable world.

Mission

Our mission is to provide a safe and friendly environment where every student is empowered to explore, learn, and grow academically, socially, and emotionally by valuing their voices and agency.

North Ainslie Primary Philosophy Statement

As an IB school operating within a restorative, respectful environment, North Ainslie continually strives to be an internationally minded community of learners who exemplify the attributes expressed in the IB Learner Profile. Our curriculum aims to develop students with these attributes:

<i>Inquirers</i>	<i>Open-minded</i>
<i>Knowledgeable</i>	<i>Caring</i>
<i>Thinkers</i>	<i>Risk-takers</i>
<i>Communicators</i>	<i>Balanced</i>
<i>Principled</i>	<i>Reflective</i>

In order to develop these Learner Profile attributes, at North Ainslie we explicitly teach the following Approaches to Learning (ATL) Skills, which underpin all learning, both in the classroom and wider school community.

- **Thinking Skills:** The ability to creatively and critically analyse, apply, evaluate, synthesize, conceptualize, contextualize, reason, and solve problems.
- **Communication Skills:** The ability to produce and interpret messages effectively.
- **Social Skills:** The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences.
- **Research Skills:** The ability to determine the extent of information needed, locate and access information, organise and evaluate information, and use and share information effectively, efficiently, and ethically.
- **Self-management Skills:** The ability to set goals, manage time and tasks effectively, and manage your state of mind, self-motivation, resilience, and mindfulness.



Preschool Philosophy Statement

Our Shared Early Childhood Philosophy



At our Preschools we believe:

- ★ **Children's first and most influential educators are their families.** Through open communication and a welcoming atmosphere, we are committed to forming respectful partnerships with families.
- ★ **Play is the most integral part of learning in the early years.** We encourage children to make sense of their world by engaging in extended periods of uninterrupted, open-ended play.
- ★ **Children need to feel a sense of belonging to thrive and flourish.** It is essential to build and maintain safe, trusting and respectful relationships with every child. We are passionate about getting to know each child, learning about their interests and making genuine connections.
- ★ **Every child is a capable, competent learner.** We are dedicated to meeting the physical and emotional needs of each child using a holistic approach to learning.
- ★ **Children have a right to agency and making choices and decisions about their learning.** We advocate for children to lead their own learning through daily reflections and weekly suggestions relating to the interests they would like to investigate further.
- ★ **Children's unique values, traditions, and beliefs are to be respected and celebrated.** We are committed to creating a safe, welcoming and culturally inclusive environment that reflects the values, diversity, customs and beliefs of the children, families and educators. We promote cultural awareness and integrity in all children and families, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.
- ★ **We encourage children to become active, compassionate, lifelong learners through engaging in child led inquiry learning experiences.** It is our mission to develop a community of learners through our *International Baccalaureate Primary Years Program*. Through our Social Emotional Learning (SEL) and ROCK acronym, we promote learner profile attributes which guide children to become Reflective thinkers, Open-minded & balanced risk takers, Caring & principled communicators and Knowledgeable inquirers. Children are independent in their daily journey to grow and challenge themselves to be global citizens who value and respect others.

Curriculum

Primary Years Program

Our preschool curriculum is developed in the context of the Primary Years Program (PYP) of the International Baccalaureate Organisation (IBO).

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes which guide our planning of six themes, preschool cover four across the year. They are:

- *Who we are*
- *How we express ourselves*
- *How the world works*
- *Sharing the planet*

These four (of the six) themes of global significance create a transdisciplinary framework that allows students to 'step up' beyond the confines of learning within subject areas.

Within this framework, the preschool teachers develop a programme of in-depth investigations into significant and enduring central ideas. Each central idea is the starting point of what we refer to as our 'Unit of Inquiry'. After establishing what children already know, the children's questions, thinking, research and learning drive the inquiry over many weeks.

More information on the IBO *Primary Years Program* is available at www.ibo.org



Early Years Learning Framework

The National Early Years Learning Framework has been developed to ensure every child receives quality education programs in their early childhood settings. 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.

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.

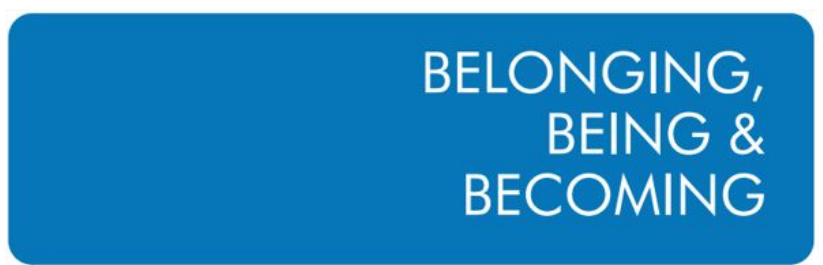
Being is about living here and now. Childhood is a special time in life and children need time to just 'be' - time to play, try new things and have fun.

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 the beliefs and values that drive the IB Primary Years Program, the Early Years Learning Framework guides our pedagogy, principles and practice. Our intention is always, in partnership with families, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and to recognise that children learn through their play.

More information about the National Early Years Learning Framework can be found at:

<https://www.acecqa.gov.au/belonging-being-becoming-early-years-learning-framework>.



At NAPS, we ROCK

North Ainslie Primary School aims to encourage and promote a positive school culture that enhances learning by maintaining a safe, respectful and supportive learning environment through consistent practice. We believe the development and demonstration of the learner profile attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them.

We use the learner profile attributes to form our acronym for our way of being, at NAPS, we R.O.C.K.

Reflective Thinkers

Open-minded and Balanced Risk Takers

Caring and Principled Communicators

Knowledgeable Inquirers



Transitions

Your child is a member of the North Ainslie Primary school community. If you live in our PEA, by enrolling your child into our preschools, they can automatically move on to kindergarten in our school. As with all transitions, the staff will facilitate a transition program with the goal of enabling a successful move onto primary school. To do this we have a transition program for our preschool children.

This may involve:

- a primary school 'buddy program'
- engaging with the school band through special performances for the preschool group
- participating in any relevant primary school activities e.g. the school art programs.
- utilising the primary school building and outdoor facilities so that children develop familiarity with the setting, and
- participating in orientation visits to North Ainslie Primary School in Term 4 of their preschool year.

For more information about this topic please follow the link to this website for some handy hints: https://www.education.act.gov.au/public-school-life/starting_school

Excursions & Incursions

Excursions and incursions are part of the educational program at the North Ainslie and Hackett Preschools. Prior to any events, parents/carers are provided with the details in advance and asked to give permission, in writing, for their child to participate.

Library

Both North Ainslie and Hackett Pre-schools have an extensive library of books. Children borrow books weekly from their preschool library to foster their literacy skills at home. Children are asked to bring a separate cloth bag to protect library books.



Voluntary Contributions

Public education is free. Our preschool may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. This may include events such as excursions, specialist music programs and class photos. Schools do ask families to contribute for preschool consumables to enable them to continue to resource quality play-based learning environments and resources for our children. Purchases rely upon the commitment and generosity of our parent community.

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 is responsive to individual children's ideas, knowledge, culture, abilities and interests.

Time to talk

- 'Getting to Know You' interviews are set aside for families at the end of the year before preschool begins, to meet with staff and share information about their child so that we can facilitate a positive transition to preschool that is responsive to their child's needs.
- At the end of semester two, time is set aside again for families to have an appointment with the teacher to share information about each child's learning at preschool.
- We encourage parents/carers to check in with staff before or after sessions by phone, email or in person with any questions, concerns or to make an appointment with the teaching staff.
- We also provide families with a *Reflection of Learning* at the end of each semester highlighting aspects of your child's journey throughout their preschool year.

Family Goals

We value the contribution families, as their children's first educator, bring to the preschool. We work with families to set a goal for their child to work toward across the preschool year. This is completed in the 'Getting to Know You' interviews and achievement is shared with families in terms two and four through the *Reflection of Learning*.



Collaboration within the program

Each current 'program of inquiry' is displayed in the preschool classrooms. You will also find ongoing program plans outlining day to day events at each preschool site.

Parents/carers are invited to read and contribute to our unit of inquiry board in the classroom at any time. This display gives information about the 'central idea' we are investigating, and tracks the children's thinking, questions and discoveries throughout the unit. Looking at the inquiry board with your child is a valuable tool for finding out about your child's current thinking.

School newsletters, Term Overviews and digital student portfolios give insights to the current preschool program and future program plans.

It should be noted that some units of inquiry explore the culture, heritage, backgrounds and traditions of children in our preschools and seek to promote tolerance and respect for others (*Early Years Learning Framework, Education and Training Act*). Due to the nature of these units, there may be reference to different religions in the context of clothing and special occasions. We understand that this may be of concern to some families and will respect parents' wishes in this regard. Please contact your child's teacher if this is the case.

Parent/Carer involvement

We enjoy families sharing their skills and expertise within our program. These may include job expertise or interests related to units of inquiries, music, storytelling, cooking or sharing significant cultural events.

Parents/carers are encouraged to participate in the program. The type and amount of involvement is flexible to suit individual families. This may be in the form of assistance with food routines, working with small groups or individuals, supporting children's investigations/play, bringing 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 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 school social activities and join P&C run groups to enable them to meet each other and form a sense of belonging to our school.

Other ways families can contribute include volunteering to wash laundry, helping out at working bees, assisting with supervision at excursions, and becoming an active member of the NAPS P&C. All of these roles help with the smooth running of the program and enhance the students' learning outcomes.

Contribution to decision making

Families are welcome to contribute to decision making procedures of the school through the preschool parent committee, the North Ainslie Primary School Board and the North Ainslie Primary School P&C.

Board

The School Board plays a strong leadership role in the development of the school's philosophy and character. The Board is comprised of three members of the Parent and Carer community, three members of the teaching staff (one of whom is the principal), one member representing the A.C.T Education Directorate and co-opted members as determined by the Board. The Board's purpose is governance. Within that role it determines broad curriculum policy, assesses the building and equipment needs of the school, communicates with the A.C.T Education Directorate, monitors the expenditure of school funds, and develops community relationships. A regular report is presented at monthly P&C meetings and the Annual Report is published in the Newsletter. Minutes from previous meetings are available at the front office. Elected parent members of the Board are happy to be contacted on any school matter. Their contact details can be found on the front page of the Gang Gang Gazette. Board elections take place at the commencement of the school year. The Board chooses its Chair from the three parent members of the Board.

P & C

All preschool families, at both North Ainslie and Hackett Preschools are automatically members of our P&C. NAPS P&C provides a chance to meet new people, exchange ideas and become involved in your child's schooling. It is a friendly forum where parents and carers interact and can express their thoughts about school issues in a supportive environment. The executive positions on the P&C are filled by volunteers and, over the years, many people have appreciated the opportunity to learn new skills while performing these roles and have established close friendships with other committee members.

Our P&C have their own website <https://napspc.com.au/> which has all the information you need including our uniform shop, fundraisers and canteen.

Our P&C meets twice a term, once in week 2 and other in week 8, on Tuesday evenings at 7:30pm, and everyone is welcome to attend. The dates are announced in the school Newsletter.



Participation of volunteers

Our school values the many ways families participate in the preschool experience. All parents are asked to fill out a 'Nomination Form for Volunteers' (found in your enrolment pack) so you are legally covered to be involved in the planned and spontaneous experiences that arise at preschool throughout the year.

- When you volunteer at preschool for more than 7 days in a 12 month period you need to register and apply for a 'Working With Vulnerable People' (WWVP) card, which can be completed online at www.accesscanberra.act.gov.au. Volunteers are asked to comply with the *Code of Conduct for Volunteers*. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools.

Volunteers have a special place in schools and assist in many ways. This may include:

- interacting with individuals and small groups of students in a range of different activities,
- assisting the school in providing a safe environment and a positive educational climate,
- 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,
- observing confidentiality in respect of all information gained through your participation as a volunteer. Volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others,
- accepting and following directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements,
- observing safe work practices which avoid unnecessary risks, applying reasonable instructions given by supervisors and report to staff any hazard or hazardous practice in the workplace, and
- reporting any problems as they arise to your teacher including injury or property damage.

Student Welfare and Management

At North Ainslie Primary School, we value everyone as an individual and we all have special qualities that make us who we are. It is important that students are treated with respect and their uniqueness and what they bring to the school is valued. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. The school has a *Student Management and Wellbeing* policy that outlines the steps for addressing student welfare and management issues. North Ainslie operates within a restorative and relational practices framework.

Policies

All the Education Directorate's policies are available for parents to access. These can be found at www.education.act.gov.au/

Delivery and collection of children

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of children must be by a parent or authorised adult.

Please do not leave your child at preschool before normal starting time as staff are preparing for the day or attending meetings and are unavailable to supervise children. It is really important that you hand your child to a staff member each morning so that we know your child has arrived at pre-school.

Pre-schools cannot operate without two qualified staff members and very occasionally it may be necessary to close the pre-school for the day when relief staff are not available.

The attendance record at preschool is in the form of a class roll which is completed at the start of each day. If your child is brought to preschool after morning roll time or is collected before the end of the session, the person collecting them is required to sign the child in/out through the front office.

Changes to details

Please keep preschool staff and the North Ainslie Primary front office informed on admin@nthainslieps.act.edu.au of any changes to address, email contact, home/work phone numbers, childcare arrangements, medical information, and emergency contact phone numbers. However, please keep telephone calls to the preschool during session times for urgent matters only as it is disruptive to the program.

Emergency management procedures

The school has emergency evacuations and lockdown procedures and are required to practise these evacuation procedures each term. All staff and children participate.

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
- when leaving the preschool



All scratches and cuts must be covered.

Birthdays and family celebrations

Our preschools wish to acknowledge children's birthdays and family rituals. If families wish to bring a cake, please include a list of ingredients. This enables us to cater for allergies within the group.

Food

Provision is made for the children to eat during the preschool session. Parents/carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. All children will need their own drink bottle with water only.

Please note: North Ainslie School is a nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. Please bring non nut foods to preschool.

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 carers are reminded of a few simple food safety rules to prepare safe and healthy 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.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day's school lunch. This includes leftover meals such as meats, pasta and rice dishes. Other suitable foods to freeze are: bread, cooked meat, and cheese.
- Food is normally stored in a child's lunch box for several hours, so please ensure the lunch box is kept cool. This can be done by choosing an insulated lunch box or one with a freezer pack, or including 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.
- Water in your child's drink bottle can be frozen overnight and then stored in your child's lunchbox, helping to keep it cold. Water is the school's preferred drink.
- Although we are not able to refrigerate children's lunch boxes at school, teaching staff ensure children keep their lunches in cool places away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.



North Ainslie Essential Agreement - Healthy Eating at Our Preschools

We believe that the early childhood education setting has a key role to play in developing healthy eating and drinking behaviours in young children.

The **purpose** of this agreement is to promote North Ainslie School's Healthy Eating Guidelines and the related ACT Education Directorate policy.

Whilst acknowledging and respecting the diversity and beliefs of our community, **we agree to:**

- provide opportunities for teachers and families to increase their knowledge of nutrition and the 'traffic light' system (see next page),
- encourage the eating of healthy foods at preschool by offering suggestions for healthy food options for lunch boxes and celebrations,
- promote healthy eating and drinking at preschool by providing healthy options at community events, such as fairs and picnics,
- abide by the Directorate policy by not undertaking fundraisers that only offer unhealthy options, for example, chocolate fundraisers, and
- incorporate green and amber foods into the educational experiences at preschool, including gardening and cooking (see traffic light system on the next page).



The Traffic Light System

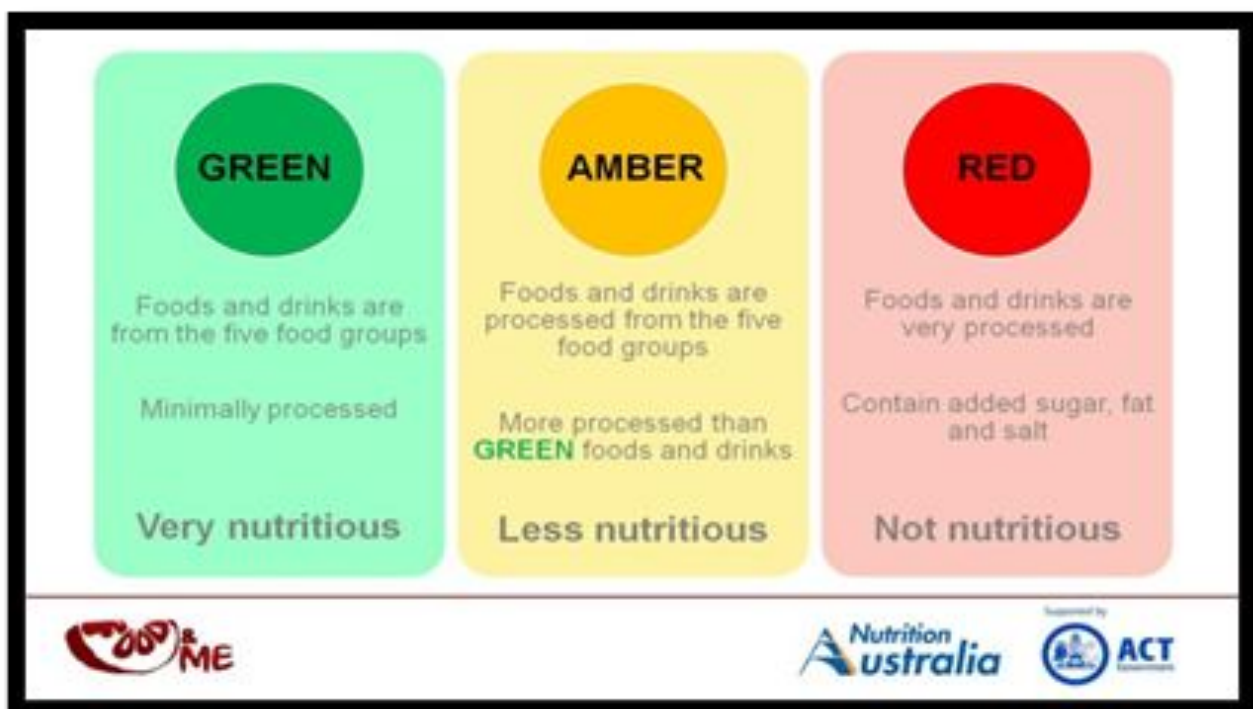
The *National Healthy School Canteen Guidelines* use a traffic light system to categorise food and drinks according to the amount of nutrients they provide and are based on the *Australian Guide to Healthy Eating*. The Traffic Light System is as follows:

GREEN food and drinks are the best choices. They should always be available, displayed in prominent areas, and actively promoted and encouraged. **GREEN** foods and drinks form the basis of a healthy diet. **GREEN** foods and drinks offer a wide range of nutrients and are generally low in saturated fat, sugar and salt.

AMBER foods and drinks should be selected carefully. They should not dominate the food and drink choices displayed or promoted. **AMBER** foods and drinks contribute some valuable nutrients, but contain moderate amounts saturated fat, sugar and/or salt and may be low in fibre. **AMBER** food and drinks may contribute to excess intake of energy (kilojoules/calories) if consumed in large quantities.

RED foods and drinks should not be provided or sold in schools. **RED** foods and drinks are low in nutritional value and fibre and may be high in saturated fat, added sugar and/or salt. **RED** foods and drinks may also provide excess energy (kilojoules/calories).

Adapted from the *National Healthy School Canteen Guidelines 2013*.



Sun smart practices

North Ainslie is a sun smart school. Children are required to wear a broad brimmed or legionnaires hat outside all year with the exception of June/July which are hat free months within the sun smart guidelines. We recommend you remove any fixed cords from hats for children's safety. In accordance with our sun smart policy, if children are not wearing a hat they are required to play in the shaded areas whilst outside.

Our preschool programs also avoid children being in direct sun areas during peak 'UV' periods of the day.

Please apply your child's sunscreen before starting preschool each day. Sunscreen is available at preschool for your child to re-apply, or you may choose to provide your own.

Children's clothing

Children are offered a range of valuable sensory experiences at preschool, both inside and out. While smocks and precautions, such as pulling up sleeves, are supported by staff, clothing showing evidence of children's *fun* and *learning* is often unavoidable. Families are advised to send children in 'play clothes' that enable them to immerse themselves in these valuable experiences without being concerned about their clothes.

Physical play, including running, climbing, balancing, jumping, and kicking balls is also an integral part of the program. Ensuring your child's clothing and footwear supports this activity enables them to safely challenge their physical skills. Footwear such as thongs and 'croc' sandals affect children's stability and grip, therefore compromising their safety. Please send your child to preschool in covered and comfortable walking shoes. Long skirts and dresses can also be dangerous, particularly when participating in physical activities. A warm coat and hat is required in winter.

Please **label** all your child's clothing and belongings and pack a spare set of clothes, including socks, in case of messy play or accidents.

Child protection practices

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and /or sexual abuse of children is a criminal offence. Staff will deliver lessons to children in protective behaviour and safe behaviours. Staff will also deliver 'circle time' activities to build on children's social and emotional skills.



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 provided on the following pages. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Medical conditions

A Risk Minimisation Plan is required at preschool if your child has a medical condition listed on their enrolment form. Medical conditions might include a diagnosed condition such as asthma, diabetes or anaphylaxis which also require a medical treatment plan to be provided by a medical practitioner, OR it may be a medical condition such as a pollen allergy or eczema.

Risk Minimisation Plans support preschool staff to minimise the risk of your child suffering from reactions while at preschool.

If your child has a medical condition, we will send you a Risk Minimisation Plan to take along to the '*Getting to Know You*' interview. At the interview, the preschool teacher will be able to contribute to the plan and make any suggested amendments.

Please note that children are unable to begin preschool under the National Education and Care Law and Regulations until the school has a completed Risk Minimisation Plan.



Medical and accidents

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

If a child is to take a **prescription medicine** while at school, a Medication Administration and Consent Form must be completed and labelled medicine must be left with staff. Information on a child's health status e.g., epilepsy, diabetes, should be given on enrolment or on diagnosis. Please provide an up-to-date photograph of the child so it can be placed on our Medical Alert board.

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 suspected head lice to the teacher.

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, be excluded from school or preschool for the periods specified.



Exclusion from school or home-based care

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 (<i>varicella</i> and <i>herpes zoster</i>)	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 <i>varicella-zoster immunoglobulin (ZIG)</i> , 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 two 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 influenzae</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— 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 seven (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

Exclusion from school or home-based care

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*#Measles	Exclude for at least four (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 seven (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 nine (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 four (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

Exclusion from school or home-based care

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 five (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 seven years old for 14 days after the last exposure to infection, or until five (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>		



Contact and Feedback

Principal:	Sharon Moloney
Deputy Principal:	Bianca Bailetti
Executive Teacher:	Charissa Gosper
Front Office Phone:	02 6142 0760
Hackett Preschool:	02 6142 2854
North Ainslie Preschool:	02 6142 0770
Email:	<u>admin@nthainslieps.act.edu.au</u> <i>(for general emails)</i>
	<u>absence@nthainslieps.act.edu.au</u> <i>(to communicate a student absence ONLY)</i>
P&C email:	<u>napscommunity@gmail.com</u>
School website:	<u>www.nthainslieps.act.edu.au</u>

Education Directorate Contact Details

Phone: (02) 6205 5429

Children's Education & Care Assurance (CECA) General Enquiries

Phone: (02) 6207 1114 Email: CECA@act.gov.au

Feedback

If you have feedback, or a concern about your child's education please have a conversation with your child's preschool teacher. You are also welcome to contact the preschool executive teacher, Charissa Gosper or our Principal, Sharon Moloney, in the primary school. They can be reached on 6142 0760.

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

https://www.education.act.gov.au/publications_and_policies

Parent Support

Preschool Pathways

As part of *Set up for Success: An Early Childhood Strategy for the ACT* the ACT Education Directorate has launched the Preschool Pathways program, designed to assist you to support your child in their transition to preschool. You know your child best – you are their first educator – and you play an important role in helping them on their education journey. You can find more information here:

<https://www.act.gov.au/education-and-training/early-childhood-and-preschool/supporting-your-childs-transition-to-preschool>

We hope you and your child have a wonderful, fun-filled year at North Ainslie or Hackett pre-school, where a lifelong love of learning as well as lasting friendships are formed. Every effort will be made by staff to ensure your child has a happy, safe, rewarding and memorable time at preschool. Please feel free to become involved in all aspects of the preschool program as this will give you greater insight into your child's learning and your contribution will be greatly valued. We look forward to working in partnership with you to provide a stimulating educational program for your child.

