Valuing differences
Celebrating learning
Achieving together

ACT Government Education

Turner School

PRESCHOOL HANDBOOK

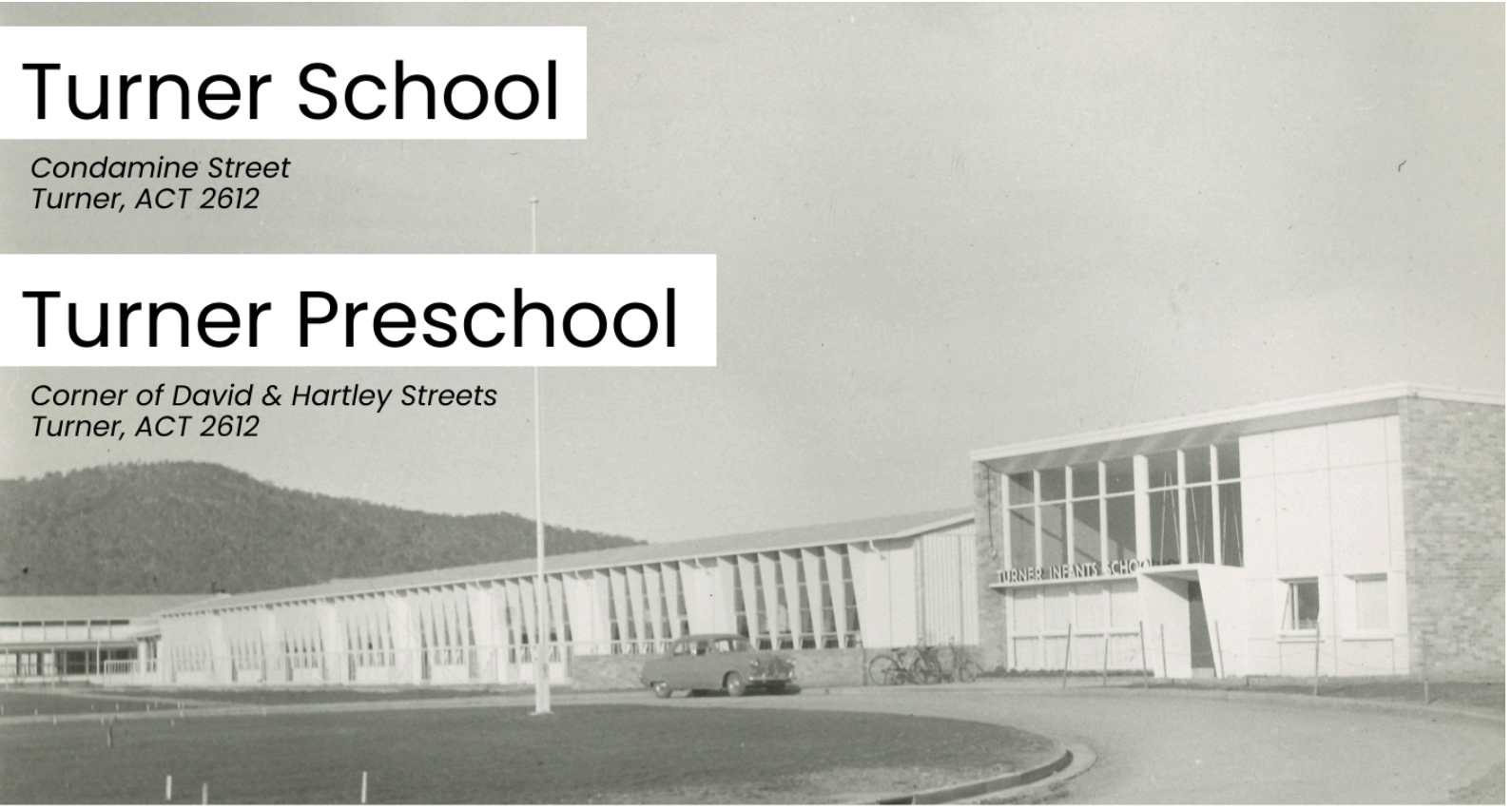


Turner School

Condamine Street
Turner, ACT 2612

Turner Preschool

Corner of David & Hartley Streets
Turner, ACT 2612



Office Hours: 8:30am - 3:30pm

School Hours: Preschool supervision from 9am
Prior to 9am, please arrange supervision with YWCA

Preschool Sessions

Group 1: Gulambany *Community*

Group 2: Munnagayi *Coming Together*

Monday:	9am - 3pm
Tuesday:	9am - 3pm
Wednesday:	9am - 12pm

Before & After School Care (YWCA): Ph: 0417 436 853 or 0477 651 993

or visit:
https://childrens-services.ywca-canberra.org.au/school-age-care/

6142 2430 or 6142 2436

tnrp@turners.act.edu.au

www.turners.act.edu.au

Welcome to the Turner School Preschool

Welcome to Turner School

Children who meet the age requirement are eligible for preschool. Enrolment forms are submitted online through the ACT Directorate of education, and enrolment is then arranged through the front office of Turner School, Condamine Street Turner.

Our preschool is staffed by qualified Early Childhood professionals. The preschool curriculum is guided by *Being, Belonging and Becoming*: *The Early Years Learning Framework* (EYLF). Endorsed by the Council of Australia Governments in July 2009 the EYLF is Australia's first framework for children from birth to five years. The vision of EYLF is for all children to experience engaging play-based learning to build success for life. Children attending our preschool are guided to play creatively in richly stimulating indoor and outdoor learning environments.

Through implementing the five EYLF learning goals children are encouraged and supported to develop a strong sense of identity, connections with the world, a strong sense of wellbeing, confidence and involvement in learning and effective communication skills. Accompanying documentation is used to make children's learning visible and to track and share children's progress.

From 1 January 2012 a new quality and assessment rating system, the *National Quality Standards* (NQS), has been introduced for all early childhood services in Australia. Services are assessed and rated in the areas of educational program and practice, children's health and safety, physical environment, leadership and service management, collaborative partnerships with families and communities, staffing arrangements and relationships with children and awarded an overall NQS service assessment rating. When completed the ratings achieved will be displayed in each preschool and published online. Turner Preschool's current rating is 'exceeding' National Standards.

Turner School prides itself on leading educational practice in the inner north of Canberra.

At Turner School we believe that when parents and teachers work in partnership the change that starting school brings can be productive, positive and fun. You are the first and most important educators of your children. As teachers we build on the foundations you have provided.

I am looking forward to meeting you and your family in the near future.

Warm regards,

Allison Edmonds

Principal, Turner School

Turner School

Turner School provides a lively and safe learning environment offering challenge, incentive and enjoyment to children, staff and the community.
The school operates within a framework of our school values and a culture of giving.
We are an inclusive school and respect individuals and their learning needs. Differences are not seen as barriers and acceptance is highly valued.



We are committed to ensuring that all children develop their educational, social, emotional and physical potential. Students develop a positive self-image and sense of well-being, enabling them to develop strong relationships, resilience and independence.
We ensure the involvement of students in decision making and recognise that their roles and actions as members of the school community involve contributing, giving, sharing and receiving.

TURNER SCHOOL VALUES

Turner is a values based school. It is expected that all members of the Turner School Community will operate within the SCARFF values. These are Support, Cooperation, Acceptance, Respect, Friendliness and Fun. The skills needed are taught through Social and Emotional Skills program.

TURNER PRESCHOOL PHILOSOPHY

Because we believe in the value of play and that children learn best when engaged in meaningful play-based experiences, **every day in our preschool you will see** children engaged in unhurried, uninterrupted play experiences that support their ideas, interests, learning needs and culture in authentic, open ended environments.

Because we believe that all children are capable learners and come with a sense of agency, **every day in our preschool you will see** children co-constructing learning with educators and peers with opportunities to inquire, experiment, take risks, have a voice and celebrate their culture and achievements.

Because we believe that families are the first and most important educators of children and that children learn best when strong partnerships are formed between families and educators, **every day in our preschool you will see** open, regular and two way communication about children and their learning needs with opportunities for family involvement and input.

Because we believe that children learn best when they have a deep connection with educators who encourage children to inquire and take ownership of their learning, **every day in our preschool you will see** educators modelling just enough to show them how and why; listening, questioning and encouraging children to take risks.



Because we believe that children learn best when actively participating as part of a community, **every day in our classroom you will see** educators supporting children from diverse cultures, backgrounds and abilities to practice acceptance, tolerance, understanding and resourcefulness.

ENROLMENT

If you are not yet enrolled in preschool, please use the online enrolment/transfer form and Parent/carer guide to enrolment/transfer for ACT public schools located on the 'Enrolling in an ACT Public School' section of the Education Directorate website.

Please note that if you live in area, you do not have to re-enrol your child for Kindergarten once they have been accepted at Turner Preschool.

If you live outside of the PEA area for Turner School you may apply to enrol your child at Turner for Kindergarten (referred to as an out of area enrolment application), but there is no guarantee that your application will be successful. All schools must consider such enrolment applications against specific criteria.

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

The ACT Education Directorate's enrolment policy can be found through this link:
https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school

For more details about PEA boundaries, go to the following website and click on the option of ACT School Public Zones and then Primary Schools at the bottom of the map:
https://app.actmapi.act.gov.au/actmapi/index.html?viewer=Education

Early Entry for children



Early enrolment for children under compulsory education age is also available to children from semester 2 of the year prior to preschool with English as an Additional Language or Dialect, Aboriginal or Torres Strait Islander children, Mobility (such as for Australian Defence Force personnel) and Gifted and Talented children. Please contact the school to discuss eligibility.

PRESCHOOL CURRICULUM

The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.
The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life:
https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf



This is a guide for early childhood educators who work with children from birth to five years. The Framework is used in partnership with families, children's first and most influential educators, to develop learning programs that are or respond to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

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

Belonging is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.

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

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

At Turner School we value everyone as an individual and recognise that we all have special qualities that make us who we are. Students are treated with respect – celebrating their uniqueness and what they bring to the school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. The school has a *Safe and Supportive Schools Guidelines* statement that outlines the steps for addressing student welfare and management issues and can be accessed on our school website.

If your child is diagnosed with additional needs or you think they will require some specific consideration, please talk to the school executive staff as soon as possible so that we can look at putting in any adjustments and discuss the best possible way to support your child.

WHAT LEARNING LOOKS LIKE AT PRESCHOOL



The Early Years Learning Framework informs goals for each learning opportunity. It emphasises play-based learning and oral language and communication including early literacy and numeracy development. In addition, there is a strong emphasis on social and emotional development and well-being.

Your child's weekly routine will be established over the first few weeks of the year. It will include opportunities for investigating, problem solving, building social connections and expressing what they know about their world through arts, music, play and conversation.

Your child will be playing on the playground, actively engaging in gross motor obstacle courses, and playing with others. There will be a weekly library session. Children will be experiencing and getting to know the places around the school that they will be learning and playing in.

How students learn at preschool:

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

WHAT CAN I DO TO SUPPORT MY CHILD IN STARTING PRESCHOOL WITH SUCCESS?

Before starting Preschool:

Prior to starting preschool, parents will be contacted by our enrolment officer. There may be opportunities for a drop-in session to help with the transition, as well as a preschool information presentation. We will also be booking in an interview with your child's teacher either at the end of the year before preschool, or in the first few weeks of starting preschool.

Week 1 of the Preschool year:
The preschool program is offered from the start of the school year. Please see your child's teacher if you would like to bring your child for shorter periods to allow some transition to adapt to the full timetable.

Drop off and pick up arrangements:
All preschool students must be picked up by an adult who is identified on the child's enrolment form. Please note that we also require you to complete a Preschool Authorisation for Delivery and Collection form. To ensure the safety of your child, you or an authorised adult are required to drop preschool students off at the classroom at the start, and pick up at the end of the sessions. If you need to change arrangements, please tell your class teacher and inform the front office. Preschool staff will make sure that your child transitions successfully to the YWCA out of school hours program if they are attending there, and there is a section on the Delivery and Collection form that indicates your authorisation for this. For safety reasons, if you need to pick your child up early or drop them off late, you must sign them in or out at the front office.

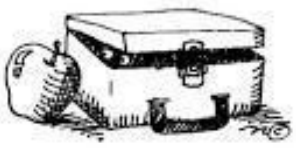
Students should wear:
- comfortable clothes that allow your child to actively engage in play
- clothes that cover the shoulders and top of the arms, as Turner School is a Sun Safe school.
- a broad brimmed hat, as hats are worn all year except for the months June and July. Turner hats can be bought from Lowes at Belconnen Mall or Chilada at Majura Park and a small supply of hats is available through the Turner School office.

Please bring:
- a spare change of clothes just in case (including underwear and socks) in a plastic bag
- a water bottle
- a banana or cut up fruit such as apple, pear or orange for fruit break
- a lunchbox containing a healthy snack (for example, crackers and cheese, yoghurt, carrot sticks) and a healthy lunch (for example, a sandwich, cold baked beans, cold pasta or rice that does not need heating).

Allergy Note:
We are an allergy friendly, nut aware school. Please ensure that your child does not bring food such as Nutella sandwiches, chocolate, peanut butter or muesli bars that contain nuts or any other food products that contain nuts. If the school is advised of any other high-risk food allergies, families will be advised about these food products. We encourage waste free lunches that use limited packaging or wrapping that needs to be binned. All clothes, drink bottles and lunchboxes should be clearly named.

ACT Community Services
For more information and handy hints, the link below takes you to the ACT Government website which parents can use to access a directory of local parenting services, including the Child Development Service and the Child and Family Centres. These are great resources to support you and your family.
https://www.communityservices.act.gov.au/children-and-families/support-for-parents-and-families

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



Help your child to become aware of the essential routines of a school day:
Talk about giving the brain and body some energy for lots of learning, such as eating a healthy breakfast. Suggestions for an energy boosting breakfast include cereal, grains, fruit, toast or a toasted sandwich, rice and vegetables, and dairy products like yogurt, milk and cheese. Pack food for a full day in a lunch bag and help your child to select what they need to eat at fruit break, lunch and afternoon snack. Make sure that your child can open the containers and access the food themselves.
Practise dressing, and check that the shoes are a good fit. Help your child to practise independence when following the toilet routine and washing hands. Suggest to your child that they should have a toilet break and wash their hands before they eat. This will help them to remember to go to the toilet when they are at preschool. Their teacher will give the students reminders throughout the day and assist them as required.
When helping your child to practise these essential routines, remember to balance your support with promoting independence.
Talk to your child about looking after their own property. Ask your child to help pack and unpack their school bag, to tidy their own room, to manage where they store the things they need.

Help your child to identify people who can help them:
Talk about when they might need to ask for help – e.g. to go to the toilet, to locate something they can't find or for support to resolve an issue, and get them to give you some ideas about what they can do if they need help. Some children may need to practise what to say when they want to access help, and could role play this with you.



Help your child to make new friends:
Share some of your own stories about how you make new friends. Talk together about what they can say to introduce themselves. Talk and make some plans about what they can do if they can't find anyone to play with. You may suggest that they look for someone who is playing on their own and ask them to play or find friends from their class and join with their game. You could give suggestions about where to play (for example at the swings or in the sandpit). Educators will help with this too. Talk about how they can include others in their games. Noticing when someone is lonely and inviting them to play is a great way to make a new friend.

Organising Your Home Routine:
It is important for your child to come to school every day. A consistent routine can create a feeling of safety, and when children feel safe they are more likely to take on learning.
It is important to arrive at school on time, and we know that mornings in a family setting can be a really busy time. It can be a good idea to put some structures into place to reduce the stress and rush in order to get to school smoothly and on time. For example, things like packing lunch and snacks the night before, getting clothes out ready for a child to dress themselves, having notes signed and ready for return the night before are all time-saving strategies.

Coping at the end of the day and balancing family life:
Your child is new to the constant expectations at school. They will need some 'down time' when they come home. You know your child; remember that they may communicate their tiredness by crying, being cranky, fighting with their siblings and being uncooperative. This is normal behaviour. Adjust your routines to allow for a break, a time to rest and play. Look at negative behaviours as an opportunity to gently teach your child how to cope more appropriately with pressure. Planning time to read to your child at the end of the day is another good way to start school routines.

FAMILY INVOLVEMENT IN PRESCHOOL

Participation in preschool activities

Families are welcome to share their special skills, interests and diverse family cultures with the preschool. Volunteering your time is encouraged at Turner Preschool. Families are also encouraged to participate in social activities to enable families to meet each other and form a sense of belonging to the school.

Families can help in the following ways:

- sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- interacting with the daily program
- assisting with working bees in the garden
- joining the Turner School P&C committee or attending the meetings
- please consider signing up on any parent lists that are usually available at the beginning of year.



We have a Turner School Parent Communication Policy – these guidelines can be found on the Turner School website. They help you to understand how best to communicate with staff, such as finding a good time or making an appointment, as well as outlining our timelines around responding to emails.

Participation of volunteers

Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities. To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the *Code of Conduct for Volunteers*. This code of conduct can be found in the preschool rooms.

Working with Vulnerable People and Volunteering in the School

Volunteers who regularly work with children in classrooms and other school activities will need to be registered. “Regularly” is determined as more than 7 times in a 12-month period.

Every volunteer is required to complete a Volunteer Nomination Form and provide their Working with Vulnerable People (WVVP) registration card for sighting and copying by the front office staff. WVVP cards can be obtained through Access Canberra or online.

It is a requirement that all volunteers sign the Volunteers book located in the Condamine and David Street offices or the folder located in the classrooms every time they visit our school. Please sign and note the time in the book.



This means if you do volunteer regularly in our preschool, K-6 school, library etc., you need to make an application for registration. Parents and members of the community make a valuable contribution in a diversity of roles. Turner School looks forward to your continued support in whatever capacity you choose. Please do not hesitate to contact us if you need more information.

Contribution to decision making

Preschool families are welcome to contribute to the decision making procedures of the school through the School Board or the P&C.



Parents and Citizens Association

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

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 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 Director General of the Education Directorate with respect to the meeting of those needs
- determine the purposes for which funds made available for the School are to be expended
- make recommendations to the Director General in respect 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 Director General on matters relating to the School.

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

Further Information on Preschool Regulations, Law, Policies, Curriculum

Please use these QR codes to find more about:

National Law:

The National Law sets a national standard for children's education and care across Australia.

National Regulations:

The National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service.

Policies:

ACT Public Preschools must meet the obligations of the ducation and Care Services Natoinal Law (ACT) Act 2011, including Regulation 168.

Early Years Learning Framework:

The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning.

A TO Z OF USEFUL PRESCHOOL INFORMATION

A – Absences

Please call the school to let your child's teacher know they won't be coming in (6142 2430 or 6142 2436) or email turner.absences@ed.act.edu.au.

B – Before and After School Care

The YWCA provides Before and After School Care to pre-schoolers on site. This service is only provided on the days that a child already attends preschool. To attend on a regular or casual basis children must be registered. For further detail on the program, associated costs and enrolment procedures please contact the YWCA Childcare accounts on 6175 9922 or email childcareaccounts@ywca-canberra.org.au.

C – 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 lessons to enhance social and emotional skills.

Communication

At Turner School we aim to keep our parents well informed. At the start of the school year there will be some more opportunities for you to gain a deeper understanding about Preschool. The school has developed Communication Guidelines that are found on the school's website and communicated to families each year.

Communication avenues with staff

Our school recognise 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
- Developing a sense of belonging to the preschool for the children, parents and staff.

Please feel free to contact, via email, to the teachers. As stated in our Communication Guidelines, teachers will respond within 72 hours. Teachers are always willing to make a time available to speak with you, so feel free to make an appointment. Parents can also leave a message for the teacher to contact them with the front office staff or via email. Teachers appreciate knowing any changes at home, which may have an effect on children during their day at school.

If you have any concerns you may talk with your class teacher, the P-K Team Leader, Deputy Principal or Principal by calling the school office on 6142 2430.

The following avenues for communication include:

- **Noticeboards –** these provide important information regarding the program, community activities, excursions etc. that you may like to participate in as well as community support and parenting information
- **Newsletters:** the Turner School Newsletter comes out fortnightly and contains information about whole school activities including contributions from the preschool. These are posted on the school website and are emailed through SAS to family's priority contact email address.
- **Term letters:** You will receive a term letter in the first couple of weeks of each term that will outline your child's weekly timetable and the focussed learning experiences for your child's class.
- **Parent interviews:** An orientation interview is conducted for preschool parents either at the end of year prior to commencing preschool or at the beginning of the school year. Parents are welcome to speak to staff at any other time during the year. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.
- **Reporting:** A report is prepared at the end of each semester. A portfolio of work is collected across the year and is available for families to access each day in the preschool rooms. The portfolio is sent home at the end of the year.

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

D – Drop off and Pick up
All preschool students must be picked up by an adult who is identified on the child's enrolment form. We also require you to complete a Preschool Authorisation for Delivery and Collection form. You or an authorised adult are required to drop preschool students off at the classroom at the start, and picked up at the end of the sessions. To ensure the safety of your child, teachers are required to hand preschool children to a designated adult. If you need to change arrangements, please tell your class teacher and inform the front office. Preschool staff will make sure that your child transitions successfully to the YWCA out of school hours program if they are attending there. If you need to pick your child up early or drop them off late, for safety reasons, you must sign them in or out at the front office.

E – Emergency management procedures
The school has a policy on emergency evacuations for Preschool to Year 6 and is required to regularly practise evacuations procedures. All staff and children and any visitors to the school participate.

Enrolment and information sessions
Enrolment is held in Term 2. A welcome to preschool information session is also held in Term 1 where parents have the opportunity to hear about the daily program, expectations and learning experiences.

Excursions and in school events
Notes for excursions will be sent home prior to the event. Please ensure that your child can participate by returning notes and making payment by the indicated due date. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend.

F – Food and drink Guidelines
Turner School follows the ACT Public School Food and Drink Policy. 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, so while at school children keep their lunches in cool places and away from direct sunlight. Parents and care-givers are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria:
Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should also be encouraged to always wash their hands before eating. Because food is normally stored in a child's lunch box for several hours, the lunch box needs to be kept cool. This can be done by:

- Choosing an insulated lunch box or one with a freezer pack, or include a wrapped frozen water bottle to keep the lunch box cool
- Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within about four hours of preparation. Don't pack these foods if just cooked; first cool in the refrigerator overnight
- If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen ice block into the lunch box

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

Hygiene procedures

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

- Before and after eating or touching food
- After toileting
- After blowing their nose, wiping tears and dribbles

All scratches and cuts must be covered.



I – 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. Please ensure you keep the office updated with ongoing immunisation records. A copy of exclusion periods for students with infectious diseases is available and is on display in preschool. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

L – Library borrowing

Your child will go to library as a part of their preschool class program. They will need to bring a library bag each library day for borrowing – this can be a cloth or plastic bag. You will be informed of your child's library day at the start of the year.

M – Medical condition management

If your child becomes sick or injured while they are at school, they will be cared for by the preschool staff. A first aid officer will attend to any minor first aid needs and contact you as required.

On enrolment, we will ask you if your child has a medical condition, and direct you to relevant paperwork to complete and return to school.

Medicine and Accidents

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

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

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

T – Transitioning to Kindergarten

Your child is a member of the Turner School community. If you live in area for Turner School, by enrolling your child into Turner your child will automatically move onto kindergarten in our school (unless they are a Directorate overflow placement for the preschool year). **If you live outside of the Turner School catchment, you will need to apply for enrolment for kindergarten.** As with all transitions the staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. This involves visiting the kindergarten classroom and playground spaces and participating in shared activities with the kindergarten children.

V – Voluntary contributions

Public education is free. At Turner, for the preschool year we have three contributions parents can make:

1) The P-6 Voluntary Contribution that is asked for annually
2) The Preschool Consumables Contribution. This is in place of a Book Pack that the families of the K-6 children are asked to provide. The preschool teachers will use these funds to supplement the resources already supplied by the school. The contribution is asked for annually
3) A separate donation to the tax deductible Turner Primary School Library Fund.

The School Board will confirm these amounts each year. You will receive a letter with more information about this in Term 2 of each year.

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

Your child is a unique individual. Your child will develop at their own pace, with their own needs and their own personality and attitude. The Preschool Team's focus is to encourage all students to become active learners. We aim to work in partnership with you to help your child:

- build on their sense of identity and community (Belonging)
- inspire a curiosity and love of learning (Being)
- develop the skill capabilities and learning processes that they will apply in their future, (Becoming).

Kind Regards,

The Turner Preschool Team



Schedule 1

Periods of exclusion from school for children with infectious conditions

Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions. The ACT Public Health Regulations 2000 require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, preschool, child care or family day care for the periods specified.

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded. Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*#*Haemophilius influenza* type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded

*#Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded

Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded

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.

***** - 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.