Theodore Preschool Handbook
2013 (updated 09/09/13)

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Welcome to Theodore Primary School and, in particular, to our Preschool. We are pleased to have you and your family join our learning community and hope that this Preschool year is a positive one for you and your child. The year in Preschool is a very important year in your child’s continuing education. It is a year where he/she learns much about themselves, about their surroundings and, for many, about relationships beyond the family as they continue their growth from home and into the wider world. Many of the friendships made in Preschool will continue throughout their school years. As parents you too may also make long-life friends through your child.

We encourage you to be actively involved in your child’s education and as a part of the Theodore whole school community. We acknowledge parents/carers as the first educators of all students and we look forward to forming working partnerships to support your child.

**Contact Details**

**Education and Training Directorate contact details**
13 2281 (62070494 TTY)
www.act.gov.au

**School Contact Details**

**Principal** Matthew Holdway  
**Deputy Principal** Tracy Stewart

**Preschool Staff**  
Susie Tebb  
Tracy Richmond

**School Phone number:** 6142 3100  
**School Fax number:** 6142 3101  
**Preschool Unit phone/fax:** 6205 8160

**Provider Details**

Theodore Preschool Unit Service Approval Number SE-000 11225
ACT Education and Training Directorate Vision and Values

Our Vision
That all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Our Values
Honesty, Excellence, Fairness and Respect

Theodore Primary School Vision and Mission

Our Vision
Everyone actively engaged in quality learning.

Our Mission Statement
Theodore Primary School is a school of excellence committed to developing a learning community engaged in quality learning. We achieve this by delivering differentiated, inquiry based education that is purposeful and challenging. High expectations are set for students and individuals are supported in their learning.

Our learning community works in a safe, nurturing, inclusive environment where respectful relationships are valued. We believe that learning is a partnership between home and school and greatly appreciate the active role that our parents and carers play in developing our students to be the leaders of tomorrow.

Our school is acknowledged by the wider community for our commitment to engaging students through curriculum that promotes high levels of intellectual quality and is significant to real life contexts in a quality learning environment.

Our mission statement is summarised for the students and wider community by following the Tribes Agreements where the school community demonstrates:

- Mutual respect
- Attentive listening
- Appreciations and no put downs
- Personal best and personal responsibility
- The right to pass
Theodore Preschool Unit Philosophy Statement

The Theodore Preschool unit philosophy builds upon our school’s vision statement and the principles from the Early Years Learning Framework. We believe that students learn best through play based educational programs; this is facilitated through the Walker Learning Approach. Further information is available at http://walkerlearning.com.au/info/

We build secure, respectful and reciprocal relationships
At our preschool, the educators:

- Ensure that the interests, abilities and culture of every child and their family are understood, valued and respected
- Encourage children as active participants for sustainability, influencing the quality of life now, and for future generations
- Respect the views and feelings of each child
- Initiate warm, trusting and reciprocal relationships with children
- Provide a safe and stimulating environment for the children
- Build upon children’s prior learning and experiences to build continuity for their learning and development

We develop partnerships with families that support the learning and development of all children.
At our preschool, the educators:

- Work with families to support children’s learning and development at home and in the community, and offer strategies to further support their child
- Create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children’s learning and development experiences
- Work collaboratively with families to share information and to use this information to inform planning to meet the needs of each student
- Support children and families to make smooth transitions between home, early childhood services and school
We strive for high expectations and equity for all

At our preschool, the educators:
- Establish high expectations and support children’s learning and development through play based learning, as well as active teacher-led learning
- Ensure that every child experiences success in their learning and development
- Recognise that every child can learn, but some children require quite different opportunities and supports to do this. Some students will require Individualised Learning Plans (ILPs) to do this
- Provide physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors that encourage children to explore, solve problems, communicate, think, create and construct
- Use child-centred approaches to explicitly teach particular knowledge and skills

We have respect for diversity in our learning community

At our preschool, the educators:
- Recognise bilingualism and multilingualism as an asset and support these children to maintain their first language and learn English as a second language
- Promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- Support children to develop a sense of place, identity and a connection to the land
- Build on children’s interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development
- Recognise the connections between aspects of children’s learning and development

We enhance the learning and development of all children by engaging in ongoing learning and reflective practice

At our preschool, the educators:
- Gather information that supports, informs, assesses and enriches decision-making about appropriate professional practices
- Continually develop our professional knowledge and skills to enable them to provide the best possible learning and development opportunities for all children
- Promote and implement practices that have been shown to be successful in supporting children’s learning and development
- Use evidence to inform planning for early childhood experiences and practice. This information is conveyed to parents through written reports, formal interviews, informal conversations, learning journal and daily journal
Curriculum

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

The Early Years Learning Framework has been developed to ensure children receive quality education programs in their early childhood setting. This is a vital time for early learning and development.

The Framework is a guide for early childhood educators who work with children from birth to five years. We 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 recognises that children learn through play.

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

The Theodore Preschool program is based on play using the Walker Learning Approach which supports the Early Years Learning Framework. Play based educational programs are widely accepted as a child’s primary source of learning. Children actively explore within an environment which has been carefully planned and prepared to facilitate motivating play experiences. Both indoor and outdoor experiences are planned.

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.

To view Education and Training Directorate policies visit http://www.det.act.gov.au/
Theodore Primary School and Preschool Unit policies and procedures are available on request.

Monitoring, Assessment & Reporting

Theodore Primary School, including the Preschool unit, is committed to timely and open communication with the school community regarding the monitoring, assessment and reporting of academic progress for each student.

Currently Preschool staff communicate student progress through formal and informal meetings and student portfolios. Commencing in Semester 2 2013, families will be provided with an end of year written report for their child and will be invited to make an appointment to meet with the preschool teacher/s to discuss, if required.

The Education and Training directorate policy on Reporting on Student Achievement and Progress to Students and Parents is available at http://www.det.act.gov.au/ (note that this relates to Primary students).
Communication avenues with staff

Theodore Primary School recognises the importance of a positive parent/staff relationship. 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
- Develop a sense of belonging to the preschool for the children, parents and staff

We communicate with families by:

- Placing important notices in the weekly school newsletter or by sending notes home with students. All notes are placed in the ‘going home’ pocket along with completed work.
- Producing a weekly newsletter with information about what is happening in the school and/or Preschool
- Holding P&C sub-committee meetings each term to obtain parent input and feedback
- Parent “Get to Know You” interviews are held prior to your child attending Preschool and further meetings are scheduled during the term, as requested by parents or teachers
- Informal conversations between staff and families each day (as needed)
- Formal meetings (scheduled and as required)
- Written reports

Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings, can be appreciated about a child’s individual developmental journey. Staff is available briefly at the beginning and end of each Preschool session or by appointment.

Hours of Operation

The Primary School Administration office is open from 8.30am – 3.30pm on all school days. Preschool attendance hours are 15 hours for each student.

**Possums Group**

Monday         9.00am to 3:00pm  
Tuesday        9:00am to 3:00pm  
Wednesday     9:00am to 12noon

**Koalas Group**

Wednesday   9.00am to 12noon  
Thursday     9:00am to 3:00pm  
Friday       9:00am to 3:00pm

Enrolment procedures

The ACT Government provides preschool education for children in the year before they attend school. Children must turn four on or before 30 April to be eligible to attend. Families seeking enrolment for their child at the Preschool entry point should be four years of age on or before 30 April in that year.

Theodore Primary School opens Preschool enrolments in May prior to the commencement of the preschool year. Enrolment forms may be obtained from the Front Office at Theodore Primary School.
When you complete enrolment, please bring these documents with you:

- Proof of student’s residential address (e.g. original copies of lease, electricity accounts, statutory declaration etc.)
- Birth certificate or identity documents
- Copies of any family law or other relevant court orders (if applicable)
- Immunisation history statement (only required for students enrolling in primary schools for the first time).

In addition, if your child is a permanent resident but not an Australian citizen, you will need to provide:

- Passport or travel documents
- Current visa and previous visas (if applicable)

Temporary Visa holder

In addition, if your child is a temporary visa holder you will also need to contact the International Education Unit and submit all required documentation.

You may be required to pay international student tuition fees for your child.

Further information is available from the School Education section of the Directorate website www.det.act.gov.au

Early Entry and Early Intervention:

Early Entry and Accelerated Entry procedures are provided to support enrolments into ACT public school preschool units as specified in the Education Participation (Enrolment and Attendance) policy and the Enrolment in Act Public Schools (Early Childhood Schools – Year 12) Procedure. Early Entry or Accelerated Entry is offered to eligible families to meet the needs of their children in the early years of their education. There are three avenues for early entry:

1. Early Entry for identified groups
   - English as an Additional Language or Dialect (EALD)
   - Aboriginal and Torres Strait Islander
   - Hearing and Vision Impaired

   Early Entry for identified groups provides access to preschool education in public school preschool units for EALD children, for Aboriginal and Torres Strait Islander children and for children impacted by hearing and vision impairments. Successful applicants are able to enter preschool in the year prior to the child accessing their preschool year. Early entry under these criteria will only be offered where there are places that are not filled by four year old children accessing their preschool year.

2. Early Entry - Mobility

   Early Entry – Mobility provides early access to preschool education in public school preschool units for eligible children. This means that eligible children will access their preschool year in the year prior to when that would normally happen according to their birthday.
3. Accelerated Entry - Gifted and Talented

Accelerated Entry – Gifted and Talented provide early access to preschool education in public school preschool units for eligible children. This means that eligible children will access their preschool year in the year prior to when that would normally happen according to their birthday.

Full information must be provided to the Principal at the time of application. Further information is available on the Directorate’s website at http://www.det.act.gov.au/

What to bring to Preschool

All personal belongings should be clearly labelled with the child’s name. Below is a list of items that students will need to bring along each day.

- A bag that comfortably stores lunch boxes, drink bottles, spare clothing and crafts made at preschool to home
- Utensils for eating food such as yoghurt, diced fruit etc.
- A bottle of water (no juice, soft drink or cordial)
- A library bag to carry and store borrowed books from the library. Cloth bags with handles or a drawstring are most suitable. Bags are available from the Preschool for a cost of $5.00.
- A broad brimmed, bucket or legionnaires hat (no caps).

When selecting a hat remember

- a hat should shade your face, head, ears and neck
- a broad brimmed hat should have a brim of at least 7.5 cm
- a bucket hat should have a deep crown, angled brim of at least 6 cm and sit low on the head
- legionnaire hats should have a flap that covers the neck and overlaps at the sides of the front peak

Hygiene procedures

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

- On arrival
- Before and after eating or touching food, play dough
- After toileting
- After blowing their nose and wiping tears and dribbles
- After outdoor play

Parents/carers are encouraged to cover all deep scratches and cuts prior to attending Preschool. Staff will cover deep cuts and scratches that occur during the session, with appropriate protection.
Food at Preschool

Healthy lunches and snacks are important for children and help with their concentration and learning. To promote the development of healthy eating habits families are encouraged to provide children with a healthy snack in a clearly labelled container.

Theodore Preschool is an allergy aware site
(E.g. nut aware- avoid nutella and peanut butter sandwiches).

For longer sessions a substantial morning snack and lunch should be provided. Some healthy food ideas are available on www.raisingchildren.net.au or Nourish: The Facts. The Food in ACT Schools Guidelines (Preschool to Year 12) www.health.act.gov.au/c/health?a=dlpol&policy=1189990348

Healthy snack ideas: cut fruit, yoghurt, vegetable sticks, cheese, hummus, cold meat.

Healthy lunch ideas: sandwiches, salads, wraps, raw or cooked vegetables, tuna, crackers.

School lunches 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.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s school lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans or vegemite.

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.
- Packing a frozen ice block into the lunch box if including leftover meals such as meats, pasta and rice dishes
- Freezing healthy drinks overnight and then placing it in your child’s lunchbox to keep contents cold (water and milk can be frozen)

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.
Delivery and collection of Children

To ensure the safety of our students, please ensure that the safety gate is securely shut behind you as you enter and leave the Preschool site.

Bringing your child - Regular attendance and punctuality is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the Education and Care Services National Law (ACT) Act, 2011 and National Regulations, collection of children must be by an authorised nominee. Please sign children in or out if they are late or need to leave school early. Children must not be left unattended before the start of class and parents are required to wait with their child until the session commences at 9 am.

Upon arrival each morning please assist your child to unpack lunch boxes, snack boxes and drink bottles and place them into the labelled baskets. Families are invited to stay with us for stories, puzzles and construction as this is a great opportunity for you to settle your child into class for the day.

Collecting your child - Please wait for your child outside the classroom at the end of the session as this minimises disruption to routines and transitions. Students leave the unit when their name is called and when there is someone there to pick them up.

If a person other than the authorised person is to collect your child ensure the school you must notify the Preschool teacher in advance, by completing the Additional Authorisation form. In the event of an emergency please contact the Preschool or Primary School Administration team to advise who will collect your child at the end of the session. The Additional Authorisation Form on One Identified Occasion only)- one off change of person picking up will need to be completed the very next morning by the primary carer.

NOTE: Before releasing a student to the authorised person, a photocopy will be made of their photo identification and kept on file.

Absence Notes

Parents are requested to contact the Front Office if a student is to be absent from school for the day and then provide a note of absence from school to the teacher when the student returns.

Changes to Details

Please keep staff and the school informed of any changes to address, home/work phone numbers, child-care arrangements, medical information and emergency contact phone numbers. This should be completed by contacting the Front office on 6205 7399. Families are requested to contact the Preschool directly for urgent matters only as disruptions impact upon teaching and learning time when staff leave the class to answer the telephone.
Hats and Sunscreen

Our outdoor time is a very important part of the program and students are provided with opportunities for structured and unstructured physical activity. Families are encouraged to apply sunscreen to children before arriving at Preschool. Students will be encouraged to reapply 30+ sunscreen during the day using sunscreen provided by the Preschool. Parents may request that that their child be exempt from this practice by forwarding a written note to the Preschool teacher. Parents may also provide sunscreen in your child’s school bag each day for personal only.

In keeping with the directorate’s Sun Protection policy and the National SunSmart Program students will need to wear a legionnaires or wide brimmed style hat. Theodore Primary School’s SunSmart policy states that this will be “enforced during Terms 1 and 4 and encouraged during Terms 2 and 3”.

During terms one and four, if children do not have a hat, they will be directed to play in the shade. Note that cords on hats should be detachable to comply with Directorate regulations.


Appropriate Clothing & Footwear

During Preschool sessions, your child will be involved in many hands-on experiences inside the classroom and in the outdoor area. Students should be dressed appropriately so that they feel confident to participate in all of the activities provided throughout the session. All belongings should be clearly labelled with the child’s name.

In line with Sun smart policy, students should wear clothing that protects their shoulders and upper arms during outside activities. Students who are not wearing appropriate clothing will be directed to play in the shade. Long dresses and skirts can be dangerous when climbing on equipment. Children climb and operate best in sneakers or enclosed sandals. Sensible footwear is essential (no thongs).

Although smocks are provided at Preschool, clothes may become marked by paint, sand, clay or glue. For this reason, best clothes are not suitable. The paint used at Preschool will come out with a cold water soak.

- A warm coat is required in winter and
- A spare set of clothes in case of messy play or accidents

Rest & Relaxation

Relaxation and opportunity for rest are essential to children’s wellbeing and fosters engagement in learning. At Theodore Preschool students are encouraged to participate in short relaxation sessions each afternoon which may include:

- Listening to soft music
- Listening to a quiet story/poem
- Meditation techniques (e.g. rhythmic breathing, closed eyes, relaxed body)
- Soft stretching at conclusion of session

Valuable items

We ask that children do not bring valuable toys or other items to school. This prevents loss of and damage to much loved toys and possessions.
Excursions/Incursions

Excursions and incursions are part of the educational program at Theodore Preschool. Permission notes will be forwarded for parents to sign and return to school to consent for their child to attend excursions or incursions offered at the Preschool.

Risk management is an essential and fundamental element when organising excursions. The ETD’s Risk Assessment Preschool Excursion form is completed by Preschool staff and submitted to School Executive for consideration. Ratios are determined in consultation with the Principal based on the needs of students and the nature of the excursion. To reduce the adult/child ratio, parents and carers are invited to accompany the class/es on excursions. Communication to parents will be displayed on the Communication Board outside the unit.

Library

Reading with your child for just 10 minutes each day may foster a love of reading and develop effective reading strategies. UCAN Read is an ACT Education and Training Directorate project, the site contains useful information for parents for reading at home with children http://www.ucanread.org/home2

Children have the opportunity to borrow a book once a week from the Preschool library. Families will be advised about library days at the beginning of the school year. Please supply your child with a named library bag for borrowing. Library bags may be purchased from the Preschool for approx. $5.00.

Voluntary contributions

Theodore Primary School the School Board requests families make a voluntary contribution to assist the school to continue to provide a quality learning environment for our students. You may choose to allocate your contribution either as a voluntary contribution to the school or to the Library Trust Fund, which is tax deductible. You are also able to split your contribution between the two funds if you wish, but only the Library Trust Fund portion will be tax deductible.

A school may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. Supplementary activities may include excursions, incursions, class photos and other events that may arise during the school year.

Theodore Primary School prides itself on providing the highest quality education for all of our students. This involves ongoing purchasing of new Preschool equipment, which does rely upon the commitment and generosity of our parent community through the payment of voluntary contributions and fundraising.

Donations

To keep the cost of voluntary contributions down and to allow monies from fundraising to be mainly used to purchase equipment and resources for Preschool, we ask each family to donate the following items:

- toilet paper
- tissues
- ream of photocopy paper
- masking tape
- sponges
- salt
- flour
- cream of tartar
- cornflour
- blu-tack
- large roll of sticky tape
- Spray & Wipe
Family Involvement

Theodore Preschool operates with an “open door” approach which promotes collaborative partnerships between home and school. Families are encouraged to participate in social activities or fundraising activities to enable families to meet each other and form a sense of belonging to the school. We encourage involvement in the Preschool program through:

- Assisting with fundraising ventures or working bees
- (e.g. sausage sizzles, cake stalls)
- Sharing knowledge and expertise during preschool sessions (e.g. craft, cooking, music, storytelling)
- Assisting with the laundry
- Assisting with excursions
- The Theodore Primary School P&C Association
- Attending whole school community evenings such as Pizzas and Problems, concerts, Meet and Greet BBQs, assemblies

Participation of volunteers

There is a traditional and positive relationship between volunteers and schools which is reflected across the preschool to secondary college sectors in a range of classroom, enrichment and support activities. Volunteers have a special place in schools and assist in many ways. This may include interaction with individual students or small groups of students in a range of different activities. All volunteers (including parents) are asked to sign in at the Preschool and wear a visitor’s badge at all times.

From November 2013 regular volunteers must successfully complete the Working With children and Young People - Volunteering application. The application is available from the School and the cost is also covered by the School.

To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the Code of Conduct for Volunteers. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools, and is available upon request. Further information may be found on http://www.det.act.gov.au/

Observe similar standards of behaviour and ethical conduct to that required of staff. For example, you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.

- Appreciate that teachers have a special duty of care for students that cannot be delegated or transferred to others. Appreciate also that the Principal is the spokesperson for the school.
- Appreciate that students have rights and aspirations. Treat students with dignity and respect.
- Observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss 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.
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 Association or Preschool Sub-Committee.

School 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 Education Training and Directorate. Elected members normally serve for a two-year period.

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

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

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

Parents and Citizens Association

The P&C Association plays an important role within the School. Meetings are generally held on two evenings each term. These dates are advertised in the Newsletter. All parents are encouraged to attend the meetings. Further to its more official activities, the P&C Association provides an informal meeting ground for parents and teachers and serves a fundraising function for the School.

The Theodore Preschool fundraising sub-committee is part of the P & C Association. Their role is to raise extra funds to support the activities of the Preschool and to assist in purchasing new equipment for the Preschool as well as to provide links between the Primary School and Preschool.

Emergency management procedures

Theodore Primary School has developed emergency evacuation and lock down procedures to ensure the safety of the Theodore school community. The school is required to practise these evacuations procedures each term. A copy of the emergency and lock down procedures are displayed within the unit. In the event of an emergency, please ensure that you follow the directions of staff whilst on site.

Child Protection practices

ACT Public Schools provide a safe learning environment for all students. All staff and visitors in public school have a responsibility to act to protect students from child abuse and neglect.

Theodore Primary School staff engage in annual professional learning to understand professional responsibilities in this area. Staff will deliver experiences, lessons, community circle sessions and discussions to develop social and emotional skills, protective and safe behaviours.

Care and Protection Services Centralised Intake Service 1300 556 728
Transitions

Your child is a member of the Theodore School community. By enrolling your child into Theodore Preschool, your child will automatically be offered a place at Kindergarten at the school. If you do not wish to accept this place, let the school know so that the place may be offered to another student.

As with all transitions the staff will work closely with you so that the move from preschool to kindergarten is successful.

To achieve this we have implemented a transition program for our preschool students that include:

- An information evening in Term 2
- In Term 4 all the Theodore Preschool children have a series of visits to the Kindergarten classes
- Throughout the year preschool students visit the playground, garden, kitchen, Hall and library
- Preschool classes attend some of the school assemblies on a Friday
- Interviews are held in Term 4 where you are given the chance to inform the school about your child as well as to ask any questions

For more information follow the link to this website for some handy hints:  
Student Welfare and Management

At Theodore Primary School we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that students are treated with respect and by valuing their uniqueness and what they bring to the school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy.

This aligns with National Quality Standard Quality Area 5 (Standard 5.1) *Interactions with each child are warm and responsive and build trusting relationships.* This standard requires educators to demonstrate an understanding of the Directorate’s policy on interactions with children. The Directorate uses the Quality Teaching Model (QTM) dimensions to guide interactions with children. The following QTM elements support quality interactions with children:

- Substantive communication
- Engagement
- Social support
- Students’ self-regulation
- Background knowledge
- Cultural knowledge and
- Inclusivity

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. Theodore uses restorative practices to repair harm and strengthen or build the relationship. The school has a *Student Management* policy that outlines the steps for addressing student management issues. The Preschool unit has modified this approach to suit the needs of the students. The procedure is on display within the unit.

Parent Support

Theodore Primary School and Preschool Unit support our school community in a number of ways. These include communication between home and school, access to the School counsellor and referrals to outside agencies. Below are a number of websites available to parents to access:

- Parents guides, including electronic order forms
- A directory of local parenting services
- Upcoming community events and parenting courses
- Further readings in relation to the parent guides

Links to useful websites:

*Parent link*  www.parentlink.act.gov.au

*Communities@Work*  www.commsatwork.org/

## Compliments, concerns or complaints

Theodore Primary School adheres to the Education and Training Directorate’s Complaints Policy. Complaints should be initially addressed by making an appointment with your child’s teacher. Should you be dissatisfied with the outcome, families are encouraged to contact a member of the Executive team to discuss the issue further. Appointments are made via the Front Office.

**Teacher:**  
Susie Tebb  
620 58160

**Deputy Principal:**  
Tracy Stewart  
6142 3100

**Principal:**  
Matt Holdway  
6142 3100

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at [http://www.det.act.gov.au/publications_and_policies/policy_a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z)

## Medical condition management

In the interests of student, staff and whole school community wellbeing please do not send a sick child to Preschool. If your child becomes sick or develops a temperature, a parent will be contacted as outlined in Theodore Preschool Unit’s Incident, Injury, Illness or Trauma Procedure.

Should a teacher or assistant be unable to attend work they must be replaced. If this is unable to occur, the Preschool unit will need to close for the day/s. This rarely happens and families will be contacted.

### 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 attached. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing. Families will be provided with written notification of an outbreak by the School.

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

### Medical and Accidents

If a child becomes ill or is injured at school appropriate First Aid will be given parents will be notified. At times a parent/carer may be requested to collect their child. If emergency treatment is required parents will be notified and the child will be transferred by ambulance to hospital. Ambulance services and treatment are free within the ACT.

### Medical treatment/Action Plans

All students who have an ongoing condition must have a **treatment/action plan** completed by parents and their GP and lodged at the school (e.g. allergies, asthma, diabetes, epilepsy). Plan proformas are available from the Front Office or from a staff member in the Preschool. Medical Action Plans must include a photograph of the student and will be displayed within the Unit for (staff only) and filed in the Medical Folder and Class Roll at preschool. All Preschool staff and relief personnel will be made aware of students with action plans. By law, families will receive a copy of the Theodore Primary School **Medical Policy** annually. A **Medical Risk Minimisation form** and **Communication form** will be completed in conjunction with families.
Prescription medicine

Theodore Primary School and Preschool Unit adhere to the Regulatory Education and Care Services National Law (ACT) Act, 2011 where by if a child is to take a prescription medicine while at school, written directions and 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. If the health problem is serious we will take a 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 treatment has been completed. Please report any cases of head lice to the School Office. Further information is available at the ACT Health website. [http://health.act.gov.au/publications-reports/fact-sheets/head-lice](http://health.act.gov.au/publications-reports/fact-sheets/head-lice)

**Food**

Provision is made for the children to eat regularly 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.

**Note:** Theodore Primary School is an allergy aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. Foods containing nuts are not to be brought to school. Should your child have a specific dietary requirement (e.g. halal, vegetarian), please inform the Preschool Teacher. This will allow for your child’s needs to be catered for during preschool cooking experiences, excursions and so on. Families will be notified via the displayed Preschool program.


**Diseases - Outbreak Procedures and Exclusion Periods**

Personal hygiene measures such as hand hygiene, 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. At Theodore preschool students are encouraged to wash hands on arrival, before/after eating, after toileting and after messy play, using play dough, blowing noses, wiping tears and dribbles, outdoor play and so on.

Theodore Preschool adheres to the ACT Public Health Regulations 2000 that requires 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.

The exclusions table is attached for your information.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case</th>
<th>Exclusion of contacts *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campylobacter infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours a</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Candidiasis (thrush)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) infection</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidium</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours a</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (no organism identified)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours a</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Fungal infections of the skin or nails (e.g. ringworm, tinea)</td>
<td>Exclude until the day after starting appropriate antifungal treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours a</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded Contact a public health unit for specialist advice</td>
</tr>
<tr>
<td>Head lice (pediculosis)</td>
<td>Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice</td>
<td>Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV)</td>
<td>Not excluded if the person is severely immune compromised, they will be vulnerable to other people’s illnesses</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a water-tight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Listeriosis</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for 4 days after the onset of the rash</td>
<td>Immunised and immune contacts are not excluded For non-immunised contacts, contact your public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td>Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case</td>
<td></td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing</td>
<td>Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics</td>
</tr>
<tr>
<td>Pneumococcal disease</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rickets</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 24 hours⁵</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until the person has fully recovered or for at least 4 days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours⁴</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after starting appropriate treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigellosis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours⁴</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts*</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from the appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Varicella (chickenpox)</td>
<td>Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children</td>
<td>Any child with an immune deficiency (for example, leukemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease. Otherwise, not excluded</td>
</tr>
<tr>
<td>Viral gastroenteritis (viral diarrhoea)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours*</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions are occurring</td>
<td>Exclusion is not necessary if treatment has occurred</td>
</tr>
</tbody>
</table>

a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

b If the cause is unknown, possible exclusion for 48 hours until the cause is identified. However, educators and other staff who have a food handling role should always be excluded even if there has not been a loose bowel motion for 48 hours. Adapted from SA Health Communicable Disease Control Branch [URL]. Note that exclusion advice is consistent with the Communicable Diseases Network Australia Series of National Guidelines (SoNGs), where available.

Some diseases—such as pertussis, typhoid, tuberculosis, meningococcal disease and hepatitis A—can cause concern among parents and sometimes interest from the media. Education and care services should consult their local public health unit, which can provide support and education in the event of a concerning disease.

If you need interpreting help, telephone:

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<table>
<thead>
<tr>
<th>Language</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
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<tr>
<td>ARABIC</td>
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<tr>
<td>CHINESE</td>
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<td>CROATIAN</td>
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<td>DARI</td>
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<td>SPANISH</td>
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<tr>
<td>VIETNAMESE</td>
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</tr>
</tbody>
</table>

TRANSLATING AND INTERPRETING SERVICE
131450

Canberra and District - 24 hours a day, seven days a week