

OAK FLATS PUBLIC SCHOOL

Preschool Parent Booklet 2019

*Oak Flats Public School is an innovative
learning community which promotes
engagement, high expectations and
personalised learning*

Central Avenue
Oak Flats NSW 2529
Preschool: 4256 0618
Oakflats-p.school@det.nsw.edu.au



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Welcome

Congratulations on selecting Oak Flats Public School as the school for your family, and as Principal, I wish to extend a warm welcome to all our preschool families. We are proud of the wonderful school we have established and the great learning experiences and opportunities we offer our students. Our school is committed to providing a quality education for all students that develops the whole child. Our school values underpin all that we do in a supportive and caring environment. Oak Flats Public School is an innovative learning community which promotes engagement, high expectations and personalised learning.

I am delighted to welcome you into our school community on behalf of the staff, students, parents and community. Working in close cooperation with you we look forward to making your child's first schooling experience happy and productive. We look forward to getting to know your family and together, building a strong Preschool to Year 6 school community.

The preschool year provides a supportive and nurturing learning environment for children to explore and learn independently and in groups. It is a wonderful time when a child develops a range of skills including social and physical, skills for thinking and problem solving, developing interests, building friendships, exploring, asking questions and playing and learning. It is a time when children learn to cooperate, play, share ideas, converse, and develop appropriate skills for communication.

We look forward to guiding and sharing your child's learning journey during this important time and working with you for the best interests of your child/ren. We welcome your involvement and contribution to our school community. It is the partnership and on-going communication between parents and teachers that builds the foundation for a successful school experience.



Daliya Phipps
Principal

Contact Details

Address: 52 – 72 Griffiths Street OAK FLATS
Postal Address: PO Box 67 OAK FLATS NSW 2529
Phone Numbers: 4256 1405 or 4256 1760
Preschool: 4256 0618
Fax: 4256 1800
email: oakflats-p.school@det.nsw.edu.au
Web: www.oakflats-p.schools.nsw.edu.au





Mrs Daliya Phipps
Nominated Supervisor



Ms Vi Angelova
Early Childhood Teacher
Monday -Friday



Mrs Wendy Reid
Early Childhood Educator
Monday - Tuesday



Mrs Wendy Reid
Early Childhood Educator
Wednesday - Friday



Mrs Amanda Falcon
School Learning Support Officer
Wednesday - Friday



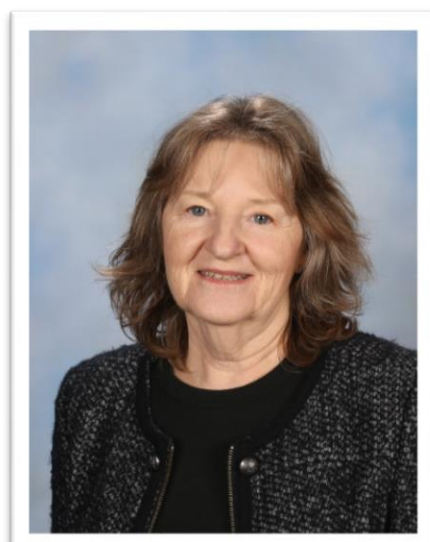
Mrs Kylie Allen
Assistant Principal
Stage 1



Miss Melissa Connor
Assistant Principal
Stage Early Stage 1



Mrs Margaret Cunningham
Relieving Kindergarten
Teacher



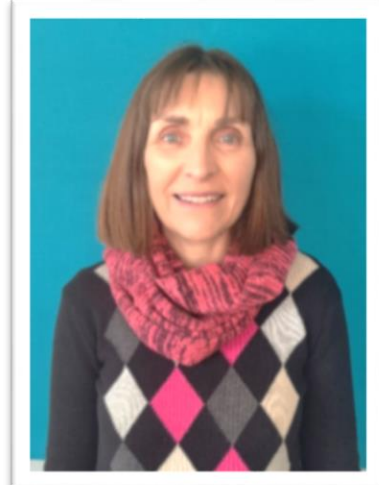
Mrs Sandra Dillon
Assistant Principal
Stage 1



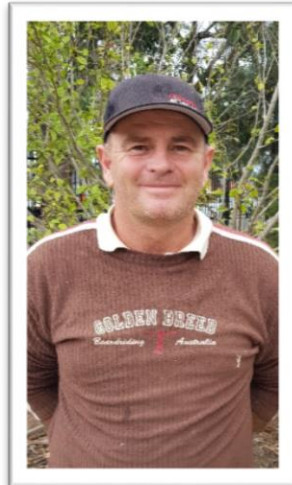
Mrs Sarah Beesley
Relief from Face to Face
Teacher



Mrs Rose Gutierrez
Relief from Face to Face
Teacher



Mrs Kathy Shipp
Relief from Face to Face
Teacher



Mr Rodney Borst
General Assistant



Tues 10-11am, Wed 2-3pm






Department of Education

Oak Flats PS Preschool provides an educational program for children the year before they attend school. We are a Department of Education preschool located on the site of Oak Flats Public School. Our unique location provides our children with the opportunity for ongoing transition to school. This is a valuable opportunity that promotes a seamless entry into school. Our educational program is based on the principles and practices of Belonging, Being and Becoming: The Early Years Learning Framework for Australia.

At Oak Flats Public School, we the students, staff and community acknowledge the Wadi Wadi people of the 5 Islands dreaming as the traditional custodians of this land. We also pay respect to Elders both past and present. We extend that respect to other Indigenous Australians present today. Together we look forward to a future of mutual respect, harmony and reconciliation. Together we are, together we can, together we will.

Our Philosophy

Personal Philosophy	We commit to:	Belonging	Being	Becoming
<p>Mrs Daliya Phipps Nominated Supervisor</p>  <p><i>"Fun, friendly space to learn and play."</i></p>	<p>Children</p> 	<ul style="list-style-type: none"> • having a voice within the curriculum and the curriculum reflecting children's interests, curiosity and needs • feeling safe, secure and supported • playing/learning in a predictable physical learning environment that children are influential over • being strong in their knowledge that they can request a trusted educator to facilitate their learning 	<ul style="list-style-type: none"> • having lengthy, uninterrupted periods of time to engage in play and learning • being viewed as curriculum decision makers. Educators are continually observing children's engagement in play and seeking children's point of view regarding the direction of their learning • selecting their play/learning materials and having their learning respected by preserving their work in the learning environment so that children can show families their creations and reflect upon and revisit their work 	<ul style="list-style-type: none"> • becoming respectful, equitable and community minded citizens through the engagement of meaningful conversations with educators and through modelled positive behavior for learning expectations • requiring ongoing opportunities to build and demonstrate their increasing capacity and agency • becoming increasingly confident and capable in their skills as lifelong learners • developing strong connections with one another in order to establish relationships that will already exist as they enter Kindergarten

<p>Ms Vi Angelova Early Childhood Teacher</p>  <p><i>"Children and educators are co-constructors of the curriculum."</i></p>	<p>Families and Community</p> 	<ul style="list-style-type: none"> • being heard, valued and respected • feeling comfortable to contribute to decision making • feeling comfortable to ask questions about their child's learning and how preschool learning experiences are supporting their child's learning goals and needs 	<ul style="list-style-type: none"> • engaging in transparent reciprocal conversations • accessing their child's learning experiences via verbal and digital communications • understanding that their family values and culture is incorporated into the preschool curriculum 	<ul style="list-style-type: none"> • developing and maintaining trusting reciprocal relationships • receiving regular communication about their child's transition to school • regularly connecting with our K-6 school and feeling comfortable being part of our school community
<p>Mrs Wendy Reid Early Childhood Educator</p>  <p>Mrs Nicole Tate Early Childhood Educator</p>  <p><i>"Relationships, Care Conversations, Play Families, Critical Reflection"</i></p>	<p>Educators</p> 	<ul style="list-style-type: none"> • being respectful of each other's skills, contributions and knowledge • having a meaningful voice in decision making • collaborating respectfully and equitably with each other and with the wider school community • acknowledging the traditional custodians of this land, the Wadi Wadi people of the Five Islands Dreaming and all Aboriginal and Torres Strait Islander people within our community 	<ul style="list-style-type: none"> • planning and implementing experiences that promote experimentation, discovery, exploration and investigation • maintaining respectful relationships with children, families and one another • engaging in critical reflection in order to drive our decision making 	<ul style="list-style-type: none"> • being lifelong learners and seeking continual improvement in their knowledge and skills around early childhood practices • collaborating and sharing knowledge with one another, with other professionals and with families • actively working on continual improvement in all aspects of our service • maintaining a strong relationship with our K-6 school through ongoing, collaborative partnerships and through transition to school practices

National Quality Framework

All children's services operate under the National Quality Framework. This aims to raise quality and drive continuous improvement and consistency in education and care services through:

- a national legislative framework
- a National Quality Standard
- a national quality rating and assessment process
- a new national body called the Australian Children's Education and Care Quality Authority.

Information available at: www.aceqca.gov.au

Quality Improvement Plan

Every early childhood service must work towards continual improvement in the quality of their service.

A Quality Improvement Plan includes early childhood services identifying:

- areas of strength
- areas of improvement

Please ask to see our Quality Improvement Plan

Curriculum

In an early childhood setting such as our preschool, 'curriculum' means all of the interactions, experiences, activities and routines that the children participate in.

Our curriculum is based on Belonging, Being and Becoming - The Early Years Learning Framework for Australia, its principles, practice and learning outcomes. At Oak Flats Public School Preschool our curriculum decision making is based on an ongoing cycle that draws on our professional knowledge of child development, early childhood pedagogy and our in-depth knowledge of our children.

Our curriculum is responsive to the needs and interest of our children it is designed to stimulate and encourage exploration and learning. It is flexible and based on careful assessment of teaching and learning.

At Oak Flats Preschool, our daily curriculum includes indoor and outdoor play experiences, educator led group times, as well as many other transition to school experiences. The children will have the opportunity to choose experiences that they are interested in and explore and experiment with new experiences and learning.



We value and encourage families to contribute ideas or any at home experiences that we can embed in your child's program. By working in partnership families and educators can enhance children's learning outcomes. We will use our Seesaw App to regularly request family feedback. Educators will utilise your feedback to inform curriculum decision making.

Daily Routine

Our daily routine is flexible and can change due to the interest of the children, weather or special events.

Yellow Group

Monday

YELLOW GROUP NICOLE SL SO

- 8:30 Educators Set up indoor/outdoor environment Preschool teacher to conduct an environment check and record the results
- 9:00 Educator opens door, welcomes family, morning conversations
- 9:00 Outdoor Learning
- 10:15 Pack away the outdoor space
- 10:30 Planning meeting
- 10:45 Fruit, lunch, children transition to Yoga
- 11:00 Music, movement, literacy, group learning
- 11:30 Child initiated indoor learning as well as educators working intentionally with individuals or small groups according to program
- 12:30 Pack away indoor space, group learning (SLSO replaces Nicole for lunch)
- 1:00 Afternoon tea
- 1:30 Quiet, buddy learning (Kindergarten teacher replaces Vi for Lunch)
- 2:00 Story, follow up discussion, group learning
- 2:20 Fitness and movement (outdoors)
- 2:40 Integrated technology (doors opened for families)
Conversations with families about children's achievements during the day
- 3:00 Educator daily reflection & plan for continuity of learning
Environment check and record that every child has left the service with their authorised family and caregivers

Tuesday

YELLOW GROUP NICOLE SL SO

- 8:30 Educators Set up indoor/outdoor environment Preschool teacher to conduct an environment check and record the results
- 9:00 Educator opens door, welcomes family, morning conversations
Outdoor Learning
- 10:15 Pack away the outdoor space 10 am – 11am (Vi replaced by Relief from face to face teacher)
- 10:30 Planning meeting
- 10:45 Fruit, lunch, children transition to Yoga individually as they finish their meal
- 11:00 Music, movement, literacy, group learning
- 11:30 Toileting, Sun hats, preparing for the library
- 1:45 Library visit
- 12:15 Return from library to preschool
- 12:20 Child initiated indoor learning as well as educators working intentionally with individuals or small groups according to program
- 12:30 SLSO from the primary school replaces Nicole for lunch
- 1:10 Pack away indoor space
- 1:30 Quiet buddy Learning (Kindergarten teacher replaces Vi for lunch)
- 2:00 Story and follow up discussion, group learning,
- 2:20 Fitness and Movement (outdoors)
- 2:40 Integrated technology (doors opened for families)
Conversations with families about children's achievements during the day
- 3:00 Educator daily reflection & plan for continuity of learning
Environment check and record that every child has left the service with their authorised family and caregivers

Wednesday AM

YELLOW GROUP - WENDY SLSO

- 8:30 Educators Set up indoor/outdoor environment
- 9:00 Educator opens door, welcomes children and families, morning conversations
Outdoor Learning
- 10:15 Pack away the outdoor space
- 10:30 Planning meeting
- 10:45 Picnic fruit and lunch break. Children transition to Yoga
- 11:00 Songs, dances story, group learning
- 11:15 Educator to open door for families to collect Yellow Group children
Conversations with families about children's achievements during the day
- 11:30 Educator daily reflection & plan for continuity of learning
Educator check the environment and record that every child has left the service with an authorized family/care giver
Educators set up indoor/outdoor environment in preparation for Green Group in the afternoon
Preschool team meeting (Preschool team meets weekly with Nominated Supervisor and fortnightly with P – 2 Initiatives Officer)

Wednesday PM

GREEN GROUP – WENDY SLSO

- 12:30 Educator opens door, welcomes children and families, conversations about children's day
Child initiated learning, individual and small group educator initiated learning experiences
- 1:15 Planning meeting discussing the learning intentions of the day
- 1:30 Outdoor play and learning
- 2:00 Teacher relieves Vi for Relief from face to face teaching time
Children and Educators work together to pack away the outdoor environment
- 2:35 Transition indoors to the meeting mat
- 2:50 Story and follow up discussion, Integrated technology in small groups
Floor time play in preparation for end of day collection
Educator opens door and welcomes families in to collect their child
- 3:00 Conversations with families about children's achievements during the day
Environment check and record that every child has left the service with their authorized family and caregivers
Educator daily reflection & plan for continuity of learning



Green Group

Thursday

GREEN GROUP - WENDY SL SO

- 8:30 Educators Set up indoor/outdoor environment Preschool teacher to conduct an environment check and record the results
- 9:00 Educator opens door, welcomes family, morning conversations
- 9:00 Outdoor Learning
- 10:15 Pack away the outdoor space
- 10:30 Planning meeting for the day (between educator and children)
- 10:45 Fruit, lunch, children transition to Yoga
- 11:00 Music, movement, literacy, group learning
- 11:30 Child initiated indoor learning as well as educators working intentionally with individuals or small groups according to program
- 12:30 Pack away indoor space, group learning (SLSO replaces Wendy for lunch)
- 1:00 Afternoon tea
- 1:30 Quiet, buddy learning (Kindergarten teacher replaces Vi for Lunch)
- 2:00 Story, follow up discussion, group learning
- 2:20 Fitness and movement (outdoors)
- 2:40 Integrated technology (doors opened for families)
Conversations with families about children's achievements during the day
- 3:00 Educator daily reflection & plan for continuity of learning
Environment check and record that every child has left the service with their authorised family and caregivers

Friday

GREEN GROUP - WENDY SL SO

- 8:30 Educators Set up indoor/outdoor environment Preschool teacher to conduct an environment check and record the results
- 9:00 Educator opens door, welcomes family, morning conversations
Outdoor Learning
- 10:15 Pack away the outdoor space
- 10:30 Planning meeting for the day (between Educator and children)
- 10:45 Fruit, lunch, children transition to Yoga individually as they finish their meal
- 11:00 Music, movement, literacy, group learning
- 11:30 Indoor play, child initiated with educators intentionally facilitating small groups or individual children
- 12:30 SLSO from the primary school replaces Wendy for lunch
- 12:50 Pack away indoor space
- 1:00 Story and transition to Afternoon Tea
When each child completes afternoon tea, they transition to meeting mat
- 1:30 Calm buddy play (Kindergarten teacher relieves Vi for her lunch)
- 2:00 Preparation and transition to Primary school library
- 2:10 Library visit.
- 2:30 Return from library
- 2:40 Integrated technology (doors opened for families)
Conversations with families about children's achievements during the day
- 3:00 Educator daily reflection & plan for continuity of learning
Environment check and record that every child has left the service with their authorized family and caregivers



Hours of Operation

The preschool operates the same school terms as the primary school.

Attendance at the preschool has been developed to facilitate the 15 hour Universal Access by offering an option of 2 group attendance patterns.

Monday	Tuesday	Wednesday	Thursday	Friday
Yellow Group 9am – 3pm	Yellow Group 9am – 3pm	Yellow Group 9am – 11:30am	Green Group 9am – 3pm	Green Group 9am – 3pm
		Green Group 12:30pm – 3pm		

Fees

Preschool Fees

The Government believes that every family should be able to access an affordable, high quality early childhood education for their child. The Preschool Fee policy will bring preschools in public schools in line with the wider early childhood sector in NSW where parents pay fees for their children to access a preschool education.

Preschool fees are \$50 per week.

Preschool Fee Relief

Families who are experiencing financial hardship and/or who have a Commonwealth Health Care Card are entitled to fee relief.

The fee for Aboriginal and Torres Strait Islander families are 50% off the full fee, unless they are eligible for further fee relief or fee exemption.

If you have any financial issues related to fees please discuss them with the Principal. Parents can be assured that they can discuss issues relating to fees with the Principal in absolute confidentiality.

Payments

Cash & EFTPOS are available at the office. An **online payment** option is also available from our website.

A **\$ Make a payment** link is on the front page of the school's website. By selecting this link you will be taken to a secure Westpac QuickWeb payment page. The payment process is intuitive and follows the format of many other online payments. Payers will complete the necessary details, some of which are mandatory (**marked with an ***) before confirming the payment details and completing the payment.

Please complete the permission note with the receipt number noted and return it to the classroom teacher.

Term Dates



2019

Term 1	Tuesday, 29 January – Friday, 12 April
Term 2	Monday, 29 April – Friday, 5 July
Term 3	Monday, 22 July – Friday, 27 September
Term 4	Monday, 14 October – Wednesday, 20 December

Daily Attendance

Oak Flats Preschool has a duty of care to the children that attend the centre. A part of this duty of care is to ensure that access to a child attending the centre is limited to persons authorised by the parent / carer and this includes collection of the child from the preschool.

Drop Off

- Children are not to be left prior to the centre opening at 9.00 am
- On arrival the person bringing the child is responsible to sign the child in on the attendance sheet next to the child's name, indicating time of arrival and expected departure time.
- The person dropping off the child must ensure that a staff member receives the child/ren before leaving the centre and that any special needs are communicated.

Collection

- Children must be collected by 3.00 pm.
- The authorised person collecting the child must sign the attendance sheet next to the child's name, indicating time of departure.
- The authorised person must ensure that a staff member is aware that they are taking the child from the preschool.
- If the child is to be collected by a person whose name is not on the enrolment form as a person authorised to pick up the child, parents must have personally informed the appropriate staff member prior to pick up. The person picking up the child should be asked to bring photo identification.
- Children that are not collected by 3pm will be walked over to the school's administration building. They will be supervised there until an authorised person collects them.



Daily Requirements

- School bag
- Water filled drink bottle
- Healthy lunch
- Change of clothes in a plastic bag
- Brimmed hat
- Fresh fruit and/or vegetables for "Fruit Break" (morning tea)
- Healthy snack for afternoon tea
- On wet days the children may bring raincoats and gumboots

What to bring to PS at the beginning of the year

Box of tissues



Pack of wipes



Labels on all belongings



Health Plans

Individual health plans will be prepared for children with diagnosed medical conditions like asthma, anaphylaxis etc. Please see staff upon enrolment into preschool.

Birthdays



We are happy to celebrate your child's birthday with their preschool friends. Small individual cupcakes may be sent in to share with the other children. If your child has food allergies please talk to staff to arrange a "substitute" food item.

Healthy Eating

Please support our Healthy Eating Policy by providing healthy lunches and snacks for your child. We are an allergy aware preschool and will inform our families of any food allergies that exist in our preschool service and how we can work together to avoid risk.

No chocolates or lollies please. We discourage sweet biscuits, cakes and rollup type foods as they contain high amounts of sugar. To raise awareness of environmental issues we encourage families to send in "Nude Food". Nude food is any food that has no packaging....i.e. fruit is natural nude food, sandwiches and snacks may be put into containers. The children will love being "Nude Food Dudes". We encourage the children to drink water at preschool. They **will not** need to bring fruit juice or cordial.

During Fruit Break the children will have an opportunity to enjoy fresh fruit and/or vegetables. They will need some fresh raw fruit and/or vegetables like carrot/celery sticks, cucumber etc. and their water bottle. Fruit/vegetables are not shared with the group.

They will need the following food/water:

- Fresh raw fruit/vegetable for Fruit Break
- A healthy lunch (e.g. sandwich, healthy snack)
- Small healthy snack for afternoon tea (optional)
- A water bottle



Illness



If your child is unwell please keep them at home to recuperate.

If your child requires medication at preschool you will need to complete medication administration forms, provide the medication in its original packaging with your child's details and dosage clearly visible.

Families will be informed about any outbreaks of infectious conditions.

Policies and Procedures

Ask our staff if you would like to view our Policies and Procedures. These are also available to parents on the school website.

Recycled Donations



We accept all washed recycled donations except anything that is glass. Boxes of all shapes and sizes, lids and rolls, paper, cardboard are all great. We cannot use toilet rolls, egg cartons or any sharp tins.

Enrolment

Department of Education Preschools provide educational programs for children for one year prior to enrolment in Kindergarten.

Children seeking to enter school at the preschool entry point should be four years of age on or before 30th April in that year.

To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and a proof of residence such as a utilities bill, mortgage document and lease or tenancy agreement.

Application for Preschool enrolment is made at the school office by:

- completing Oak Flats Public School Preschool Application enrol form; and
- providing original documentation upon request

Oak Flats Public School Preschool's applications exceed the available positions, so applications are placed on a waiting list and placement is not guaranteed. Every application will be reviewed individually and prioritised based on the eligibility criteria and the preschools specific priority enrolment criteria.

Time to learn about each other

- Prior to commencement, time is set aside for families to meet with staff and share information in order to facilitate a positive transition to preschool that is responsive to individual children's needs.
- Families are welcome to make an appointment with the teacher through the year to share information about their child's journey at preschool.
- Families will have opportunities to transition into preschool through our preschool playgroups prior to commencing preschool.



Communication and Collaboration

We recognise families as children's first and most influential educators. We value the unique insights families have about their children. Open communication and collaboration between staff and families better enable us to ensure our program is responsive to individual children's ideas, knowledge, culture, abilities and interests. Oak Flats Public School Preschool is using the SeeSaw App to share children's achievements, distribute messages and to encourage and engage in two way dialogue about your child.

Collaboration within the Program

- An Education Program is on display in the preschool.
- Parents / carers are invited to read and contribute to the Education Program at any time.
- Daily reflections are shared with families through our SeeSaw App
- School newsletters give insight into current school programs and include learning programs from Oak Flats Public school.

Contributing to Decision Making

Families are welcome to contribute to the decision making procedures of the school through the School P&C.

Hygiene Procedures

We ask that all staff, children and volunteers adhere to the hand washing procedures.

All children are encouraged to wash their hands:

- On arrival
- Before and after eating or touching food
- After toileting
- After blowing their nose and wiping tears and dribbles
- After playing outdoors

All scratches and cuts must be covered.



Food Safety Preparation Tips

Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches however are particularly susceptible to food poisoning, especially in the summer heat. Parents and caregivers are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria.

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should also be encouraged to always wash their hands before eating.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day's school lunch. Suitable foods to freeze are bread, cooked meat, cheese, baked beans 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 4 hours after 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.
 - ⇒ Healthy drinks, such as water and milk can be frozen overnight and then sorted in your child's lunch box, helping to keep it cold.



If you have not packed an icebrick in your child's lunchbox, please place the lunchbox in our bar fridge located near children's lockers.

Children's Clothing

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

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

Please label all of your child's clothing and pack a spare set in case of extremely messy play or accidents.

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 details. Please keep telephone calls to the preschool during session times for urgent matters only.



Emergency Management Policies

The school has a policy on emergency evacuations and is required to practise evacuation procedures regularly. Evacuation drills are conducted once per school term. Lockdown practice is conducted once per school term. Educators will notify families prior to conducting any Emergency Management practices.

Concerns or Complaints

If you have any concern about your child's education please have a conversation with the preschool teacher. You are also welcome to make contact with an executive teacher or our principal, Mrs Daliya Phipps. They can be reached on 4256 1405.



Sun Smart Practices

Oak Flats Preschool is a sun smart school. Children are required to wear a broad brimmed or legionnaires hat outside all year.

During warmer months, parents are encouraged to apply sunscreen to their child before preschool and to supply sunscreen for their child to reapply during the day. Students will be encouraged to apply sunscreen themselves. All tops at school will need to have sleeves. Children will be asked to play in the shade if they are wearing singlet tops or shirts with cut off sleeves.



Medical Condition Management

Immunisation

The NSW Department of Health advises that all children attending school should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenza type b). We would ask that you check your child's present immunisation status to see whether it is complete for his/her age. Regulations require schools to request proof of up to date immunisation when enrolling.

From 1 January 2018 children who are unvaccinated due to their parent's conscientious objection will no longer be able to attend preschool.

A school cannot enroll a child in preschool unless the parent/guardian has provided an approved immunisation certificate that shows the child

- Is fully immunised for their age, or
- Has a medical reason not to be vaccinated, or
- Is on a recognised catch-up schedule



Only approved Australian Immunisation Register (AIR) forms can be accepted.

Medication 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 (asthma, diabetes, epilepsy) must have a Health Care Plan completed by parents and their GP and lodged at the school. Plans are available from the school office.

If a child is to take a prescription medicine while at school, signed permission forms, instructions and medicine must be left with staff. Information on a child's health status, for instance epilepsy or diabetes, should be given upon enrolment or on diagnosis. 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 teacher.

Diseases – outbreak procedures and exclusion periods

Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions.

Condition	Exclusion period 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— at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
<i>Haemophilus influenza</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— child is unwell, or child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza- like illnesses	Exclude until well	Not excluded
Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
Measles	Exclude for at least 4 days after the rash appears.	(d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within Immunised contacts not excluded. Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case.
Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
Salmonellosis	Exclude until diarrhoea ceases	Not excluded
Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
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

Positive Behaviour for Learning, known as PBL is a whole school program that actively promotes positive behaviour. It supports students in early childhood years through to upper primary years of schooling. PBL addresses the diverse academic and social needs of every student at Oak Flats PS to support them to be successful.




Code of Conduct

We SHARE our Responsibilities

As successful member of our Oak Flats Public School Community
I will...

- Strive for better things
- Help by following instructions
- Always work and play safely
- Respect all people and poverty
- Enjoy and care for our environment

	SAFE	RESPECTFUL	RESPONSIBLE	ACTIVE LEARNER
	Behaving in a way that benefits everyone	Being kind to others and having good manners	Making good choices to do the right thing	Doing your personal best at all times
	<p>We:</p> <ul style="list-style-type: none"> walk safely play and pass toys low use kind hands 	<p>We:</p> <ul style="list-style-type: none"> follow instructions the first time listen to others play gently 	<p>We:</p> <ul style="list-style-type: none"> stay together pack away when asked pack our belongings in our lockers 	<p>We:</p> <ul style="list-style-type: none"> listen to instruction the first time participate in activities remain seated when learning
INDOOR LEARNING ENVIRONMENT	<ul style="list-style-type: none"> walk on concrete keep sand and dirt low take care of preschool property 	<ul style="list-style-type: none"> use kind words include everyone in play leave others to complete their games 	<ul style="list-style-type: none"> play in the correct area care for our gardens throw rubbish in the bin 	<ul style="list-style-type: none"> follow instructions the first time try new skills cooperate with others
TRANSITIONS AND INCURSIONS	<ul style="list-style-type: none"> stay with our teachers walk in two lines wait for our families to collect us 	<ul style="list-style-type: none"> listen to instructions the first time use kind words when we interact say goodbye to educators before we leave preschool 	<ul style="list-style-type: none"> stop, look and listen when we hear the tambourine take care of our belongings pack away when we are finished 	<ul style="list-style-type: none"> take turns and allow others to learn work as a team when we move between activities
EATING TIME	<ul style="list-style-type: none"> wash our hands remain seated show teachers our lunchbox keep our hands and feet to ourselves 	<ul style="list-style-type: none"> use manners put rubbish in the bin use a quiet voice 	<ul style="list-style-type: none"> pick up what we drop eat our own food pack away our belongings 	<ul style="list-style-type: none"> eat our healthiest food first open our own food drink and refill our water bottle talk about healthy food choices
TOILETS	<ul style="list-style-type: none"> tell a teacher before we go use, flush, wash and leave have one child, one toilet 	<ul style="list-style-type: none"> keep our area clean keep our hands and feet to ourselves wait for our turn 	<ul style="list-style-type: none"> always flush dress ourselves place our paper towel in the bin 	<ul style="list-style-type: none"> turn taps off use one squirt and one paper towel ask a teacher when we need help

Early Years Learning Framework Outcomes and Communication with Families Assessment and Reporting

Assessment is part of an ongoing cycle that includes planning, documenting and evaluating children's learning and includes the voice of the child, parent and educators. Assessment is linked to the Early Years Learning Framework Learning Outcomes. Children's learning is displayed in a variety of ways. Reporting occurs in a variety of forums, including portfolios, displays, formal midyear and end of year reports and parent teacher conversations. Children's achievements and progress towards the learning outcomes will be discussed daily, shared via the Seesaw App and discussed during formal midyear Family / Educator conversations. Transition to School Statements detailing each child's progress towards the learning outcomes is forwarded onto your child's Kindergarten teacher with parent permission.

Transitions

Your child is a member of the Oak Flats Public School community. By enrolling into our preschool your child will automatically move on to kindergarten in our school. As with all transitions, the staff will ensure that the move from preschool to kindergarten is successful. To do this we have developed a transition program for our preschool children. This involves:

- a primary school 'buddy program' which involves developing individual relationships (Term 2)
- participating in relevant primary school activities (Terms 1 - 4)
- utilising the primary school site and outdoor facilities so that children develop familiarity with the setting (Terms 1- 4)
- Fruit Break in the Kindergarten Covered Area
- Learning area (Terms 2 - 3)
- Fortnightly Kindergarten classroom visits (Terms 3 – 4)

Library

Oak Flats Preschool visits and borrows from the Public School's library once per week. Children will need a separate cloth bag to help protect borrowed library books.





We hope you and your child have a wonderful fun filled year at Oak Flats Public School Preschool, where a lifelong love of learning as well as lasting friendships are formed.

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

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

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